ABSTRACT

The purpose of this study was to determine the professional development needs of Arizona secondary agricultural educators teaching agricultural mechanics in secondary schools, examining their perceived importance, and perceived ability to teach the 43 competencies. To keep Arizona secondary agricultural educators up-to-date of their professional development needs for agricultural mechanics competencies, the professional development needs of the agricultural educators must be assessed and addressed regularly. The design used for this study was descriptive in nature, gathered data from a group of individuals, and then sought to determine mean weighted discrepancy scores using Borich’s Needs Assessment Model. The study conducted was a census and the entire population was surveyed. An online questionnaire was sent via email to the 89 Arizona secondary agricultural educators and resulted in a final response rate of 84.3 % (n = 75). The educators found the Laboratory construct as having the highest need for professional development and the Finishing Projects construct as possessing the least need for professional development.