

Features of the Agricultural Education Induction Programs of Minnesota

	Minnesota
Primary Goals	<ul style="list-style-type: none"> • Retention of teachers • Improve the performance of entry-level teachers • Improve the effectiveness of the teacher in the classroom
Partners	<ul style="list-style-type: none"> • University of Minnesota - Ag Ed Faculty • Minnesota Dept. of Education • Minnesota Agricultural Education Leadership Council • Minnesota Association of Ag Educators • Local School Districts • Entry Level Teachers
Primary Providers of Instruction	<ul style="list-style-type: none"> • UM Agricultural Education Faculty • Selected senior mentors who serve 3-6 beginning teachers per mentor. Mentors are generally recently retired successful teachers of agricultural education who have been prepared to serve as mentors. They make personal visits to teachers in their schools over the course of the year. • Selected teachers of agricultural education. These teachers are asked to share their expertise and various aspects of the agricultural education program.
Type of Mentoring Provided by the Program	<ul style="list-style-type: none"> • Senior mentors provide the in-school, one-on-one supervision on the entry level teachers. They make four personal visits each year to each new teacher.
Sources of Funding	<ul style="list-style-type: none"> • Minnesota State Department of Education. • University of Minnesota College of Food, Agricultural and Natural Resource Science • College of Education and Human Development • Minnesota Association of Agricultural Educators (MAAE) • Minnesota Agricultural Education Leadership Council (MAELC)
Means and Occasions of Communication	<ul style="list-style-type: none"> • Email, email listserv, video conferencing, in-school mentoring (local school), area agricultural education teacher mentors (optional), senior mentors (purposely selected for their experience and performance), program , seminars/workshop sessions, college course(s), special sessions in coordination with the MAAE (state teachers association), regular mail, telephone, fax

Means Used to Determine Content/Topics to be Addressed in the Sessions	<ul style="list-style-type: none"> • Survey of in-service needs • Personal interviews with beginning teachers and senior mentors based on observations. • Teacher-student planning time at the beginning of each session. • A review of current literature on teacher induction • A review of topics addressed in other teacher induction programs around the country. • A review of websites of existing programs
Number of Sessions	<ul style="list-style-type: none"> • August (pre-school) seminar/workshop is an evening (picnic dinner) and all day on the following day. Session is held on campus. • October workshop (3 hours) held in conjunction with the Agricultural Education Invitational CDE event. Session is held on campus. • January workshop (3 hours) held in conjunction with the MAAE “High Tech” conference on a Friday evening. • June workshop (6-8 hours) held on an afternoon, evening and morning. A closure and debriefing session is held on campus.
Direct Cost of the Program To The Entry-Level Teacher	<ul style="list-style-type: none"> • There is no direct cost to the entry-level teachers unless they enroll in a 2 credit graduate course. Scholarships are supplied by MAAE to offset a portion of the tuition.
Most Successful Practices or Activities	<ul style="list-style-type: none"> • The use of the senior mentors • The team approach of creating and maintaining the program
Reported Successes or Benefits	<ul style="list-style-type: none"> • Enhanced retention of teachers • Less stress on teachers • More enthusiasm for the profession • More confidence in handling issues such as discipline, FFA, SAE, classroom activities • Creating unity among the entry level teachers, agricultural education staff, state supervisor staff and teachers of agricultural education across the state.
Difficulties and Barriers to Implementing a Program	<ul style="list-style-type: none"> • This is a very time intensive effort. The program is impressive, but few recognize the demand for time and consequently the cost to implement the program effectively. • The senior mentors are key in this program, and more time is needed for mentor needs assessment and training. • From a research perspective, more participants would provide more impressive results. • The high cost of tuition tends to discourage most entry level teachers (who have a cash shortage) from participating in the credit aspect of the course.

Type of Program Evaluation	<ul style="list-style-type: none">• The program is evaluated on the basis of a survey. This survey form is sent to local school principals, entry level teachers and the senior mentors. Based on the results of this customized program evaluation, changes are made in the program.
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