

# Kansas Ag Teachers' Perceptions of Diversity & Inclusion in Agricultural Education

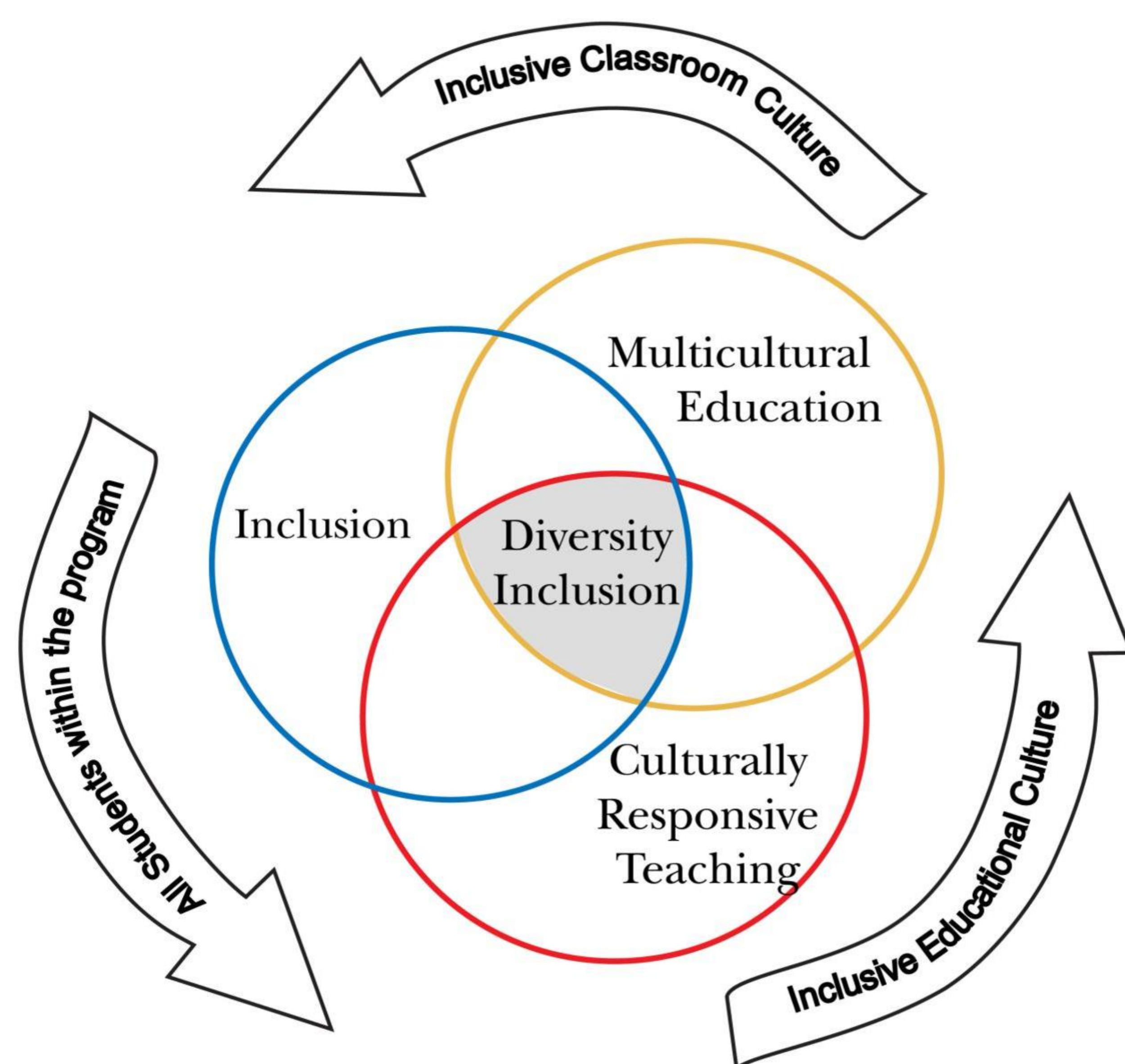
Laura E. Miller, Dr. Gaea Hock, Dr. Jon Ulmer, & Dr. Jason Ellis

## Background

- As agricultural education programs continue to become more diverse, diversity does not necessarily ensure equity or inclusion (Elliott & Lambert, 2018).
- Agricultural education teachers' perceptions of *diversity inclusion* in their programs are variables that may have a strong influence on the number of students who enroll in agricultural education (LaVergne et al., 2012).
- Problems for creating proper multicultural understanding and teaching concerns result from the lack of essential multicultural preparation, isolation of teachers among their ethnic groups, and the possession of professional training that excludes direct, meaningful interaction with different cultures (Vincent et al., 2014).

## Conceptual Framework

The Diversity Inclusive Program Model  
LaVergne (2008)



## Objectives

**Objective 1:** Determine Kansas Ag Ed teachers perception of diversity and inclusion

**Objectives 2:** Identify strategies to increase diversity and inclusion among Kansas Ag Ed programs.

## Methods

### Researcher Developed Survey

- 10 multiple choice & 2 open ended questions

### Participants:

- Purposeful selection: FFA district, location, school size, years of teaching experience
- Response rate was 51% ( $n = 33$ ).
- The average number of students in each program was 69.4 with an average FFA membership of 65.6.
- Majority of teachers were in the 6-10 years ( $n = 11$ , 33.33%) and 2-5 years ( $n = 11$ , 27.27%) experience ranges.
- 60.61% ( $n = 20$ ) of respondents *not* from an FFA Affiliated program, while 39.39% ( $n = 13$ ) were Affiliated

**Data Analysis:** Explored for themes from survey questions and content analysis of written responses.

## Findings

### Perceptions of “difference”

- Several teachers responded that diversity included differences in thoughts, cultures, and beliefs, gender, learning styles, and religion.
- “Diversity is when a population (i.e., students in an FFA program) is made up of multiple races, ethnicities, sexual orientations, genders, and cultural backgrounds.”

### Varying levels of training

- Little/no prior training
- College coursework as training
- Professional development through school district

### Training needs and ideas

- Workshops over multicultural education
- Training for Chapter FFA Officers

## Recommendations

- The success of agricultural education will depend on Ag Ed teachers' ability to provide appropriate instruction to students through diversity and inclusion (LaVergne, 2008).
- This exploratory study suggests that for Kansas Agricultural Educators:
  - Additional research on diversity and inclusion practices
  - Development of training at pre-service and new teacher level
  - Continued professional development around multicultural education, culturally responsive teaching, and inclusion (diversity inclusion)

## References

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