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AN EXAMINATION OF SUMMER PROGRAMS OF VOCATIONAL AGRICULTURE IN MONTANA

by

DAN LANTIS

A professional paper submitted in partial fulfillment of the requirements for the degree

of

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in

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LANTIS, DANIEL. An Examination of Summer Programs of Vocational Agriculture in Montana. Professional Paper M.S., 1975, Montana State University, 132 p., Library, Montana State University, Bozeman.

Purpose: 1) Determine summer employment status of vo-ag teachers, 2) importance of summer program to overall program, 3) planning for and accountability of summer programs, 4) time spent on summer activities, 5) perceptions of vo-ag teachers and administrators toward program activities.

Method: Data for the study were collected from the 1974-75 Montana Education Directory, the State Supervisor of Agricultural Education, and a mail questionnaire to Montana vocational agriculture teachers and to school administrators. Length of summer employment was the dependent variable; independent variables were teacher activities, and teacher and administrator perceptions.

Findings: Sixty percent of the teachers were employed at least eleven months. 2) Over three-fourths of the teachers reported having no set work schedule. 3) Almost two-thirds of the teachers were paid a regular teaching salary on extended contract. 4) Longer summer employment contributes to the overall program by: a) more visitations completed, b) more awards received by FFA members, c) more teacher time supervising occupational experience projects. 5) Teachers held an average of 2.2 planning meetings and submitted an average of 3.1 reports per summer. 6) Thirty-five percent of the time was spent on supervisory activities. 7) Teachers rated "hold FFA meetings" the most important summer activity. 8) Program management was rated most important to overall program development by teachers and administrators. 9) Teachers rated public relations least important. 10) Teacher-administrator perceptions differed on work schedules, planning meetings and reports required.

CHAPTER I

INTRODUCTION

One of the important parts of the vocational agriculture program is the summer program conducted by the vocational agriculture teacher. The Smith-Hughes Act of 1917 provided for a year round program which would include employment of the vocational agriculture teacher during the summer months. The original concept of the summer program was to provide for supervision of the student's supervised farming program, which was required of all students under the Smith-Hughes Act.

With the passage of the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968, the scope of vocational education in agriculture expanded dramatically. The supervised farming concept evolved into today's supervised occupational experience programs which may take place throughout the entire year. However, these programs tend to be emphasized as a summer activity. If the occupational experience is to be a true learning activity, supervision and assistance from a teacher of vocational agriculture would seem to be an essential element.

Teacher educators and state supervisors of agriculture education have always considered a summer program essential to the success of the overall vocational agriculture program. The opinions of those in leadership positions, however, have not been sufficient to maintain twelve month employment of vocational agriculture instructors to provide continuation of the vo-ag program through the full summer. In 1952 the Montana State Plan for Vocational Education provided that vocational agriculture teachers would be employed on a 12-month basis. Currently the State Plan for Vocational Education calls for a minimum of 10-month employment of the vo-ag instructor.

The problem is that while being considered essential, summer programs continuing through the whole summer are not currently required, and many schools have taken the option of having their vo-ag programs operational for only a portion of the summer.

The problem then becomes one of determining what difference the length of a summer program makes in the quality of a vo-ag program. The author found very limited research that would answer this question with respect to vo-ag programs in Montana. Because of this situation and his own concern for summer programs the researcher chose to study summer programs in vocational agriculture.

Statement of Purpose

The purpose of this study is to determine what contribution a summer program in vocational agriculture education makes to the success of the total program of vocational education at the high school level in Montana, and to determine the status of selected factors and activities pertaining to summer employment of the vocational agriculture teacher in the summer months.

Need For The Study

In reviewing the literature the investigator found no research that had been conducted in Montana since the Vocational Education Act of 1963 pertaining to the summer programs in vocational agriculture education. The traditional concepts of vocational agriculture education began to change with the implementation of the Vocational Education Act of 1963. Very little is known about existing summer programs and their implications for vocational agriculture in the state of Montana.

A study conducted in Iowa by Ford[1] in 1970 showed a positive relationship between rating of the total program and rating of the summer program. Ford found that students

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[1] R. J. Ford and C. E. Bundy, "Effect of Summer Activities On Vocational Agriculture Programs," The Agriculture Education Magazine, May, 1971, pp. 268-269.

in departments with highest rated summer programs had almost twice the amount of labor income as students in departments rated lowest. Another study conducted in New Mexico by a graduate class on program evaluation in 1972-73 at New Mexico State University showed over 93 percent of surveyed FFA chapter officers rated the summer program as very important.[1]

Montana vo-ag teachers have been showing a concern for summer programs at their Vocational Agriculture Teachers Association meetings. An informal survey of those teachers present at a state-wide meeting in October, 1974, indicated that few teachers were employed on a 12-months basis. At their June, 1975 Annual Conference, the Montana Vocational Agriculture Teachers Association acted to support requiring 12-month vocational agriculture programs in Montana.

A search for materials that would provide a guide for developing high quality summer programs suited to Montana communities revealed little had been done to provide relevant factual information. No information was found which identified specific contributions of a summer

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[1]W. G. Noland, "Does The Summer Program Really Make A Difference?" The Agriculture Education Magazine, June, 1973, pp. 283-284.

program or provided clear priorities for summer activities in Montana vocational agriculture programs.

Considering the lack of information about summer programs in Montana, their preceived value, and the absence of year-round programs in Montana, it was determined that research on this problem would be appropriate and valuable.

Objectives

1. Determine the summer employment status of Montana vocational agriculture teachers in high school programs.
2. Determine the importance of summer programs in relation to the accomplishments of the total program in vocational agriculture education on the basis of selected criteria.
3. Determine the formal planning activities put into summer programs, and the degree of accountability provided to the school administration.
4. Determine the amount of time spent on the various summer activities, as seen by the vocational agriculture teachers.
5. Determine the perceptions of the vocational agriculture teachers and the administrators toward various activities related to summer programs.

6. Compare the information received from the teachers and the administrators to determine congruence in selected areas.

Assumptions

The study is based upon the following assumptions:

1. A well planned efficiently conducted summer program is a valid part of a total program of vocational agriculture at the high school level.
2. Programs can be grouped on the basis of length of summer employment of the vo-ag teacher for the purpose of comparisons among these programs.

Limitations

This researcher is aware of the following limitation of the study: The research is not for the purpose of evaluating summer programs, but to compare data and show relationships on the basis of existing situations.

Definitions

Program

The combination of all activities in vocational agriculture education, which include; classroom instruction, shop and laboratory work, leadership development, supervised occupational experience, and emphasis on progress of the

individual in these areas during his year in high school.

Total program

The year long program, which is the overall activities and accomplishments of a program of vocational agriculture education at the high school level occuring during a twelve month period.

Summer program

The program carried out between the end of one school term, in the spring, and the beginning of the next, in the fall. Specifically those activities planned and accomplished in relation to the vocational agriculture education program.

High school level

The years spent in secondary education, to include grades nine through twelve.

Factors

Information related to employment of the vocational agriculture teacher in the summer program, specifically items concerning teacher activities, student activities, planning, and accountability.

Summer activities

Work undertaken by the vocational agriculture teacher, which is to be those jobs planned for and accomplished during the summer program.

Summer employment

Employment of a person between the end of one school term and the start of the next school term. Particularly the employment of the vocational agriculture teacher, in some manner, by the school for the purpose of conducting a summer program.

Formal planning

Planning in which a document or schedule of events results from the effort, specifically that planning for a summer program in which the vocational agriculture teacher is involved, resulting in a written plan for summer activities.

Methodology

Based upon the researcher's personal experience and interest, a review of literature, and consultation with the Agriculture Education staff at Montana State University, a need for this study was confirmed. Based upon the study rationale, objectives for the study were developed.

Data for the study were collected from three sources. High School enrollment data were acquired from the 1974-75 Montana Education Directory. Teacher class load and school class enrollment data were obtained from the office of the State Supervisor of Agricultural Education. Mailed Questionnaires were used to collect information from vocational agriculture teachers and from school administrators.

The questionnaires were developed by the researcher, with assistance from his advisor, Dr. Max Amberson, Department Head, Dr. Douglas Bishop, Associate Professor of Agricultural Education, and Dr. Robert Thibeault, Department Head, Educational Services. These persons reviewed the first draft of the questionnaires and made suggestions for the instrument's improvement. The questionnaire sent to vo-ag teachers requested much specific data while the questionnaire submitted to administrators requested primarily the more general data. Several items were duplicated between questionnaires to obtain data for comparisons. (See Appendix A)

On March 14, 1975 a questionnaire and cover letter were sent to the vo-ag teacher, and also to the school administrator, in fifty schools in Montana. The schools

selected for the study were the total population of high schools in Montana which had a teacher of vocational agriculture who had been employed for both the 1973-74 and the 1974-75 school years. By May 27, 1975 a total of 64 questionnaires, of the 100 mailed out, had been returned.

On May 28, a follow-up letter and questionnaire were sent to the 36 non-respondents. Of these 18 were returned to the researcher. Data were tabulated on master sheets, compiled into tables, and then analyzed.

CHAPTER II

REVIEW OF LITERATURE

Educational Literature

A summer program in vocational agriculture education involves, in most instances, the teacher of vocational agriculture being employed by the school when classes are not in session. Summer programs have been an area of concern for all those involved; vo-ag teachers concerned with maintaining them, administrators concerned with the justification of them, school boards concerned about paying for them. Questions concerning the value of and need for summer programs employing teachers on a year-round basis have been with vocational agriculture education for many years. Ritchie noted in 1954:

> Through careful planning teachers of vocational agriculture can provide effective agricultural leadership and provide a service to the school and community which will receive recognition and support from all sources. A summer program which gets results will satisfy people in the community and justify summer employment.[1]

With the summer program being less structured in terms of set schedules, the responsibility lies ultimately

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[1]A. E. Ritchie, "Planning Makes A Difference," The Agricultural Education Magazine, June, 1954, p. 280.

with the individual vocational agriculture instructor to justify his employment by making his summer program worthwhile. Krebs pointed out in 1959 that:

> The summer employment of teachers of vocational agriculture is one of the most vulnerable parts of the educational program. It is especially important, therefore, that we take positive action to make certain that what we do in the summer is of sufficient value to the public to make the public willing to fight actively to keep it.
>
> One of the first steps we need to take is that of planning and submitting to the administrator and school board a definite summer program.[1]

In recent years, somewhat similar situations have been described. Planning the summer program and carrying out a worthwhile program of activities continues to receive emphasis, now as part of the overall accountability concept. Bradley stated that:

> It is my observation that the teacher who organizes his summer program like he does the rest of the school year, having conferences with the school personnel, mapping out the direction to follow in cooperation with his advisory council, keeping administrators informed by bi-monthly reports, and carrying on an aggressive accountable summer program is not being questioned by school administrators for the merit of the program. This individual is involved with urban and rural people in his up-to-date progressive program. He is meeting the needs of the individual student and communicating with the total community.[2]

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[1]A. H. Krebs, "Something to Fight For," The Agricultural Education Magazine, May, 1959, p. 243.

[2]H. Bradley, "Are You Accountable for Your Summer Program," The Agriculture Education Magazine, May, 1974, p. 250.

The responsibility for planning and conducting an acceptable summer program still falls on the individual vocational agriculture teacher today, as it has in years past. Current literature stresses the importance of developing the plan using the advisory council, and having it approved by the administration. The quality of a summer program appears to have a direct bearing on its existence, as indicated by Halcomb:

> How well summer programs are planned and implemented will determine to a great extent the continuation of twelve-month contracts.[1]

A study concerning the summer program of work of vocational agriculture teachers in eleven western states was reported by Fagan in 1952. He compared three groups of programs, based on state supervisors ratings, which considered the general excellence of the supervised farming programs developed in each department.

He noted the following variations in programs between the high and low groups which appear pertinent to this research.

2. The superior departments have larger enrollments, but with a smaller enrollment per teacher.

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[1]A. H. Halcomb, "Make 'No-Account' Summers Accountable," The Agriculture Education Magazine, May, 1974, p. 254.

3. Teachers in the high group average more years of teaching experience.

. . . . . .

7. Eleven percent more of the instructors in the high group than in the low group keep the general public informed of their summer period activities.

8. Students in the superior group carry a larger number of supervised farming projects than those in the low group.

9. Twenty percent more of the instructors in the high group than in the low group make on-the-farm visits to students during the summer.

. . . . . .

11. Teachers in the high group send out more newsletters to keep students and parents informed of activities carried on during the summer than those in the low group.

12. The lower rated departments have less town boys enrolled in agriculture than those in the high group.

13. Forty-five percent more of the instructors in the low group have advisory committees than those in the high group.

14. Instructors in the low group spend more time doing service activities for the community than do the instructors in the high group.

15. More Future Farmer Chapters in the low group than in the high group take summer camping trips.

. . . . . .

17. Teachers in the low group spend more time making out reports and answering correspondence than those in the high group.

18. Instructors in the high group spend five times as much time getting their department in good condition than do those in the low group.[1]

Fagan also listed a series of activities emphasized by instructors in the high group.

1. Instructors in the high group spend very little time on community service activities.

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[1]D. V. Fagan, "The Summer Program of Work of Vocational Agriculture Instructors" (unpublished Masters Thesis, Montana State University, 1952), pp. 55-56.

2. Instructors in the high group spend a large percent of their time supervising the on-the-farm activities of students.
3. Superior instructors contact a large percent of prospective students through personal calls to students and parents.
4. Instructors in the high group visit their students for an average of 3.5 visits per boy, with the largest number of visits to the freshman students.
5. In the high group 97.5 percent of the instructors visit their students during the summer months.
6. The Future Farmer Chapters in the high group held approximately five meetings during the summer vacation.
7. Instructors in the high group make extensive use of newspapers and the radio to keep the public informed of activities carried on in their departments.[1]

In addition he noted the following activities as being used little or none by either the high or low group.

1. Teachers in both groups show a deficiency in not submitting a report of their summer activities to school administrators, and to the state department of education.
2. Departments in both groups have a high percentage of town boys enrolled who generally lack facilities for farming programs.
3. The instructors in both groups are lax in writing news articles of their summer activities.
4. Both groups are lax in sending out material to keep the boys and parents informed of the summer program.
5. State supervisors and school administrators are lax about requiring instructors to submit a preliminary plan of activities they plan to carry out during the summer and a report of accomplishments.[2]

Knuti reported a study which indicated the percent of time Montana vo-ag teachers surveyed spent on various

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[1]Ibid., pp. 56-57. [2]Ibid., pp. 57-58

summer activities. Supervising activities, including visits, project tours, and pre-enrollment accounted for 19.85 percent of their time. FFA activities took 15.55 percent of the teacher's time. Department improvement involved 27.04 percent of the time spent on summer activities. Program planning and reports required 11.26 percent of their time. Public relations and community service accounted for 13.10 percent of the teacher's time. Professional improvement took 4.00 percent of their time. Adult and young farmer activities and school farms and test plots involved 4.14 percent of the time spent on summer activities.[1]

Department improvement accounted for the largest portion of time followed by supervisory activities, and FFA activities.

Strong, in a study of summer activities of Idaho vo-ag teachers, covering a five year period, found that FFA activities accounted for 16.65 percent of the summer employment period. Project supervision followed, accounting for 15.99 percent of the summer employment period. He also found that vo-ag teachers made an average of 64.78

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[1]L. L. Knuti, "Use Of Time By Teachers Of Vocational Agriculture In Eight Western States During The 1952 Summer Months" (unpublished paper, Montana State University).

visitations per summer from 1968 to 1972.[1]

The amount of time spent on various summer activities and the perceived importance of these activities may be related to the quality of the overall summer program.

Fagan found his Group I teachers spent 31.0 percent of their time on supervising farming programs of students while Group III spent 10.6 percent of their time on this activity.[2] Essman reported on a study in Nebraska where the activity rated as most important was supervised farming visitations.[3]

A study, reported by Noland, concerning the value of summer programs yielded the following implications:

> 1. Those individuals responsible for planning, initiating, conducting and evaluating programs of vocational education in agriculture must develop the accountability capability to justify the total program, including the summer activities.
> 2. Program objectives should include realistic, measurable objectives designed specifically for the summer program. Students, school administrators, and taxpayers should be informed of the nature of these objectives.
> 3. The teacher's efforts, during the summer, should be directed toward attainment of these objectives.

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[1]E. C. Strong, "A Study To Evaluate Summer Programs Of Idaho Vocational Agriculture Instructors" (unpublished Masters Thesis, University of Idaho, 1973).

[2]Fagan, "Summer Program Of Work," p. 37.

[3]R. Essman, "How About Your Summer Program?" The Agricultural Education Magazine, June, 1958, p. 268.

4. Supervised occupational experiences in agriculture should be given top priority during the summer. Supervision and instruction should be provided on-the-farm or on-the-job. More consideration should be given to work experience for students throughout the summer months with related instruction scheduled for the school year.

5. The summer program should be conducted on a systematic organized basis. Sufficient records should be maintained to help tell the story of summer activities.

6. Evaluation of the summer program should be carried on by the teacher on a continuing basis throughout the summer months to attain maximum effectiveness.[1]

The above implications appear to support the concept of total program accountability, which includes the summer program. Ford concluded the following from a study of summer programs in vocational agriculture education:

1. A summer program should be developed and an itinery submitted weekly to administrators.

2. The vocational agriculture instructor must schedule activities and use his time in the summer as carefully as he does during the regular school term, even though it may be less highly structured.

3. Twelve-month employment and a carefully planned summer program are necessary.

4. Individualized instruction is important during the summer but group activities for FFA, young farmers and adult farmers should not be neglected.

5. FFA activities should be stressed as an integral part of the vocational agriculture program to capitalize on the inherent motivational values.

6. Year-around adult and young farmer programs are an integral part of the total agricultural education

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[1]W. G. Noland, "Does The Summer Program Really Make A Difference?" The Agriculture Education Magazine, June, 1973, p. 284.

program in the community. They help keep instructors up-to-date on changing technology in agriculture.

7. Vocational agriculture personnel should cooperate with other community and agricultural agencies in maximizing use of community resources in conducting an effective summer and total agricultural education program.[1]

Literature Summary

The literature would appear to bear out the following points in relation to this study:

1. Knowledgeable authors and research conclusions point out the need for summer programs as a part of vocational agriculture education.
2. Activities related to working with students, such as supervising occupational experiences and working with the FFA, appear to be the key to the justification of summer programs in vocational agriculture education.
3. The need for planning summer programs and for reporting on summer activities was stressed.

The literature reviewed by the researcher did not provide satisfactory answers to the following questions:

1. For what portion of the summer are Montana vo-ag teachers employed by the schools?

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[1]R. J. Ford and C. E. Bundy, "Effect Of Summer Activities On Vocational Agriculture Programs," The Agriculture Education Magazine, May, 1971, p. 269.

2. What specific contributions do summer programs make to the achievements of the overall vo-ag program in Montana?
3. What summer program planning and reporting activities are carried out by Montana vo-ag teachers?
4. How much time do Montana vo-ag teachers spend on various summer activities?
5. What are the perceptions of the importance of various summer activities by administrators and teachers?

CHAPTER III

PRESENTATION OF DATA

In order to study summer programs of teachers of vocational agriculture in Montana, it was first necessary to collect data about these programs. Fifty programs of vocational agriculture were identified which had the same vo-ag teacher employed in both the 1973-74 and the 1974-75 school years, thus data would be supplied by a single vo-ag teacher per school for the summer of 1974. The data in Table 1 show that the efforts to obtain returns yielded

TABLE 1

RESPONSE TO QUESTIONNAIRE
(50 Programs Selected For Contact)

Persons Contacted	First Mailing		Second Mailing		Total	
	No.	Percent	No.	Percent	No.	Percent
Vo-Ag Teachers	32	64	10	20	42	84
Administrators	32	64	8	16	40	80

41 or 84 percent returns from teachers and 40 or 80 percent returns from administrators. Although portions of questionnaires received were unuseable, only those portions

unuseable were considered invalid. Thus a variation in "N" or "n" will appear in the tables presented.

Length of Summer Employment

The basis for comparing summer programs was the length of time during the summer for which the vo-ag teacher was employed. Length of employment is indicated in Table 2.

TABLE 2

LENGTH OF SUMMER EMPLOYMENT OF MONTANA VO-AG TEACHERS (N = 50)

Length Of Employment	Respondents	
	Number	Percent
12 Weeks*	9	18
10 Weeks	3	6
8 Weeks	18	36
6 Weeks	10	20
4 Weeks	8	16
0 Weeks	2	4
Total	50	100

*"12 Weeks and "all summer" were considered equivalent terms of employment.

Twelve weeks of summer employment was considered equivalent to or the same as, twelve month employment, and four weeks of summer employment equivalent to ten

month employment.

Eighteen or 36 percent of the schools had 11 month employment, ten or 20 percent of the schools had 10½ month employment and nine or 18 percent had 12 month employment. Eight or 16 percent had 11½ month employment of a vo-ag teacher. Although the State Plan for Vocational Education which was in effect through the summer of 1974 did not require a 10 month minimum program, only two or 4 percent of the schools elected to have no summer program.

Teacher and Administrator Experience

One of the characteristics of any educational program is the number of years experience of the personnel involved with that program. Since it is possible that the experience of teachers and administrators may be related to vo-ag teacher summer employment, the respondents were asked to list their total years of experience and years in their current position. The data in Table 3 show the mean years of experience and mean years at current school, as well as mean years of experience and mean years at current school by the length in weeks of summer employment of the vo-ag teacher.

Years of Experience

The mean years of experience for vo-ag teachers was 12.8 years, and for administrators 10.6 years. Teachers

TABLE 3

TOTAL YEARS OF EXPERIENCE AND YEARS AT CURRENT SCHOOL IN INDICATED POSITION, COMPARED TO WEEKS OF VO-AG TEACHER'S SUMMER EMPLOYMENT

Category Of Response	Respondents	Over All Mean	Weeks Of Vo-Ag Teacher's Summer Employment											
			12 Weeks		10 Weeks		8 Weeks		6 Weeks		4 Weeks		0 Weeks	
			Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Total Years Of Experience	Teachers	12.8	21.4	7-32	4.7	2-9	13.1	2-26	8.6	3-25	8.5	2-25	13.0	3-23
	Administrators	10.6	15.3	4-22	6.0	3-8	9.2	1-27	8.7	1-32	13.3	3-30	16.5	8-25
Years At Current School	Teachers	10.8	18.1	7-27	2.3	2-3	11.5	2-26	7.1	2-22	7.7	2-23	10.0	3-17
	Administrators	5.4	4.2	2-9	3.0	1-7	5.7	1-10	5.8	1-26	7.8	1-19	4.5	4-5

employed 12 summer weeks show the most years of experience, a mean of 21.4 years. Administrators in schools having 0 weeks of summer employment show the most years of experience with a mean of 16.5 years.

Years at Current School

The mean years at their current school was 10.8 years for vo-ag teachers and 5.4 years for administrators. Teachers employed 12 weeks during the summer show the most years at their current school with a mean of 18.1 years. Administrators in schools having 4 weeks of summer employment have a mean of 7.8 years at their current school.

Summer Work Schedules

While the school year is characterized by a set schedule of classes and activities, the summer employment of vo-ag teachers is less structured in terms of set times for activities. The data in Table 4 indicate that thirty-one or 79.49 percent of the vo-ag teachers felt that no set schedule was required of them. However, only twenty-four or 66.67 percent of the administrators felt that no set schedule was required of the vo-ag teacher. Six or 15.38 percent of the teachers indicated a specified daily schedule, while eleven or 30.56 percent of the administrators

administrators so indicated. Two or 5.13 percent of the teachers indicated a specified number of hours per week and one or 2.78 percent of the administrators so indicated.

TABLE 4

SUMMER WORK SCHEDULES OF MONTANA VO-AG TEACHERS

N	Respondents	Types of Schedules					
		Specified Daily Schedule		Specified Hours Per Week		No Set Schedule	
		No.	Percent	No.	Percent	No.	Percent
39	Teachers	6	15.38	2	5.13	31	79.49
36	Administrators	11	30.56	1	2.78	24	66.67

Payment for Summer Work

The data arrayed in Table 5 indicate differences in the manner in which the vo-ag teachers were paid for their summer work. Even with the different lengths of summer employment, it was found that twenty-five or 65.79 percent of the administrators responding indicated that the vo-ag teacher was paid by means of an extended contract at the regular teaching salary, while no teachers were paid on an hourly wage basis.

TABLE 5

MANNER IN WHICH MONTANA VO-AG TEACHERS WERE PAID FOR SUMMER SERVICES

Manner of Payment	Respondents	
	Number	Percent
Extended contract at regular teaching salary	25	65.79
Extended contract at other than regular teaching salary	3	7.89
Predetermined amount for summer work	6	15.79
Yearly contract for 12 months with no distinction between school year and summer program	4	10.53
Hourly Wage	0	0.00
Total	38	100.00

School Size

Vocational agriculture programs are a part of the curriculum of schools of various sizes throughout Montana. Since school size may relate to length of summer employment of a vo-ag teacher the data in Table 6 were arranged to make this comparison.

Two or 66.67 percent of the vo-ag teachers employed 10 summer weeks are in schools with an enrollment of over

TABLE 6

HIGH SCHOOL ENROLLMENT COMPARED TO LENGTH OF VO-AG TEACHER'S SUMMER EMPLOYMENT (N = 50)

High School Enrollment	Length Of Vo-Ag Teacher's Summer Employment											
	n = 9 12 Weeks		n = 3 10 Weeks		n = 18 8 Weeks		n = 10 6 Weeks		n = 8 4 Weeks		n = 2 0 Weeks	
	No	%	No	%	No	%	No	%	No	%	No	%
Under 100	0	0	1	33.33	0	0	5	50.00	2	25.00	0	0
100 to 199	2	22.22	0	0	10	55.55	3	30.00	3	37.50	1	50.00
200 to 299	2	22.22	0	0	4	22.22	0	0	2	25.00	0	0
300 to 499	2	22.22	0	0	2	11.11	1	10.00	0	0	0	0
500 to 749	2	22.22	0	0	1	5.56	1	10.00	1	12.50	0	0
750 to 999	0	0	0	0	1	5.56	0	0	0	0	0	0
1,000 to 1,499	0	0	0	0	0	0	0	0	0	0	0	0
Over 1,500	1	11.11	2	66.67	0	0	0	0	0	0	0	0

1,500. Ten or 55.55 percent of the vo-ag teachers employed 8 summer weeks (11 months) are in schools with an enrollment of 100 to 199. Five or 50 percent of the vo-ag teachers employed 6 weeks during the summer are in schools with an enrollment of under 100, while three or 30.00 percent are in schools enrolling 100 to 199 students. Three or 37.50 percent of the vo-ag teachers employed 4 summer weeks are in schools with an enrollment of 100 to 199, two or 25.00 percent are in schools enrolling under 100, and two or 25.00 percent are in schools enrolling 200 to 299 students. There were two or 22.22 percent of the teachers employed 12 summer weeks in each of the following school size categories; 100 to 199, 200 to 299, 300 to 499, and 500 to 749 students.

Planning for and Reporting on Summer Activites

Because the literature reviewed generally recommended a process of formal planning for and reporting on summer activities, teachers and administrators were asked to identify the number of summer program planning meeting held, and number of reports submitted to the administration concerning summer programs.

Planning Meetings

The data in Table 7 indicate twenty-eight or 73.68

TABLE 7

NUMBER OF SUMMER PROGRAM PLANNING MEETINGS AS IDENTIFIED BY VO-AG TEACHERS AND ADMINISTRATORS COMPARED TO LENGTH OF VO-AG TEACHER'S SUMMER EMPLOYMENT

Groups Meeting	Overall Response		Weeks Of Vo-Ag Teacher's Summer Employment									
			12 Weeks		10 Weeks		8 Weeks		6 Weeks		4 Weeks	
	Admin	Teach	Admin	Teach	Admin	Teach	Admin	Teach	Admin	Teach	Admin	Teach
Teachers and Administrators	55	24	1	4	11	3	7	8	31	6	5	3
Teacher and Advisory Council	14	15	2	1	3	1	4	8	4	4	2	1
Teacher, Administrator, and Advisory Council	9	9	0	0	4	2	1	2	2	4	2	1
Teacher and FFA Officers	77	30	1	4	2	2	50	15	19	8	5	1
Other	0	8	0	5	0	2	0	1	0	0	0	0
Totals	155	86	4	14	20	10	61	34	56	22	14	6

TABLE 7--Continued

Groups Meeting	Overall Response		Weeks Of Vo-Ag Teacher's Summer Employment									
			12 Weeks		10 Weeks		8 Weeks		6 Weeks		4 Weeks	
	Admin	Teach	Admin	Teach	Admin	Teach	Admin	Teach	Admin	Teach	Admin	Teach
Number Identifying Meetings	28	24	2	7	3	3	11	6	6	5	5	3
Percent of Respondents Identifying Meetings	73.68	60.00	50.00	77.78	100	100	73.33	42.86	66.67	62.50	100	100
Meetings Identified Per Respondent	4.1	2.2	1.3	2.0	6.7	3.3	4.1	2.4	6.2	2.8	2.8	1.0

percent of the administrators indicated planning meetings had been held twenty-four or 60 percent of the teachers indicated they held planning meetings. Administrators identified 4.1 meetings per respondent while vo-ag teachers identified 2.2 meetings per respondent.

Administrators in schools having 10 weeks of vo-ag teacher summer employment identified the most planning meetings (6.7) per respondent, followed by administrators in schools with 6 weeks of summer employment (6.2 meetings per respondent). Of the teachers identifying planning meetings, those employed 10 weeks during the summer identified the most, 3.3 per respondent, followed by teachers employed 6 weeks during the summer with 2.8 meetings per respondent.

Reports on Activities

The data in Table 8 show the total number of reports per summer required and the number submitted as identified by vo-ag teachers and by administrators. Vo-ag teachers identified 1.8 reports per respondent being required while submitting 3.1 reports per respondent. Administrators identified 3.3 reports being required per respondent and receiving 3.1 reports per respondent.

Vo-ag teachers employed 10 weeks during the summer

TABLE 8

TOTAL REPORTS SUBMITTED TO SCHOOL ADMINISTRATORS ON SUMMER ACTIVITIES COMPARED TO WEEKS OF VO-AG TEACHER'S SUMMER EMPLOYMENT

Categorization Of Response	Respondents	Overall Responses		Weeks Of Vo-Ag Teacher's Summer Employment									
				12 Weeks		10 Weeks		8 Weeks		6 Weeks		4 Weeks	
		Req.	Sub.	Req.	Sub.	Req.	Sub.	Req.	Sub.	Req.	Sub.	Req.	Sub.
Total Number Of Reports	Teachers	71	124	18	37	11	29	30	30	15	15	7	13
	Administrators	127	117	33	33	7	7	49	41	27	27	12	9
Reports Per Respondent	Teachers	1.8	3.1	2.0	4.1	3.7	9.7	2.1	2.1	1.9	1.9	1.2	2.2
	Administrators	3.3	3.1	5.5	5.5	2.3	2.3	3.3	2.7	3.0	3.0	2.4	1.8

reported submitting the most reports, 9.7 per respondent. Administrators in schools having 12 weeks of vo-ag teacher summer employment reported having the most reports, 5.5 per respondent, submitted to them.

The vo-ag teachers employed 10 summer weeks reported having the most reports required of them, 3.7 per respondent. Administrators reporting the most reports required, 5.5 per respondent, were in schools having vo-ag teachers employed 12 summer weeks.

Supervised Occupational Experience Programs

Since much of the opportunity for conducting Supervised Occupational Experience Programs occur during the summer months, it is possible that the length of summer employment may effect the number of students in the overall experience program supervised by the vo-ag teacher. The information arrayed in Tables 9, 10, and 11 compare supervised occupational experience programs occuring at three different identifiable time periods during the year to length of summer employment of the vo-ag teacher.

Released Time From School

The data in Table 9 show the number of students taking part in supervised occupational experience programs during released time from school. Vo-ag teachers employed 12

TABLE 9

NUMBER OF STUDENTS TAKING PART IN SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS DURING RELEASED TIME FROM SCHOOL COMPARED TO WEEKS OF VO-AG TEACHER'S SUMMER EMPLOYMENT

Type Of Experience	Number of Students				
	n = 8 12 Weeks	n = 3 10 Weeks	n = 14 8 Weeks	n = 8 6 Weeks	n = 6 4 Weeks
On-farm work experience	6	0	7	2	3
On-farm cooperative experience	18	0	0	0	3
Off-farm work experience	10	4	0	0	3
Off-farm cooperative experience	35	6	100	0	0
Production projects	40	0	0	0	3
Totals	109	10	107	2	12
Projects per respondent	13.6	3.3	7.6	0.25	2.0

TABLE 10

NUMBER OF STUDENTS TAKING PART IN SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS AFTER SCHOOL HOURS AND ON WEEKENDS COMPARED TO WEEKS OF VO-AG TEACHERS SUMMER EMPLOYMENT

Type Of Experience	Number Of Students				
	n = 8 12 Weeks	n = 3 10 Weeks	n = 14 8 Weeks	n = 8 6 Weeks	n = 6 4 Weeks
On-farm work experience	7	37	47	41	61
On-farm cooperative experience	4	7	2	0	37
Off-farm work experience	13	21	27	6	24
Off-farm cooperative experience	13	6	10	0	0
Production projects	111	49	116	99	55
Total	148	120	202	146	177
Projects per respondent	18.5	40.0	14.4	18.3	29.5

TABLE 11

NUMBER OF STUDENTS TAKING PART IN SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS DURING THE SUMMER TIME COMPARED TO WEEKS OF VO-AG TEACHER'S SUMMER EMPLOYMENT

Type Of Experience	Number Of Students				
	n = 8 12 Weeks	n = 3 10 Weeks	n = 14 8 Weeks	n = 8 6 Weeks	n = 6 4 Weeks
On-farm work experience	114	15	112	31	81
On-farm cooperative experience	7	7	10	9	40
Off-farm experience	82	21	68	10	31
Off-farm cooperative experience	15	6	27	4	0
Production projects	208	49	239	75	75
Total	426	98	456	129	227
Projects per respondent	53.3	32.7	32.6	16.1	37.8

summer weeks reported 13.6 supervised occupational experience projects per respondent, followed by teachers employed 8 summer weeks with 7.6 projects per respondent. The smallest number of projects reported was by teachers employed 6 summer weeks, with 0.25 projects per respondent.

After School Hours and Weekends

The data arranged in Table 10 show the number of students taking part in supervised occupational experience programs after school hours and on weekends. Vo-ag teachers employed 10 summer weeks reported 40.0 projects per respondent, followed by vo-ag teachers employed 4 summer weeks, with 29.5 projects per respondent. The least supervised occupational experience projects, 14.4 per respondent, were reported by vo-ag teachers employed 8 summer weeks.

Summer Time

The data arrayed in Table 11 show the number of students taking part in supervised occupational experience programs during the summer time. As would be expected, 53.3 projects per respondent were reported by vo-ag teachers employed 12 summer weeks, compared with 32.7 for 10 weeks, 32.6 for 8 weeks, 16.1 for 6 weeks, and 37.8 for 4 weeks.

Number of Visitations

Visitations for the purpose of supervision of occupational experience programs were considered an essential part of any summer program according to knowledgeable authors. With the variations in length of vo-ag teacher's summer employment, it was decided to compare numbers of visitations completed by the vo-ag teacher on the basis of length of summer employment. It was essential to assume that visits reported were mutually exclusive, even though instructions were not given to teachers regarding duplication of visitation counts in more than one category.

Summer Time

The data in Table 12 show that the largest number of visitations during the summer, 79.7 per teacher, occurred with teachers on 10 weeks followed by teachers on 12 weeks of summer employment with 66 visitations per respondent. Teachers on 6 weeks of summer employment made the least summer visitations, 27 per respondent.

The type of visitations emphasized the most were those to parents and students for supervision of production projects, 28.1 visitations per teacher, followed by 19.1 visitations per teacher to homes or businesses.

TABLE 12

NUMBER OF VISITATIONS CONDUCTED DURING THE SUMMER TIME COMPARED TO WEEKS OF VO-AG TEACHER'S SUMMER EMPLOYMENT
(N = 35)

Type Of Visitations	Overall Responses		Weeks Of Vo-Ag Teacher's Summer Employment									
			n = 7 12 Weeks		n = 3 10 Weeks		n = 13 8 Weeks		n = 7 6 Weeks		n = 5 4 Weeks	
	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher
To student's, parent's or employer's home or business	670	19.1	172	24.6	122	40.7	180	13.8	86	12.3	110	22.0
To parents and students for supervision of production projects	725	28.1	48	16	267	20.5	64	9.1	149	29.8		
To employers and/or students at their place of work for supervision of work experience (or coop) programs	174	5.0	35	5.0	33	11	66	5.1	34	4.9	6	1.2

TABLE 12--Continued

Type Of Visitations	Overall Responses		Weeks Of Vo-Ag Teacher's Summer Employment									
			n = 7 12 Weeks		n = 3 10 Weeks		n = 13 8 Weeks		n = 7 6 Weeks		n = 5 4 Weeks	
	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher
To parents and/or students at their homes, concerning their work experience programs (those students employed away from home)	195	5.6	58	8.3	36	12	76	5.8	5	0.7	20	4.0
Totals	1764	50.4	462	66.0	239	79.7	589	45.3	189	27.0	285	57.0

School Year

The data in Table 13 show vo-ag teachers making the most visitations during the school year, 68.7 per respondent, were those on 10 summer weeks, and the least visitations were completed by those on 6 summer weeks, with 12.6 visitations per respondent.

Visitations to student's, parent's, or employer's home or business, 13.2 per teacher, received the most emphasis. Visitations to parents and/or students at their homes, concerning their work experience programs (those students employed away from home), 2.7 per teacher, were used the least by vo-ag teachers.

Achievements of FFA Members

The Future Farmers of America has been considered an integral part of the vocational agriculture program, and much emphasis has been placed on its role as a teaching tool. Often the quality of a vo-ag program can be reflected in the achievements of its FFA members.

The data in Table 14 show award recipients and contest winners, by weeks of summer employment of the vo-ag teacher. Schools with a vo-ag teacher employed for 10 summer weeks received 15.0 awards per school for the three year period of 1972-73 to 1974-75, followed by schools with

TABLE 13

NUMBER OF VISITATIONS CONDUCTED DURING THE SCHOOL YEAR COMPARED TO WEEKS OF VO-AG TEACHER'S SUMMER EMPLOYMENT
(N = 35)

Type Of Visitations	Overall Responses		Weeks Of Vo-Ag Teacher's Summer Employment									
			n = 7 12 Weeks		n = 3 10 Weeks		n = 13 8 Weeks		n = 7 6 Weeks		n = 5 4 Weeks	
	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher
To student's, parent's or employer's home or business	462	13.2	57	9.1	84	28	212	16.3	49	7.0	60	12
To parents and students for supervision of production projects	292	8.3	65	9.3	47	15.7	68	5.2	20	2.9	92	18.4
To employers and/or students at their place of work for supervision of work experience (or coop programs	174	5.0	35	5.0	33	11	66	5.1	34	4.9	6	1.2

TABLE 13--Continued

Type of Visitations	Overall Responses		Weeks Of Vo-Ag Teacher's Summer Employment									
			n = 7 12 Weeks		n = 3 10 Weeks		n = 13 8 Weeks		n = 7 6 Weeks		n = 5 4 Weeks	
	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher	No.	Per Teacher
To parents and/or students at their homes, concerning their work experience programs (those students employed away from home)	94	2.7	18	2.6	29	9.7	16	1.2	17	2.4	14	2.8
Total	1098	31.4	219	31.3	206	68.7	413	31.8	88	12.6	172	34.4

TABLE 14

ACHIEVEMENTS OF FFA MEMBERS IN STATE AND NATIONAL LEVEL AWARDS OR CONTESTS DURING A 3 YEAR PERIOD, COMPARED TO LENGTH OF VO-AG TEACHER'S SUMMER EMPLOYMENT

Awards Area	Recipients According To Length Of Vo-Ag Teacher's Summer Employment					
	12 Weeks	10 Weeks	8 Weeks	6 Weeks	4 Weeks	0 Weeks
American Farmer Degree	5	1	3	2	1	0
National FFA Band	3	0	3	3	0	0
National FFA Chorus	1	1	2	0	0	0
State Farmer Degree	29	14	50	15	12	6
State FFA Officers	10	3	12	3	1	0
Star State Farmer	1	0	2	0	0	0
Star State Agribusiness Man	1	0	1	0	0	0
State Greenhands	2	2	13	1	3	0
Star State Greenhand	0	0	3	0	0	0
Public Speaking	1	1	0	1	0	0
State FFA Sweetheart	1	0	0	0	0	0
Agriculture Proficiency Awards	11	5	14	3	2	1
Superior Charter Award	12	6	31	11	3	3
Chapter Safety Award	0	0	2	1	0	0
Chapter Secretary's Book	4	1	12	4	1	3
Chapter Treasurer's Book	2	2	7	3	1	1
Chapter Scrapbook	3	2	4	0	1	3
Chapter Reporter's Event	5	2	7	0	0	1
Quality Grain Production	2	0	1	0	0	0
Chapter Achievement In Farm Electrification	0	2	0	0	0	0

TABLE 14—Continued

Awards Area	Recipients According To Length Of Vo-Ag Teacher's Summer Employment					
	12 Weeks	10 Weeks	8 Weeks	6 Weeks	4 Weeks	0 Weeks
Theme Word	0	1	0	1	0	0
Talent Contest	1	0	1	0	0	0
State Convention Contests:						
Gold Div. Livestock	2	0	1	0	2	0
Gold Div. Grain and Range	0	0	2	2	0	0
Gold Div. Ag. Mechanics	0	0	2	3	1	0
Gold Div. Sweepstakes	2	0	4	2	1	0
NILE Livestock Judging	0	1	1	0	0	0
Winter Fair	1	0	1	0	0	0
Montana Power Scholarship	2	1	2	0	0	0
Farmers Union Scholarship	1	0	2	0	0	0
Totals	102	45	183	54	29	18
Number Received Per School	11.3	15.0	10.2	5.4	3.6	9.0

vo-ag teacher summer employment of 12 weeks which received 11.3 awards per school over the same period. The 18 awards in the 0 weeks column are all from one school where the vo-ag teacher was employed for 8 summer weeks until the summer of 1974, the period used to categorize responses. Schools with vo-ag teachers employed 8 summer weeks received 10.2 awards per school during the three year period, followed by 6 weeks with 5.4 awards and 4 weeks with 3.6 awards per school.

Time Spent on Summer Activities

From the review of literature and materials available in the Agriculture Education Department at Montana State University, a comprehensive list of forty-three possible summer activities for vo-ag teachers was developed. Each vo-ag teacher surveyed was asked to indicate the number of days spent on each different activity, see Table 5, Appendix B. These forty-three activities were merged into seven categories. The seven merged categories appear in Table 15. The seven broad categories (in Table 15), and the activities comprising each (from Table 5, Appendix B) are: 1) Occupational experience programs, activities 1-5; 2) Program planning, activities 6-14; 3) FFA members, activities 15-19; 4) Professional improvement, activities 20-26;

TABLE 15

DAYS SPENT ON SEVEN CATEGORIES OF SUMMER ACTIVITIES COMPARED TO WEEKS OF VO-AG TEACHER'S SUMMER EMPLOYMENT
(N = 36)

Category Of Activities	Overall Response	Weeks Of Vo-Ag Teacher's Summer Employment				
		n = 9 12 Weeks	n = 3 10 Weeks	n = 13 8 Weeks	n = 7 6 Weeks	n = 4 4 Weeks
1) Activities related to supervising occupational experience programs	Days 838 Percent 34.95	Days 280 Percent 33.30	Days 85 1/2 Percent 33.30	Days 281 1/2 Percent 40.01	Days 135 Percent 26.80	Days 56 Percent 28.25
2) Activities related to program planning	Days 395 Percent 16.48	Days 99 Percent 13.46	Days 44 1/2 Percent 17.33	Days 110 3/4 Percent 15.74	Days 101 3/4 Percent 20.20	Days 39 Percent 19.67
3) Activities dealing with FFA members	Days 301 1/4 Percent 12.57	Days 87 3/4 Percent 11.93	Days 36 3/4 Percent 14.31	Days 87 3/4 Percent 12.47	Days 69 1/4 Percent 13.75	Days 19 3/4 Percent 9.96
4) Activities contributing to professional improvement	Days 385 1/2 Percent 16.08	Days 115 3/4 Percent 15.74	Days 49 Percent 19.08	Days 95 Percent 13.50	Days 82 Percent 16.28	Days 43 3/4 Percent 22.07

TABLE 15--Continued

Category Of Activities	Overall Response	Weeks Of Vo-Ag Teacher's Summer Employment				
		n = 9 12 Weeks	n = 3 10 Weeks	n = 13 8 Weeks	n = 7 6 Weeks	n = 4 4 Weeks
5) Activities for upkeep or to improve vo-ag facilities	Days 258 Percent 10.76	Days 75 Percent 10.20	Days 15 Percent 5.84	Days 79 Percent 11.23	Days 65 Percent 12.90	Days 24 Percent 12.11
6) Activities related to management of the vo-ag program	Days 110 1/2 Percent 4.61	Days 41 1/2 Percent 5.64	Days 12 3/4 Percent 4.97	Days 23 Percent 3.27	Days 26 Percent 5.16	Days 7 1/4 Percent 3.66
7) Activities designed to promote public relations	Days 109 1/4 Percent 4.56	Days 36 1/4 Percent 4.93	Days 13 1/4 Percent 5.16	Days 26 1/2 Percent 3.77	Days 24 3/4 Percent 4.91	Days 8 1/2 Percent 4.29
Totals	Days 2,397 1/2 Percent 100.00	Days 235 1/4 Percent 100.00	Days 256 3/4 Percent 100.00	Days 703 1/2 Percent 100.00	Days 503 3/4 Percent 100.00	Days 198 1/4 Percent 100.00

5) Facilities, activities 27-32; 6) Management, activities 33-39; and 7) Public relations, activities 40-43.

The data in Table 15 show that for the 36 teachers reporting, 838 days or 34.95 percent of the summer time was spent on activities related to supervising occupational experience programs. Supervisory activities accounted for the largest percent of time spent on any one of the seven broad categories. Thirteen teachers employed 8 summer weeks spend 281½ days or 40.01 percent of their time on supervisory activities. This is 5.06 percent more than the average of all teachers. Seven teachers employed 6 summer weeks spend 135 days or 26.80 percent of their time on supervisory activities, 8.15 percent less than the average. Four teachers employed 4 weeks during the summer spend 56 days or 28.25 percent of their time on supervisory activities, which is 6.70 percent less than the average of all teachers.

The 36 teachers reporting spend 395 days or 16.48 percent of the summer time on activities related to program planning. They spend 385½ days or 16.08 percent of summer time on activities contributing to professional improvement, 301¼ days or 12.57 percent of the time on activities dealing with FFA members, and 258 days or 10.76 percent of the summer time on activities for upkeep or to improve vo-ag

facilities. The activities taking the least time were; activities related to management of the vo-ag program with 110½ days or 4.61 percent of the summer time, and activities designed to promote public relations accounting for 109¼ days or 4.56 percent of the summer time.

Rating of Importance of Activities

Summer Activities

Each teacher surveyed was asked to rate the value of each of the 43 possible summer activities whether or not they were included as a part of his summer program. Responses were grouped according to length of summer employment (Tables 6-10, Appendix B). The data in Table 16 show the aggregate ratings from these tables. The activity receiving the highest mean rating, 4.54, was hold FFA meetings. Activities also having high mean ratings were; review and update course content--4.42, attend summer MVATA conference --4.42, make planned home supervisory visits--4.41, order supplies--4.36, confer with administrator--4.33, meet with FFA officers--4.32, repair equipment--4.24, attend district vo-ag teacher planning meetings--4.21, participation in county (or other) fairs or fair planning--4.16, and inventory equipment and supplies--4.16.

The activity receiving the lowest mean rating 2.48, was attend school board meetings. Activities also

TABLE 16

RATING OF THE VALUE OF VARIOUS SUMMER ACTIVITIES
BY MONTANA VO-AG TEACHERS
(N = 39)

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
1) Hold FFA meetings	4.54	2			4	9	24
2) Review and update course content	4.42	6			4	11	18
3) Attend summer MVATA conference	4.42	1	1		3	12	22
4) Make planned home supervisory visits	4.41			1	1	18	19
5) Order supplies	4.36	3	1		3	13	19
6) Confer with administrator	4.33	3		1	3	15	17
7) Meet with FFA officers	4.32	5			6	11	17
8) Repair equipment	4.24	2			7	14	16
9) Attend district vo-ag teacher planning meetings	4.21	6	1		6	10	16
10) Participation in county (or other) fairs or fair planning	4.16	2		2	6	13	16
11) Inventory equipment and supplies	4.16	7			8	11	13
12) Prepare teaching aids	4.14	3	1	1	4	16	14
13) Make out yearly plan	4.06	4		2	6	15	12
14) Visit prospective students	4.00		1	1	8	16	13
15) Make planned on-the-job supervisory visits	3.97		1		8	10	10

TABLE 16--Continued

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
16) Develop departmental long-range plans	3.97	1			10	19	9
17) Attend workshops	3.97	6		2	7	14	10
18) Meet with advisory council	3.94	4	1	1	8	14	11
19) Reports of activities for administration	3.89	3	1	2	9	12	12
20) Trips with FFA members	3.82	6	3	2	6	9	13
21) Make informal visitations to students, parents, and employers	3.81	2		1	13	15	8
22) Departmental level evaluation of previous school year	3.81	8	1	2	7	13	8
23) Practice individual skills	3.79	5	3	1	7	12	11
24) Make out lesson plans	3.75	7	1	3	7	13	8
25) Update filing system	3.74	4	1	1	12	13	8
26) Participate in cooperative activities with community groups	3.69	3	1	3	9	16	7
27) Filling out other forms and reports	3.68	2	1	2	12	15	7
28) Take pictures of students activities	3.67	6	1	3	9	13	7
29) Visit nearby departments for new ideas	3.65	2		3	14	13	7

TABLE 16--Continued

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
30) Work with other professional agricultural personnel in the community	3.64	6		1	14	14	4
31) Render service to groups or individuals	3.63	4		5	11	11	8
32) Order films for coming year	3.60	4	2	3	10	12	8
33) Recondition tools	3.59	7	4		9	11	8
34) Survey community needs	3.56	5	1	4	12	9	8
35) Reading in agricultural and professional magazines	3.51	2	3	1	13	14	6
36) Meet with FFA committees	3.50	5	3	2	10	13	6
37) Write newspaper articles	3.38	5	3	2	13	11	5
38) Work with producers and agri-businessmen in the area to obtain information and develop skills	3.34	7	3	5	7	12	5
39) Locate new opportunities for work experience	3.28	7	2	3	14	10	3
40) Plan for adult education programs	3.00	10	5	5	6	11	2
41) Inventory audio-visual materials	3.00	6	4	4	15	8	2
42) Collect samples (plants, seeds, etc.)	2.95	1	2	9	18	7	2

TABLE 16--Continued

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
43) Attend school board meetings	2.48	12	7	7	8	3	2

*Rating scale for summer activities:

0 - No Response
1 - No Importance
2 - Some Importance
3 - Average Importance
4 - Very Important
5 - Essential

having low mean ratings were; collect samples (plants, seeds, etc.)--2.95, inventory audio-visual materials--3.00, plan for adult education programs--3.00, locate new opportunities for work experience--3.28, work with producers and agri-businessmen in the area to obtain information and develop skills--3.34, write newspaper articles--3.38, meet with FFA committees--3.50, reading in agricultural and professional magazines--3.51, survey community needs--3.56, recondition tools--3.59, and order films for coming year--3.60.

Activities in Yearly Program

Teachers and administrators were asked to rate seven categories of activities according to their importance to an overall yearly vo-ag program. The data in Table 17 show the ratings, by both vo-ag teachers and administrators, of the importance of these activities to an overall yearly vo-ag program. Teachers rated "efficient and adequate management of the vo-ag program" highest, with a mean rating of 4.50, followed by "an adequate program of improvement and upkeep of the vo-ag facilities" with a mean rating of 4.30. Administrators also rated "efficient and adequate management of the vo-ag program" highest, with a mean rating of 4.29. Administrators rated as second highest "the vo-ag

TABLE 17

IMPORTANCE OF VARIOUS ACTIVITIES TO AN OVERALL YEARLY VO-AG PROGRAM AS SEEN BY VO-AG TEACHERS AND ADMINISTRATORS

Activities	Teacher Responses (n = 40)						Administrator Responses (n = 38)					
	Rating*					Mean Rating	Rating*					Mean Rating
	1	2	3	4	5		1	2	3	4	5	
1) Having students participate in a supervised agricultural occupational experience program			9	20	11	4.05		5	8	14	11	3.82
2) The vo-ag teacher having a well developed process of program planning		1	5	19	14	4.18		4	1	17	16	4.18
3) Having a well rounded program of FFA activities for all vo-ag students	3	1	6	15	15	3.95		3	11	16	8	3.76
4) The vo-ag teacher participating in professional activities	1	1	7	12	19	4.18	1	2	9	14	12	3.89
5) An adequate program of improvement and upkeep of the vo-ag facilities	1		2	20	17	4.30		3	5	15	15	4.11
6) Efficient and adequate management of the vo-ag program by the teacher			3	14	23	4.50	2	2		13	21	4.29
7) The vo-ag teacher having a well planned public relations program designed to improve the image of the school	1	1	6	25	7	3.90		2	7	16	13	4.05

*Rating Goals for Activities: 1 - No Importance 2 - Some Importance 3 - Average Importance 4 - Very Important 5 - Essential

teacher having a well developed process of program planning" with a mean rating of 4.18. The activity receiving the lowest rating by teachers, a mean of 3.90, was "having a well planned public relations program designed to improve the image of the school," while administrators rated "having a well rounded program of FFA activities for all vo-ag students" as least important, with a mean rating of 3.76.

Ratings Compared

The mean ratings of the 43 summer activities were merged into seven broad categories in the same fashion as was described for Table 15. Thus arriving at an overall mean rating in each of the seven broad categories of summer activities. The data in Table 18 compare the mean rating of seven categories of activities rated for the overall yearly program to the mean rating of the seven broad categories of summer activities. The activities rated highest for the overall yearly program were those related to program management, with a mean rating of 4.50 followed by activities related to upkeep and improvement of facilities, having a mean rating of 4.30. The highest mean rating in categories of summer activities were activities dealing with FFA members, having a mean of 4.07,

TABLE 18

A COMPARISON OF VO-AG TEACHER'S MEAN RATINGS OF ITEMS IN THE OVERALL YEARLY PROGRAM TO SIMILAR CATEGORIES OF ACTIVITIES IN THE SUMMER PROGRAM

Items Rated For Overall Yearly Program	Mean Rating	Mean Rating	Categories Of Summer Activities
1) Having students participate in a supervised agricultural occupational experience program	4.05	3.89	Activities related to supervising occupational experience programs
2) The vo-ag teacher having a well developed process of program planning	4.18	3.95	Activities related to program planning
3) Having a well rounded program of FFA activities for all vo-ag students	3.95	4.07	Activities dealing with FFA members
4) The vo-ag teacher participating in professional activities	4.18	3.76	Activities contributing to professional improvement
5) An adequate program of improvement and upkeep of the vo-ag facilities	4.30	3.61	Activities for upkeep or to improve vo-ag facilities
6) Efficient and adequate management of the vo-ag program by the teacher	4.50	3.67	Activities related to management of the vo-ag program
7) The vo-ag teacher having a well planned public relations program designed to improve the image of the school	3.90	3.59	Activities designed to promote public relations

followed by activities related to program planning, with a mean of 3.95. The activity rated lowest for the overall yearly program, a mean of 3.90, as well as in summer activities, a mean of 3.59, dealt with public relations.

Objectives for Summer Programs

The literature indicated a need for realistic measurable objectives for a summer program. The researcher, in studying summer programs, made an effort to determine the kinds of objectives, if any, that were developed by Montana vo-ag teachers. The data in Table 19 show the ratings, by both teachers and administrators, of the specificity of objectives for summer program activities developed by Montana vo-ag teachers, on the basis of a rating scale ranging from 1, specific and measurable objectives, to 5 which indicated no objectives.

Teachers reported having the most specific objectives for "improving physical facilities of the vo-ag department," having a mean rating of 1.71, followed by "attendance at the Montana Vo-Ag Teachers Association summer conference" with a mean rating of 1.78. Teachers reported the least specific objectives were developed, a mean rating of 2.89, for "use of the Vo-Ag Department Advisory Council in developing the vo-ag program."

Administrators perceived the most specific objectives being developed for "FFA activities taking place

TABLE 19

OBJECTIVES FOR SUMMER PROGRAMS AS SEEN BY MONTANA VO-AG TEACHER'S AND ADMINISTRATOR'S

Activities	Teacher Responses n = 3								Administrator Programs n = 3							
	Rating*							Mean Rating	Rating*							Mean Rating
	0	1	2	3	4	5	6		0	1	2	3	4	5	6	
a) Supervision of student's agriculture production projects		12	13	7	2	4		2.29	1	7	13	7	3	5		2.60
b) Supervision of work and/or cooperative experience programs	2	8	12	7	3	5	1	2.57	1	6	12	6	3	4	4	2.58
c) Program planning activities, conducted by the vo-ag teacher	2	11	13	8	1	3		2.22	1	10	10	4	4	4	3	2.44
d) FFA activities taking place within the school district		16	13	3	2	4		2.08	1	13	12	2	3	2	2	2.09
e) FFA activities involving travel beyond the school district		20	10	3	1	3	1	1.84	2	6	7	11	5	1	4	2.60
f) Attendance at the Montana Vo-Ag Teachers Association summer conference		20	11	3		3	1	1.78		10	8	7	5	4	2	2.56
g) Taking part in workshops conducted by Montana State University, or others, for improvement of instruction		18	10	5	1	3	1	1.95	1	6	13	7	6	2	1	2.56

TABLE 19--Continued

Activities	Teacher Responses n = 3								Administrator Programs n = 3							
	Rating*							Mean Rating	Rating*							Mean Rating
	0	1	2	3	4	5	6		0	1	2	3	4	5	6	
h) Working with people within the community	1	7	11	12	5	2		2.57		3	10	9	6	6	2	3.35
i) Improving physical facilities of the vo-ag department		25	6	3	1	3		1.71		12	11	5	4	2	2	2.21
j) Administrative functions such as; reports, meeting attendance, evaluation of activities, etc.	1	8	8	9	8	3	1	2.72	1	4	12	9	3	6	1	2.85
k) Public relations activities benefitting the school	2	5	8	17	2	2	2	2.65	1	2	11	11	3	7	1	3.05
l) Use of the Vo-Ag Department Advisory Council in developing the vo-ag program	3	7	6	6	6	4	7	2.89	2	1	10	9	3	3	8	2.88

*Rating Scale for Objectives:

0 - No response
1 - Specific and measurable
2 - Somewhat specific and reasonably measurable
3 - Slightly specific but hard to measure
4 - General and unmeasurable
5 - No objectives, but is an activity conducted
6 - Not a summer activity

within the school district," having a mean rating of 2.09, followed by "improving physical facilities of the vo-ag department," with a mean rating of 2.21. Administrators perceived the least specific objectives being developed, a mean rating of 3.35, for "working with people within the community."

Summary of Findings

1. Of the 50 schools selected for the study, eighteen or 36 percent have a vo-ag teacher employed for 11 months (8 summer weeks). Ten or 20 percent have 10½ month employment (6 summer weeks) of a vo-ag teacher. Only nine or 18 percent of the schools had a vo-ag teacher employed on a 12 month basis (12 summer weeks).
2. Vo-ag teachers reported having more total years of experience than did administrators, a mean of 12.8 years and a mean of 10.6 years respectively. Vo-ag teachers reported twice as many years at their current school as did administrators, means of 10.8 years compared to 5.4 years. The teachers employed on a 12 month basis reported the most years of total experience, 21.4 years, and the most years at

their current school, 18.1 years.

3. Over three-fourths, or 79.49 percent, of the vo-ag teachers reported that no set work schedule was required of them during the summer, while 63.16 percent of the administrators indicated requiring no set work schedule for the vo-ag teacher.
4. About two-thirds or 65.79 percent, of the vo-ag teachers were paid for their summer services on the basis of an extended contract at the regular teaching salary.
5. Summer employment of 10 weeks and over tends to be associated with larger schools while summer employment of 8 weeks and less appears related to smaller schools.
6. Of the teachers responding, 60 percent indicated they held meetings to plan the summer program, while 73.68 percent of the administrators indicated summer program planning meetings were held. Almost twice as many summer program planning meetings per respondent were identified by administrators, a mean of 4.1 meetings, than were identified by vo-ag teachers, a mean of 2.2 meetings.
7. Administrators in schools where teachers of

vocational agriculture were employed on a 12 months basis (12 summer weeks) received the most reports, 5.5 per respondent, on summer activities, while those in schools with 4 weeks of vo-ag teacher summer employment received only 1.8 reports per respondent.

8. Vo-ag teachers employed on a 12 months basis reported 13.6 supervised occupational experience projects per respondent occurring during released time from school, followed by 7.6 per respondent for teachers employed on an 11 months basis. Teachers employed on an 11½ months basis reported 40 projects per respondent occurring after school and on weekends followed by 29.5 per respondent for teachers on 10 month employment. Teachers on 12 month employment reported the most supervised occupational experience projects per respondent, 53.3 projects, during the summer time.
9. Vo-ag teachers employed for 10 summer weeks and 12 summer weeks made the most visitations per respondent, a mean of 79.7 and 66.0 respectively, during the summer time. Teachers

employed 10 summer weeks made the most visitations during the school year, a mean of 68.7 visitations per respondent. Vo-ag teachers employed for 6 summer weeks made the least number of visitations per respondent during both the school year, a mean of 12.6, and the summer time, a mean of 27.0.

10. FFA members in schools having a vo-ag teacher employed for 10 summer weeks received 15.0 state and national level awards per school over a three year period, followed by schools having 12 weeks of vo-ag teacher summer employment with 11.3 awards per school. The least awards per school were received by FFA members in schools with 4 weeks of vo-ag teacher summer employment, a mean of 3.6 awards, and schools with 6 weeks summer employment, having a mean of 5.4 awards per school over the three year period.
11. The most time during the summer, 34.95 percent, was spent on activities related to supervising occupational experience programs. Program planning activities accounted for 16.48 percent

of the summer time and professional improvement activities accounted for 16.08 percent of the summer time of vo-ag teachers.

12. The four summer activities rated most important by Montana vo-ag teachers were; hold FFA meetings --4.54, review and update course content--4.42, and make planned home supervisory visits--4.41.
13. The broad category of activities rated most important, by both teachers and administrators, to an overall yearly vo-ag program was "efficient and adequate management of the vo-ag program by the teacher," having mean ratings of: 4.50 by teachers, and 4.29 by administrators.
14. Mean ratings of activities, rated for their importance to the overall yearly vo-ag program were not rated in the same order from highest to lowest as were categories of activities in the summer program. Management activities were rated most important in the yearly program, a mean of 4.50, while activities dealing with FFA members were rated the most important category of summer activities, with a mean rating of 4.07. However, public relations activities were

rated least important in both cases, a mean rating of 3.90 for the yearly program and 3.59 for summer activities.

15. Vo-ag teachers reported that the most specific objectives developed for summer activities dealt with improving physical facilities of the vo-ag department, having a mean rating of 1.71. Administrators perceived the most specific objectives having been developed for FFA activities taking place within the school district, with a mean rating of 2.09.

CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

Conclusions

Based on the data presented, the following conclusions have been formulated.

1. Over 80 percent of Montana teachers of vocational agriculture are employed on less than a 12 month basis, however 60 percent are employed for at least 11 months of the year.
2. Over three-fourths of the Montana vo-ag teachers reported they had no set summer work schedules.
3. Administrators reported that almost two-thirds of the vo-ag teachers were paid for their summer work on the basis of an extended contract at the regular teaching salary.
4. Employment of Montana teachers of vocational agriculture for a longer portion of the summer contributed to the overall vo-ag program in the following ways:
    a. More visitations were completed by the vo-ag teacher.
    b. More awards were received by the school's FFA members.

c. More time was spent by the vo-ag teacher supervising occupational experience projects.

5. Vo-ag teachers in Montana reported an average of 2.2 meetings held to plan the summer program for which they were responsible.
6. While weekly reports to school administrators are recommended, vo-ag teachers submitted only 3.1 reports per summer concerning summer activities.
7. Montana vo-ag teachers reported spending almost 35 percent of their time during the summer on activities related to supervising occupational experience programs, almost 16.5 percent of the time on program planning activities, and just over 16 percent of the summer time on professional improvement.
8. The four summer activities rated most important by Montana vo-ag teachers were; hold FFA meetings, review and update course content, attend summer MVATA conference, and make planned home supervisory visits.
9. Administrators and teachers rated "efficient and adequate management of the vo-ag program

by the teacher," as the most important activity in an overall yearly vo-ag program.

10. Vo-ag teachers rated activities dealing with FFA members as the most important category of summer activities.
11. Montana teachers of vocational agriculture rated public relations activities as least important in the overall yearly program, as well as the least important category of summer activity.
12. Vo-ag teachers reported that the most specific objectives developed for summer activities dealt with improving physical facilities of the vo-ag department, and administrators perceived the most specific objectives having been developed for FFA activities taking place within the school district.
13. The following differences were observed between the information received from vo-ag teachers and that received from administrators.
    a. Over 6 percent more administrators than teachers indicated a specified summer work schedule was required.

b. Administrators identified 4.1 summer program planning meetings held by the vo-ag teacher, while vo-ag teachers identified an average of only 2.2 meetings per respondent.

c. Teachers indicated a mean of 1.8 reports on summer activities per respondent being required while administrators indicated a mean of 3.3 reports being required. Teachers consistently reported submitting the same number or more reports than were required, while administrators consistently reported receiving the same number or fewer reports than were required.

Recommendations

The following recommendations are based on the researcher's findings and on his knowledge gained from this study.

1. Montana vo-ag teachers should be employed on a 12 months basis, in most instances, to allow students to receive maximum benefits from the vo-ag program.
2. Vo-ag teachers should submit weekly reports to

the administration concerning summer activities in order to keep them better informed about the program being conducted.

3. The use of planning meetings by the vo-ag teacher to plan for summer activities should be continued.
4. Communication between administrators and vo-ag teachers, concerning the vo-ag teacher's summer program, should be improved.
5. More information concerning the value of summer programs and desirable acitivites to include in them should be made available to Montana vo-ag teachers and administrators so that improvements might be incorporated into the summer programs of vo-ag teachers.
6. Further research into activities conducted during the summer, to determine the relationship of specific activities to the attainment of desirable results from a summer program, should be undertaken, to aid in the development of high quality summer programs of vocational agriculture education in Montana.

Implications

The following implications have been drawn as a result of the findings of this study.

1. The Montana Vocational Agriculture Teachers Association, the State Supervisor of Agriculture Education, the Agricultural and Industrial Education Department at Montana State University, and the State Support Committee for Vocational Agriculture need to actively support 12 month employment of Montana vo-ag teachers as a requirement of the State Plan for Vocational Education.
2. All persons involved with vocational education in agriculture need to be made aware of the benefits to students derived from longer summer employment of the vocational agriculture teacher. The State Supervisor of Agriculture Education should be the person responsible for a program to accomplish this task.
3. The State Supervisor of Agriculture Education and the Department of Agricultural and Industrial Education at Montana State University need to provide items that will aid Montana Vo-Ag teachers in conducting high quality summer

programs. Such items could include; guidelines suggesting amounts of time that should be spent on types of activities, suggestions for planning summer activities, forms for keeping a record of summer activities, and examples or forms for reporting summer activities to the school administration.

4. Preservice training for prospective vo-ag teachers at Montana State University should include course work or an internship that will provide new teachers with the background necessary to conduct high quality summer programs.
5. Inservice training through the Agricultural and Industrial Education Department at Montana State University should include workshops, conducted by a panel of vo-ag teachers having outstanding summer programs, to provide a sharing of ideas for the improvement of summer programs of Montana vo-ag teachers.

APPENDIX A

MSU DEPARTMENT OF AGRICULTURAL & INDUSTRIAL EDUCATION

COLLEGE OF AGRICULTURE MONTANA STATE UNIVERSITY BOZEMAN 59715

March 14, 1975
Bozeman, Montana 59715

I am conducting a study to examine summer programs in high school Vocational Agriculture Departments within the state of Montana.

One of the important parts of Vocational Agriculture Education is the summer program conducted by the Vocational Agriculture teacher. Sometimes questions and problems arise concerning these summer programs. Often the needed information about summer programs is not available to help make valid decisions.

I am hopeful that the results of this study will be helpful to you, and others involved in decisions relating to summer programs in high school Vocational Agriculture.

Would you please complete the enclosed survey using information for the school year 1973-74 and the summer of 1974. Please return the survey in the enclosed stamped, self-addressed envelope by March 28, 1975.

Thank you for your cooperation.

Yours truly,

Dan Lantis
Graduate Student
Agriculture & Industrial Education

DL/gc

TELEPHONE (406) 994 2132

msu DEPARTMENT OF AGRICULTURAL & INDUSTRIAL EDUCATION

COLLEGE OF AGRICULTURE MONTANA STATE UNIVERSITY BOZEMAN 59715

Bozeman, Montana 59715
May 28, 1975

On March 14, 1975, you were mailed a questionnaire concerning summer programs in high school Vocational Agriculture Departments within the state of Montana. To date, we have not received your questionnaire. Please complete the enclosed copy of the questionnaire and return it in the enclosed self-addressed, stamped envelope by June 5, 1975.

Your reply is essential to bring the research project to a successful conclusion. All names will remain anonymous in the study. Again, I encourage you to complete and return the enclosed questionnaire.

Thank you for your cooperation.

Sincerely,

Dan Lantis
Graduate Student
Agricultural & Industrial Education

DL/gc

STATE AGRICULTURAL EXPERIMENT STATIONS Serving 1875 Marking 1975

TELEPHONE (406)994 2112

A Survey Regarding Summer Programs
of Vocational Agriculture in Montana

1. Name_____ School_____

2. Years worked as a vo-ag teacher_____

3. Years worked at this school as a vo-ag teacher_____

4. For what portion of the summer are you paid to conduct a summer program?
   ____a) 2 weeks ____d) 8 weeks ____g) all summer
   ____b) 4 weeks ____e) 10 weeks ____h) other (specify)
   ____c) 6 weeks ____f) 12 weeks _____

5. How many days do you actually spend working with the school's summer program? (Please estimate in number of days, based on eight hours being equal to one day)_____

6. Please indicate what type of summer work schedule you are expected to keep.
   ____a) specified daily schedule (specify)_____
   ____b) specified number of hours per week (specify)_____
   ____c) no set schedule required
   ____d) other (specify)_____

7. Are you required to perform any specific activities as a part of the school's summer program other than those regularly performed by you in connection with your regular vo-ag program?
   ____No ____Yes, if yes, specify:
   a)_____
   b)_____
   c)_____
   d)_____

8. For the 1973-74 school year and the summer of 1974, please indicate, in the following table, the number of students in each type of supervised occupational experience, and when conducted.

type of supervised occupational experience	Number of Students		
	released time from school	after school and weekends	summer time
on-farm work experience			
on-farm cooperative experience			
off-farm work experience			
off-farm cooperative experience			
production projects			

9. Do you hold planning meetings to develop a plan for the summer program? ____No ____Yes, if yes, please indicate the number of meetings held each year with each of the following groups:

____a) teacher and administrator
____b) teacher and advisory council
____c) teacher, administrator, and advisory council
____d) teacher and FFA officers
____e) other (specify)_____
____f) other (specify)_____

10. Please indicate what reports are required and/or submitted to the school administration, also the number of reports required and the number submitted, to provide an accounting for teacher activities during the summer.

Type of Report	number required	number submitted
a) preliminary plan for summer		
b) monthly plan of activities		
c) weekly plan of activities		
d) monthly report on activities		
e) weekly report on activities		
f) monthly mileage & expense report		
g) final summary at end of summer		
h) other (specify)_____		
i) other (specify)_____		

11. Please indicate the total number of planned visitations, and the time of the year conducted, in each of the following:

Type of Visitations	Total of All Visitations	
	school year	summer
a) To students, parents, or employers homes or businesses		
b) To parents and students for supervision of production projects		
c) To employers and/or students at their place of work for supervision of work experience (or coop) programs		
d) To parents and/or students at their homes, concerning their work experience programs (those students employed away from home)		

12. Does your final plan for the summer program include specific measurable objectives for the summer's work in the following areas? Please rate each of the following items 1 to 6 according to the indicated scale:

1- Specific and measurable
2- Somewhat specific and reasonably measurable
3- Slightly specific but hard to measure
4- General and unmeasurable
5- No objectives, but is an activity conducted
6- Not a summer activity

ITEMS	1	2	3	4	5	6
a) Supervision of students' agriculture production projects						
b) Supervision of work and/or cooperative experience programs						
c) Program planning activities, conducted by the vo-ag teacher						
d) FFA activities taking place within the school district						
e) FFA activities involving travel beyond the school district						
f) Attendance at the Montana Vo-Ag Teachers Association summer conference						
g) Taking part in workshops conducted by Montana State University, or others, for improvement of instruction						
h) Working with people within the community						
i) Improving physical facilities of the vo-ag department						
j) Administrative functions such as; reports, meeting attendance, evaluation of activities, etc.						
k) Public relations activities benefiting the school						
l) Use of the Vo-Ag Department Advisory Council in developing the vo-ag program						
m) Other activity classifications (please specify) 1)						
2)						

13. Please indicate your perception of the importance of each of the following items to the overall yearly program of vocational agriculture in your school. Please rate each item whether or not it is taking place in your school, and whether or not it is being conducted effectively, according to the indicated scale.

1- No importance 2- Some importance 3- Average importance
4- Very important 5- Essential

ITEMS	1	2	3	4	5
a) Having students participate in a supervised agricultural occupational experience program					
b) The vo-ag teacher having a well developed process of program planning					
c) Having a well rounded program of FFA activities for all vo-ag students					
d) The vo-ag teacher participating in professional activities					
e) An adequate program of improvement and upkeep of the vo-ag facilities					
f) Efficient and adequate management of the vo-ag program by the teacher					
g) The vo-ag teacher having a well planned public relations program designed to improve the image of the school					
h) Other catagories of activities you feel important (specify) 1)					
2)					

14. How many days do you spend on the various summer activities included in the following list? (Please indicate in number of days to the nearest 1/4 day, based on eight hours equaling one day.) Also indicate your perception of the value of each activity, whether or not it takes place in the program at your school, according to the indicated scale;

1- No importance 2- Some importance 3- Average importance
4- Very important 5- Essential

ACTIVITIES	Days Spent	Rating 1	2	3	4	5
1) Collect samples (plants, seeds, etc.)						
2) Visit nearby departments for new ideas						
3) Locate new opportunities for work experience						
4) Visit prospective students						
5) Make planned home supervisory visits						
6) Make planned on-the-job supervisory visits						
7) Make informal visitations to students, parents, and employers						
8) Attend district vo-ag teacher planning meetings						

14. (continued)

ACTIVITIES	Days Spent	Rating 1	2	3	4	5
9) Develop departmental long-range plans						
10) Make out yearly plan						
11) Make out lesson plans						
12) Prepare teaching aids						
13) Order films for comong year						
14) Plan for adult education programs						
15) Order supplies						
16) Review and update course content						
17) Hold FFA meetings						
18) Meet with FFA officers						
19) Meet with FFA committees						
20) Trips with FFA members						
21) Participation in county (or other) fairs or fair planning						
22) Attend summer MVATA conference						
23) Work with producers & agri-business men in the area to obtain information and develop skills						
24) Attend workshops						
25) Reading in agricultural and professional magazines						
26) Inventory audio-visual materials						
27) Work with other professional agricultural personnel in the community						
28) Inventory equipment and supplies						
29) Repair equipment						
30) Update filing system						
31) Recondition tools						
32) Confer with administrator						
33) Departmental level evaluation of previous school year						
34) Meet with advisory council						
35) Reports of activities for administration						
36) Attend school board meetings						
37) Survey community needs						
38) Filling out other forms and reports						
39) Write newspaper articles						
40) Take pictures of students activities						
41) Render service to groups or individuals						
42) Practice individual skills						
43) Participate in cooperative activities with community groups						

A Survey Regarding Summer Programs
of Vocational Agriculture in Montana

1. Name_____ School_____

2. Position: ____Principal ____Superintendent

3. Years worked in position title indicated above_____

4. Years worked at this school in current position_____

5. For what portion of the summer is the vo-ag teacher paid to conduct a summer program?
____a) 2 weeks ____d) 8 weeks ____g) all summer
____b) 4 weeks ____e) 10 weeks ____h) other (specify)
____c) 6 weeks ____f) 12 weeks _____

6. In what manner is the vo-ag teacher paid for his summer services? (Please indicate in the following)

____a) Extended contract at regular teaching salary (less than 12 months)
____b) Extended contract at other than regular teaching salary (specify)_____
____c) Pre-determined amount for summer work (specify)_____

____d) Yearly contract for 12 months with no distinction between school year and summer program
____e) Hourly wage (specify)_____

____f) Other (specify)_____

7. Please indicate what type of summer work schedule the vo-ag teacher is expected to keep.
____a) specified daily schedule (specify)_____
____b) specified number of hours per week (specify)_____
____c) no set schedule required
____d) other (specify)_____

8. Does the summer employment of the vo-ag teacher include any paid vacation? ____No ____Yes, if yes, how many weeks?_____

9. Is the vo-ag teacher required to perform any specific activities as a part of the school's summer program, other than those regularly performed in the regular agriculture program?
____No ____Yes, if yes, specify:

a)_____

b)_____

c)_____

d)_____

10. Are you aware as to whether or not the vo-ag teacher holds planning meetings to develop a plan for the summer program?
____No ____Yes, if yes, please indicate the number of meetings held each year with each group in the following:
____a) teacher and administrator
____b) teacher and advisory council
____c) teacher, administrator, and advisory council
____d) teacher and FFA officers
____e) other (specify)_____
____f) other (specify)_____

11. Please indicate what reports are required and/or submitted to the school administration, also the number of reports required and the number submitted, to provide an accounting for teacher activities during the summer:

Type of Report	number required	number submitted
a) preliminary plan for summer		
b) monthly plan of activities		
c) weekly plan of activities		
d) monthly report on activities		
e) weekly report on activities		
f) monthly mileage and expense report		
g) final summary at end of summer		
h) other (specify)_____		
i) other (specify)_____		

12. Please indicate your perception of the importance of each of the following items to the overall yearly program of vocational agriculture in your school. Please rate each item whether or not it is taking place in your school, and whether or not it is being conducted effectively, according to the indicated scale.

1- No importance 2- Some importance 3- Average importance
4- Very important 5- Essential

ITEMS	1	2	3	4	5
a) Having students participate in a supervised agricultural occupational experience program					
b) The vo-ag teacher having a well developed process of program planning					
c) Having a well rounded program of FFA activities for all vo-ag students					
d) The vo-ag teacher participating in professional activities					
e) An adequate program of improvement and upkeep of the vo-ag facilities					
f) Efficient and adequate management of the vo-ag program by the teacher					
g) The vo-ag teacher having a well planned public relations program designed to improve the image of the school					
h) Other categories of activities you feel important (specify) 1)_____					
2)_____					

13. Do you feel that the vo-ag teacher's final plan for the summer program includes specific measurable objectives for his summer's work in the areas a - m below? Please rate each of the following items 1 to 6 according to the indicated scale:

1- Specific and measurable
2- Somewhat specific and reasonably measurable
3- Slightly specific but hard to measure
4- General and unmeasurable
5- No objectives, but is an activity conducted
6- Not a summer activity

ITEMS	1	2	3	4	5	6
a) Supervision of student's agriculture production projects						
b) Supervision of work and/or cooperative experience programs						
c) Program planning activities, conducted by the vo-ag teacher						
d) FFA activities taking place within the school district						
e) FFA activities involving travel beyond the school district						
f) Attendance at the Montana Vo-Ag Teachers Association summer conference						
g) Taking part in workshops conducted by Montana State University, or others, for improvement of instruction						
h) Working with people within the community						
i) Improving physical facilities of the vo-ag department						
j) Administrative functions such as; reports, meeting attendance, evaluation of activities, etc.						
k) Public relations activities benefiting the school						
l) Use of the Vo-Ag Department Advisory Council in developing the vo-ag program						
m) Other activity classifications (please specify) 1)						
2)						

14. Please list any considerations or problems that you feel are important in examining summer programs within vocational agriculture programs in Montana high schools. (Use back of page if necessary.)

APPENDIX B

TABLE 20

VO-AG RELATED CLASS ENROLLMENT PER TEACHER COMPARED TO LENGTH OF VO-AG TEACHER'S SUMMER EMPLOYMENT
(47 Schools Represented)

Class Enrollment Per Teacher	Length of Vo-Ag Teacher's Summer Employment											
	12 Weeks		10 Weeks		8 Weeks		6 Weeks		4 Weeks		0 Weeks	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0 to 30	0	0	1	16.67	1	5.88	2	15.38	0	0	0	0
31 to 50	0	0	1	16.67	1	5.88	5	38.46	3	37.50	0	0
51 to 70	1	9.09	0	0	4	23.53	3	23.08	4	50.00	0	0
71 to 90	4	36.36	2	33.33	8	47.06	2	15.38	1	12.50	0	0
91 to 110	4	36.36	2	33.33	2	11.76	0	0	0	0	2	100.00
111 and over	2	18.18	0	0	1	5.88	1	7.69	0	0	0	0
Totals	11	100.00	6	100.00	17	100.00	13	100.00	8	100.00	2	100.00

TABLE 21

VO-AG RELATED CLASS ENROLLMENT PER SCHOOL COMPARED TO LENGTH OF VO-AG TEACHER'S SUMMER EMPLOYMENT
(N = 47)

Class Enrollment Per School	Length Of Vo-Ag Teacher's Summer Employment											
	12 Weeks		10 Weeks		8 Weeks		6 Weeks		4 Weeks		0 Weeks	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0 to 30	0	0	1	33.33	1	6.25	1	11.11	0	0	0	0
31 to 50	0	0	0	0	1	6.25	2	22.22	3	37.50	0	0
51 to 70	1	11.11	0	0	2	12.50	2	22.22	4	50.00	1	0
71 to 90	3	33.33	0	0	8	50.00	1	11.11	1	12.50	0	0
91 to 110	1	11.11	0	0	2	12.50	0	0	0	0	2	100.00
111 and over	4	44.44	2	66.67	2	12.50	3	33.33	0	0	0	0
Totals	9	100.00	3	100.00	16	100.00	9	100.00	8	100.00	2	100.00

TABLE 22

REPORTS, AS IDENTIFIED BY VO-AG TEACHERS, TO SCHOOL ADMINISTRATION ON SUMMER ACTIVITIES COMPARED TO WEEKS OF VO-AG TEACHER'S SUMMER EMPLOYMENT
(N = 40)

Type of Report	All Categories		Weeks Of Vo-Ag Teachers Summer Employment									
	Overall Responses		n = 9 12 Weeks		n = 3 10 Weeks		n = 14 8 Weeks		n = 8 6 Weeks		n = 6 4 Weeks	
	Req	Sub	Req	Sub	Req	Sub	Req	Sub	Req	Sub	Req	Sub
Preliminary Summer Plan	29	32	8	9	2	3	10	10	5	5	4	5
Monthly Plan	8	13	2	2	2	6	3	3	1	1	0	1
Weekly Plan	7	19	0	12	5	5	1	1	1	1	0	0
Monthly Report	1	6	0	0	1	6	0	0	0	0	0	0
Weekly Report	0	1	0	0	0	1	0	0	0	0	0	0
Monthly Mileage and Expense Report	27	42	5	10	1	6	14	15	5	5	2	6
Final Summary At End Of Summer	9	11	3	4	0	2	2	1	3	3	1	1
Totals	71	124	18	37	11	29	30	30	15	15	7	13

TABLE 23

REPORTS, AS IDENTIFIED BY ADMINISTRATORS, TO SCHOOL ADMINISTRATION ON SUMMER ACTIVITIES COMPARED TO WEEKS OF VO-AG TEACHER'S SUMMER EMPLOYMENT
(N = 38)

Type Of Report	All Categories		Weeks of Vo-Ag Teacher's Summer Employment									
	Overall Responses		n = 6 12 Weeks		n = 3 10 Weeks		n = 15 8 Weeks		n = 9 6 Weeks		n = 5 4 Weeks	
	Req	Sub	Req	Sub	Req	Sub	Req	Sub	Req	Sub	Req	Sub
Preliminary Summer Plan	22	21	2	2	1	1	9	8	6	6	4	4
Monthly Plan	5	8	0	0	1	1	3	5	2	2	0	0
Weekly Plan	31	24	12	12	1	1	17	10	1	1	0	0
Monthly Report	12	12	3	3	3	3	0	0	6	6	0	0
Weekly Report	15	13	12	12	0	0	1	0	1	1	1	0
Monthly Mileage and Expense Report	30	29	4	4	1	1	15	14	7	7	3	3
Final Summary At End Of Summer	12	10	0	0	0	0	4	4	4	4	4	2
Totals	127	117	33	33	7	7	49	41	27	27	12	9

TABLE 24

DAYS SPENT ON VARIOUS SUMMER ACTIVITIES COMPARED TO WEEKS OF VO-AG TEACHER'S SUMMER EMPLOYMENT
(N = 36)

Summer Activities	Weeks Of Vo-Ag Teacher's Summer Employment									
	n = 9 12 Weeks		n = 3 10 Weeks		n = 13 8 Weeks		n = 7 6 Weeks		n = 4 4 Weeks	
	Days	%	Days	%	Days	%	Days	%	Days	%
1) Locate new opportunities for work experience	18	2.45	3	1.17	11	1.56	5	0.99	1	0.50
2) Visit prospective students	48 1/2	6.60	25 1/2	9.93	37	5.26	20	3.97	11	5.55
3) Make planned home supervisory visits	127 3/4	17.38	24	9.35	135 1/2	19.26	41	8.14	15	7.57
4) Make planned on-the-job supervisory visits	30 1/4	4.11	21	8.18	50	7.11	38	7.54	10	5.04
5) Make informal visitations to students, parents, and employers	55 3/4	7.58	12	4.67	48	6.82	31	6.15	19	9.58
6) Attend district vo-ag teacher planning meetings	7 3/4	1.05	8	3.12	6 1/2	0.92	6	1.19	4 1/2	2.27
7) Develop departmental long-range plans	12 3/4	1.73	4 1/2	1.75	14 3/4	2.10	9 1/2	1.89	3	1.51
8) Make out yearly plan	6 1/2	0.88	2 3/4	1.07	11	1.56	4 1/4	1.04	4 1/2	2.27
9) Make out lesson plans	22 1/4	3.03	13	5.06	20	2.84	18 1/2	3.67	15 1/2	7.82
10) Prepare teaching aids	15 1/4	2.07	4 1/2	1.75	21	2.99	15	2.98	2	1.01

TABLE 24-Continued

Summer Activities	Weeks Of Vo-Ag Teacher's Summer Employment									
	n = 9 12 Weeks		n = 3 10 Weeks		n = 13 8 Weeks		n = 7 6 Weeks		n = 4 4 Weeks	
	Days	%	Days	%	Days	%	Days	%	Days	%
11) Order films for coming year	1 3/4	0.24	1/2	0.19	7	1.00	3 1/2	0.69	1	0.50
12) Plan for adult education programs	3 1/2	0.48	0	0	1/4	0.04	2 3/4	0.55	1/2	0.25
13) Order supplies	17 1/2	2.38	2 1/4	0.88	18 1/4	2.59	22	4.37	4	2.02
14) Review and update course content	11 3/4	1.60	9	3.51	12	1.71	19 1/4	3.82	4	2.02
15) Hold FFA meetings	22 1/2	3.06	2	0.78	12 3/4	1.81	13	2.58	2 1/4	1.13
16) Meet with FFA officers	12 1/4	1.67	3	1.17	8 1/4	1.17	7	1.39	1/2	0.25
17) Meet with FFA committees	3 1/4	0.44	2 3/4	1.07	5 3/4	0.82	3 1/4	0.65	1/2	0.25
18) Trips with FFA members	29	3.94	12	4.67	20	2.84	23	4.57	10 1/2	5.30
19) Participation in county (or other) fairs or fair planning	20 3/4	2.82	17	6.62	41	5.83	23	4.57	6	3.03
20) Visit nearby departments for new ideas	16 3/4	2.29	12	4.67	21	2.99	12 1/2	2.48	4 3/4	2.40
21) Practice individual skills	6 1/2	0.88	6	2.34	8	1.14	13	2.58	2	1.01

TABLE 24—Continued

Summer Activities	Weeks Of Vo-Ag Teacher's Summer Employment									
	n = 9 12 Weeks		n = 3 10 Weeks		n = 13 8 Weeks		n = 7 6 Weeks		n = 4 4 Weeks	
	Days	%	Days	%	Days	%	Days	%	Days	%
22) Attend summer MVATA conference	30 1/4	4.11	15	5.84	33	4.69	20	3.97	16	8.07
23) Work with producers and agri-businessmen in the area to obtain information and develop skills	10 1/2	1.43	2 1/4	0.88	4	0.57	3 1/2	0.69	4	2.02
24) Attend workshops	24	3.26	11	4.28	9	1.28	12	2.38	13	6.56
25) Reading in agricultural and professional magazines	12	1.63	2 1/4	0.88	12	1.71	9 1/2	1.89	1	0.50
26) Work with other professional argicultural personnel in the community	15 3/4	2.14	1/2	0.19	8	1.14	11 1/2	2.28	3	1.51
27) Collect samples (plants seeds, etc.)	19 1/2	2.65	4 1/2	1.75	17 1/2	2.49	7	2.39	14	4.69
28) Inventory audio-visual materials	5 1/4	0.71	1/4	0.10	4 1/4	0.60	3	0.60	1/4	0.13

TABLE 24-Continued

Summer Activities	Weeks Of Vo-Ag Teacher's Summer Employment									
	n = 9 12 Weeks		n = 3 10 Weeks		n = 13 8 Weeks		n = 7 6 Weeks		n = 4 4 Weeks	
	Days	%	Days	%	Days	%	Days	%	Days	%
29) Inventory equipment and supplies	8	1.09	1/2	0.19	8 1/2	1.21	8	1.59	3	1.51
30) Repair equipment	22 1/2	3.06	3 1/2	1.36	26 1/2	3.77	25	4.96	5	2.52
31) Update filing system	9 3/4	1.33	4	1.56	11 3/4	1.67	17	3.37	1 1/2	0.76
32) Recondition tools	10	1.36	2 1/4	0.88	10 1/2	1.49	5	0.99	1/4	0.13
33) Confer with administrator	10 3/4	1.46	5 1/4	2.04	8	1.14	9 1/4	1.84	2 3/4	1.39
34) Departmental level evaluation of previous school year	3 1/2	0.48	2 1/4	0.88	1 1/4	0.18	3/4	0.15	1/4	0.13
35) Meet with advisory council	4 1/2	0.61	1/2	0.19	1 1/2	0.21	1 3/4	0.35	3/4	0.38
36) Reports of activities for administration	5 1/4	0.71	3 1/4	0.46	1 1/2	0.46	1 1/2	0.30	1	0.50
37) Attend school board meetings	3 1/2	0.48	0	0	1 1/4	0.18	1 1/4	0.25	0	0
38) Survey community needs	4 1/4	0.58	1 1/4	0.49	1 1/4	0.18	1 1/4	0.25	0	0
39) Filling out other forms and reports	9 3/4	1.33	1 1/2	0.58	6 1/2	0.92	10 1/4	2.03	1 1/2	1.26
40) Write newspaper articles	2 1/4	0.30	1/2	0.19	4 2/4	0.68	1 1/4	0.25	1/2	0.25

TABLE 24 -Continued

Summer Activities	Weeks Of Vo-Ag Teacher's Summer Employment									
	n = 9 12 Weeks		n = 3 10 Weeks		n = 13 8 Weeks		n = 7 6 Weeks		n = 4 4 Weeks	
	Days	%	Days	%	Days	%	Days	%	Days	%
41) Take pictures of students activities	7	0.95	3 1/4	1.27	6	0.85	1 1/2	0.30	0	0
42) Render service to groups or individuals	15 3/4	2.14	4 1/2	1.75	6	0.85	9	1.79	5	2.52
43) Participate in cooperative activities with community groups	11 1/4	1.53	5	1.95	9 3/4	1.39	13	2.58	3	1.51

TABLE 25

RATING OF THE VALUE OF VARIOUS SUMMER ACTIVITIES BY MONTANA VO-AG TEACHERS WITH 12 WEEKS OF SUMMER EMPLOYMENT (N = 9)

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
1) Collect samples (plants, seeds, etc.)	3.22			2	4	2	1
2) Visit nearby departments for new ideas	3.44			2	3	2	2
3) Locate new opportunities for work experience	3.71	2			3	3	1
4) Visit prospective students	3.89				3	4	2
5) Make planned home supervisory visits	4.56					4	5
6) Make planned on-the-job supervisory visits	3.78				3	5	1
7) Make informal visitations to students, parents, and employers	3.71	2			3	3	1
8) Attend district vo-ag teacher planning meetings	3.71	2			3	3	1
9) Develop departmental long-range plans	3.89				3	4	2
10) Make out yearly plan	3.88	1			3	3	2
11) Make out lesson plans	4.00	3			1	4	1
12) Prepare teaching aids	4.44					5	4
13) Order films for coming year	3.71	2	1			5	1
14) Plan for adult education programs	3.33	3	1		2	2	1
15) Order supplies	4.29	2			1	3	3
16) Review and update course content	4.33	3			1	2	3
17) Hold FFA meetings	4.56				1	2	6
18) Meet with FFA officers	4.50	1			1	2	5
19) Meet with FFA committees	3.85	2		1	2	2	2
20) Trips with FFA members	4.29	2		1		2	4
21) Participation in county (or other) fairs or fair planning	4.00	1		1	1	3	3
22) Attend summer MVATA conference	4.56		1		1	2	6
23) Work with producers and agri-businessmen in the area to obtain information and develop skills	4.14	2			2	2	3
24) Attend workshops	4.25	1		1		3	4
25) Reading in agricultural and professional magazines	4.22		1			4	4
26) Inventory audio-visual materials	3.67	3			3	2	1

TABLE 25 -Continued

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
27) Work with other professional agricultural personnel in the community	4.29	2				5	2
28) Inventory equipment and supplies	4.33	3			1	2	3
29) Repair equipment	4.38	1			1	3	4
30) Update filing system	4.17	3			1	3	2
31) Recondition tools	4.20	4			1	2	2
32) Confer with administrator	4.71	2				2	5
33) Departmental level evaluation of previous school year	4.50	3				3	3
34) Meet with advisory council	4.00	3			1	4	1
35) Reports of activities for administration	4.43	2				4	3
36) Attend school board meetings	3.00	5	1		1	2	
37) Survey community needs	4.33	3			1	2	3
38) Filling out other forms and reports	4.13	1			1	5	2
39) Write newspaper articles	4.20	4			1	2	2
40) Take pictures of students activities	3.83	3		1		4	1
41) Render service to groups or individuals	3.88	1		1	1	4	2
42) Practice individual skills	4.00	3	1			2	3
43) Participate in cooperative activities with community groups	4.29	2				5	2

*Rating scale for summer activities:

0 - No Response
1 - No Importance
2 - Some Importance
3 - Average Importance
4 - Very Important
5 - Essential

TABLE 26

RATING OF THE VALUE OF VARIOUS SUMMER ACTIVITIES BY MONTANA VO-AG TEACHERS WITH 10 WEEKS OF SUMMER EMPLOYMENT (N = 3)

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
1) Collect samples (plants, seeds, etc.)	2.67			1	2		
2) Visit nearby departments for new ideas	4.33					2	1
3) Locate new opportunities for work experience	5.00						2
4) Visit prospective students	4.67					1	2
5) Make planned home supervisory visits	5.00						3
6) Make planned on-the-job supervisory visits	4.67					1	2
7) Make informal visitations to students, parents, and employers	4.33					2	1
8) Attend district vo-ag teacher planning meetings	5.00						3
9) Develop departmental long-range plans	4.33					2	1
10) Make out yearly plan	4.67					1	2
11) Make out lesson plans	4.00				1	1	1
12) Prepare teaching aids	4.67					1	2
13) Order films for coming year	4.33				1		2
14) Plan for adult education programs	2.50	1	1			1	
15) Order supplies	4.67					1	2
16) Review and update course content	4.33					2	1
17) Hold FFA meetings	5.00	1					2
18) Meet with FFA officers	5.00	1					2
19) Meet with FFA committees	4.33					2	1
20) Trips with FFA members	3.67		1				2
21) Participation in county (or other) fairs or fair planning	4.67					1	2
22) Attend summer MVATA conference	4.67					1	2
23) Work with producers and agri-businessmen in the area to obtain information and develop skills	4.50	1				1	1
24) Attend workshops	4.67					1	2
25) Reading in agricultural and professional magazines	4.33					2	1
26) Inventory audio-visual materials	3.00	1		1		1	

TABLE 26-Continued

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
27) Work with other professional agricultural personnel in the community	4.00	1			1		1
28) Inventory equipment and supplies	5.00						2
29) Repair equipment	4.67					1	2
30) Update filing system	4.33					2	1
31) Recondition tools	3.33		1			1	1
32) Confer with administrator	4.33					2	1
33) Departmental level evaluation of previous school year	3.50	1			1	1	
34) Meet with advisory council	4.33				1		2
35) Reports of activities of administration	5.00						3
36) Attend school board meetings	2.00	1	1		1		
37) Survey community needs	4.00				1	1	1
38) Filling out other forms and reports	4.00				1	1	1
39) Write newspaper articles	3.67				1	2	
40) Take pictures of students activities	4.67					1	2
41) Render service to groups or individuals	4.33					2	1
42) Practice individual skills	4.33					2	1
43) Participate in cooperative activities with community groups	3.67				1	2	

*Rating scale for summer activities:

0 - No Response
1 - No Importance
2 - Some Importance
3 - Average Importance
4 - Very Important
5 - Essential

TABLE 27

RATING OF THE VALUE OF VARIOUS SUMMER ACTIVITIES BY MONTANA VO-AG TEACHERS WITH 8 WEEKS OF SUMMER EMPLOYMENT (N = 14)

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
1) Collect samples (plants, seeds, etc.)	3.07		1	3	5	4	1
2) Visit nearby departments for new ideas	3.29			1	8	5	
3) Locate new opportunities for work experience	3.00	2		3	6	3	
4) Visit prospective students	3.86			1	3	7	3
5) Make planned home supervisory visits	4.29			1		7	6
6) Make planned on-the-job supervisory visits	4.07				2	9	3
7) Make informal visitations to students, parents, and employers	3.42			1	7	5	1
8) Attend district vo-ag teacher planning meetings	4.00	1	1		2	5	5
9) Develop departmental long-range plans	3.85	1			4	7	2
10) Make out yearly plan	4.00	2		1	2	5	4
11) Make out lesson plans	3.91	3	1	1		5	4
12) Prepare teaching aids	4.38	1			1	6	6
13) Order films for coming year	3.54	1		2	3	5	2
14) Plan for adult education programs	3.20	4	2	2	2	4	
15) Order supplies	4.21		1		1	5	7
16) Review and update course content	4.42	2				7	5
17) Hold FFA meetings	4.29				3	4	7
18) Meet with FFA officers	4.08	1			3	6	4
19) Meet with FFA committees	3.08	2	2	1	4	4	1
20) Trips with FFA members	3.09	3	2	1	3	5	
21) Participation in county (or other) fairs or fair planning	3.93				4	7	3
22) Attend summer MVATA conference	4.08	1	1		2	4	6
23) Work with producers and agri-businessmen in the area to obtain information and develop skills	3.42	2	2	2	3	5	
24) Attend workshops	3.67	2			5	6	1
25) Reading in agricultural and professional magazines	3.14		1		9	4	
26) Inventory audio-visual materials	3.00		2	1	7	3	1

TABLE 27-Continued

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
27) Work with other professional agricultural personnel in the community	3.33	2			8	4	
28) Inventory equipment and supplies	3.69	1			5	7	1
29) Repair equipment	4.14				3	6	5
30) Update filing system	3.71				6	6	2
31) Recondition tools	3.61	1	1		4	6	2
32) Confer with administrator	4.07				3	7	4
33) Departmental level evaluation of previous school year	3.64		1	1	4	4	4
34) Meet with advisory council	3.57		1		6	4	3
35) Reports of activities for administration	3.64				7	5	2
36) Attend school board meetings	2.09	3	3	4	4		
37) Survey community needs	3.29			3	6	3	2
38) Filling out other forms and reports	3.50			1	6	6	1
39) Write newspaper articles	3.64			1	6	4	3
40) Take pictures of students activities	3.62	1		1	5	5	2
41) Render service to groups or individuals	3.38	1		2	6	3	2
42) Practice individual skills	3.54	1	1		5	5	2
43) Participate in cooperative activities with community groups	3.31	1	1	2	3	6	1

*Rating scale for summer activities:

0 - No Response
1 - No Importance
2 - Some Importance
3 - Average Importance
4 - Very Important
5 - Essential

TABLE 28

RATING OF THE VALUE OF VARIOUS SUMMER ACTIVITIES BY MONTANA VO-AG TEACHERS WITH 6 WEEKS OF SUMMER EMPLOYMENT (N = 7)

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
1) Collect samples (plants, seeds, etc.)	2.43		1	2	4		
2) Visit nearby departments for new ideas	4.00	1			2	2	2
3) Locate new opportunities for work experience	2.83	1	1		4	1	
4) Visit prospective students	4.00		1			3	3
5) Make planned home supervisory visits	4.43					4	3
6) Make planned on-the-job supervisory visits	3.57		1		2	2	2
7) Make informal visitations to students, parents, and employers	4.29				1	3	3
8) Attend district vo-ag teacher planning meetings	4.50	1			1	1	4
9) Develop departmental long-range plans	4.14				1	4	2
10) Make out yearly plan	4.00	1	1			2	3
11) Make out lesson plans	3.16	1		1	3	2	
12) Prepare teaching aids	3.57		1		1	4	1
13) Order films for coming year	3.43		1		3	1	2
14) Plan for adult education programs	3.14		1	1	2	2	1
15) Order supplies	4.57					3	4
16) Review and update course content	4.71				1		6
17) Hold FFA meetings	4.86					1	6
18) Meet with FFA officers	4.50	1			1	1	4
19) Meet with FFA committees	3.43		1		2	3	1
20) Trips with FFA members	4.29				2	1	4
21) Participation in county (or other) fairs or fair planning	4.57				1	1	5
22) Attend summer MVATA conference	4.57					3	4
23) Work with producers and agri-businessmen in the area to obtain information and develop skills	2.83	1	1	1	2	2	
24) Attend workshops	4.00	1			1	4	1
25) Reading in agricultural and professional magazines	3.33	1	1		1	4	
26) Inventory audio-visual materials	2.67	1	1	1	3	1	

TABLE 28 -Continued

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
27) Work with other professional agricultural personnel in the community	3.57			1	2	3	1
28) Inventory equipment and supplies	4.71					1	5
29) Repair equipment	4.57				1	1	5
30) Update filing system	3.43		1		3	1	2
31) Recondition tools	3.66	1	1		1	2	2
32) Confer with administrator	4.14			1		3	3
33) Departmental level evaluation of previous school year	3.50	1		1	1	4	
34) Meet with advisory council	3.83	1		1		4	1
35) Reports of activities for administration	3.17		1	1	1	2	2
36) Attend school board meetings	3.00	1	1	1	2	1	1
37) Survey community needs	3.67	1		1	1	3	1
38) Filling out other forms and reports	3.43			1	3	2	1
39) Write newspaper articles	2.71		1	1	4	1	
40) Take pictures of students activities	3.43			1	3	2	1
41) Render service to groups or individuals	3.43			2	2	1	2
42) Practice individual skills	4.29				1	3	3
43) Participate in cooperative activities with community groups	4.29				1	3	3

*Rating scale for summer activities:

0 - No Resonse
1 - No Importance
2 - Some Importance
3 - Average Importance
4 - Very Important
5 - Essential

TABLE 29

RATING OF THEVALUE OF VARIOUS SUMMER ACTIVITIES BY MONTANA VO-AG TEACHERS WITH 4 WEEKS OF SUMMER EMPLOYMENT
(N = 6)

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
1) Collect samples (plants, seeds, etc.)	3.00	1		1	3	1	
2) Visit nearby department for new ideas	4.20	1			1	2	2
3) Locate new opportunities for work experience	3.20	1	1		1	3	
4) Visit prospective students	4.16				2	1	3
5) Make planned home supervisory visits	4.16				1	3	2
6) Make planned on-the-job supervisory visits	4.16				1	3	2
7) Make informal visitations to students, parents, and employers	4.00				2	2	2
8) Attend district vo-ag teacher planning meetings	4.75	2				1	3
9) Develop departmental long-range plans	4.00				2	2	2
10) Make out yearly plan	4.00				1	4	1
11) Make out lesson plans	3.67			1	2	1	2
12) Prepare teaching aids	3.25	2		1	2		1
13) Order films for coming year	3.40	1		1	2	1	1
14) Plan for adult education programs	3.00	2		2		2	
15) Order supplies	4.40	1		1	1	3	
16) Review and update course content	4.20	1		2		3	
17) Hold FFA meetings	4.60	1				2	3
18) Meet with FFA officers	4.20	1			1	2	2
19) Meet with FFA committees	3.80	1			2	2	1
20) Trips with FFA members	4.40	1			1	1	3
21) Participation in county (or other) fairs or fair planning	4.20	1		1		1	3
22) Attend summer MVATA conference	4.67					2	4
23) Work with producers and agri-businessmen in the area to obtain information and develop skills	3.40	1		2		2	1
24) Attend workshops	3.75	2		1	1		2
25) Reading in agricultural and professional magazines	3.00	1	1		3		1
26) Inventory audio-visual materials	2.60	1	1	1	2	1	

TABLE 29--Continued

Summer Activities	Mean Rating	Rating*					
		0	1	2	3	4	5
27) Work with other professional agricultural personnel in the community	3.40	1			3	2	
28) Inventory equipment and supplies	4.00	2			2		2
29) Repair equipment	3.60	1			2	3	
30) Update filing system	3.40	1		1	2	1	1
31) Recondition tools	3.00	1	1		3		1
32) Confer with administrator	4.80	1				1	4
33) Departmental level evaluation of previous school year	4.00	3			1	1	1
34) Meet with advisory council	4.67					2	4
35) Reports of activities for administration	3.80	1		1	1	1	2
36) Attend school board meetings	3.50	2	1	2			1
37) Survey community needs	3.00	1	1		3		1
38) Filling out other forms and reports	3.60	1	1		1	1	2
39) Write newspaper articles	2.60	1	2		1	2	
40) Take pictures of students activities	3.25	2	1		1	1	1
41) Render service to groups or individuals	3.75	2			2	1	1
42) Practice individual skills	3.30	1	1	1	1		2
43) Participate in cooperative activities with community groups	3.17			1	4		1

*Rating scale for summer activities:

0 - No Response
1 - No Importance
2 - Some Importance
3 - Average Importance
4 - Very Important
5 - Essential

TABLE 30

IMPORTANCE OF VARIOUS ACTIVITIES TO AN OVERALL YEARLY VO-AG PROGRAM AS SEEN BY VO-AG TEACHERS AND ADMINISTRATORS IN SCHOOLS HAVING 12 MONTH EMPLOYMENT (12 SUMMER WEEKS)

Activities	n = 9 Teacher Reponses							n = 6 Administrator Responses						
	Rating*						Mean Rating	Rating*						Mean Rating
	0	1	2	3	4	5		0	1	2	3	4	5	
1) Having students participate in a supervised agricultural occupational experience program				3	5	1	3.78			1	1	2	2	3.83
2) The vo-ag teacher having a well developed process of program planning				1	4	4	4.33			2		3	1	**3.50**
3) Having a well rounded program of FFA activities for all vo-ag students		2		2	2	3	4.14			2	1	2	1	3.33
4) The vo-ag teacher participating in professional activities				1	4	4	4.33		1	1	1	1	2	3.80
5) An adequate program of improvement and upkeep of the vo-ag facilities					5	4	4.44			2		2	2	3.67
6) Efficient and adequate management of the vo-ag program by the teacher					5	4	4.44		1	1			4	4.40

TABLE 30--Continued

Activities	n = 9 Teacher Responses							n = 6 Administrator Responses						
	Rating*						Mean Rating	Rating*						Mean Rating
	0	1	2	3	4	5		0	1	2	3	4	5	
7) The vo-ag teacher having a well planned public relations program designed to improve the image of the school			1	1	3	4	4.11			1	1	2	2	3.83
8) Other													2	5.00

*Rating scale for activities:

1 - No Importance
2 - Some Importance
3 - Average Importance
4 - Very Important
5 - Essential

TABLE 31

IMPORTANCE OF VARIOUS ACTIVITIES TO AN OVERALL YEARLY VO-AG PROGRAM AS SEEN BY VO-AG TEACHERS AND ADMINISTRATORS IN SCHOOLS HAVING 11½ MONTH EMPLOYMENT (10 SUMMER WEEKS)

Activities	n = 3 Teacher Responses							n = 3 Administrator Responses						
	Rating*						Mean Rating	Rating*						Mean Rating
	0	1	2	3	4	5		0	1	2	3	4	5	
1) Having students participate in a supervised agricultural occupational experience program				1	1	1	4.00					2	1	4.33
2) The vo-ag teacher having a well developed process of program planning					1	2	4.67					1	2	4.67
3) Having a well rounded program of FFA activities for all vo-ag students					2	1	4.33				1	1	1	4.00
4) The vo-ag teacher participating in professional activities						3	5.00				1	2		3.67
5) An adequate program of improvement and upkeep of the vo-ag facilities					1	2	4.67					2	1	4.33
6) Efficient and adequate management of the vo-ag program by the teacher					1	2	4.67					1	2	4.67

TABLE 31—Continued

Activities	n = 3 Teacher Responses							n = 3 Administrator Responses						
	Rating*						Mean Rating	Rating*						Mean Rating
	0	1	2	3	4	5		0	1	2	3	4	5	
7) The vo-ag teacher having a well planned public relations program designed to improve the image of the school					3		4.00				1	1	1	4.00
8) Other												1	1	4.50

*Rating scale for activities:

1 - No Importance
2 - Some Importance
3 - Average Importance
4 - Very Important
5 - Essential

TABLE 32

IMPORTANCE OF VARIOUS ACTIVITIES TO AN OVERALL YEARLY VO-AG PROGRAM AS SEEN BY VO-AG TEACHERS AND ADMINISTRATORS IN SCHOOLS HAVING 11 MONTH EMPLOYMENT (8 SUMMER WEEKS)

Activities	n = 14 Teacher Responses							n = 15 Administrator Responses						
	Rating*						Mean Rating	Rating*						Mean Rating
	0	1	2	3	4	5		0	1	2	3	4	5	
1) Having students participate in a supervised agricultural occupational experience program				2	8	4	4.14			2	2	7	4	3.87
2) The vo-ag teacher having a well developed process of program planning	1		1	2	7	3	3.92					9	6	4.40
3) Having a well rounded program of FFA activities for all vo-ag students			1	3	4	6	4.07				5	7	3	3.73
4) The vo-ag teacher participating in professional activities		1	1	4	4	4	3.64			1	3	5	6	4.07
5) An adequate program of improvement and upkeep of the vo-ag facilities		1		1	6	6	4.14				3	5	7	4.27
6) Efficient and adequate management of the vo-ag program by the teacher				3	4	7	4.29					5	10	4.67

TABLE 32--Continued

Activities	n = 14 Teacher Responses							n = 15 Administrator Responses						
	Rating*						Mean Rating	Rating*						Mean Rating
	0	1	2	3	4	5		0	1	2	3	4	5	
7) The vo-ag teacher having a well planned public relations program designed to improve the image of the school				2	11	1	3.93				2	7	6	4.27
8) Other			2				2.00					2	1	4.33

*Rating scale for activities:

1 - No Importance
2 - Some Importance
3 - Average Importance
4 - Very Important
5 - Essential

TABLE 33

IMPORTANCE OF VARIOUS ACTIVITIES TO AN OVERALL YEARLY VO-AG PROGRAM AS SEEN BY VO-AG TEACHERS AND ADMINISTRATORS IN SCHOOLS HAVING 10½ MONTH EMPLOYMENT (6 SUMMER WEEKS)

Activities	n = 7 Teacher Responses							n = 9 Administrator Responses						
	Rating*						Mean Rating	Rating*						Mean Rating
	0	1	2	3	4	5		0	1	2	3	4	5	
1) Having students participate in a supervised agricultural occupational experience program				1	3	3	4.29			1	2	2	4	4.00
2) The vo-ag teacher having a well developed process of program planning					2	5	4.71			1	1	2	5	4.22
3) Having a well rounded program of FFA activities for all vo-ag students					4	3	4.29				3	3	3	4.00
4) The vo-ag teacher participating in professional activities					2	5	4.71				2	3	4	4.22
5) An adequate program of improvement and upkeep of the vo-ag facilities					4	3	4.29			1	1	3	4	4.11
6) Efficient and adequate management of the vo-ag program by the teacher					1	6	4.86	1				4	4	4.11

TABLE 33--Continued

Activities	n = 7 Teacher Responses							n = 9 Administrator Responses						
	Rating*						Mean Rating	Rating*						Mean Rating
	0	1	2	3	4	5		0	1	2	3	4	5	
7) The vo-ag teacher having a well planned public relations program designed to improve the image of the school				1	5	1	4.00			1	1	4	3	4.00
8) Other														

*Rating scale for activities

1 - No Importance
2 - Some Importance
3 - Average Importance
4 - Very Important
5 - Essential

TABLE 34

IMPORTANCE OF VARIOUS ACTIVITIES TO AN OVERALL YEARLY VO-AG PROGRAM AS SEEN BY VO-AG TEACHERS AND ADMINISTRATORS IN SCHOOLS HAVING 10 MONTH EMPLOYMENT (4 SUMMER WEEKS)

Activities	n = 7 Teacher Responses							n = 5 Administrator Responses						
	Rating*						Mean Rating	Rating*						Mean Rating
	0	1	2	3	4	5		0	1	2	3	4	5	
1) Having students participate in a supervised agricultural occupational experience program				2	3	2	4.00			1	3	1		3.00
2) The vo-ag teacher having a well developed process of program planning				2	5		3.71			1		2	2	4.00
3) Having a well rounded program of FFA activities for all vo-ag students		1		1	3	2	3.71			1	1	3		4.20
4) The vo-ag teacher participating in professional activities				2	2	3	4.14				2	3		3.60
5) An adequate program of improvement and upkeep of the vo-ag facilities				1	4	2	4.14				1	3	1	4.00
6) Efficient and adequate management of the vo-ag program by the teacher					3	4	4.57			1		3	1	4.60

TABLE 34--Continued

Activities	n = 7 Teacher Responses							n = 5 Administrator Responses						
	Rating*						Mean Rating	Rating*						Mean Rating
	0	1	2	3	4	5		0	1	2	3	4	5	
7) The vo-ag teacher having a well planned public relations program designed to improve the image of the school		1		2	3	1	3.43				2	2	1	3.80
8) Other													1	1.00

*Rating scale for activities

1 - No Importance
2 - Some Importance
3 - Average Importance
4 - Very Important
5 - Essential

TABLE 35

OBJECTIVES FOR SUMMER PROGRAMS AS SEEN BY MONTANA VO-AG TEACHERS AND ADMINISTRATORS IN SCHOOLS HAVING 12 MONTH EMPLOYMENT
(12 SUMMER WEEKS)

Activities	n = 3 Teacher Responses								n = 3 Administrator Responses							
	Rating*							Mean Rating	Rating*							Mean Rating
	0	1	2	3	4	5	6		0	1	2	3	4	5	6	
a) Supervision of student's agriculture production projects		3	3		1	1		2.25		1	3					2.83
b) Supervision of work and/or cooperative experience programs		1	3	1	1	2		3.00		1	4			1		2.33
c) Program planning activities, conducted by the vo-ag teachers		3	3	2				1.88		2	1	1	1	1		2.67
d) FFA activities taking place within the school district		4	2	1		1		1.38		3	2			1		2.00
e) FFA activities involving travel beyond the school district		5	1	2				1.63		2	3			1		2.17
f) Attendance at the Montana Vo-Ag Teachers Association summer conference		4	4					1.50		1	1	3	1			2.67
g) Taking part in workshops conducted by Montana State University, or others, for improvement of instruction		4	2	1	1			1.88		1	3	1	1			2.33

TABLE 35 —Continued

Activities	n = 8 Teacher Responses								n = 6 Administrator Responses							
	Rating*							Mean Rating	Rating*							Mean Rating
	0	1	2	3	4	5	6		0	1	2	3	4	5	6	
h) Working with people within the community	1	2	3	1	1			2.14			2	1	2	1		3.33
i) Improving physical facilities of the vo-ag department		5	2	1				1.5		4			2			2.00
j) Administrative functions such as; reports, meeting attendance, evaluation of activities, etc.		3	2		2	1		2.50		1	1	2	1	1		3.00
k) Public relations activities benefiting the school		3	2	3				2.00	1	1		2	2			2.50
1) Use of the Vo-Ag Department advisory Council in developing the vo-ag program	1	2	2	1	1	1		2.57			1	3	2			3.16

*Rating scale:

1 - Specific and measurable
2 - Somewhat specific and reasonably measurable
3 - Slightly specific but hard to measure
4 - General and unmeasurable
5 - No objectives, but is an activity conducted
6 - Not a summer activity

TABLE 36

OBJECTIVES FOR SUMMER PROGRAMS AS SEEN BY MONTANA VO-AG TEACHERS AND ADMINISTRATORS IN SCHOOLS HAVING 11½ MONTH EMPLOYMENT (10 SUMMER WEEKS)

Activities	n = 3 Teacher Responses								n = 3 Administrator Responses							
	Rating*							Mean Rating	Rating*							Mean Rating
	0	1	2	3	4	5	6		0	1	2	3	4	5	6	
a) Supervision of student's agriculture production projects			1	2				2.67			2			1		3.00
b) Supervision of work and/or cooperative experience programs			1	1	1			3.00			1	1		1		3.33
c) Program planning activities, conducted by the vo-ag teacher			3					2.00		1	1				1	1.00
d) FFA activities taking place within the school district		2	1					1.33			2		1			2.67
e) FFA activities involving travel beyond the school district		2	1					1.33				3				3.00
f) Attendance at the Montana Vo-Ag Teachers Association summer conference		2	1					1.33		1		1				1.33
g) Taking part in workshops conducted by Montana State University, or others, for improvement of instruction		2	1					1.33				2	1			3.33

TABLE 36--Continued

Activities	n = 3 Teacher Responses								n = 3 Administrator Responses							
	Rating*							Mean Rating	Rating*							Mean Rating
	0	1	2	3	4	5	6		0	1	2	3	4	5	6	
h) Working with people within the community			3					2.00			1	1		1		3.33
i) Improving physical facilities of the vo-ag department		2				1		2.33		1	1				1	1.00
j) Administrative functions such as; reports, meeting attendance, evaluation of activities, etc.		1	2					1.67			1	1			1	1.67
k) Public relations activities benefiting the school			2	1				2.33			1	1		1		3.33
1) Use of the Vo-Ag Department Advisory Council in developing the vo-ag program			1		1		1	3.00			1	1		1		3.33

*Rating scale:

1 - Specific and measurable
2 - Somewhat specific and reasonably measurable
3 - Slightly specific but hard to measure
4 - General and unmeasurable
5 - No objectives, but is an activity conducted
6 - Not a summer activity

TABLE 37

OBJECTIVES FOR SUMMER PROGRAMS AS SEEN BY MONTANA VO-AG TEACHERS AND ADMINISTRATORS IN SCHOOLS HAVING 11 MONTH EMPLOYMENT
(8 SUMMER WEEKS)

Activities	n = 14 Teacher Responses								n = 15 Administrator Responses							
	Rating*							Mean Rating	Rating*							Mean Rating
	0	1	2	3	4	5	6		0	1	2	3	4	5	6	
a) Supervision of student's agriculture production projects		6	5	1		2		2.07	1	6	4	3		1		2.00
b) Supervision of work and/or cooperative experience programs	1	4	4	3		2		2.38	1	4	4	2	1	1	2	2.25
c) Program planning activities, conducted by the vo-ag teacher	1	2	5	4	1	1		2.54	1	6	3	1	1	3		2.43
d) FFA activities taking place within the school district		6	5	1	1	1		2.00	1	8	3		2	1		1.93
e) FFA activities involving travel beyond the school district		6	5		1	1	1	1.92	2	4	2	4	2		1	2.33
f) Attendance at the Montana Vo-Ag Teachers Association summer conference		6	5			2	1	2.00		7	2	2	1	2	1	2.21
g) Taking part in workshops conducted by Montana State University, or others, for improvement of instruction		5	4	2		2	1	2.23	1	4	4	2	2	2		2.57

TABLE 37--Continued

Activities	n = 14 Teacher Responses								n = 15 Administrator Responses							
	Rating*							Mean Rating	Rating*							Mean Rating
	0	1	2	3	4	5	6		0	1	2	3	4	5	6	
h) Working with people within the community		2	4	5	2	1		2.71		3	1	5	2	2	2	2.92
i) Improving physical facilities of the vo-ag department		10	2	1		1		1.57		5	5	3	1	1		2.20
j) Administrative functions such as; reports, meeting attendance, evaluation of activities, etc.		3	3	5	2	1		2.64	1	2	6	2	2	2		2.71
k) Public relations activities benefiting the school	1	1	3	7		1	1	2.75		1	6	3	1	4		3.07
l) Use of the Vo-Ag Department Advisory Council in developing the vo-ag program		2	2	2	2	2	4	3.00	2	1	2	3		2	5	3.00

*Rating scale:

1 - Specific and measurable
2 - Somewhat specific and reasonably measurable
3 - Slightly specific but hard to measure
4 - General and unmeasurable
5 - No objectives, but is an activity conducted
6 - Not a summer activity

TABLE 38

OBJECTIVES FOR SUMMER PROGRAMS AS SEEN BY MONTANA VO-AG TEACHERS AND ADMINISTRATORS IN SCHOOLS HAVING 10½ MONTH EMPLOYMENT
(6 SUMMER WEEKS)

Activities	n = 7 Teacher Responses								n = 8 Administrator Responses							
	Rating*							Mean Rating	Rating*							Mean Rating
	0	1	2	3	4	5	6		0	1	2	3	4	5	6	
a) Supervision of student's agriculture production projects		1	2	4				2.43			2	2	3	1		3.38
b) Supervision of work and/or cooperative experience programs		1	2	2	1		1	2.50		1	1	2	2	1	1	3.14
c) Program planning activities, conducted by the vo-ag teacher	1	3	1	2				1.83		1	2	2	1		2	2.50
d) FFA activities taking place within the school district		1	3	1	1	1		2.71		1	3	2			2	2.17
e) FFA activities involving travel beyond the school district		2	3	1		1		2.29				4	2		2	3.33
f) Attendance at the Montana Vo-Ag Teachers Association summer conference		4	1	2				1.71		1	2	1	2	2		3.25
g) Taking part in workshops conducted by Montana State University, or others, for improvement of instruction		4	1	2				1.71		1	3	2	1		1	2.43

TABLE 38--Continued

Activities	n = 7 Teacher Responses								n = 8 Administrator Responses							
	Rating*							Mean Rating	Rating*							Mean Rating
	0	1	2	3	4	5	6		0	1	2	3	4	5	6	
h) Working with people within the community		1	1	4	1			2.71			4	1	1	2		3.13
i) Improving physical facilities of the vo-ag department		5	1	1				1.43		2	3	1		1	1	2.29
j) Administrative functions such as; reports, meeting attendance, evaluation of activities, etc.			1	4	1		1	3.00		1	2	3		2		3.00
k) Public relations activities benefiting the school			1	4	2			3.14			2	4		1	1	3.00
1) Use of the Vo-Ag Department Advisory Council in developing the vo-ag program		1		3	1		2	2.80			3	2			3	2.40

*Rating scale:

1 - Specific and measurable
2 - Somewhat specific and reasonably measurable
3 - Slightly specific but hard to measure
4 - General and unmeasurable
5 - No objectives, but is an activity conducted
6 - Not a summer activity

TABLE 39

OBJECTIVES FOR SUMMER PROGRAMS AS SEEN BY MONTANA VO-AG TEACHERS AND ADMINISTRATORS IN SCHOOLS HAVING 10 MONTH EMPLOYMENT (4 SUMMER WEEKS)

Activities	n = 6 Teacher Responses								n = 4 Administrator Responses							
	Rating*							Mean Rating	Rating*							Mean Rating
	0	1	2	3	4	5	6		0	1	2	3	4	5	6	
a) Supervision of student's agriculture production projects		2	2		1	1		2.50			2	2				2.50
b) Supervision of work and/or cooperative experience programs	1	2	2			1		2.20			2	1			1	2.33
c) Program planning activities, conducted by the vo-ag teacher		3	1			2		2.50			3		1			2.50
d) FFA activities taking place within the school district		3	2			1		2.00		1	2		1			2.25
e) FFA activities involving travel beyond the school district		5				1		1.67			2		1		1	2.67
f) Attendance at the Montana Vo-Ag Teachers Association summer conference		4		1		1		2.00			3		1			2.25
g) Taking part in workshops conducted by Montana State University, or others, for improvement of instruction		3	2			1		2.00			3		1			2.25

TABLE 39--Continued

Activities	n = 6 Teacher Responses								n = 4 Administrator Responses							
	Rating*							Mean Rating	Rating*							Mean Rating
	0	1	2	3	4	5	6		0	1	2	3	4	5	6	
h) Working with people within the community		2		2	1	1		2.83			2	1	1			2.75
i) Improving physical facilities of the vo-ag department		3	1		1	1		2.33			2	1	1			2.75
j) Administrative functions such as; reports, meeting attendance, evaluation of activities, etc.	1	1			3	1		3,60			2	1		1		3.00
k) Public relations activities benefiting the school	1	1		2		1	1	3.00			2	1		1		3.00
l) Use of the Vo-Ag Department Advisory Council in developing the vo-ag program	2	2	1		1	1		3.25			3		1			2.25

*Rating scale:

1 - Specific and measurable
2 - Somewhat specific and reasonably measurable
3 - Slightly specific but hard to measure
4 - General and unmeasurable
5 - No objectives, but is an activity conducted
6 - Not a summer activity

TABLE 40

VO-AG TEACHER'S TOTAL YEARS OF EXPERIENCE COMPARED TO WEEKS OF SUMMER EMPLOYMENT
(N = 42)

Total Years Of Experience	No	Weeks Of Vo-Ag Teacher's Summer Employment											
		12 Weeks		10 Weeks		8 Weeks		6 Weeks		4 Weeks		0 Weeks	
		No	%	No	%	No	%	No	%	No	%	No	%
1-5 years	14	0	0	2	66.67	4	28.57	4	50.00	3	50.00	1	50.00
6- 10 years	11	2	22.22	1	33.33	4	28.57	2	25.00	2	33.33	0	0
11-15 years	3	1	11.11	0	0	1	7.14	1	12.50	0	0	0	0
16-20 years	1	0	0	0	0	1	7.14	0	0	0	0	0	0
21 years and over	13	6	66.67	0	0	4	28.57	1	12.50	1	16.67	1	50.00
Totals	42	9	100.00	3	100.00	14	100.00	8	100.00	6	100.00	2	100.00

TABLE 41

VO-AG TEACHER'S YEARS AT CURRENT SCHOOL COMPARED TO WEEKS OF SUMMER EMPLOYMENT
(N = 42)

Years At Current School	No	Weeks of Vo-Ag Teacher's Summer Employment											
		12 Weeks		10 Weeks		8 Weeks		6 Weeks		4 Weeks		0 Weeks	
		No	%	No	%	No	%	No	%	No	%	No	%
1-5 years	17	0	0	3	100.00	6	42.86	4	50.00	3	50.00	1	50.00
6-10 years	8	2	22.22	0	0	2	14.29	2	25.00	2	33.33	0	0
11-15 years	4	2	22.22	0	0	1	7.14	1	12.50	0	0	0	0
16-20 years	4	1	11.11	0	0	2	14.29	0	0	0	0	1	50.00
21 years and over	9	4	44.44	0	0	3	21.43	1	12.50	1	16.67	0	0
Totals	42	9	100.00	3	100.00	14	100.00	8	100.00	6	100.00	2	100.00

TABLE 42

ADMINISTRATORS TOTAL YEARS OF EXPERIENCE IN INDICATED POSITION COMPARED TO WEEKS OF VO-AG TEACHER'S SUMMER EMPLOYMENT
(N = 39)

Total Years Of Experience	No	Weeks Of Vo-Ag Teacher's Summer Employment											
		12 Weeks		10 Weeks		8 Weeks		6 Weeks		4 Weeks		0 Weeks	
		No	%	No	%	No	%	No	%	No	%	No	%
1-5 years	12	1	16.67	1	33.33	4	26.67	5	55.56	1	25.00	0	0
6-10 years	10	0	0	2	66.67	4	26.67	2	22.22	1	25.00	1	50.00
11-15 years	8	2	33.33	0	0	4	26.67	1	11.11	1	25.00	0	0
16-20 years	4	2	33.33	0	0	2	13.33	0	0	0	0	0	0
21 years and over	5	1	16.67	0	0	1	6.67	1	11.11	1	25.00	1	50.00
Totals	39	6	100.00	0	100.00	15	100.00	9	100.00	4	100.00	2	100.00

TABLE 43

ADMINISTRATOR'S YEARS AT CURRENT SCHOOL IN INDICATED POSITION COMPARED TO WEEKS OF VO-AG TEACHER'S SUMMER EMPLOYMENT
(N = 39)

Years At Current School	No	Weeks of Vo-Ag Teacher's Summer Employment											
		12 Weeks		10 Weeks		8 Weeks		6 Weeks		4 Weeks		0 Weeks	
		No	%	No	%	No	%	No	%	No	%	No	%
1-5 years	24	5	83.33	2	66.67	6	40.00	7	77.78	2	50.00	2	100.00
6-10 years	13	1	16.67	1	33.33	9	60.00	1	11.11	1	25.00	0	0
11-15 years	0	0	0	0	0	0	0	0	0	0	0	0	0
16-20 years	1	0	0	0	0	0	0	0	0	1	25.00	0	0
21 years and over	1	0	0	0	0	0	0	1	11.11	0	0	0	0
Totals	39	6	100.00	3	100.00	15	100.00	9	100.00	4	100.00	2	100.00

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