



Assessing Acceptance for Trained Teachers to Implement Agriculture in the Classroom

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Introduction

Burrows et al. (2020) stated a good way to increase positive attitude toward agriculture is through educating everyone, including youth. Terry et al. (1992) found, however, teachers tend to have little knowledge and inaccurate perceptions about agriculture. This study was conducted to assess the utilization of AITC materials by elementary school teachers in Oklahoma by teachers who have completed AITC professional development.

Objectives & Methodology

1. Determine importance teachers place on teaching about agriculture.
2. Describe factors impacting teachers' implementation of AITC in their classes.
3. Determine teachers' interest in resources and activities for implementing AITC in their classes.
4. Identify teachers' preferences for continuing education associated with AITC

Section 2
 Focused on teachers' perceptions about learning about agriculture.

Section 3
 Inquired about teachers' use of AITC materials.

Section 4
 Explored teachers wants and needs for professional development about AITC.

Section 5
 Focused on the lesson plans available to teachers.

Section 6
 Addressed barriers to teaching agriculture.

Conclusions

1. Teachers believe it is important to teach children about Agriculture.
2. Teachers consider agriculture to be appropriate for teaching core subjects.
3. Teachers want lesson plans to be free, online, printable, and aligned with current educational standards.
4. Continuing education programs should be:
 - a. Free of charge
 - b. Conducted in person
 - c. Offered during the summer

Theoretical Framework

The Stages of Concern: Concerns Based Adoption Model (CBAM) developed by Frances Fuller and implemented by Hord et al. (2006).

“CBAM is a framework designed to provide measurement concepts and tools for evaluators and researchers to evaluate the effects or progress of implementation of an innovation or multiple innovations that may constitute a reform program” (Hord et al., 2006, pp. 1-2).

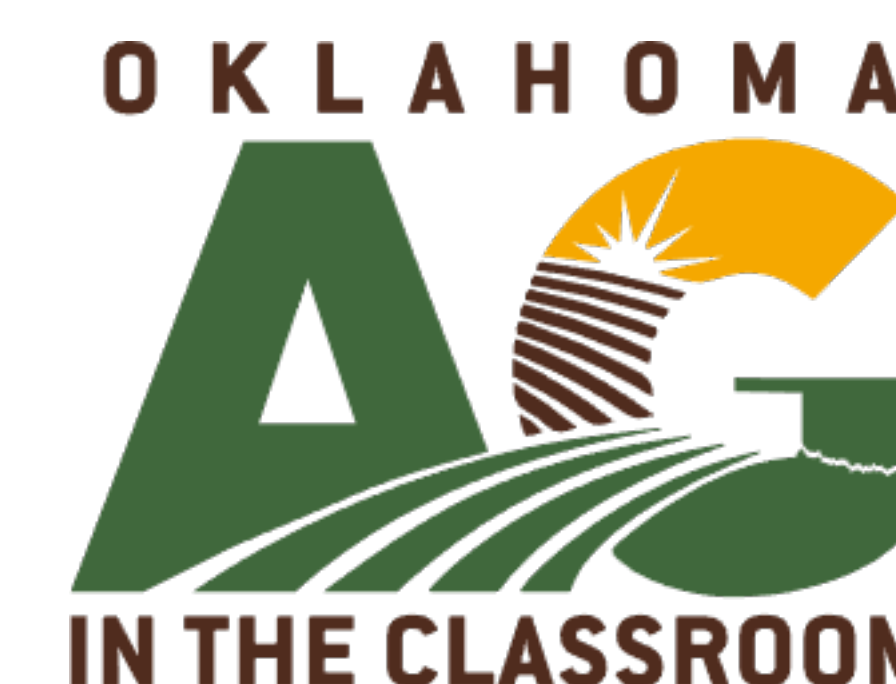
Findings

91% agreed it is important for students to know where their food comes from & teach agriculture in elementary school

Interest in Materials

- Free
- Printable
- Lesson plans/Curriculum
- Gardens
- Field Trips
- Online Activities

90% of teachers would prefer continuing education if it was free of charge



Recommendations

1. It is recommended that Oklahoma AITC continue to identify additional ways for educators to access AITC training and classroom materials.
2. Further investigation is needed to determine teacher confidence and competence to utilize AITC material.
3. It is recommended that this study be replicated on a national level.