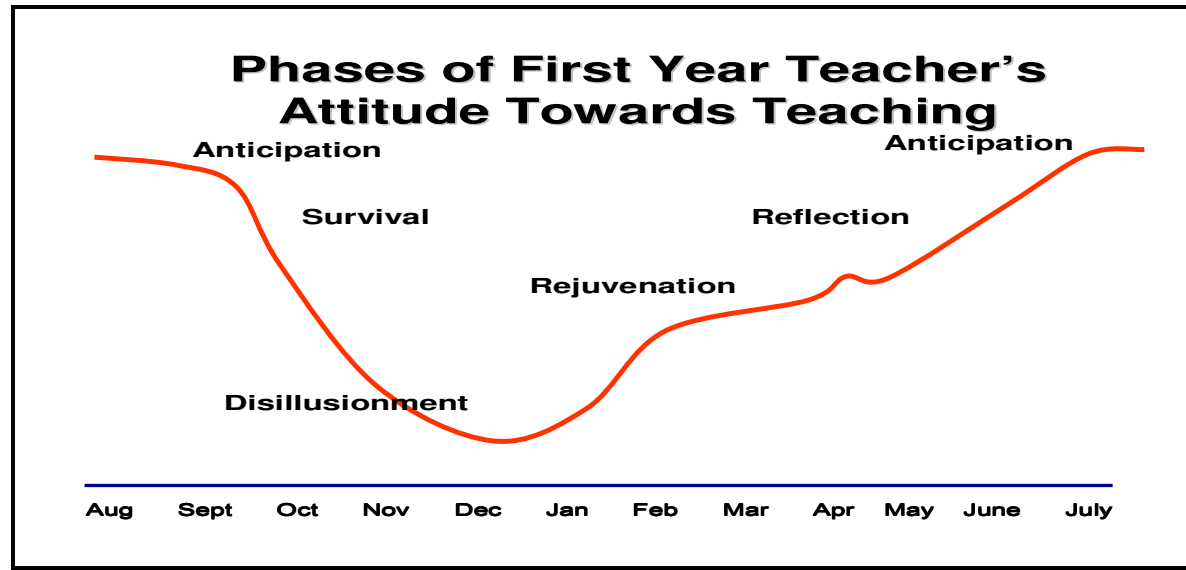


Entry-Level Teacher (ELTs) Induction Activities Assessment: Agricultural Education Teacher Version



(Source: Moir, 1990; 1992)

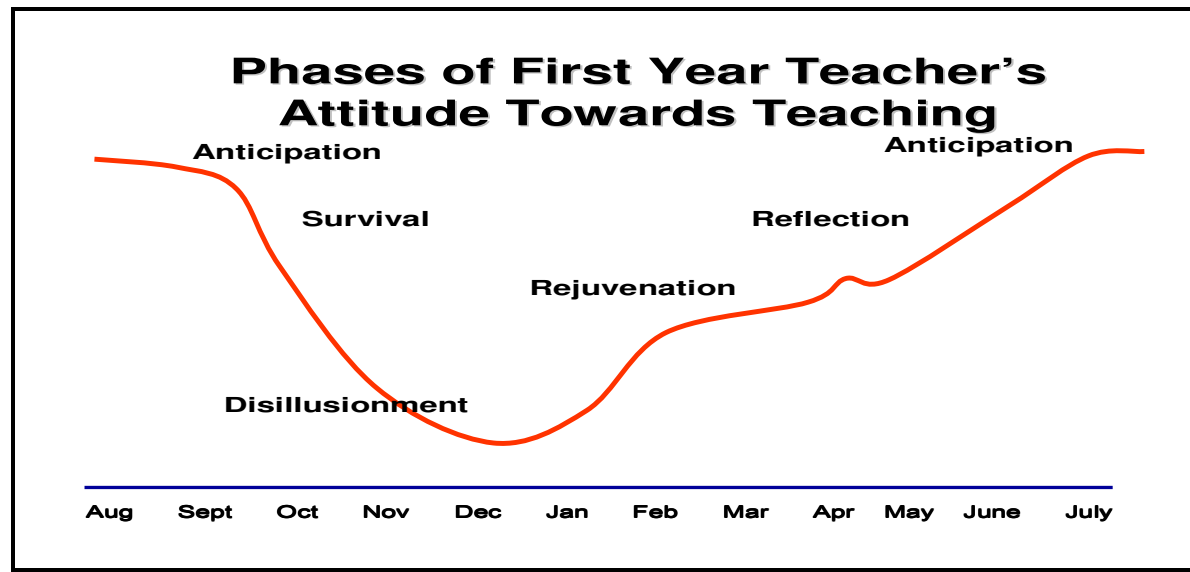
Instructions

The attitudes of entry-level teachers (ELTs) of agricultural education change as they progress through their first year of teaching. The purpose of this assessment is to determine the nature of support and assistance activities that NAAE-affiliate officers and other agricultural education teachers should deliver to ELTs. The listed forms of assistance and support in this assessment were gathered through interview with current agricultural education teachers and the literature.

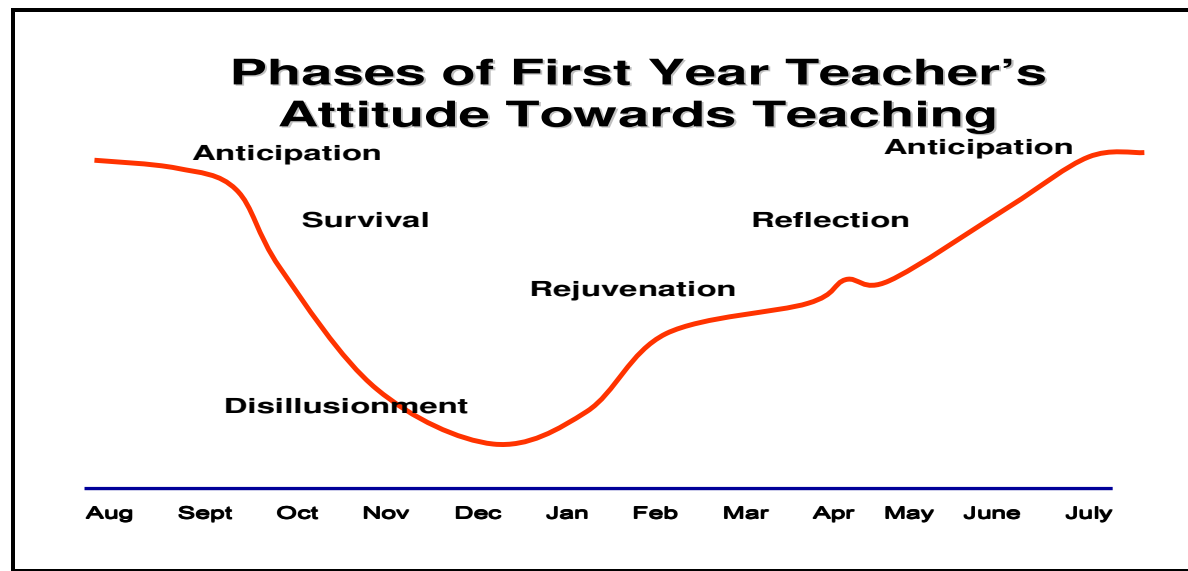
Please read each form of assistance and/or support for ELTs and mark the response that best reflects the strength of your recommendation for its use by agricultural education teachers. If you are unfamiliar with the form of support or assistance listed, please darken the 'N/A' response. Please add and rate additional forms of assistance and support in the blanks at the end of each section. Note that a brief description of each phase of attitudinal change is provided for your review. Thank you very much for responding to all questions in a thoughtful and complete manner!!

Name _____ E-mail Address: _____

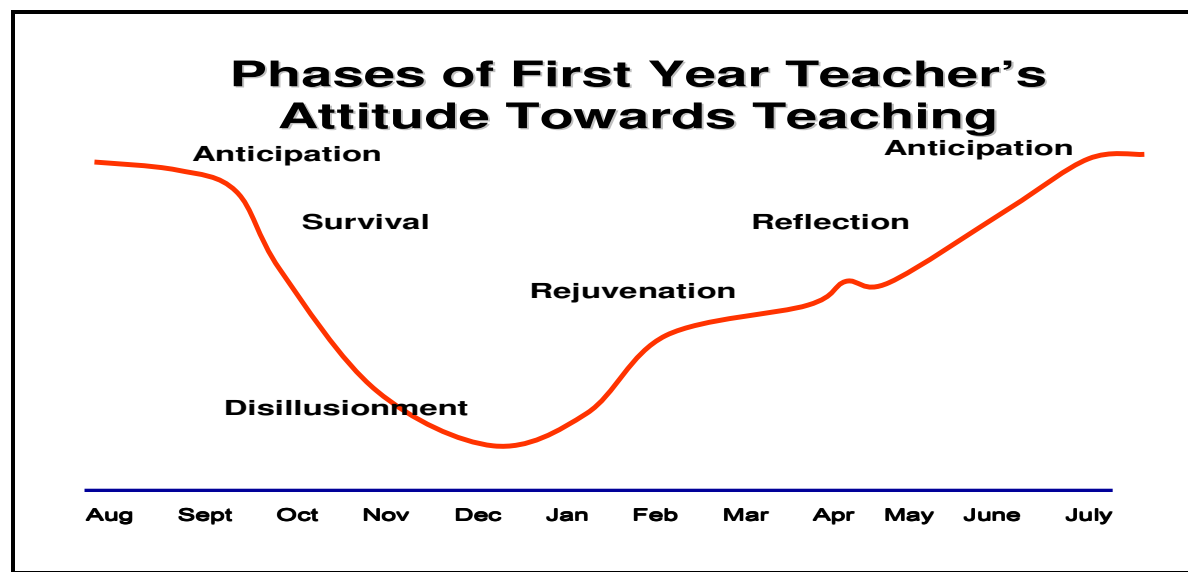
Send monthly emails from NAAE state affiliate member services	0	0	0	0	0	0	0
Encourage the ELTs to attend the National FFA Convention	0	0	0	0	0	0	0
Share proven strategies for effectively managing time	0	0	0	0	0	0	0
Encourage them to participate in the Dodge “Turn the Key” program	0	0	0	0	0	0	0
Share ideas of how to effectively work with community members	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0



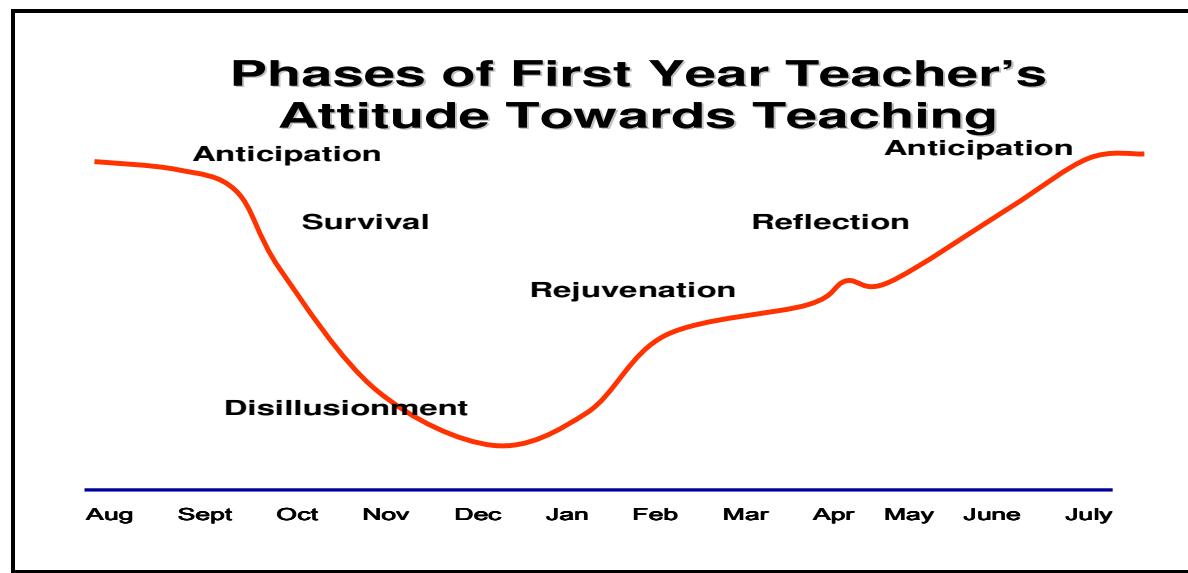
Encourage them to communicate with peers, administrators, and other teachers	0	0	0	0	0	0	0
Encourage ELTs to communicate and interact on a regular basis	0	0	0	0	0	0	0
Assist in setting up a group meeting for ELT's	0	0	0	0	0	0	0
Provide strategies of how to address the pressures of teaching	0	0	0	0	0	0	0
Assure them that they are having experiences that are typical for many ELTs	0	0	0	0	0	0	0
Encourage them by providing belief in their abilities to be a successful teacher and FFA advisor	0	0	0	0	0	0	0
If comfortable, discuss personal and/or family issues with the ELT. Otherwise assist them in securing qualified assistance.	0	0	0	0	0	0	0
Supply ELTs with proven strategies of how to effectively manage their time	0	0	0	0	0	0	0
When feasible, assist ELTs in getting to know their community	0	0	0	0	0	0	0
Take the ELTs along to professional teacher meetings and related events	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0



Remind them that sometimes they need to take time for themselves and forget about being a teacher (learn to clock out occasionally as other jobs do every day)	0	0	0	0	0	0	0
Encourage the ELT to use the trimester or semester break to make changes to ensure the presence of a classroom atmosphere that supports student learning	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0

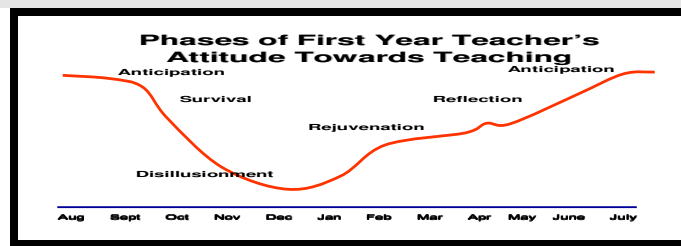


resources for the upcoming year								
Encourage them to communicate with other agricultural education teachers about needs for instructional materials and resources for the second half of the year	0	0	0	0	0	0	0	0
Encourage use of the NAAE technology website	0	0	0	0	0	0	0	0
Assist the ELT with information and strategies for completing state degrees & proficiency applications	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0



Anticipation Phase II. As they finish their first year of teaching, entry-level teachers express a heightened sense of what they hope to accomplish in the classroom and laboratory settings. They have less concern for survival. They focus more on their impact on students, and less on themselves. They have greater concerns with quality instructional materials and teaching strategies than they did during the initial time of anticipation that occurred before and during the first couple of weeks of teaching.

Support and Assistance Activities	Strength of Your Recommendation for Use of the Support &/or Assistance Activity by NAAE-members and/or Concerned Agricultural Education Teachers						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Encourage ELTs to attend the summer conference and workshops	○	○	○	○	○	○	○
Encourage ELTs to join professional teacher associations and groups	○	○	○	○	○	○	○
Encourage ELTs to examine and revise old and write new curricula	○	○	○	○	○	○	○
Encourage NAAE & other stakeholders to conduct beginning teacher workshops that fit the needs of ELTs	○	○	○	○	○	○	○
Ask that the NAAE-affiliate promote spousal involvement and support system by encouraging spouses to attend the summer conference; by providing child care; and explaining how spouses can be involved in the teacher- spouse's teaching efforts	○	○	○	○	○	○	○
Be professional and develop a relationship with ELTs	○	○	○	○	○	○	○
Encourage the ELTs to re-evaluate appropriate family time	○	○	○	○	○	○	○
Discuss issues germane to young parents, especially females, such as maternity leave, finding substitutes, and how you give up a program for a lifetime event such as childbirth	○	○	○	○	○	○	○
Provide social opportunities for ELTs at NAAE-affiliate summer conference and meetings	○	○	○	○	○	○	○
Encourage NAAE to develop and establish a support system that may deal with gender specific issues of ELTs	○	○	○	○	○	○	○
	○	○	○	○	○	○	○



General Support and Assistance Activities

Instructions: Please mark *all phases in the right columns* during which it is highly important that Agricultural Education teachers conduct each of the stated support and/or assistance activities.

Support and Assistance Activities	Recommended Phases to Conduct Support and Assistance Activities with ELTs						
	Anticipation	Survival	Disillusionment	Rejuvenation	Reflection	Anticipation	N/A
Show that you think highly of the ELT	0	0	0	0	0	0	0
Serve as a role model for the ELT	0	0	0	0	0	0	0
Interact socially outside of the school setting of the ELT	0	0	0	0	0	0	0
Provide support and encouragement	0	0	0	0	0	0	0
Show willingness to discuss the questions and concerns of the ELT	0	0	0	0	0	0	0
Serve as a sounding board for the ELT to develop and understand themselves	0	0	0	0	0	0	0
Convey feelings of respect	0	0	0	0	0	0	0
Serve as a confidant	0	0	0	0	0	0	0
Be an individual the ELT may desire to emulate	0	0	0	0	0	0	0
Show acceptance of the ELT as being a competent Agricultural Education teacher and colleague	0	0	0	0	0	0	0
Be someone the ELT can identify with	0	0	0	0	0	0	0
Socialize with the ELT on a one-to-one basis outside of work	0	0	0	0	0	0	0
Get together informally after work	0	0	0	0	0	0	0
Share personal experiences as another perspective for informing the problems of the ELT	0	0	0	0	0	0	0
Be a trustworthy professional acquaintance	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0

Demographic Information

____ No. of student teachers you have hosted?
 ____ No. of years of experience teaching middle, secondary, or postsecondary Agricultural Education course work.

In order, the three most important characteristics of an effective mentor:

1st _____
 2nd _____
 3rd _____

____ No. of entry level teachers you have *formally* mentored?

____ No. of entry level teachers you have *informally* mentored?

Your Sex: ____ Male ____ Female

Total Years Teaching Experience: _____ Years

In order, the three greatest challenges of most entry-level agricultural education teachers:

1st _____
 2nd _____
 3rd _____

OPTIONAL: Indicate if you are interested in participating in Additional investigations relating to mentors and mentoring.

THANK YOU VERY MUCH FOR PARTICIPATING IN THIS STUDY!!!!