

## **Create Statements of the Program Vision, Mission, Goals, and Values**

Establishing goals and statements of vision and mission help to define the nature and extent of programming to be provided to the entry-level teachers by partners. A vision statement reflects what we desire the nature and activities of entry-level teachers and the program to be in a distant future once the program is fully developed and functioning in an informed, efficient, and effective manner.

### **Vision Statement**

Entry-level agricultural education teachers of the XYZ Induction Program reach and maintain peak effectiveness early in their careers among a team of like-minded teachers who regularly critically assess, graciously support, and in body professionally develop. Students of the highly professional, enthused, and dedicated teachers achieve at high levels of achievement.

### **Mission Statement**

The statement of mission describes the primary work or outcome of the induction program. For example, “The mission of the XYZ induction program is to provide for the support, assistance, and professional development needs of entry-level agricultural education teachers”.

### **Goal Statements**

Goals of what the program aspires to accomplish are useful for directing the program as well as informing participants, supporters, policy-makers and program funders. A few attainable and measurable goals are more preferable than an extensive listing of goals that are impossible to achieve with available resources. Common goals of induction programs include:

- achieve retention of a high proportion of entry-level teachers;
- provide effective support activities;
- provide technical and pedagogical assistance;
- optimize the experience of becoming a member of the local school system and teaching profession;
- facilitate a successful transition from the life of a student to the role of a teacher.

Goals reported by over 35 Agricultural Education Induction Programs when requested in 2003 at the National Agricultural Education Inservice Program were categorized as primary, secondary and tertiary. Many goals from that study may fall into the above classification system. Yet a review may provide additional ideas for goals for your program.

### **Primary Goals**

- Improved teacher effectiveness
- Enhance teacher retention
- Help them survive and want to continue to be excellent teacher.
- Program planning

- Assist in identifying instructional resources
- Identify curriculum materials
- Assist in completing necessary state forms
- Assist in finalizing teacher licensure
- Introduction to FFA materials and concepts
- Survival through the first year
- Improved FFA advisor effectiveness
- Develop plans for effective teaching
- Assist in a comprehensive manner
- Help teachers be successful
- Help with managing student behavior
- Enhance the support network
- Develop a program plan
- Enhance network of professionals

#### Secondary Goals

- Promote increased professionalism
- Provide teacher support
- Develop positive teacher-teacher/teacher-university faculty/teacher-state staff relationships
- Improve teaching effectiveness
- (Increase) Subject matter area knowledge
- Improve teacher effectiveness with classroom management
- Help those who shouldn't teach make the transition out of teaching
- Enhance teacher problem solving skills
- Assist in identifying and securing curriculum
- Assist in open communication channels
- Maintain high teacher retention rates
- Provide resources and contacts
- Promote collaboration with science teachers

#### Tertiary Goals

- Improve administrative support of programs
- Lower stress entering profession
- Improved teacher learning and development
- Enhance FFA chapter management
- Develop professionalism as a teacher
- Increase FFA advisement knowledge and skills
- Provide structure for networking
- Provide feedback and assistance
- Help them transition into the profession and professional organization

#### Value Statements

Unfortunately, an induction program that involves a lot of activities and support may be viewed as a waste of money by those who do not share the same values about teaching, teachers, students, and the learning and development environments.

Common core values, or beliefs, can provide the glue that maintains and energizes the programming of the partners, and professional efforts of the entry-level teachers! View a couple examples of value statements that may be used to undergird an induction program.

- We believe student achievement will be heightened when students are taught by teachers who are engaged in professional development and lifelong learning activities.
- We believe that entry-level teachers will feel more comfortable in their teaching role when provided with needed amounts of psychosocial support.
- We believe that continued use of reflection will lead to improved teaching.
- We value the input from diverse partnering organizations and individuals.
- We believe that excellence in teaching can be achieved through thoughtful and shared professional development plans.

Selection of statements of mission, goals, and values will likely take considerable effort over a longer period of time. However, once selected, and then referred to on a regular basis, such statements will provide the steering mechanism for informing and guiding the efforts of participants as well as program leaders.