

Agricultural Education Teacher Induction Program for Oklahoma

Program Component	Oklahoma
Primary Goals	<ul style="list-style-type: none"> • Improve the effectiveness of the teacher in the classroom • Improve the performance of entry-level teachers • Improve the ability to perform as an entry-level teacher
Partners	<ul style="list-style-type: none"> • Oklahoma State University Agricultural Education Faculty • Oklahoma State University Adjunct Faculty (individuals employed exclusively for this program) • Selected Agricultural Education teachers • Oklahoma State Department of Education
Primary Providers of Instruction	<ul style="list-style-type: none"> • Oklahoma State University Agricultural Education Faculty • Oklahoma State University Adjunct Faculty (Special for this program) • Selected Agricultural Education teachers
Type of Mentoring Provided by the Program	<ul style="list-style-type: none"> • In-school member (local) • Area agricultural education teachers (informal) • Adjunct teacher
Sources of Funding	<ul style="list-style-type: none"> • Oklahoma State Department of Education
Means and Occasions of Communication	<ul style="list-style-type: none"> • E-mail • Area agricultural education teacher (mentor) • Adjunct faculty member • In-school mentor • Local school administrator • Regular mail • Telephone • Blackboard (electronic discussion system)

Means Used to Determine Content/Topics to be Addressed in the Sessions	<ul style="list-style-type: none"> • Observations and meetings with adjunct faculty • Observations OSU faculty members • Observations of in-school mentor • Self-report by beginning teachers • Observations of in-school committees
Number of Sessions	<ul style="list-style-type: none"> • Three mandatory all-day in-school visits • Two all-day (Fall) September and November • One debriefing all-day session (May
Direct Cost of the Program To The Entry-Level Teacher	<ul style="list-style-type: none"> • No costs for entry-level teachers • If they decide to enroll in a graduate-level course - tuition
Most Successful Practices or Activities	<ul style="list-style-type: none"> • The mentoring by three all-day in-school visits
Reported Successes or Benefits	<ul style="list-style-type: none"> • Less stress on teachers • More confidence in handling issues such as discipline, FFA, SAE, classroom activities • Retention of teachers
Difficulties and Barriers to Implementing a Program	<ul style="list-style-type: none"> • Limited participation in graduate credit
Type of Program Evaluation	<ul style="list-style-type: none"> • An in-school committee consisting of one teacher educator, one in-school mentor, a local school administrator makes a recommendation regarding the teacher's strengths and weaknesses. This is done in late fall (Dec.). These signals to the principal and beginning teacher actions that needs to be addressed to make the teacher more effective.
Contact Individual(s)	<ul style="list-style-type: none"> • Jon Ramsey