

Establish Programming Capacity of the Induction Team

Program partners and stakeholder groups welcome and become enthused about the idea of creating a perennial teacher induction program for ELTs! All parties intuitively know that showing and providing support is critical for acculturating all school district employees, especially ELTs. Few, however, are aware of the amount of time and resources needed to initiate and maintain a quality program. As such, it is important to develop a clear understanding of the needs and providers of resources for a quality induction program as well as the primary goals and activities of the program. It is better to establish a few realistic goals and corresponding activities when initiating or re-energizing an induction program.

What are the personnel and resource needs for initiating and maintaining a quality induction program for initial year ELTs year after year? Given the abundance of information about the establishment and outcomes of selected induction programs, it is important to be realistic about the time needed for appointed program personnel to complete basic expectations. What follows are the personnel and resources that are likely needed to conduct an induction program involving 12-35 ELTs in a moderately-sized state. Each induction program needs to establish how much cash and in-kind resources they can dedicate to their induction program.

Personnel and Resources	Roles and Activities	Resource Value
Program Leader	Develop a deep understanding of all facets of the teacher induction program components, development and management, and evaluation. Oversee and manage the coordinator and activities of the year around program. <u>Estimated time per week:</u> 12-16 hours per week during initial year of development, 4-8 hours per week thereafter.	In-kind contribution or negotiated salary and benefits. Limited travel, lodging, and meal needs.
Coordinator	The coordinator is responsible for the daily activities of the program. Included are: weekly communications with ELTs; identification of instructional materials; making arrangements and materials for seminars and workshops; data gathering using hard and on-line assessments; assisting with funder reporting requirements; mentoring of ELTs; developing CDs or on-line catalog of instructional resources; securing literature for program leader; maintaining databases of information about participants; conducting data entry and analyses; creating research summaries; arranging and participating in professional development activities; and assisting with end of year evaluation and celebration activities and program evaluations. <u>Estimated time per week:</u> 15-20 hours per week.	Negotiated salary. Graduate student assistantship. Graduate students on an assistantship with middle and/or secondary teaching experience are very good candidates for this position.
Mentors (Mentors with agricultural education teaching experience are preferred. One means for	Mentors need to have a clear understanding of the goals and activities of the induction program. Initial and on-going mentor education and training sessions are essential. Primary roles and activities	A nominal daily fee is recommended (e.g., \$100 - 115 per day plus mileage.)

<p>securing an experienced mentor is by having emeriti agricultural education teachers who can spend 3-5 complete days in the school in addition to attendance at workshops and other activities.). Each mentor is usually comfortable working with 3-6 mentees while still being engaged in retirement activities.</p>	<p>of mentors are to provide psychosocial support, subject matter and pedagogy assistance, and assist the ELT in developing their professional competence in teaching course work, advising and managing the FFA, and supervising and effective supervised agricultural experience/work-based learning program. Concurrently, mentors become involved in assisting with program evaluations and assessments that are useful for improving induction programming. Reflections of the daily observations in the classroom should be forwarded to program leaders for planning professional development events. <u>Estimated time:</u> 3 to 5 school days per ELT plus attendance at 5-7 induction programs, professional development events, and attendance at teacher professional organization meetings..</p>	
<p>Miscellaneous Costs</p>	<p>Resources are needed for textbooks, 3-ring binders, New Professionals Kit CDs, printing, meals, room arrangements, and evaluation and celebration events.</p> <p>Induction program partners including the NAAE-affiliate organization, program funders, state department of education, and industry and corporate sponsors are often quite generous in providing for basic seminar supplies and meals.</p>	<p>\$ 0 -100+ per ELT</p>