

SUGGESTED GUIDELINES AND PROCEDURES FOR MULTIPLE
TEACHER DEPARTMENTS OF VOCATIONAL
AGRICULTURE IN OKLAHOMA

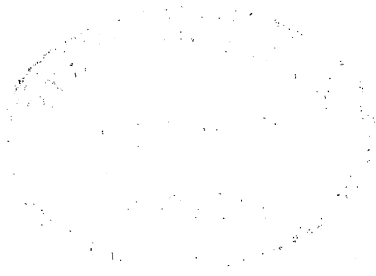
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CHAPTER I

INTRODUCTION

Vocational agriculture education in the public high schools had its origin, in the United States, with the passage of the Smith - Hughes Act of 1917. As prescribed by law, vocational agriculture was designed for training present and prospective farmers in agricultural production. From its inception and for the first thirty to forty years of its existence, instruction in vocational agriculture was located primarily in the rural high schools of America. The enrollment in all day classes was limited originally to boys. The enrollment in these departments seldom exceeded forty to forty-five students. They were usually conducted by a single teacher. The program was increasingly accepted by local school administrators and today is widely accepted as an appropriate and essential part of the comprehensive secondary school offerings.

As the program of vocational agriculture was developed through the years, a combination of factors has produced the establishment of an increasing number of multiple teacher departments. The demands of an ever changing agriculture require the constant revision and improvement of vocational agriculture programs.

The ten year period from 1955 to 1965 saw an increased emphasis on public school district reorganization with the consolidation of small school districts into larger more economical administrative units. This factor contributed strongly to the development of multiple teacher

departments of vocational agriculture, since most consolidation occurred in the rural areas of the United States.

Increased demands on departments to provide a broader scope of training to include agri-business education and areas of specialized agriculture mechanics trades and skills has developed since the passage of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968. These acts for the first time permitted vocational agriculture education to include areas beyond agriculture production and included such areas as agriculture supplies, sales and service, agriculture machinery, horticulture and forestry. This broadened concept of vocational agriculture resulted in increased enrollments. A second or third teacher was added in many departments in order to more adequately provide the training necessary to meet the needs of all vocational agriculture students.

These federal vocational acts permitted female enrollment in previously male dominated courses of instruction. Girls were permitted to join the FFA in the early 1970's. A steady increase of girls enrolled in vocational agriculture has provided another factor contributing to the establishment of multiple teacher departments.

The popularity of adult and young farmer education and cooperative education for high school students has provided a further influence resulting in a second or third teacher being added to provide a more effective agriculture education program in high schools throughout the United States.

A similar pattern of events can be traced during this period of time in the state of Oklahoma. A steady increase in the number of vocational agriculture programs occurred in rural areas of Oklahoma

until the 1960's. State laws affecting small schools resulted in the consolidation of two or more districts into one administrative unit. In 1969 an association of Young Farmer Chapters in Oklahoma was organized with emphasis on education. Early in 1972 the State Association of Future Farmers of America amended their constitution permitting girls to join the FFA. A renewed interest in occupational training in agriculture saw the development of the "VAOT" (Vocational Agriculture Occupational Training) program in Oklahoma. Increased federal aid to local schools for improving and adding equipment and supplies to the vocational agriculture programs also occurred in the period directly following the 1963 Vocational Education Act.

These events occurring in Oklahoma in rather rapid succession have resulted in the establishment of a number of multiple teacher departments of vocational agriculture.

Statement of the Problem

There are presently sixty-one multiple teacher departments in Oklahoma employing one hundred and twenty-nine teachers. As recently as 1971, there were only twenty-eight such departments. There are no written guidelines or procedures for the operation of multiple teacher departments in Oklahoma public schools.

With a definite trend toward an increased number of multiple teacher departments, a need for close examination of local operational problems became evident. The thrust of this research effort was centered around the establishment of basic operational guidelines and procedures for implementing and improving multiple teacher departments of vocational agriculture in Oklahoma public schools.

Purpose of the Study

The purpose of this study was to develop operational guidelines and procedures for selected areas of concern in vocational agriculture departments in which two or more teachers are employed to provide agriculture education to all-day students and young and/or adult farmers, in the public secondary schools of Oklahoma.

Objectives of the Study

To accomplish the purpose of this study, the following specific objectives were set forth:

1. To identify operational guidelines and procedures for multiple teacher departments of vocational agriculture in Oklahoma high schools.
2. To determine the relative importance of these guidelines and procedures as perceived by teachers of vocational agriculture from multiple teacher departments in Oklahoma.
3. To develop suggested operational guidelines and procedures for multiple teacher departments of vocational agriculture in Oklahoma public schools.

Need for the Study

The number of multiple teacher departments of vocational agriculture in Oklahoma nearly doubled in the four year period from 1971 to 1975. Approximately one-fourth of the 417 teachers employed to teach vocational agriculture in Oklahoma in 1975 were located in multiple teacher departments.

A combination of factors prompted the need for this study. There

was, first of all, a very definite trend established, which seems likely to continue for some time, toward an increased number of multiple teacher departments of vocational agriculture in Oklahoma public schools. Second, this continued growth presented new and different problems in assigning duties and responsibilities to the teacher involved. Management and operation of multiple teacher departments for the effective and efficient use of personnel and equipment was identified as a third factor. Fourth, there was a need to involve teachers from multiple teacher departments in identifying the guidelines and procedures necessary for operating an effective educational program.

Assumptions of the Study

For the purpose of this study the following assumptions were accepted by the investigator:

1. The teachers who participated in this study were capable of identifying the operational guidelines and procedures necessary for establishing and improving multiple teacher departments.
2. The administrators who participated in this study were capable of identifying the major areas of concern, to which the teachers should address themselves in developing the operational guidelines and procedures necessary for the efficient and effective operation of multiple teacher departments.
4. Operational guidelines and procedures can be of assistance in improving the effectiveness of vocational agriculture programs in multiple teacher departments.

Scope of the Study

The information for this study was collected in three basic steps.

The first step was to identify the major areas of concern, that should be investigated in developing the operational guidelines and procedures for multiple teacher departments. The teachers employed in multiple teacher departments of vocational agriculture were used initially to identify these areas. Administrators of schools in which multiple teacher vocational agriculture departments existed were also used to help identify these major areas of concern.

The second step was securing assistance of teachers in developing, within each major area, specific statements of concern involved in the operation of multiple teacher departments. This was accomplished in a four day conference with teachers of vocational agriculture from multiple teacher departments in Oklahoma. Eighty-seven percent of teachers involved in multiple teacher programs were included in the study. Ninety-five percent of the multiple teacher departments in Oklahoma public schools as of June 1, 1976 were represented in this study. Three administrators from schools with multiple teacher departments were used in the conference as resource personnel. One resource person from out of state was also used to provide guidance and expertise to the conference.

The third step of the study was accomplished by securing the opinion of the teachers from multiple teacher departments as to the importance of the specific statements of concern. This was accomplished through the use of a five-point scale. This scale had been used in previous studies for similar purposes by Herring (1), Braker (2) and Elson (3).

Definition of Terms

For the purpose of this study the following definitions seemed pertinent and relevant.

Vocational Agriculture: Refers to courses of instruction taught in

high schools designed to train students for careers in agriculture production and related agriculture business.

Multiple Teacher Department: Refers to a department of vocational agriculture having two or more teachers teaching in the same administrative high school unit whose coordinated efforts contribute to the total vocational agriculture program offered by that school.

Administrator: Refers to the person in the high school who is directly responsible for the administration of the vocational agriculture program. This person is usually either the superintendent or principal, but in some cases may be the vocational coordinator.

Department Chairman: Refers to the teacher who is designated, by the administration, to be in charge of a multiple teacher department.

Operational Guidelines and Procedures: Refers to specific statements designed to establish recommendations for planning, organizing and operating multiple teacher departments of vocational agriculture.

Teacher of Vocational Agriculture: Includes personnel regularly employed by high schools to direct the total program of vocational agriculture.

CHAPTER II

REVIEW OF LITERATURE

This study involved the use of the conference as a means of determining operation guidelines and procedures. It also involved the use of an instrument containing a five-point Likert type scale to obtain the opinions of the population involved. The review of literature has been organized into three different sections, two of which are devoted to supplying details regarding the two foregoing procedures. The sections are as follows:

1. The conference method
2. Using the scale
3. Related articles and studies

The Conference Method

Two accepted methods for making group decisions and acquiring group consensus have been the "Delphi Technique" and the "Conference Method." The desirability of the interaction among participants, in determining the operational guidelines and procedures, was the determining factor involved in selecting the conference method for the purpose of this study.

The conference method involves a group of people pooling their ideas in order to solve their collective or individual problems. It is designed to promote constructive and individual thinking. To insure that all members of the conference share common concerns, it is helpful to involve

members with similar job responsibilities and problems. A solution developed by the conference method should encourage participants to think about their problems, to state the facts about them clearly, and finally to decide what should be done about them. By the end of the conference, participants should have reached an agreement as to the best solution to their problem.

Properly used, the conference method has many advantages. According to Hunter (4) business men long ago recognized the educational value of the conference. It has great value in modifying attitudes and in broadening one's practical knowledge through the expressed experiences of other members of the conference. It may also serve to correct mistakes and misunderstandings. A conference correctly applied will promote cooperation and sharing of responsibility for common problems. One of the greatest benefits is the development of analytical ability and a questioning attitude.

In a well-planned conference every problem is analyzed, facts are assembled and studied openly, advantages and disadvantages are identified and discussed. Only after these steps are completed are attempts made to arrive at conclusions or recommendations.

If there is a key to successful conferences, it is free, open discussion. The difference between a "bull session" and a productive conference may be summed up in one word: leadership, according to Hunter.

Suggestions for effective conference leadership, as outlined by Diederich (5) are summarized below.

1. The leader's job is to stimulate, organize and guide the thinking of the group as it proceeds toward the assigned goal of the conference. Since the quality of the discussion depends upon the interaction of the participants, the leader must be both

sensitive and flexible.

2. Effective leadership is facilitated when he has a good working knowledge of all aspects of the subject to be dealt with.
3. Be familiar with all the facts concerning the problem.
4. Take care of all mechanical and procedural preparation as they will not hinder the progress of the conference.
5. Never underestimate the intelligence of the participants.
6. Be personally familiar with each individual in the meeting.
7. Make the objective of the meeting perfectly clear.
8. Arrange for someone in the group to record the decisions.
9. The conference leader should direct the discussion, not dominate the discussion.
10. Listing important items as decisions of the group on a black-board may help prevent digression or duplication and facilitate the summary or conclusion making process.
11. See that all members are involved in the discussion.
12. Use disagreement among members creatively. Try to bring others into the conversation to cool off the conformation of other members.
13. Control dominant personalities in the group by balancing the discussion. Make sure all members are allowed to express their ideas.
14. Remember that communication takes time, be patient.
15. A concise summary of conclusions should be made at the close of the conference.

Using the Scale

Since the major purpose of this study was to develop and evaluate

operational guidelines and procedures, a five-point Likert-type scale was used to determine evaluative opinions of the participating population. A scale is a set of numerical values assigned to subjects, objects, or behaviors for the purpose of quantifying and measuring qualities. Scales are used to measure attitudes, values and interests. They measure the degree to which an individual possesses the characteristic of interest or importance.

Authors Ary (6), Kerlinger (7) and Van Dalen (8) discuss the use of scales as data gathering instruments. The types of scales are attitude, value and objective. As described by Ary (6),

The Likert scale presents a number of positive and negative statements regarding an attitude object. In responding to the items on this scale, the subjects indicate whether they strongly agree, agree, are undecided, disagree, or strongly disagree with each statement. The numerical value assigned to each response depends on the degree of agreement or disagreement with individual statements. The score of a person is determined by means of a summing of the values assigned to individual responses. To construct a Likert-type scale the following steps are usually taken:

1. Collect a large number of favorable or unfavorable statements regarding the attitude object.
2. Select from these approximately equal number of favorable and unfavorable statements.
3. Administer these items to a number of individuals, asking them to indicate their opinions regarding each statement.
4. Complete the score of each individual using the scoring procedure discussed previously.
5. Carry out an item analysis to select those items that yield the best discrimination (p. 179).

According to Van Dalen (8),

A rating scale ascertains the degree, intensity or frequency of a variable. To construct a scale, an investigator identifies the factor to be measured, places units or categories on a scale to differentiate varying degrees of that factor, and describes these units in some manner. No established rule governs the numbers of units that should be placed on a scale, but having too few categories tends to produce crude measures that have little meaning, and having too many categories makes it difficult for the rates to discriminate between one step and the next on the scale (p. 318).

Related Articles and Studies

Vocational agriculture teachers throughout the nation have experienced unique problems when two or more teachers are employed in the same department. With the adding of a second teacher to the program in Woodburn, Indiana, Hefty and Steiman (9) identified their concerns for efficient operation of their department as falling into the following general areas:

1. The abilities and interest of the teachers involved should be used to the best interest of the students.
2. Departmental goals should be determined jointly and supported by both teachers.
3. The students enrolled should have teaching and supervising contact with both teachers.
4. Classroom and shop rules should be established and administered uniformly by both teachers.
5. Responsibilities directly connected with the FFA should be divided between the teachers based on student involvement.
6. Each teacher should supervise the training programs of the students he is currently teaching in all-day classes.
7. Each teacher should be involved with the adult education program.

After specific assignments have been made in the seven areas mentioned above an overall analysis was made to compare teachers load. These teachers stressed the importance of communication and cooperation to provide an effective program of instruction with each teacher doing their fair share.

Increased enrollments in vocational agriculture since the passage

of the Vocational Education Acts of 1963 and 1968 have been experienced throughout the United States. With increased enrollments, the number of multiple teacher departments rose from thirteen in 1967 to twenty-three in 1971. Some of the problems connected with these new programs were isolated by Bekkum and Thompson (10) and reported as follows:

1. Programs of vocational agriculture may need additional teaching staff when the enrollment exceeds seventy-one students or when "special" programs with agri-business emphasis are initiated.
2. Schools tend to hire beginning teachers when additional staffing is needed.
3. The majority of decisions as to teacher responsibilities are left up to the teacher involved.
4. Teachers and administrators will need to look to state departments of vocational agriculture and teacher educators for help in formulating departmental plans.

In California the number of multiple teacher departments has nearly doubled in the ten years preceeding 1971. In the latter part of this period the Bureau of Agriculture Education decided to provide in-service workshops for teachers in multiple teacher departments. A total of ninety department heads from multiple teacher departments were involved in those three-day workshops. According to Wilson (11) the workshops addressed the following areas of concern:

1. Maintenance and operation of the department on a day to day basis.
2. Specific planning for improved growth and expansion.
3. Teacher involvement in the supervised training programs of the students.

4. The development of an effective summer program of activities.

As a result of a broadened scope of instruction in vocational agriculture in Kansas the number of multiple teacher departments doubled from 1963 to 1968. In a M.S. thesis Elson (3) tabulated the following conclusion as a result of the teachers' and administrators' opinionnaire:

1. A high demand for young and adult education could be a justification for hiring an additional teacher.
2. Policies for multiple teacher departments should be developed through the cooperative effort of teachers, administrators and state supervisory personnel.
3. An additional teacher may be justified by a demand for more specialized courses of instruction.
4. Duty assignments should be made in writing with the cooperation of all teachers and the local administration.
5. Teachers should teach the area of speciality they are most qualified to teach, and students should be grouped by age.
6. The student training program should be supervised by the teacher he has in class.
7. Only one FAA chapter should be organized in a multiple teacher department of vocational agriculture.
8. Effective programs may be the direct result of the proper use of an advisory council.
9. The ag facility should include two classrooms and one shop.
10. A head teacher should be appointed by the school administration.

In a study of multiple teacher departments in Texas, Stoner (12) determined that cooperation and understanding between teachers were essential to the successful operation of multiple teacher departments. Other factors included:

1. A head teacher should be appointed by the administration.
2. There should be a written assignment of responsibilities for all teachers.
3. Classes should be scheduled so that all teachers are not teaching at the same time.
4. Teachers should rotate their teaching assignments.
5. Teachers should supervise the training programs of the students they teach.
6. All teachers should be directly involved in planning and operating the functions of the FFA Chapter.
7. Multiple teacher departments should have an effective young and adult education program.
8. All teachers should work with FFA judging teams. They should train the teams for which they are best qualified.

Recognition of specific problems arising when two or more teachers of vocational agriculture were employed in the same department began to appear in the 1950's. As early as 1949 Way (13) gathered information from fifty-two multiple teacher departments in a seven state area. The conclusions of his study revealed that:

1. Two teacher departments of vocational agriculture were working satisfactorily in the state surveyed.
2. A department should be carefully analyzed and evaluated to determine the need for a second teacher.
3. The original teacher should have a part in the selection of an additional teacher.
4. Both teachers and the superintendent should work out a written agreement on the duties and responsibilities each teacher will assume.

5. There should be a satisfactory working relationship between the two teachers.
6. The original teacher should handle the administrative details of the department.
7. Four years of vocational agriculture should be offered each year to the students.
8. The classes should be arranged in order that each student will have classes with each teacher sometime during the four year period of course work.
9. The enrollment of non-farm boys should be kept to a minimum.
10. Each teacher should supervise the students he instructs in class.
11. Both teachers should have joint responsibility in the following areas: FFA activities, young and adult farmer classes, community services, and cooperating with other agricultural agencies.
12. The all-day students should benefit the most from the addition of the second teacher since they are the most important part of the vocational agriculture programs.

Additional research was instigated by a number of teachers in various states in the 1950's and 60's to gather information that might be helpful to them locally in organizing and operating a two-teacher department of vocational agriculture. Then in 1968 a group of sixteen teachers of vocational agriculture in Ohio met in a two and one-half week workshop to develop teacher understandings in the organization and administration of multiple teacher departments. The results of this workshop were reported by Hummel (14). The major conclusions and recommendations from this workshop revealed that:

1. The local school superintendent should designate the coordinator

2. The written departmental policy should be a joint effort of all teachers in the department.
3. The teachers in the department give their recommendations to the local administrator, who then interviews the applicants for the job when adding teachers. One applicant is then recommended to the board of education.
4. A representative of the board of education, the principal, the FFA president, a number of the young or adult farmer classes, the vocational agriculture staff members, and members representing agriculture interest in the local community should constitute the advisory committee for the department.
5. The departmental coordinator and the teacher of Vocational Agriculture I should prepare and present an orientation program to all prospective students. Final selection of students should be made by the teacher in cooperation with the counselor and the parents of the students seeking admission.
6. Development of program instruction rests with the departmental coordinator.
7. The use, care and maintenance of departmental facilities should be covered in a written statement of policy.
8. All budgets should be prepared by the total staff with priorities set according to the greatest need.
9. All reports should be submitted on time through the departmental coordinator, who will keep a file copy for the department.
10. Classroom strengths and abilities should be established for the entire school year.
11. Standards for discipline should be agreed upon in advance.
12. Each teacher should supervise those students which he has in

class.

13. The local administration and vo-ag teachers should make a complete breakdown of FFA responsibilities.
14. The departmental coordinator should be responsible for seeing that the program plans are administered and that each teacher contributes to his best interest and competency to the adult program.
15. One staff member should be designated to coordinate the public relations effort of the department.
16. Each teacher should be assigned agricultural agencies that he is to work with from a complete departmental list.
17. The departmental coordinator will coordinate all extra duties of staff personnel with the school administration.
18. A plan should be developed by the vo-ag coordinator to allow one teacher to remain in the local community at all times, permitting the other teachers on an alternate basis to seek professional improvement outside the community.
19. All vo-ag teachers must develop excellent working relationships with other teachers by making available the use of facilities, supplies and equipment.
20. A local evaluation team should be selected by the department and the administration to evaluate the program on the basis of its objectives.

A comprehensive study by Herring (1) in 1969 including teachers and administrators from forty-nine states reported the following:

1. One person in the multiple teacher department should be designated as the department chairman.
2. Each teacher should be assigned the responsibility for the

general coordination of major components of the program, such as the FFA, the Young Farmer program, or the teaching of high school classes or courses.

3. A detailed program of vocational agriculture for the immediate future and a long-range program should be prepared jointly by all teachers in the department.
4. Fiscal budgets should be prepared jointly by all staff members.
5. The department chairman should coordinate the report making activities of the department.
6. The school administration, department chairman, and staff members should agree upon the general school duties and responsibilities of the vocational agriculture staff.
7. The departmental public relations program should be a joint effort of all staff members, with one member designated to coordinate the program.
8. The teaching of high school vocational agriculture students should be assigned to staff members in accordance with the local program of instruction being followed, whether by class, course, module, area, or other method.
9. Each teacher should supervise the occupational experience programs primarily of those students whom he teaches.
10. The development of a written statement of departmental policy should be a joint effort involving all teachers in the department and the local school administration.
11. The department chairman, in consultation with other teachers in the department, should be responsible for recommending to the school administration that a department should add an additional teacher.

12. A periodic evaluation of all aspects of the program should be a combined effort of all staff members.

Included in the conclusions of his study Herring (1) recommended that individual states develop a manual for organizing and operating multiple teacher departments using the guidelines developed in his study. He further recommended that state departments of education and departments of agriculture education provide courses and workshops for teachers and administrators concerning the organization and operation of multiple teacher departments of vocational agriculture.

It became evident after the passage of the 1968 Amendments for Vocational Education that the use of more than one teacher in Oklahoma departments of vocational agriculture was becoming increasingly popular. A study was conducted by Collins (14) to identify problems which were considered as commonly encountered in the establishment, supervision, and teaching activities of multiple teacher departments of vocational agriculture and to determine the relative importance of various factors in considering the addition of teachers to the staffs of local departments. The primary finding of this study revealed that:

1. The local board of education, the local school superintendent and the original vocational agriculture teacher should be responsible in determining whether a department needs an additional teacher.
2. The nature and extent of the all-day student enrollment and adult or young farmer enrollment were paramount factors in determining the need for an additional teacher.
3. One of the teachers should be trained in a different field of specialization in agriculture.
4. The second teacher need not necessarily have less experience

- than the original teacher.
5. There should be a designated head teacher.
 6. There should be from fifty-five to sixty-five students enrolled before adding a second teacher.
 7. Farm mechanics facilities should be available before establishing a multiple teacher department.
 8. All-day enrollment need not be twice that of a single teacher department.
 9. There should be at least a twenty-five percent increase in FFA activities and membership participation in a multiple teacher department.
 10. Adult or young farmer education should be increased by about sixty percent.
 11. The number of all-day students enrolled should be a major factor in determining the amount of the out-of-school teaching load assumed by the instructors.
 12. The number of supervisory visits per student should not be affected.
 13. An increase in per student farm training program labor income should be expected.
 14. It is essential that a multiple teacher department have two classrooms.
 15. Fifty percent of the respondents recommended that each teacher confine his farm visits to those students enrolled in the classes he teaches.
 16. Multiple teacher departments should not create additional administrative problems.
 17. The second teacher may well be justified because of the demands

for adult or young farmer education.

18. Teachers in the study indicated that a second teacher could be justified by the personal service demands of the community.

19. The percent of farm and non-farms all-day enrollment should be a factor to consider before adding an additional teacher.

As a result of his study Collins (15) recommended that each state should have a recommended plan under which a department of vocational agriculture, if contemplating adding a second teacher, would be expected to qualify and operate.

As the number of multiple teacher departments in Oklahoma increased at an accelerating rate, the problems concerning their successful operation became of particular interest to the teachers working within these departments. In 1971 a study to determine the factors that should be considered in assigning responsibilities in a multiple teacher department of vocational agriculture was completed by one such teacher. As a result of this study Roberson (16) reported that:

1. There should be a head teacher named in a multiple teacher department.
2. Teacher assignments should be made and clearly defined before the new teacher accepts the job.
3. Budgets should be prepared jointly.
4. Adequate transportation for both teachers was necessary.
5. Public relations for the department was important.
6. Students should be exposed to all teachers in the department.
7. Consistency in grading procedures was indicated as being extremely important.
8. Each teacher should supervise the training programs of the students he teaches.

9. Periodic evaluation of the program by all staff members was indicated as being very important.
10. Lack of communication and cooperation were the most frequent causes of friction.
11. Other causes of friction were the lack of adequate transportation for all teachers, unbalanced work load, the lead teacher trying to "boss" the other teachers, lack of accurate records, and lack of clear-cut responsibilities.
12. The three most frequently mentioned advantages were; one teacher could specialize, one teacher could go to fairs and shows, and the multiple teacher department would result in a lighter work load.

The signal recommendation of this study was that Oklahoma should develop a recommended plan under which multiple teacher departments of vocational agriculture would be expected to function. This plan should be formulated under the guidance of the State Department of Vocational Agriculture and should involve teachers from multiple teacher departments.

The studies reviewed covered a period of time from 1949 to 1971. All studies were descriptive in nature and were concerned primarily with the development of operational guidelines and procedures for multiple teacher departments of vocational agriculture.

This review provided the author with the necessary background material to draw upon in developing a tentative study for determining the operational guidelines and procedures needed for maintaining and improving multiple teacher departments in Oklahoma public schools.

CHAPTER III

PROCEDURES USED IN THE STUDY

The purpose of this chapter is to describe the methods and procedures used in conducting this study. These were dictated by the central purpose of the study, which was to develop operational guidelines and procedures for selected areas of concern in multiple teacher departments of vocational agriculture in Oklahoma. Specific objectives of the study also provided guidance for the design and conduct of the investigation. The specific objectives were:

1. To identify operational guidelines and procedures for multiple teacher departments of vocational agriculture in Oklahoma high schools.
2. To determine the relative importance of these guidelines and procedures as perceived by teachers of vocational agriculture from multiple teacher departments in Oklahoma.
3. To develop suggested operational guidelines and procedures for multiple teacher departments of vocational agriculture in Oklahoma public schools.

In order to collect and analyze data pertaining to the purpose and objectives developed for guidance of the study, it was necessary to accomplish the following tasks:

1. Determine the population of the study
2. Develop the instrument for data collection.

3. Develop a procedure for data collection.
4. Select methods of data analysis.

The Study Population

To determine the suggested operational guidelines and procedures for multiple teacher departments of vocational agriculture in Oklahoma, the population for this study was composed of the one hundred twenty-nine vocational agriculture teachers from sixty-one departments of vocational agriculture in Oklahoma. This population included all teachers under contract in multiple teacher departments in Oklahoma at the time of this study.

Development of the Instrument

In September, 1975, a proposal submitted to the Oklahoma State Department of Vocational Technical Education was funded for the purpose of supporting a special conference of teachers to deal with operational guidelines and procedures necessary for implementing and maintaining multiple teacher departments of vocational agriculture in Oklahoma public schools. The funding of this proposal provided the necessary impetus to initiate this study by insuring the cooperation of a large percentage of the teachers involved in multiple teacher vocational agriculture programs in Oklahoma.

All teachers in multiple teacher departments in the fall of 1975 were invited to attend a special meeting at U.S. Grant High School in Oklahoma City. This meeting was called during the Oklahoma Education Association meeting on October 23, 1975. Forty-six (46) teachers representing thirty-one (31) departments of vocational agriculture were in attendance. An explanation was made of the proposed conference to be

held in June 1976 and a discussion was held involving the possible areas of concern as perceived by the teachers. Each teacher was then asked to make a list of statements or questions that he thought should be investigated in determining operational guidelines and procedures for multiple teacher departments. These lists were organized and incorporated into eighteen (18) major subject areas. These subject areas became the topics for committee discussion for the meetings which were to follow.

On January 9, 1976, one hundred-fifteen teachers representing fifty-six (56) multiple teacher departments met in Oklahoma City. These teachers had been appointed to serve on the eighteen committees by their respective district supervisors. This meeting was designed to allow the committees to organize and plan their approach to the subject area assigned them. Each committee met and made a temporary list of statements specifically addressing their particular subject. These reports were used as a preliminary to the four day conference to be held later in the year.

In an effort to involve the local school administrators in this process, copies of all correspondence sent to the teachers involved were also sent to their administrators. In February, 1976, a letter from Byrle Killian, State Supervisor of Vocational Agriculture, was sent to the local school superintendents where multiple teacher programs of vocational agriculture were operating at that time. These superintendents were asked to respond to a modified list, taken from the October meeting with the teachers, to help identify the areas or subjects that should be included in the development of operational guidelines and procedures for multiple teacher departments. Of the fifty-three (53) surveys mailed to superintendents, forty-eight (48) were returned. The reactions to this survey indicated a strong interest on the part of local school

administrators. The data compiled from their returns were used in selecting the committee areas to be used in the conference.

The two meetings with teachers and the survey of administrators were designed to involve them in the process of identifying the operational guidelines and procedures from the outset of this project. It was felt that if the resulting guidelines were to be usable, and further if they were to be accepted by teachers and administration, they must be involved in the process of identifying them. These steps were taken in preparation for the conference to be held in the Summer of 1976.

A special conference was organized and met on the Oklahoma State University campus, June 1 through June 4, 1976. All teachers under contract to teach in multiple teacher vocational agriculture programs in Oklahoma were invited to attend. A stipend was paid each teacher to defray some of the cost of attending the conference. The conference was attended by one hundred twelve (112) teachers representing fifty-eight (58) departments. This represents 86.8% of all the teachers in multiple teacher departments, and 95.1% of all the departments. Including eight new programs which had been approved since the fall of 1975, there was a total of 61 multiple teacher departments in Oklahoma public schools on June 1, 1976. One hundred twenty-nine teacher positions had been approved at that time. Some of these positions had not been filled at the time of the conference. Other teachers were moving from one position to another which accounts for there not being 100% in attendance at the conference.

A survey to determine the existing status of multiple teacher departments was administered during the enrollment period at the Oklahoma State University campus. This survey is not included as a part of the data to be analyzed, but merely as information to the reader. However, this

information may be useful to those interested in measuring any future effect the application of the operational guidelines and procedures may have on the status of the multiple teacher departments involved in this study. A summary of the survey on the "Present Status of Multiple Teacher Departments" is included in the Appendix A.

The procedure used throughout the conference was based on sound democratic principles and controlled by the proper application of Roberts Rules of Order. Each of the committees held two meetings. The first on January 9, 1976, and the second on June 2, 1976. Each committee's recommendations were formulated using a standard committee report form.

Copies of each committee report were reproduced and placed in the hands of the 112 teachers in attendance. After each committee report was read, discussed and approved, specific statements were drawn from the reports and responded to by all 112 teachers. These responses were tabulated and the resulting data made up the presentation and analysis of this study.

To obtain the degree of importance for each area as perceived by teachers, a five-point scale was used as a measuring technique. In order to make the scale easier to interpret, descriptive adjectives were assigned to the numerical values. The descriptive adjectives chosen, the same as those used by Herring (1) in a similar nation wide study, were:

- 4 - - of Extreme Importance
- 3 - - of Considerable Importance
- 2 - - of Some Importance
- 1 - - of Limited Importance
- 0 - - of No Importance

The decision to select the digits zero through four to identify the five positions on the scale was made on the basis of previous studies

reviewed by this author. Zero was used for the extreme right position of the scale since it represented "of no importance." Furthermore, Ary (6) states that scales extending from zero upward make it possible to use all of the mathematical models and statistical processes available for the analysis of data

Procedure for Data Collection

Identifying the operational guidelines and procedures recommended for multiple teacher departments was accomplished in a conference of vocational agriculture teachers on the campus of Oklahoma State University in June, 1976. This involved the use of committees assigned to investigate specific areas of responsibility within the overall framework of the complete study. Committee recommendations were made to the entire conference where open discussion of the pros and cons was accomplished. The end result was conference acceptance of the final list of suggested operational guidelines and procedures for multiple teacher departments. The teachers involved in this conference were then asked to complete a rating scale on each item. The results of these three steps in the procedure for data collection are reported in this study.

Analysis of Data

The population of this study included all teachers and administrators involved in multiple teacher departments of vocational agriculture in Oklahoma public schools. The statistical model of the study imposed limitations on the sophistication of statistical treatment that could be used. After consulting with Dr. James Key, Agricultural Education Department, Oklahoma State University, it was decided that

descriptive statistics would be the most appropriate to use. The descriptive statistics selected as being appropriate were frequency of distribution and percentages. For each of the statements listed in the operational guidelines and procedures developed in the conference, a frequency count and percentage of response for each category on the scale were calculated, along with the mean response. This gave the average response as well as an indication of the dispersion of their responses. The mean was selected because it is the most efficient measure of central value, according to Popham (17).

Real limits were set at 3.5 and above for, "of Extreme Importance;" 2.5 to 3.49 for "of Considerable Importance;" 1.5 to 2.49 for "of Some Importance;" .5 to 1.49 for "of Limited Importance" and 0 to .49 for "of No Importance."

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

INTRODUCTION

The primary purpose of this study was develop suggested operational guidelines and procedures for selected areas of concern in vocational agriculture departments in which two or more teachers are employed to provide agriculture education to all-day students and young and/or adult farmers in the public secondary schools of Oklahoma. In order to accomplish the purpose of the study, the following specific objectives were set forth:

1. To identify operational guidelines and procedures for multiple teacher departments of vocational agriculture in Oklahoma high schools.
2. To determine the relative importance of these guidelines and procedures as perceived by teachers of vocational agriculture from multiple teacher departments in Oklahoma.
3. To develop suggested operational guidelines and procedures for multiple teacher departments of vocational agriculture in Oklahoma public schools.

As described in the previous chapter, the operational guidelines and procedures were derived in large measure from the eighteen approved committee reports in the June, 1976 Conference.

Population

The population for this study included the teachers employed in multiple teacher vocational agriculture programs in Oklahoma as of June 1, 1976. There were sixty-one (61) departments approved at this time employing one hundred and twenty-nine teachers. One hundred twelve (112) teachers, representing fifty-eight (58) departments actually participated in the study.

Selected Characteristics of the Teachers

Participating in the Study

Table I contains a breakdown of the population participation from each of the five supervisory districts; by age; and by experience. Ninety-three percent of the teachers employed in multiple teacher departments in the southeast supervisory district participated in the Conference. The central district with the largest number of teachers had the lowest percentage in attendance (81.8%). One hundred twelve (112) teachers out of a possible 129 for the state as a whole completed responses for this study. This comprised 86.8% of the total number of teachers approved and under contract as of June 1, 1976.

The average age of teachers included in the study was 36.1 years. Forty-three percent of the teachers were under 30 years of age and two were over 61 years of age.

The average number of years experience of the teachers was 11.8 years. Fifty-nine percent of the teachers had less than 10 years teaching experience.

The responses given by the participants were taken intermittently throughout the four-day conference. As explained in Chapter III, a

five-point scale was used to secure the teachers' opinions as to the importance of each of the operational guidelines and procedures identified in the committee reports. A copy of the instrument used to secure these data is included in the Appendix B. The number and percentage of response in each category were calculated for each of the operational guidelines and procedures, along with the mean score obtained from the cumulative frequency count.

TABLE I
SUMMARY OF SELECTED CHARACTERISTICS OF
TEACHERS PARTICIPATING IN THE STUDY

<u>Characteristics</u>	<u>Distribution</u>	
Representation by Supervisory District		
	n	%
Southwest (N=27)	23	85.2
Northeast (N=29)	26	89.7
Southeast (N=28)	26	92.6
Central (N=33)	27	81.8
Northwest (N=12)	<u>10</u>	<u>83.3</u>
Grand Total (N=129)	Sub-Total 112	<u>86.8</u>
 Age Groups (yrs.)		
62 - 65	2	1.8
58 - 61	3	2.7
54 - 57	8	7.1
50 - 53	13	11.6
46 - 49	4	3.6
42 - 45	5	4.5
38 - 41	3	2.7
34 - 37	12	10.7
30 - 33	14	12.5
26 - 29	26	23.2
22 - 25	<u>22</u>	<u>19.6</u>
	Sub-Total 112	100.0
 Years of Teaching Experience		
35 - 40	1	.9
30 - 34	5	4.5
25 - 29	13	11.6
20 - 24	11	9.8
15 - 19	7	6.2
10 - 14	9	8.0
5 - 9	34	30.4
0 - 4	<u>32</u>	<u>28.6</u>
	Sub-Total 112	100.0

Findings of this Study

The following section of this chapter is an attempt to present and analyze the data collected relative to the responses of the population to the operational guidelines and procedures suggested as a result of the actions of the committees of teachers working at the June, 1976 Conference.

To facilitate presentation of these findings the guidelines and procedures are grouped under the major areas identified as being important for multi-teacher departments in earlier phases of the project.

In referring to the mean responses in the tables presented in this chapter, it should be remembered that the following scale was used in assigning an importance value:

Of Extreme Importance	Of Considerable Importance	Of Some Importance	Of Limited Importance	Of No Importance
3.5 - 4.0	2.5 - 3.49	1.5 - 2.49	.5 - 1.49	0 - .49

Developing Department Operational Guidelines

According to the data presented in Table II, the total group of teachers indicated that it was of considerable importance (mean response of 3.1) for each department to have written flexible guidelines that could be adapted to the local situation. Forty-four percent of the group indicated it was of extreme importance and only 1.8 percent indicated that it was not important to have formal guidelines.

TABLE II

SUMMARY OF TEACHER RESPONSES TO THE AREA CONCERNING
 "DEVELOPING DEPARTMENT OPERATIONAL GUIDELINES"

Statement	<u>Of Extreme Importance</u>		<u>Of Considerable Importance</u>		<u>Of Some Importance</u>		<u>Of Limited Importance</u>		<u>Of No Importance</u>		<u>No Response</u>		Mean Response
	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
Multi-teacher departments need written, flexible guidelines that could be adapted to any community situation.	112	44.6	50	33.9	38	12.5	6	5.4	2	1.8	2	1.8	3.11

Selection of a Departmental Coordinator

Data presented in Table III indicates a diversity of opinion associated with the selection of a departmental coordinator. The greatest difference of opinion occurred when considering the experience of the teacher as a major factor in selecting a departmental coordinator. Only 17% rated it as being of extreme importance while 11.6% indicated it was of no importance. The mean response of 2.4 placed it high in the category of "some importance." However, 57.2 percent of the teachers considered it to be of "considerable or extreme importance." Although some disagreement occurred, when considering the importance of each department having a departmental coordinator, the mean response of (2.54) indicated that it was of "considerable importance" to the teachers surveyed. A slightly higher mean response of 2.71 (considerable importance) was computed for the teachers for the statement suggesting that the departmental coordinator be the major communication link to the school administration.

Selection of Teachers

Table IV data reveals that teachers feel all three statements suggested for selection of teachers were of "extreme importance." A mean response well over 3.8 indicates that the teachers felt not only that the additional teacher should be qualified to meet the needs of the department, but also that the existing teacher should be involved in the selection of the additional teacher for the departments and that their personalities should be compatible.

TABLE III

SUMMARY OF TEACHER RESPONSES TO THE
 AREA CONCERNING "SELECTION OF A
 DEPARTMENTAL COORDINATOR"

Statement	(N)	<u>Of Extreme Importance</u>		<u>Of Considerable Importance</u>		<u>Of Some Importance</u>		<u>Of Limited Importance</u>		<u>Of No Importance</u>		<u>No Response</u>		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
Each multiple teacher department should have a coordinating teacher as approved by the administration.	112	36	32.1	27	24.1	25	22.4	10	8.9	12	10.7	2	1.8	2.54
The teacher with the most experience in the local vocational ag dept. & community should be designated the coordinating teacher as approved by the administration.	112	19	17.0	45	40.2	24	21.4	10	8.9	13	11.6	1	.9	2.40
The coordinating teacher should be the contact or link to the administration for the local vo-ag department.	112	38	33.9	33	29.5	23	20.5	6	5.4	11	9.8	1	.9	2.71

TABLE IV
 SUMMARY OF TEACHER RESPONSES TO THE AREA
 CONCERNING "SELECTION OF TEACHERS"

Statement	(N)	<u>Of Extreme Importance</u>		<u>Of Considerable Importance</u>		<u>Of Some Importance</u>		<u>Of Limited Importance</u>		<u>Of No Importance</u>		<u>No Response</u>		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
Compatible personalities should be considered in the selection of additional teachers.	112	98	87.5	12	10.7	2	1.8	0	0	0	0	0	0	3.86
The selection of a new or additional teacher should involve the existing teacher as well as the administrator of the school.	112	104	92.8	5	4.5	2	1.8	0	0	1	.9	0	0	3.88
Teachers should be qualified and meet the needs of that department.	112	97	86.6	13	11.6	1	.9	0	0	0	0	1	.9	3.83

Planning and Determining the Instructional Program

According to the data presented in Table V, the teachers indicated that all statements listed in this area were "of extreme importance," since all received a mean response greater than 3.5. The respondents indicated that the local vocational agriculture teachers' responsibility for determining and planning the instructional program with consideration given to the needs of the community and the students as well as to the availability of funds to support the program were of "extreme importance." A mean response of 3.58 compared to a mean response of 3.8 shows that the teachers felt that consideration given to the availability of funds was secondary to the needs and interests of the students to be taught and the community to be served.

Assigning Instructional Responsibilities

Data presented in Table VI indicate that the statements developed by teachers concerning supervision of students while working in the shop area were of "extreme importance," as revealed by a mean response of 3.82. Since all procedures listed in this table received a mean response of well over 2.49, these were responded to as being of "considerable or extreme importance" in the operation of a multiple teacher department. While 17.9 percent of the respondents felt that it was of "some importance" or less on the scale for all teachers in the department to be involved in the instruction of students the first two years a much larger percentage of 82.1 felt that it was of at least "considerable importance."

TABLE V

SUMMARY OF TEACHER RESPONSES TO THE AREA CONCERNING "PLANNING
AND DETERMINING THE INSTRUCTIONAL PROGRAM"

Statement	(N)	Of Extreme Importance		Of Consider- able Importance		Of Some Importance		Of Limited Importance		Of No Importance		No Response		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
The local Vo-Ag teachers should plan and determine the local Vo-Ag instructional program.	112	94	83.9	16	14.3	2	1.8	0	0	0	0	0	0	3.82
In planning and determining the instructional program consideration should be given to facilities of the local Vo-Ag dept.	112	87	77.7	24	21.4	1	.9	0	0	0	0	0	0	3.77
In planning and determining the instructional program consideration should be given to needs of community as determined by local Vo-Ag teachers.	112	99	88.4	12	10.7	0	0	0	0	0	0	1	.9	3.86
In planning and determining the instructional program consideration should be given to needs and interest of the students as determined by the local Vo-Ag teacher.	112	90	80.4	22	19.6	0	0	0	0	0	0	0	0	3.80
In planning and determining the instructional program consideration should be given to availability of funds.	112	77	68.8	28	25.0	4	3.5	1	.9	2	1.8	0	0	3.58

TABLE V.1

SUMMARY OF TEACHER RESPONSES TO THE AREA CONCERNING
"ASSIGNING INSTRUCTIONAL RESPONSIBILITIES"

Statement	(N)	Of Extreme Importance		Of Consider- able Importance		Of Some Importance		Of Limited Importance		Of No Importance		No Response		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
The teaching responsibilities for the program should be specified and assigned to each teacher's strength and capability each year.	112	86	76.8	22	19.6	4	3.6	0	0	0	0	0	0	3.73
Students should not be left unattended while working in shop area.	112	96	85.7	12	10.7	4	3.6	0	0	0	0	0	0	3.82
Individual teachers should be assigned a major responsibility to enable him to develop pride in his accomplishments.	112	78	69.6	19	17.0	15	13.4	0	0	0	0	0	0	3.56
A complete review of responsibilities for all teachers of each department periodically.	112	66	58.9	33	29.5	12	10.7	0	0	1	.9	0	0	3.46
Individual student needs should be stressed when assigning instructional responsibilities.	112	63	56.2	37	33.0	11	9.9	0	0	1	.9	0	0	3.44
All teachers should be involved with the instruction of Ag I and Ag II students.	112	61	54.5	31	27.6	14	12.5	3	2.7	3	2.7	0	0	3.29

Selection and Use of Advisory Committees

Inspection of Table VII data reveals that the teachers felt that the selection of an advisory committee and its having written purposes were of "considerable importance." However, a mean response of 2.04, for the statement recommending the establishment of a formal advisory committee, places this in the category of "some importance." Only nine teachers (8%) felt that a formal advisory committee was of "extreme importance."

Selecting and Grouping Students

Two of the procedures listed in Table VIII dealing with the selection and grouping of students, received a mean response which fell in the category of "extreme importance" and two in the category of "considerable importance." The responses indicate that eighty-six respondents (76.8%) felt that teachers should be permitted to select the enrollment of students when the total number enrolled approached the maximum number allowed per teacher. The lowest mean response of 3.38 dealt with the coordination of the teachers, counselor and principal in selecting and grouping students, where five respondents (4.5%) indicated this to be of "no importance."

Discipline Standards

According to the data presented in Table IX, the respondents indicated it was "extremely important" for teachers to be supportive of each other in applying uniform discipline standards. This was evidenced by a mean response of 3.9, with one hundred three teachers (92%) responding in the "extremely important" category. This table further indicates

TABLE VII

SUMMARY OF TEACHER RESPONSES TO THE AREA
CONCERNING "THE SELECTION AND USE OF
ADVISORY COMMITTEES"

Statement	(N)	<u>Of Extreme Importance</u>		<u>Of Considerable Importance</u>		<u>Of Some Importance</u>		<u>Of Limited Importance</u>		<u>Of No Importance</u>		<u>No Response</u>		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
Each department should establish a formal advisory committee.	112	9	8.0	29	25.9	41	36.7	24	21.4	8	7.1	1	.9	2.04
The advisory committee should be selected from the agricultural segment of the community.	112	35	31.3	52	46.4	17	15.1	6	5.4	1	.9	1	.9	3.0
Purposes of the advisory committee should be written out.	112	41	36.6	40	35.7	20	17.9	9	8.0	1	.9	1	.9	2.97

TABLE VIII

SUMMARY OF TEACHER RESPONSES TO THE
 AREA CONCERNING "SELECTING AND
 GROUPING STUDENTS"

Statement	(N)	<u>Of Extreme Importance</u>		<u>Of Considerable Importance</u>		<u>Of Some Importance</u>		<u>Of Limited Importance</u>		<u>Of No Importance</u>		<u>No Response</u>		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
Selection and grouping of students should be coordinated between teacher, counselor, and principals.	112	68	60.7	29	25.9	10	8.9	0	0	5	4.5	0	0	3.38
Student and teacher conferences should be held prior to enrollment in vo-ag classes.	112	58	51.8	41	36.6	10	8.9	0	0	3	2.7	0	0	3.35
Selection of students should be based on available facilities and equipment.	112	69	61.6	38	33.9	4	3.6	0	0	1	.9	0	0	3.55
Teachers in a multiple teacher department should be permitted to limit and select enrollment of students when approaching the maximum number of students allowed per teacher.	112	86	76.8	23	20.5	2	1.8	0	0	1	.9	0	0	3.72

TABLE IX
SUMMARY OF TEACHER RESPONSES TO THE AREA
CONCERNING "DISCIPLINE STANDARDS"

Statement	(N)	Of Extreme Importance		Of Considerable Importance		Of Some Importance		Of Limited Importance		Of No Importance		No Response		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%			
Written rules on discipline standards for Vo-Ag Dept. should be approved by the Administration.	112	44	39.3	35	31.3	22	19.6	8	7.1	3	2.7	0	0	3.17
Ag teachers should always be involved in the screening process when enrolling students.	112	90	80.3	18	16.1	3	2.7	0	0	1	.9	0	0	3.75
Teachers should always be supportive to each other and apply discipline standards uniformly.	112	103	92.0	8	7.1	0	0	1	.9	0	0	0	0	3.90
Teachers should consider using women sponsors when girls are involved in away from school activities.	112	60	53.6	34	30.3	14	12.5	0	0	3	2.7	1	.9	3.30

it is "extremely important" for teachers to be involved in the screening process when enrolling students, with a mean response of 3.75.

The Use and Care of Facilities

Seventeen proposed guidelines and/or procedures are included in Table X dealing with the use and care of facilities. The mean response of ninety-four teachers (83.9%) fell in the "extremely important" category for those statements dealing with providing classroom space for each teacher in the department and in locating a telephone in the office of the department. All statements listed in this table received a mean score above 2.49 which placed them in the "considerable importance" or of "extreme importance" categories on the scale used in this study. The lowest mean response of 2.6 was registered for the proposal for providing individual offices for each teacher in the department, with ten teachers (8.9%) indicating this was of "no importance."

Inventories, Budget and Purchase Requests

Data presented in Table XI indicate the views of the teachers as to the extreme importance of teachers in the department jointly completing inventories and budgets and preparing priorities for purchase requests after such have been agreed upon by the teachers concerned. Each of these items received a mean response of over 3.49 with over 80 percent of the teachers responding in the "extremely important" category of the scale.

Reports and Records

Table XII indicates that eighty-nine teachers (79.5%) felt that complete cooperation on the part of each teacher in filling out reports

TABLE X

SUMMARY OF TEACHER RESPONSES TO THE AREA CONCERNING
"THE USE AND CARE OF FACILITIES"

Statement	(N)	Of Extreme Importance		Of Considerable Importance		Of Some Importance		Of Limited Importance		Of No Importance		No Response		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
Classroom size should provide 45-60 SQ. Ft. of floor space per student as based on largest class plus 30%.	112	42	37.5	50	44.6	15	13.4	2	1.8	0	0	3	2.7	3.13
Classroom space should be provided for each teacher.	112	94	83.9	14	12.5	3	2.7	1	.9	0	0	0	0	3.80
Individual offices should be provided for each teacher.	112	35	31.3	30	26.8	24	21.4	13	11.6	10	8.9	0	0	2.60
Classroom should be adjacent to one another and accessible to the teacher's office.	112	62	55.4	39	34.8	8	7.1	0	0	3	2.7	0	0	3.40
Classroom space should be provided to accommodate larger meetings and gatherings.	112	60	53.6	40	35.7	10	8.9	1	.9	1	.9	0	0	3.40
Individual office space should be glassed in order that all classes can be viewed.	112	71	63.4	32	28.6	7	6.2	0	0	2	1.8	0	0	3.52
Any new Facilities being constructed should include plans for future growth and the possible addition of another teacher.	112	76	67.9	29	25.8	2	1.8	2	1.8	3	2.7	0	0	3.54
Each student should be provided an individual locker for storage.	112	53	47.3	37	33.0	20	17.9	1	.9	1	.9	0	0	3.25

TABLE X--(Continued)

Storage area should be provided for each teacher.	112	53	47.3	46	41.1	13	11.6	0	0	0	0	0	0	3.36
A school farm laboratory should be a part of each program including an equipment shed for storage.	112	47	42.0	37	33.0	18	16.1	10	8.9	0	0	0	0	3.08
A classroom laboratory should be provided to fit the needs of the program.	112	42	37.5	47	42.0	14	12.4	6	5.4	3	2.7	0	0	3.06
A telephone should be located within the office of the Vocational Agriculture Department.	112	94	83.9	17	15.2	0	0	0	0	0	0	1	.9	3.81
Adequate restroom facilities should be provided near the classroom and shop area.	112	87	77.7	22	19.6	2	1.8	1	.9	0	0	0	0	3.74
Specific teacher responsibilities should be made for up-keep and care of facilities.	112	64	57.1	41	36.6	6	5.4	1	.9	0	0	0	0	3.50
Recommends shop size be increased to 50' wide and provide 150 sq. ft. per student based on largest class plus 20% excluding work benches, power tools and equipment.	112	63	56.3	38	33.9	10	8.9	0	0	1	.9	0	0	3.45
Tool Room should be a minimum of 15' x 15'.	112	53	47.3	41	36.6	10	8.9	4	3.6	2	1.8	2	1.8	3.21
Outside storage area should be provided in the form of an enclosed structure or blind to conceal area where materials and working projects are being stored.	112	59	52.7	36	32.1	6	5.4	0	0	0	0	11	9.8	3.18

TABLE XI

SUMMARY OF TEACHER RESPONSES TO THE AREA
CONCERNING "INVENTORIES, BUDGETS,
PURCHASE REQUESTS"

Statement	(N)	Of Extreme Importance		Of Considerable Importance		Of Some Importance		Of Limited Importance		Of No Importance		No Response		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
All teachers involved in a Multiple Department should jointly fill out all inventories and budgets in compliance to local school policy.	112	83	74.1	22	19.6	6	5.4	0	0	1	.9	0	0	3.66
Priorities involving budget items and purchase request for entire department should be agreed upon by all teachers.	112	86	76.7	19	17.0	6	5.4	0	0	1	.9	0	0	3.69

TABLE XII

SUMMARY OF TEACHER RESPONSES TO THE AREA
CONCERNING "REPORTS AND RECORDS"

Statement	(N)	Of Extreme Importance		Of Considerable Importance		Of Some Importance		Of Limited Importance		Of No Importance		No Response		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
Complete Cooperation and effort on the part of each teacher in filling out reports and records is a must.	112	89	79.5	21	18.7	2	1.8	0	0	0	0	0	0	3.78
Each student should be encouraged to complete chapter reports under guidance and supervision of the teachers or teacher in charge.	112	62	55.4	34	30.4	14	12.4	0	0	2	1.8	0	0	3.38
Teachers should meet at beginning of school year and agree upon a fair and equal system as to who will be responsible for each designated report.	112	69	61.6	30	26.8	7	6.2	3	2.7	2	1.8	1	.9	3.42
Each teacher should be encouraged to keep a diary of all activities for use in completing quarterly reports.	112	55	49.1	43	38.4	14	12.5	0	0	0	0	0	0	3.37

was of "extreme importance" as a recommended guideline for multiple teacher departments. A mean response of 3.42 indicated that the procedure of teachers agreeing upon a fair and equal system as to who would be responsible for each designated report was of "considerable importance."

Supervised Training Programs

Data contained in Table XIII indicate that the proposal recommending transportation be provided to fulfill the demands of supervision at the discretion of the teachers received a mean response of 3.88 with one hundred one teachers (90.2%) responding in the category of "extreme importance." The guidelines requiring each student to have a supervised training program, and that the supervision of these training programs be assigned equally among the teachers according to their expertise, all received a response indicating "considerable importance."

FFA

According to the data contained in Table XIV, all procedures listed received a mean response of greater than 3.49 which placed them in the category of "extreme importance."

That each teacher should respect the decisions of the other teachers was identified by one hundred four teachers (92.9%) as being "extremely important." The combined mean response of one hundred one teachers (90.2%) to the statement that all teachers in the department should be actively involved in all FFA activities, and serve as Advisors in making decisions and assuming responsibilities of the FFA chapter was such that it indicated the teachers felt this was "extremely important."

TABLE XIII

SUMMARY OF TEACHER RESPONSES TO THE AREA CONCERNING
"SUPERVISED TRAINING PROGRAMS"

Statement	(N)	Of Extreme Importance		Of Considerable Importance		Of Some Importance		Of Limited Importance		Of No Importance		No Response		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
Every student should be required to have a supervised training program.	112	62	55.3	32	28.6	16	14.3	2	1.8	0	0	0	0	3.37
All teachers should be assigned equal load in supervision training programs.	112	70	62.5	34	30.4	8	7.1	0	0	0	0	0	0	3.55
Transportation should be provided to fulfill demands of supervision and use of transportation should be at the discretion of the local Ag teachers.	112	101	90.2	9	8.0	2	1.8	0	0	0	0	0	0	3.88
Supervision should be assigned according to the expertise of teachers.	112	61	54.4	44	39.3	6	5.4	1	.9	0	0	0	0	3.47

TABLE XIV
SUMMARY OF TEACHER RESPONSES TO THE
AREA CONCERNING "FFA"

Statement	(N)	Of Extreme Importance		Of Considerable Importance		Of Some Importance		Of Limited Importance		Of No Importance		No Response		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
All teachers should serve as advisors of local FFA chapter and be actively involved in all FFA activities, and share in decision making and responsibilities.	112	101	90.2	9	8.0	0	0	2	1.8	0	0	0	0	3.87
Teachers should discuss individual strengths and agree on areas and/or contests to be handled by each teacher.	112	85	75.9	26	23.2	0	0	1	.9	0	0	0	0	3.74
Good communications are necessary to plan out daily work plans and under takings of each teacher.	112	95	84.8	15	13.4	1	.9	1	.9	0	0	0	0	3.82
Each teacher should respect the decisions of the others.	112	104	92.9	7	6.2	0	0	1	.9	0	0	0	0	3.91
Schedule time to converse or communicate with fellow teachers daily.	112	74	66.1	31	27.7	7	6.2	0	0	0	0	0	0	3.60

Young Farmer and Adult Education

Table XV data reveals that the suggestion that all teachers be reimbursed enough pay to encourage their participation in adult educational programs was of "extreme importance" according to the mean response of 3.64 by the teachers. A mean response of 3.56 also indicates that the guideline recommending that all teachers should be actively involved in adult meetings was of "extreme importance." It should be noted further that no responses were recorded in the category of "no importance."

Public Relations

The guideline recommending that public relations be an integral part of the vocational agriculture program was responded to at the extremely important level as shown in Table XVI. Ninety-eight teachers (87.5%) indicated this to be "extremely important." The table further indicates that the statement involving the FFA Reporter in coordinating news releases with the vo-ag advisors is of "extreme importance" as indicated by a 3.66 mean response.

Professional Improvement

According to data contained in Table XVII, the feeling that all teachers should belong to professional organizations was of "extreme importance", with a mean response of 3.6. The statement recommending that the teacher workshops be located as close to the participants as possible received a mean response of 3.58, of "extreme importance", with seventy-three teachers (65.1%) responding in this category.

TABLE XV
 SUMMARY OF TEACHER RESPONSES TO THE
 AREA CONCERNING "YOUNG FARMER
 AND ADULT EDUCATION"

Statement	(N)	Of Extreme Importance		Of Considerable Importance		Of Some Importance		Of Limited Importance		Of No Importance		No Response		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
Need for adult education program should be determined by the local school administration, advisory committee and vo-ag teachers.	112	60	53.6	41	36.6	9	8.0	2	1.8	0	0	0	0	3.42
All ag teachers should attend adult meetings and be actively involved.	112	73	65.1	32	28.6	5	4.5	1	.9	0	0	1	.9	3.56
One teacher should be designated as administrative advisor of Young and/or Adult program (responsible for correspondence and reports).	112	57	50.9	30	26.8	16	14.3	9	8.0	0	0	0	0	3.47
All teachers should be reimbursed enough pay to encourage participation in adult programs.	112	81	72.3	22	19.7	9	8.0	0	0	0	0	0	0	3.64
Multiple teacher departments should have an organized Young Farmer Program.	112	55	49.1	31	27.7	21	18.7	5	4.5	0	0	0	0	3.21

TABLE XVI

SUMMARY OF TEACHER RESPONSES TO THE AREA
CONCERNING "PUBLIC RELATIONS"

Statement	(N)	Of Extreme Importance		Of Considerable Importance		Of Some Importance		Of Limited Importance		Of No Importance		No Response		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
Public relations is an integral part of the Ag program and dependent upon all teachers involved, to further the chapter as a whole.	112	98	87.5	12	10.7	2	1.8	0	0	0	0	0	0	3.86
Teachers should be assigned specific responsibilities involving public relations and be based on each teachers strong points and knowledge.	112	46	41.1	54	48.2	11	9.8	0	0	1	.9	0	0	3.29
FFA reporters news releases should be coordinated through the Vo-Ag advisors.	112	76	67.8	34	30.4	2	1.8	0	0	0	0	0	0	3.66
All FFA news releases turned into the news media should either name all teachers within the department or none.	112	67	59.7	34	30.4	5	4.5	2	1.8	4	3.6	0	0	3.41

TABLE XVII
SUMMARY OF TEACHER RESPONSES TO THE
AREA CONCERNING "PROFESSIONAL
IMPROVEMENT"

Statement	(N)	Of Extreme Importance		Of Considerable Importance		Of Some Importance		Of Limited Importance		Of No Importance		No Response		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
All teachers should be members or associated with civic organizations in their community.	112	34	30.4	58	51.7	18	16.1	1	.9	1	.9	0	0	3.10
Inservice training should be set up on a district level during the school year.	112	43	38.4	54	48.2	11	9.8	2	1.8	0	0	2	1.8	3.20
Teachers should be reimbursed for attending inservice training workshops-excluding P.I. meetings.	112	73	65.2	30	26.8	8	7.1	0	0	1	.9	0	0	3.55
P.I. meetings should be used to inform wives as to the duties of the Vo-Ag teacher profession.	112	45	40.2	35	31.3	29	25.8	2	1.8	1	.9	0	0	3.08
All teachers should belong to all Vocational professional organizations such as OVA, OVATA, NVATA, and AVA.	112	73	65.2	33	29.4	6	5.4	0	0	0	0	0	0	3.60
It is the Ag teachers responsibility to let their inservice training program be known.	112	43	38.4	55	49.1	12	10.7	1	.9	1	.9	0	0	3.23

TABLE XVII--(Continued)

P.I. meetings need to be more educational in providing technical information - 100% attendance should be required.

112 63 56.2 32 28.6 15 13.4 2 1.8 0 0 0 0 3.39

Workshops should be located as close to teachers as possible and teachers should be consulted as to the content of workshop.

112 73 65.1 32 28.6 6 5.4 1 .9 0 0 0 0 3.58

Assignment of Other School Duties

Data presented in Table XVIII indicate that the group of teachers felt the administration's taking into consideration the ag teachers' responsibilities to the FFA, the Young Farmers, the community services, and the vocational agriculture instruction before assigning "other" school duties was of "extreme importance" as revealed by their mean response of 3.65. All other statements on this table received mean responses between 3.0 and 3.49 indicating that they were of "considerable importance" as perceived by the teachers responding in this study.

Departmental Evaluation

Table XIX data reveals that the scheduling of classes in order that maximum use of the facilities can be achieved was viewed as of "extreme importance" as indicated by a mean response of 3.67. Seventy-nine teachers (70.5%) responded in the category of "extreme importance" concerning the suggestion that all teachers in the department be involved in an annual evaluation of the program, taking into account the feed-back from the students, the school and the community, resulted in a mean response of 3.0 (considerable importance) for this guideline.

Areas to be Included in the Development of Operational Guidelines and Procedures as Reported by Administrators

Table XX is a summary of the survey of administrators to identify areas to be included in the Conference for the development of operational guidelines and procedures for multiple teacher departments. The areas identified most often on the basis of percentage of responses were:

TABLE XVIII

SUMMARY OF TEACHER RESPONSES TO THE
AREA CONCERNING "ASSIGNMENT OF
OTHER SCHOOL DUTIES"

Statement	(N)	Of Extreme Importance		Of Considerable Importance		Of Some Importance		Of Limited Importance		Of No Importance		No Response		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
The local Ag department should follow the standards of the local school in assigning responsibilities, to be shared by all teachers in the local Ag Department.	112	61	54.4	44	39.3	6	5.4	1	.9	0	0	0	0	3.47
The FFA program of work and goals of the local chapter should be covered in detail with the local administration at the beginning of each school year.	112	37	33.0	47	42.0	25	22.3	2	1.8	1	.9	0	0	3.04
In assigning duties, the administration should take into consideration the Ag teachers responsibilities to the FFA, Young Farmers and community service areas of the Vocational Agriculture program.	112	79	70.5	27	24.1	6	5.4	0	0	0	0	0	0	3.65

TABLE XIX

SUMMARY OF TEACHER RESPONSES TO THE
AREA CONCERNING "DEPARTMENTAL
EVALUATION"

Statement	(N)	Of Extreme Importance		Of Consider- able Importance		Of Some Importance		Of Limited Importance		Of No Importance		No Response		Mean Response
		(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	%	
Classes should be scheduled in order that maximum use of facilities can be achieved.	112	78	69.6	32	28.6	1	.9	1	.9	0	0	0	0	3.67
All teachers should evaluate together their total ag program once a year and take into account the feedback from community, school, and students.	112	79	70.5	28	25.0	5	4.5	0	0	0	0	0	0	3.66
Evaluation should be based upon state recommended policy.	112	49	43.8	45	40.2	14	12.4	3	2.7	0	0	1	.9	3.23
At the end of the school year the staff of the local Ag Dept. should meet with the local administration and evaluate the past years activities.	112	38	33.9	40	35.7	31	27.7	2	1.8	1	.9	0	0	3.00

TABLE XX

SUMMARY OF SURVEY INDICATING AREAS TO BE INCLUDED IN THE DEVELOPMENT
OF OPERATIONAL GUIDELINES AND PROCEDURES AS REPORTED BY 48
ADMINISTRATORS OF MULTIPLE TEACHER VOCATIONAL
AGRICULTURE PROGRAMS IN OKLAHOMA

Statement	Distribution	
	n	%
Personnel Management		
a. Teacher selection	33	68.8
b. Departmental coordinator selection	23	47.9
c. Preparation of departmental reports	34	70.8
d. Operational policy development	33	68.8
e. Assigning instructional responsibilities	32	66.7
f. Assigning of other school duties	27	56.3
g. Itineraries	23	47.9
Instructional		
a. Selecting and grouping students	24	50.0
b. Determining and planning the instructional program	41	85.4
c. Determining discipline standards	18	37.5
d. Adult and Young Farmer responsibilities	41	85.4
e. Using advisory committees	31	64.6
f. Supervised training programs	32	66.7
Facilities and Equipment		
a. Use and care of facilities	42	87.5
b. Use and care of equipment	41	85.4
c. Purchasing equipment	38	79.2
d. Purchasing supplies	37	77.1
e. Maintaining departmental inventories	40	83.3
f. Preparing and submitting departmental budgets	36	75.0
g. Transportation	30	62.5
Youth Programs		
a. Determining teacher responsibilities	42	87.5
b. Scheduling and preparing for contest participation	41	85.4
c. Scheduling and preparing for livestock shows and fairs	39	81.3
d. Implementing an effective public relations program	31	64.6

TABLE XX--(Continued)

e. Preparing FFA reports and records	33	68.8
Evaluation		
a. Annual self analysis	41	85.4
b. State Department evaluation	39	81.3
c. Placement and follow-up of students	35	72.9
Professional Improvement		
a. In-service training	40	83.3
b. Attending summer courses	39	81.3
c. Participation in non-credit professional activities	24	50.0
1. Evaluation teams	20	41.7
2. Advisory councils	15	31.3

Use and care of facilities, 87.5 percent; and determining teacher responsibilities, 87.5 percent. The use of advisory committees received the lowest percentage (31.3%) as shown in this table. All areas identified by administrators were incorporated into the committee assignments during the teacher conference in June, 1976.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to summarize the study which was conducted to develop operational guidelines and procedures for multiple teacher departments of vocational agriculture in Oklahoma public schools. Also presented are conclusions and recommendations which are based upon the analysis of data collected and observations made by the author in the conduct of this study.

Summary of the Study

Purpose

The primary purpose of this study was to develop operational guidelines and procedures for selected areas of concern in vocational agriculture departments in which two or more teachers are employed to provide agriculture education to all-day students and young and/or adult farmers in the public secondary schools of Oklahoma.

Specific Objectives

The following specific objectives were set forth to accomplish the primary purpose of the study:

1. To identify operational guidelines and procedures for multiple teacher departments of vocational agriculture in Oklahoma high schools.

2. To determine the relative importance of these guidelines and procedures as perceived by teachers of vocational agriculture from multiple teacher departments in Oklahoma.
3. To develop suggested operational guidelines and procedures for multiple teacher departments of vocational agriculture in Oklahoma public schools.

Need for the Study

The number of multiple teacher departments of vocational agriculture nearly doubled in the four year period from 1971 to 1975. Approximately one-fourth of the 417 teachers employed to teach vocational agriculture in Oklahoma in 1975 were located in multiple teacher departments.

A definite trend was established toward an increased number of multiple teacher departments of vocational agriculture in Oklahoma public schools. New and different problems arose from this continued growth, in assigning responsibilities and duties to the teachers involved. The operation and management of multiple teacher departments for the effective and efficient use of personnel and equipment presented problems not previously encountered in single teacher departments.

In order for operational guidelines and procedures to be effectively utilized, there was a need to involve teachers from multiple teacher departments of vocational agriculture in identifying these guidelines and procedures.

Procedures Used in the Study

Following a review of literature and research pertaining to the study, the following tasks were involved in the collection and analysis of data to satisfy the purpose and objectives of the study: (1) determine

the population, (2) develop the instrument for data collection, (3) collect the data, and (4) analyze the findings.

Presentation and Analysis of Data

/The major areas of concern to be investigated in this study were identified by teachers and administrators of multiple teacher departments of vocational agriculture in Oklahoma public schools.

A special conference was held in June, 1976 for all teachers employed in multiple teacher departments of vocational agriculture. Suggested guidelines and procedures were approved in an open conference sitting. Each teacher in attendance then responded to a survey ^{instrument} indicating his perception of the degree of importance of each of these specific guidelines or procedures./

The research findings in summary form are presented for each of the major areas of concern.

Findings

Selected Characteristics of the Teachers Participating in the Study.

The study population was 112 vocational agriculture teachers representing 58 multi-teacher departments of Oklahoma high schools. All five supervisory districts were represented in the study. Each of these teachers responded to the survey instrument.

Forty-three percent of the teachers were under 30 years of age, however, the average of the teachers participating in this study was 36.1 years.

Fifty-nine percent of the teachers had less than 10 years teaching experience, however, the average years of teaching experience was 11.8.

The Department Operational Guidelines. One statement in the area concerning department operational guidelines is listed below with the computed mean response:

1. Multiple teacher departments need written, flexible guidelines that can be adapted to the local community situation (3.11).

Selection of a Departmental Coordinator. Three statements were suggested in the area concerning the selection of a departmental coordinator. Those with mean responses in the category of "considerable importance" were as follows:

1. Each multiple teacher department should have a coordinating teacher as approved by the school administration (2.54).
2. The coordinating teacher should be the contact or communication link to the local school administration (2.71).

The following statement received a mean response in the category of "some importance:"

1. The teacher having the most experience in the local vo-ag department and community should be designated the coordinating teacher as approved by the local school administration (2.40).

Selection of Teachers. Mean responses in the area of the selection of teachers indicate that "extreme importance" was attached to the following statements by the teachers:

1. The selection of a new or additional teacher should involve the existing teacher as well as the administration of the school (3.88).
2. Compatible personalities should be considered in the selection of additional teachers (3.86).
3. Additional teachers to be employed should be qualified to meet

the needs of the department (3.83).

Planning and Determining the Instructional Program. Five statements included in the area of planning and determining the instructional program all received mean responses in the category of "extreme importance." They are listed below along with their computed means:

1. Consideration should be given to the needs of the community as determined by the vo-ag teachers (3.86).
2. The local vo-ag teachers should plan and determine the local instructional program (3.82).
3. Consideration should be given to the needs and interests of the students (3.80).
4. Consideration should be given to the available vo-ag facilities (3.77).
5. Consideration should be given to the availability of funds (3.58).

Assigning Instructional Responsibilities. Statements developed by the teachers concerning assigning instructional responsibilities all received a mean response placing them in the categories of "extreme" or "considerable" importance. The statements and computed means are as follows:

1. The teaching responsibilities should be specific and should be assigned to each teacher's expertise (3.73).
2. Students should not be left unattended while working in the shop area (3.87).
3. Individual teachers should be assigned a major responsibility to enable him to develop pride in his accomplishments (3.56).
4. A complete review of responsibilities for each teacher should be made periodically (3.46).

5. Individual student needs should be stressed when assigning instructional responsibilities (3.44).
6. All teachers should be involved with the instruction of Ag I and Ag II students (3.29).

Selection and Use of Advisory Committees. The use of an advisory committee selected from the agricultural segment of the community with written purposes was a statement placed in the category of "considerable importance." However, the statement that each department should have a formal advisory committee, received a mean response of (2.04) "some importance."

Selecting and Grouping Students. Four statements were listed under the area of selecting and grouping students. Those with mean responses in the "extremely important" category were as follows:

1. Teachers should be permitted to limit and select the enrollment of students when approaching the maximum number allowed per teacher (3.72).
2. Selection of students should be based on the available facilities and equipment (3.55).

Two other statements received mean responses in the category of "considerable importance:"

1. Selection and grouping of students should be coordinated between the teacher, counselor and principal (3.38).
2. Student-teacher conferences should be held prior to enrollment (3.35).

Discipline Standards. Statements with mean responses falling in the category of "extreme importance" concerning discipline standards were

found to be:

1. Teachers should always be supportive to each other and apply discipline standards uniformly (3.90).
2. Teachers should always be involved in the screening process when enrolling students (3.75).

Two other statements received a mean response of "considerable importance":

1. Teachers should consider using women sponsors when girls are involved in and away from school activities (3.30).
2. Written rules on discipline standards for the vocational agriculture department should be approved by the school administration(3.17).

The Use and Care of Facilities. Seventeen statements were developed to be included in the area concerning the use and care of facilities. All received a mean response greater than 2.49, which placed all within the categories of from "considerable to extreme importance." They are listed here in rank order based on their mean response:

1. A telephone should be located within the office of the vocational agriculture department (3.81).
2. Classroom space should be provided for each teacher (3.80).
3. Adequate restroom facilities should be provided near the classroom and shop area (3.74).
4. Any new facility being built should include plans for future growth and the possible addition of another teacher (3.54).
5. Office space should have glass walls for observing classes (3.52).
6. Specific teacher responsibilities should be made for the up-keep and care of facilities (3.50).

7. Recommended shop size be increased to 50 feet wide, and provide 150 sq. ft. of floor space per student, based on the largest class enrollment plus 20%, excluding work benches, power tools and equipment (3.45).
8. Classrooms should be adjacent to one another and accessible to the teachers office (3.40).
9. Classroom space should be provided to accommodate large meetings (3.40).
10. A storage area should be provided for each teacher (3.36).
11. Each student should be provided an individual locker space (3.25).
12. A tool room should be a minimum of 15 ft. x 15 ft. (3.21).
13. An outside storage area should be provided in the form of an enclosed structure or blind to conceal the area where materials are stored and projects are being built (3.18).
14. Classroom size should provide 45 to 60 sq. ft. of floor space per student as based on the largest class, plus 30 percent (3.13).
15. A school farm laboratory should be a part of each program, including a shed for equipment and storage (3.08).
16. A classroom laboratory should be provided to fit the needs of the program (3.06).
17. Individual offices should be provided for each teacher (2.60).

Inventories, Budgets and Purchase Requests. The area concerning inventories, budgets and purchase requests contained two suggested statements both of which received a mean response of "extreme importance."

1. All teachers should jointly fill out all inventories and budgets in compliance with local school policy (3.66).
2. Priorities involving budget items and purchase requests should

be agreed upon by all teachers (3.69).

Reports and Records. The area concerning reports and records included four statements. One which drew a mean response of "extreme importance", stated that complete cooperation and effort on the part of each teacher in filling out reports and records is a must (3.78):

Three others received a mean response of "considerable importance."

1. Teachers should agree at the beginning of the school year upon a fair and equal system of who will be responsible for each designated report (3.42).
2. Students should be encouraged to complete chapter reports under the guidance and supervision of the teachers or teacher in charge (3.38).
3. Each teacher should be encouraged to keep a diary of all activities for use in completing reports (3.37).

Supervised Training Programs. Four items were listed concerning supervised training programs. The one stating that transportation should be provided to fulfill the demands of supervision, and the use of transportation be at the discretion of the local ag teachers each received a mean response of "extreme importance."

Three other guidelines or procedures received a mean response of "considerable importance." These were:

1. All teachers should be assigned an equal load in the supervision of training programs (3.55).
2. Supervision should be assigned according to the expertise of the teachers (3.47).
3. Every student should be required to have a supervised training program (3.37).

FFA. All statements listed in the area concerning FFA received mean responses of "extreme importance."

1. All teachers should serve as advisors to the local FFA chapter and be actively involved in all FFA activities, and share in making decisions and making responsibilities (3.87).
2. Teachers should discuss individual strengths and agree on areas and/or contests to be handled by each teacher (3.74).
3. Good communications are necessary to plan daily work and undertakings of each teacher (3.82).
4. Each teacher should respect the decisions of the other teachers (3.91).
5. Time should be scheduled to communicate with fellow teachers daily (3.60).

Young Farmer and Adult Education. Five statements were included in the area concerning young farmer and adult education. The two receiving mean responses of "extreme importance" were:

1. All teachers should attend adult meetings and be actively involved (3.56).
2. Teachers should receive enough reimbursement to encourage participation in adult programs (3.64).

The three remaining received mean responses of "considerable importance:"

1. Multiple teacher departments should have an organized Young Farmer program (3.21).
2. One teacher should be designated as administrative advisor of the Young and/or Adult Farmer program (3.47).
3. The needs for an adult education program should be determined

by the local school administration, advisory committee and local vo-ag teachers (3.42).

Public Relations. There were four statements in the area concerning public relations. The two receiving mean responses of "extreme importance" were:

1. Public relations is an integral part of the vocational agriculture program and dependent upon all teachers involved (3.86).
2. FFA reporters' news releases should be coordinated through the FFA advisors (3.66).

The two receiving mean responses of "considerable importance" were:

1. All FFA news releases turned in to the news media should either name all teachers within the department or none (3.41).
2. Teachers should be assigned specific responsibilities involving public relations and these assignments be based on the teachers' strengths and knowledge (3.29).

Professional Improvement. Eight statements were listed under the area of professional improvement. The three receiving mean responses of "extreme importance" were:

1. All teachers should belong to all vocational professional organizations (3.60).
2. Workshops should be located as close to the teachers participating as possible; and teachers should be consulted as to the content of the workshop (3.58).
3. Teachers should be reimbursed for attending in-service workshops (3.55).

Others contained in the area of professional improvement receiving mean responses of "considerable importance" were:

1. All teachers should be members or associated with civic organizations in their community (3.10).
2. In-service training should be set up on a district level during the school year (3.20).
3. Professional Improvement meetings need to provide more technical information, and 100% attendance should be required (3.39).
4. It is the teachers responsibility to let their in-service training programs be known (3.23).
5. Professional Improvement meetings should be used to inform the wives of ag teachers as to the duties of the vo-ag teaching profession (3.08).

Assignment of "Other" School Duties. The area concerning the assignment of "other" school duties contained three items. A mean response of "extreme importance" was received by the statement that follows:

1. In assigning duties, the administration should take into consideration the ag teachers responsibilities to the FFA, Young Farmers and community service areas of the vocational agriculture program (3.65).

Two statements that received mean responses of "considerable importance" were:

1. The local vo-ag department should follow the local school standards in assigning responsibilities to be shared by all teachers in the department (3.47).
2. The local FFA program of work should be covered in detail with the local administration at the beginning of each school year (3.04).

Departmental Evaluation. Two of the four statements listed in the area of departmental evaluation received mean responses of "extreme importance." They are as follows:

1. All teachers should evaluate together their total vocational agriculture program once a year (3.66).
2. Classes should be scheduled in order that maximum use of facilities can be achieved (3.67).

Mean responses of "considerable importance" were received by the following:

1. Evaluation should be based upon state recommended policy (3.23).
2. At the end of the school year the staff of the local vo-ag department should meet with the local administration and evaluate the past years' activities (3.0).

Areas to be Included in the Development of
Operational Guidelines and Procedures as Reported
by Administrators

Surveys were mailed to 51 administrators where multiple teacher vocational agriculture programs existed. Forty-eight responded, indicating 31 areas that should be investigated by teachers in the development of operational guidelines and procedures for multiple teacher departments.

Conclusions

The interpretation and inspection of the finding of the study prompted the formulation of certain conclusions by the author as presented below:

1. Vocational agriculture teachers and administrators, in schools where multiple teacher vocational agriculture programs are

- located, tend to agree on the major areas of concern in the efficient and effective operation of multiple teacher vo-ag programs.
2. Vocational agriculture teachers from multiple teacher departments agree that there is a need for operational guidelines and procedures in establishing and maintaining effective programs of vocational agriculture.
 3. A properly planned conference conducted in an organized manner can be an effective tool for making group decisions and acquiring group approval.
 4. All but two statements in this study received a rating of extreme or considerable importance. These statements should be useful in the effective operation of multiple teacher departments.

Recommendations

The following recommendations are made by the author as a result of having conducted this study. The recommendations are judgments based on findings, information and suggestions resulting from this study:

Specific

1. The following list of suggested guidelines and procedures be utilized in all multiple teacher departments in Oklahoma public schools for one year.
 - A. Organizational Structure of Multiple Teacher Departments
 - (1) Local written guidelines should be developed to fit the local community, using the suggested state guidelines.
 - (2) One teacher should be designated as the department coordinator, who will be the principle communication link with the local school administration.

- (3) The department coordinator should be appointed by the local school administration with consideration given to:
 - (a) experience in the local department
 - (b) ability to organize
 - (c) leadership ability
 - (d) compatible personality
- (4) The selection of an additional teacher should involve the existing teachers in the department.
- (5) Additional teachers should be selected on their qualifications to meet the local needs of the department.
- (6) Compatible personalities should be considered in the selection of an additional teacher.

B. Planning the Instructional Program

- (1) The instructional program should be designed to meet the needs of the students.
- (2) Consideration should be given to the agricultural needs of the community.
- (3) Consideration should be given to the available facilities, equipment and funds to support the instructional program.
- (4) All teachers in the department should be involved in planning the instructional program.

C. Assigning Areas of Responsibility

- (1) Teaching responsibilities should be assigned with careful consideration given to the individual skills, knowledge and interests of the staff members.
- (2) Individual student needs should be stressed when assigning instructional responsibilities.
- (3) A team teaching approach should be utilized so that all teachers will be involved with Vo-Ag I and Vo-Ag II students.
- (4) Proper supervision of students working in the shop area or on field trips should include adequate safety practices.
- (5) Individual teachers should be assigned major responsibilities in the program to enable them to develop pride in their accomplishments.

D. Advisory Committees

- (1) Each department should have an advisory committee selected from the agriculture segments of the community.
- (2) Written purposes should guide advisory committee actions.

E. Selecting and Grouping Students

- (1) The selection and grouping of students should be done with the best interests of the students in mind, and should be a cooperative effort of the teachers, the counselor and the principal.
- (2) State policy concerning maximum enrollment per teacher should be followed in selecting students.
- (3) Individual student and teacher conferences should be held prior to enrollment in vocational agriculture.

- (4) Available facilities and equipment should be considered in the selection and grouping of students.

F. Discipline Standards

- (1) Written rules concerning discipline standards should be formulated and approved by the local school administration.
- (2) All teachers within the department should exert extreme effort to apply the discipline standards uniformly.
- (3) Consideration should be given to using women sponsors when girls are involved in activities away from the local school.

G. The Use and Care of Facilities

- (1) The number of classrooms provided for multiple teacher departments should equal the number of teachers on the instructional staff.
- (2) Classrooms should be located adjacent to each other and be accessible to the teachers' office.
- (3) Each classroom should provide a minimum of 45 sq. ft. of floor space per student, based on the largest class enrollment plus 30%.
- (4) Classroom space should be provided to accommodate FFA meetings or Young and/or Adult Farmer meetings.
- (5) Classrooms should be designed to fit the specific vocational agriculture courses offered, and should include a laboratory and library.
- (6) Glass viewing areas should be provided into classroom, office and shop area to assume effective teacher supervision of students.
- (7) The shop should provide a minimum of 150 sq. ft. of floor space per student, based on the largest class enrollment plus 20%; an additional 1500 sq. ft. should be provided for equipment and material storage.
- (8) Adequate equipment should be provided to teach the skills as recommended in the basic core curriculum.
- (9) A tool room should be provided of at least 15ft. x 15ft., and each student should be provided an individual locker for storage.
- (10) Individual office space should be provided each teacher in the department.
- (11) A telephone should be located within the office of the vocational agriculture department.
- (12) Adequate restroom facilities should be provided near the classroom and shop area.
- (13) An outside storage area should be provided in the form of an enclosed structure or blind to conceal stored materials and projects.
- (14) A school farm laboratory should be provided including a facility for storing supplies and equipment.
- (15) The general care and maintenance of building and equipment should be the responsibility of all staff members, with specific responsibilities assigned each teacher.

- (16) Any new facilities being constructed or planned should provide for future growth in the design of the facility.
- H. Inventories, Budgets and Purchase Requests
- (1) All staff members in a multiple teacher department should jointly fill out annual inventories and budgets in compliance with local school policy.
 - (2) Priorities, involving budget items and purchase requests, for the entire department should be agreed upon by all staff members in the department.
- I. Reports and Records
- (1) All teachers in the department should cooperate in filling out necessary reports and records.
 - (2) Teachers should agree at the beginning of the school year on a fair and equitable division of responsibility for reports and records.
 - (3) Each teacher should keep a daily diary of all his activities for use in completing reports.
 - (4) FFA officers should be encouraged to complete chapter reports under the guidance and supervision of the teacher or teachers in charge.
- J. Supervised Training Programs
- (1) Every student in vocational agriculture should be required to have a supervised training program.
 - (2) Teachers within the department should be assigned an equal load in the supervision of student training programs.
 - (3) Supervision should be assigned to teachers according to their expertise and interest.
 - (4) Transportation should be provided to fulfill the demands of supervision, and the use of transportation should be at the discretion of the teacher.
- K. Organization and Operation of the FFA Chapter
- (1) All teachers should serve jointly and cooperatively as the FFA Advisor.
 - (2) Teachers should agree on the contest areas for which each will be responsible.
 - (3) Daily communication concerning the FFA chapter operation should be held and all decisions made jointly by the teachers.
- L. Adult and/or Young Farmer Education
- (1) Multiple teacher departments should have an organized Young Farmer program.
 - (2) One teacher should be designated as the advisor of the Young Farmer program.
 - (3) All teachers should be actively involved in planning and carrying out the Adult and/or Young Farmer program.
 - (4) Available State Department funds should be utilized to pay teachers for conducting adult education programs.

- (5) Local program needs for adult education should be determined through the use of an advisory committee.

M. Public Relations

- (1) Public relations is an integral part of the vocational agriculture program.
- (2) Teachers should be assigned specific responsibilities concerning public relations.
- (3) FFA Reporter news releases should be coordinated through the locally assigned teacher.
- (4) News releases should either name all teachers as advisors or none.

N. Professional Improvement

- (1) Teachers should attend those in-service training courses designed to improve skills in the area of instruction, for which they are responsible.
- (2) Each teacher should become actively involved in one or more local civic organizations.
- (3) Each teacher should belong to the professional vocational organizations.

O. Assignment of Other School Duties

- (1) The assignment of school duties in areas other than vocational agriculture should take into consideration the teachers' responsibilities to the FFA, Young Farmers and community service programs.
- (2) The local FFA program of work should be covered in detail with the local school administration at the beginning of each school year.

P. Departmental Evaluation

- (1) An annual evaluation of the total vocational agriculture program should be held at the end of each school year, involving all teachers in the department, as well as the school principal or superintendent.
- (2) The evaluation should be based on state recommended policy with improvement of the local program as the goal.

General

1. At the end of one year a survey of each multiple teacher department be made and the suggested guidelines presented here be reviewed, revised, and substantiated as effective for the operation of multiple teacher departments.
2. The substantiated guidelines be recommended to the Advisory Committee for the State Department of Vocational Agriculture to

be ultimately included in the "Policy and Procedures for the State Department of Vocational Agriculture."

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APPENDIXES

APPENDIX A

SUMMARY OF STATUS SURVEY

SUMMARY OF SURVEY CONCERNING THE
 "PRESENT STATUS OF MULTIPLE TEACHER
 DEPARTMENTS, JUNE 1, 1976"

Statement	N	<u>YES</u>		<u>NO</u>		<u>No Response</u>	
		n	%	n	%	n	%
Do you have a departmental coordinator (or head teacher)?	112	64	57.1	38	32.9	10	9.0
Was departmental coordinator selected on the basis of tenure?		66	58.9	37	33.0	9	8.1
Does your department have a written operational plan or policy?		35	31.3	73	65.2	4	3.5
Was the existing vocational agriculture teacher involved in the selection process of the additional teacher?		91	81.2	14	12.5	7	6.3
Is a formal advisory committee utilized in the program?		42	37.6	66	58.9	4	3.5
Are class enrollments eighteen students or less?		50	44.6	53	47.3	9	8.1
Are students grouped in classes according to their occupational objective?		35	31.3	73	65.2	4	3.5
Are students screened by the teacher before enrolling in vo-ag classes?		58	51.8	51	45.5	3	2.7
Are specialized programs offered in vocational agriculture?		91	81.2	11	9.8	10	9.0
a. Vocational agriculture occupational training?				34			
b. Vocational agriculture mechanics?				8			
Are teachers assigned instructional programs based on their expertise?		92	82.1	14	12.5	6	5.4
Does the classroom provide a minimum of 35 sq. ft. of floor space per student in the largest class?		60	53.6	46	41.1	6	5.3
Is a laboratory provided adjacent to the classroom?		61	54.4	48	42.9	3	2.7

continued -

Does the shop provide a minimum of 150 sq. ft. of floor space working area per student in the largest class?	112	65	58.0	42	37.5	5	4.5
Are five or more mechanics areas taught in the agriculture mechanics classes?		82	73.2	24	21.4	6	5.4
Are additional tools and equipment purchased as needed?		103	92.0	5	4.5	4	3.5
Is a departmental budget submitted to the local school administration annually?		50	44.6	52	46.4	10	9.0
Is there a standard procedure for approving the purchase of supplies and equipment?		97	86.6	9	8.0	6	5.4
Is a teacher designated to see that all departmental reports and records are kept and submitted when due?		67	59.8	41	36.6	4	3.6
Are instructional programs designed to meet the needs of students?		104	92.9	5	4.5	3	2.6
Are teaching loads divided evenly among the teachers?		100	89.2	6	5.4	6	5.4
Do all teachers in the department apply a uniform standard of discipline for students?		101	90.2	4	3.6	7	6.2
Are all students required to have a supervised training program?		71	63.4	37	33.0	4	3.6
Are all teachers in the department provided transportation by the school?		86	76.7	20	17.9	6	5.4
Are all teachers required to supervise the training programs of students on an equal basis?		89	79.4	18	16.1	5	4.5
Are news releases pertaining to chapter activities responsibility of one teacher in the department?		19	17.0	88	78.5	5	4.5
Were plans made and implemented to improve the public relations of the department?		89	79.4	18	16.1	5	4.5

continued -

Is at least one teacher available in the department at all hours during the school day?	88	78.6	24	21.4	0	0
Are teachers encouraged by the local administration to participate in in-service training programs with the intent of their teaching skills and technical knowledge?	98	87.5	14	12.5	0	0
Are teachers assigned specific contest and show responsibilities?	66	58.9	41	36.6	5	4.5
Is there a workable agreement on who will serve as the advisor of the FFA?	90	80.3	16	14.3	6	5.4
Are specific plans made where each teacher has an assigned responsibility with the FFA?	66	58.9	43	38.4	3	2.7
Do you have a local Young Farmer program?	59	52.6	47	42.0	6	5.4
Are specific teacher assignments made for conducting the adult program?	51	45.5	55	49.1	6	5.4
Do you have a local FFA Alumni association?	28	25.0	78	69.6	6	5.4
Do you conduct an annual evaluation of the local vo-ag program?	86	76.8	22	19.6	4	3.6
Do you make periodic revisions in your instructional program to meet the needs of students assigned to your classes?	103	91.9	5	4.5	4	3.6

APPENDIX B

SAMPLE OF TEACHERS SURVEY

SURVEY SAMPLE

NAME _____ SCHOOL _____
 AGE _____ NUMBER OF YEARS OF TEACHING EXPERIENCE _____

Indicate the degree of importance of the following statements as they relate to your local vocational agriculture program.

Statement	Of Extreme Importance	Of Considerable Importance	Of Some Importance	Of Limited Importance	Of No Importance
Each multiple teacher department should have a coordinating teacher as approved by the administration.					
The teacher with the most experience in the local vocational ag dept. & community should be designated the coordinating teacher as approved by the administration.					
The coordinating teacher should be the contact or link to the administration for the local vo-ag department.					
Multi-teacher departments need written, flexible guidelines that could be adapted to any community situation.					
The selection of a new or additional teacher should involve the existing teacher as well as the administrator of the school.					
Compatible personalities should be considered in the selection of additional teachers.					
Teachers should be qualified and meet the needs of that department.					
Each department should establish a formal advisory committee.					
The advisory committee should be selected from the agricultural segment of the community.					
Purposes of the advisory committee should be written out.					
Selection and grouping of students should be coordinated between teacher, counselor, and principles.					
Student and teacher conferences should be held prior to enrollment in vo-ag classes.					
Selection of students should be based on available facilities and equipment.					

APPENDIX C

CORRESPONDENCE



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

October 16, 1975

MEMORANDUM

TO: All Multiple-Teacher Departments of Vocational Agriculture

FROM: Ralph Dreessen, Assistant State Supervisor

SUBJECT: Special Meeting to Plan Multiple-Teacher Seminar for the purpose of developing State-wide guidelines operation

WHERE: U. S. Grant High School - 5016 S. Pennsylvania

WHEN: October 23, 1975 - 1:30 p.m.-3:00 p.m.

A special meeting for all teachers in multiple-teacher departments of vocational agriculture is planned for Thursday afternoon of the OVA Meeting, October 23, 1975, at the U. S. Grant school cafeteria at 1:30 p.m.

This meeting is planned to discuss the feasibility of designing an operation plan for multiple-teacher departments of vocational agriculture in Oklahoma schools. If there is ample interest in a Seminar, we will attempt to schedule one the last week in May in which college credit will be offered, with expenses being paid for participants (proposal pending).

Your experiences and observations will be of vital importance to this project. Your participation in this meeting will be greatly appreciated.

Following are a few of the questions asked by teachers in multiple-teacher departments. You may have some to add to this list. Prepare your list to turn in at this meeting so we can plan a conference that will attempt to answer your questions.

1. How do you divide up responsibility? Classroom teaching, supervision, Young Farmers, FFA Advisor, Judging teams, etc.
2. Should the number of all-day students reached be twice as many as in a single teacher department?
3. Should multiple-teacher departments provide programs in VAOT, Ag. Mech., Horticulture, Forestry, and Young Farmers, as well as a regular production agriculture program?
4. How often should teachers in multiple-teacher departments meet and communicate about their program?
5. How can you prevent students and parents from working one teacher against another teacher?

MEMORANDUM
Page 2
October 16, 1975

6. Should one teacher be at the classroom most of the school day?
7. What does your Superintendent and Principal think about your present division of responsibilities? Do you have an agreement in writing?

RD/XJR-01/19

**MEMORANDUM**

DATE December 19, 1975

TO Multiple Teacher Departments

FROM Byrle Killian, State Supervisor

SUBJECT Developing Guidelines for Multiple Teacher Departments

A special meeting has been called concerning the development of operation guidelines and procedures for multiple teacher departments.

The meeting will be held as a part of the mid-winter conference program, at 4:00 p.m., Friday, January 9, 1976 in the North Ballroom of the Hilton Inn West Motel in Oklahoma City.

All teachers from multiple teacher departments, and teachers from departments that are to add a second teacher, are expected to attend this meeting.



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

The number of vocational agriculture programs in Oklahoma high schools, that involve more than one teacher, are rapidly increasing. In an effort to provide guidance in the establishment and maintenance of these multi-teacher departments, a recommended departmental guideline is being developed.

As an administrator in a school where a multiple teacher vocational agriculture program exists, your experiences and observations can be very helpful in identifying areas that should be considered in developing such a guideline. Your cooperation in returning the enclosed survey as soon as possible will be appreciated.

Sincerely,

Byrle Killian
State Supervisor
Vocational Agriculture

BK:sf

Enclosure

SCHOOL _____

NAME _____

Designate by a check mark () those areas you feel should be included in the development of a guideline for organizing and operating a multiple teacher department of vocational agriculture.

- I. Personnel Management
 - a. Teacher selection _____
 - b. Departmental coordinator selection _____
 - c. Preparation of departmental reports _____
 - d. Operational policy development _____
 - e. Assigning instructional responsibilities _____
 - f. Assigning of "other" school duties _____
 - g. Itineraries _____
 - h. Others (please specify) 1. _____
 - 2. _____

- II. Instructional
 - a. Selecting and grouping students _____
 - b. Determining and planning the instructional program _____
 - c. Determining discipline standards _____
 - d. Adult and Young Farmer responsibilities _____
 - e. Using advisory committees _____
 - f. Supervised training programs _____
 - g. Others (please specify) 1. _____
 - 2. _____

- III. Facilities and Equipment
 - a. Use and care of facilities _____
 - b. Use and care of equipment _____
 - c. Purchasing equipment _____
 - d. Purchasing supplies _____
 - e. Maintaining departmental inventories _____
 - f. Preparing and submitting departmental budgets _____
 - g. Transportation _____
 - h. Others (please specify) 1. _____
 - 2. _____

- IV. Youth Programs (FFA)
 - a. Determining teacher responsibilities _____
 - b. Scheduling and preparing for contest participation _____
 - c. Scheduling and preparing for livestock shows and fairs _____
 - d. Implementing an effective public relations program _____
 - e. Preparing FFA reports and records _____
 - f. Others (please specify) 1. _____
 - 2. _____

- V. Evaluation
 - a. Annual self analysis _____
 - b. State Department evaluation _____
 - c. Placement and follow-up of students _____
 - d. Others (please specify) 1. _____
 - 2. _____

- VI. Professional Improvement
 - a. In-service training _____
 - b. Attending summer courses _____
 - c. Participation in Non-credit Professional Activities
 - 1. Evaluation teams _____
 - 2. Advisory councils _____
 - d. Others (please specify) 1. _____
 - 2. _____

- VII. Others (please specify)
 - a. _____
 - b. _____
 - c. _____

**MEMORANDUM**

DATE March 19, 1976

TO Multiple Teacher Departments

FROM Donald D. Brown, Northwest District Supervisor

SUBJECT Letter and Questionnaire

The enclosed letter and questionnaire were sent to your superintendent.



OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

DATE: May 14, 1976
TO: Multiple Teacher Instructors
SUBJECT: Multiple Teacher Conference

The conference for developing operational guidelines and procedures for multiple-teacher vocational agriculture departments will be held at Oklahoma State University, June 1-4.

The first meeting is set for Tuesday, June 1 at 10:00 a.m. in room 263 Ag Hall. Those desiring to enroll for credit may do so at this time.

All teachers who are now under contract in a multiple-teacher department, and those who will be teaching in a multiple-teacher department next year are expected to attend.

Teachers that complete the four day conference will be issued a stipend of \$75.00. Mileage will be paid from each teaching center for one car, one round trip, at 12¢ per mile.

Campus housing information is attached.

Sincerely,


Byrle Killian
State Supervisor

DDB/bjk

Enclosure

cc Superintendent of Schools

MULTIPLE TEACHER CONFERENCE PROGRAM

June 1-4, 1976

Oklahoma State University

June 1 Tuesday	10:00 a.m.	Meet for Enrollment Enroll - OSU	Room #263 Ag Hall
	11:30 a.m.	Lunch	
	1:00 p.m.	Conference Objectives Byrle Killian - State Supervisor of Vocational Agriculture E.L. Collins - State Board for Vocational Technical Education Dr. Bob Terry - Head of Agriculture Education, OSU	Room #107 Ag Hall
	1:30 p.m.	Conference Procedures Dr. Marcus Juby - Professor of Agriculture Education, OSU Donald Brown - District Supervisor of Vocational Agriculture	Room #107 Ag Hall
	1:45 p.m.	Reports on Existing Guidelines - Other States C.A. Collins - District Supervisor of Vocational Agriculture, Retired Dr. Donald Herring - Professor of Agriculture Education, Texas A&M University	Room #107 Ag Hall
	3:30 p.m.	Committee Assignments Dr. Marcus Juby Donald Brown	Room #107 Ag Hall
	3:45 p.m.	Committee Chairman	Room #107 Ag Hall
June 2 Wednesday	8:30-11:30 a.m.	Committee Meetings Consultants: Dr. Clarence Oliver, Supt. Broken Arrow Dr. Don Graves, Supt. Yukon Dr. Bill Wagoner, Supt. Guthrie Agriculture Education Staff Vocational Agriculture Supervisory Staff	(See Committee Assignment Sheet)
	11:30-1:00 p.m.	Lunch	
	1:00-4:00 p.m.	Committee Reports - Committee Chairmen 1. (Chronological Order) 2. 3.	Room #107 Ag Hall
June 3 Thursday	8:30-11:30 a.m.	Committee Reports - continued	Room #107 Ag Hall
	1:00-4:00 p.m.	(Continued)	Room #107 Ag Hall
June 4 Friday	8:30 a.m.	Committee Reports (continued) Conference Summary Implementation & Follow-up - Ralph Dreessen - Assistant State Supervisor Vo-Ag Dr. Bob Terry - Head Agri. Education Dept., OSU	Room #107 Ag Hall

6. Planning and Determining the Instructional Program
 Joe Bullard--Eufaula, Chairman Consultant: C. A. Collins Room #103
 Ronald Haltom--Broken Bow
 Bobby Doyle--Stilwell
 Rod Moyer--Valliant
 Ernest Walker--Edmond
 Johnny Cox--Haworth
 Bill McAfee--Gray
 Lloyd Henslee--El Reno
 Larry Long--Elk City
7. The Use and Care of Facilities (requirements)
 Bob Robinson--Blackwell, Chairman Consultant: Dr. Terry Room #263
 Tom Holcomb--Beggs
 Tommy Johnson--Atoka
 Steven Collier--John Marshall
 Larry VanZandt--Seiling
 Jay Woodward--Lawton
 Lloyd Garrison--Skiatook
8. Inventories, Budgets, Purchase Requests
 Don Rudy--Alva, Chairman Consultant: Verlin Hart Room #019
 Greg Pierce--Tishomingo
 A.W. Hampton--Okmulgee
 David Richey--El Reno
 Harold King--Harrah
 Paul Morris--Wilson
 Charles Hathaway--Tahlequah
9. Reports and Records
 Wendall Fenton--Muskogee, Chairman Consultant: Harold Troutman Room #122
 Larry Troyer--Jay
 Clay Jones--Vanoss
 Francis Gilliland--Minca
 Marvin Lindsey--Collinsville
 Ricky Griffin--Stratford
 Jack Pollard--Marshall
10. Assigning Instructional Responsibilities
 (teacher capabilities and interests)
 Mac DeVilbiss--Yukon, Chairman Consultant: Dr. Price Room #169
 John Biscoe--Checotah
 Roscoe Alexander--Hartshorne
 Johnny Williams--Morris
 Mike Stephens--Guthrie
 David Frick--Keota
 Roger Mauldin--Norman
 Blaine Story--Pond Creek-Hunter
11. Discipline Standards
 Mike Hunter--Sulphur, Chairman Consultant: Dr. Jack Pritchard Room #244
 Tony Donaho--Checotah
 Ray Vinson--Panama
 R.J. Hollon--Woodward
 Thurman Rhones--Moore
 Ronnal Stoll--Elgin

12. Supervised Training Programs (transportation)
 Jack Elder--Weatherford, Chairman Consultant: Don Brown Room #107
 Sam Todd--Morris
 Roger Jennings--Perkins
 Dale Jenkins--Jay
 Bill Fox--Panama
 Glen Elliott--Waynoka
 Verlin Goodson--Yukon
13. Public Relations
 Bill Bearden--Okmulgee, Chairman Consultant: Paul Newlin Room #202
 Harold Williams--Cushing
 Henry Jones--Spiro
 W.J. Sutton--Seiling
 Wesley Hollen--John Marshall
 Robert DeLong--Clinton
14. Assignment of "Other" School Duties
 Loyd Parker--Norman, Chairman Consultant: Dr. Pritchard Room #241
 W.G. Parker--Muskogee
 Joe Ross--Spiro
 Sherman Lauder--Leedey
 Allan Copus--Elk City
 Lloyd Fletcher--Guthrie
 Jim Yokum--Weatherford
15. Professional Improvement
 Troy Henry--Strafford, Chairman Consultant: Bob Mitchell Room #275
 Lyle Rounds--Leedey
 Ron Long--Lawton
 Haskell Morgan--Turner
 Mark Pearson--Ponca City
 Wayne Wilhelm--Anadarko
16. FFA (responsibilities--contest--organization)
 Bob Waitman--Tuttle, Chairman Consultant: Benton Thomason Room #320
 Larry Harvey--Beggs
 Joe Navrath--Prague
 Odell Branam--Tecumseh
 Jimmy Antwine--Hugo
 Wayne Dimmick--Waynoka
 Gary Tucker--El Reno
17. Young Farmer and Adult Education (alumni)
 Walter McDonald--Eufaula, Chairman Consultant: Lee Zuck Room #362
 Ronald Snow--Cushing
 Cecil Bratton--Keota
 Jerry Ogle--Tishomingo
 Larry Smith--Tecumseh
 Keith Hoar--Pond Creek--Hunter
 Jim Stewart--Tuttle
18. Departmental Evaluation
 Ralph Thomas--Woodward, Chairman Consultant: Dr. Jim Key Room #02
 Raymond Cockrum--Guthrie
 C.T. Holland--Vanoss
 Tommy Thomas--Minco
 Elmer Beshears--Byng

Name _____

Chapter _____

Present Status of Multiple Teacher Departments

June 1, 1976

The following questions refer to your local multiple teacher vo-ag program in its present form:

Yes No

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Do you have a departmental coordinator (or head teacher)? |
| _____ | _____ | 2. Was departmental coordinator selected on the basis of tenure? |
| _____ | _____ | 3. Does your department have a written operational plan or policy? |
| _____ | _____ | 4. Was the existing vocational agriculture teacher involved in the selection process of the additional teacher? |
| _____ | _____ | 5. Is a formal advisory committee utilized in the program? |
| _____ | _____ | 6. Are class enrollments eighteen students or less? |
| _____ | _____ | 7. Are students grouped in classes according to their occupational objective? |
| _____ | _____ | 8. Are students screened by the teacher before enrolling in vo-ag classes? |
| _____ | _____ | 9. Are specialized programs offered in vocational agriculture? |
| _____ | _____ | a. Vocational agriculture occupational training? |
| _____ | _____ | b. Vocational agriculture mechanics? |
| _____ | _____ | 10. Are teachers assigned instructional programs based on their expertise? |
| _____ | _____ | 11. Does the classroom provide a minimum of 35 sq. ft. of floor space per student in the largest class? |
| _____ | _____ | 12. Is a laboratory provided adjacent to the classroom? |
| _____ | _____ | 13. Does the shop provide a minimum of 150 sq. ft. of floor space working area per student in the largest class? |
| _____ | _____ | 14. Are five or more mechanics areas taught in the agriculture mechanics classes? |
| _____ | _____ | 15. Are additional tools and equipment purchased as needed? |
| _____ | _____ | 16. Is a departmental budget submitted to the local school administration annually? |
| _____ | _____ | 17. Is there a standard procedure for approving the purchase of supplies and equipment? |
| _____ | _____ | 18. Is a teacher designated to see that all departmental reports and records are kept and submitted when due? |
| _____ | _____ | 19. Are instructional programs designed to meet the needs of students? |
| _____ | _____ | 20. Are teaching loads divided evenly among the teachers? |
| _____ | _____ | 21. Do all teachers in the department apply a uniform standard of discipline for students? |
| _____ | _____ | 22. Are all students required to have a supervised training program? |
| _____ | _____ | 23. Are all teachers in the department provided transportation by the school? |
| _____ | _____ | 24. Are all teachers required to supervise the training programs of students on an equal basis? |
| _____ | _____ | 25. Are news releases pertaining to chapter activities responsibility of one teacher in the department? |
| _____ | _____ | 26. Were plans made and implemented to improve the public relations of the department? |
| _____ | _____ | 27. Is at least one teacher available in the department at all hours during the school day? |
| _____ | _____ | 28. Are teachers encouraged by the local administration to participate in in-service training programs with the intent of their teaching skills and technical knowledge? |
| _____ | _____ | 29. Are teachers assigned specific contest and show responsibilities? |
| _____ | _____ | 30. Is there a workable agreement on who will serve as the advisor of the FFA? |
| _____ | _____ | 31. Are specific plans made where each teacher has an assigned responsibility with the FFA? |
| _____ | _____ | 32. Do you have a local Young Farmer program? |
| _____ | _____ | 33. Are specific teacher assignments made for conducting the adult program? |
| _____ | _____ | 34. Do you have a local FFA Alumni association? |
| _____ | _____ | 35. Do you conduct an annual evaluation of the local vo-ag program? |
| _____ | _____ | 36. Do you make periodic revisions in your instructional program to meet the needs of students assigned to your classes? |

VITA 2

Donald Dean Brown
Candidate for the Degree of
Doctor of Education

Thesis: OPERATIONAL GUIDELINES AND PROCEDURES FOR MULTIPLE TEACHER
DEPARTMENTS OF VOCATIONAL AGRICULTURE IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born near Dacoma, Oklahoma, July 17, 1928, the son
of Martin and Mary Brown.

Education: Graduated from Dacoma High School, Dacoma, Oklahoma,
May, 1947; received the Bachelor of Science degree from Okla-
homa State University, Stillwater, Oklahoma, January, 1952;
with a major in agricultural education; received the Master
of Science degree from Oklahoma State University, Stillwater,
Oklahoma, in May, 1960, with a major in agricultural education;
engaged in graduate study at Oklahoma State University, Still-
water, Oklahoma from September, 1960 to June, 1976; completed
requirements for the Doctor of Education degree at Oklahoma
State University, Stillwater, Oklahoma, in December, 1976.

Professional Experience: Teacher of vocational agriculture at
Winterset High School, Winterset, Iowa, from February, 1952 to
July, 1952; teacher of vocational agriculture at Dacoma High
School, Dacoma, Oklahoma, from July, 1952 to July, 1956; teach-
er of vocational agriculture at Oakwood High School, Oakwood,
Oklahoma, from July, 1956 to July, 1959; teacher of vocational
agriculture at Prague High School, Prague, Oklahoma, from July,
1959 to July, 1965; district supervisor of vocational agri-
culture, Oklahoma State Department of Vocational and Technical
Education, Stillwater, Oklahoma, from July, 1965 to September,
1975; one-fourth time district supervisor of vocational agri-
culture and one-half time graduate teaching assistant, Agri-
culture Education Department, Oklahoma State University from
September, 1975 to July, 1976; district supervisor of vocation-
al agriculture, Oklahoma State Department of Vocational and
Technical Education, Stillwater, Oklahoma, from July, 1976; to
the present.

Professional Organizations: Member of the Oklahoma Vocational Agriculture Teachers Association, National Vocational Agriculture Teachers Association, Oklahoma Vocational Association, American Vocational Association, National Education Association, Oklahoma Education Association, National FFA Alumni Association, Oklahoma FFA Alumni Association, National Association of Supervisors of Agricultural Education, Collegiate FFA and Alpha Zeta.

Leadership Activities: President-elect of Oklahoma Vocational Agriculture Teachers Association, President of Stillwater Professional Improvement Group, Collegiate member of the Agronomy Club, Board of Directors of Pete Gailey Plan, Secretary of Pete Gailey Plan, Executive secretary for the Oklahoma Young Farmers Association, Superintendent of National FFA Meats Contest, Superintendent of FFA Swine Division of the American Royal, Swine Superintendent at Oklahoma State Fair, Swine Superintendent at Tulsa State Fair, Swine Superintendent at Oklahoma Spring Livestock Show, President of Board of Trustees Southern Heights United Methodist Church.