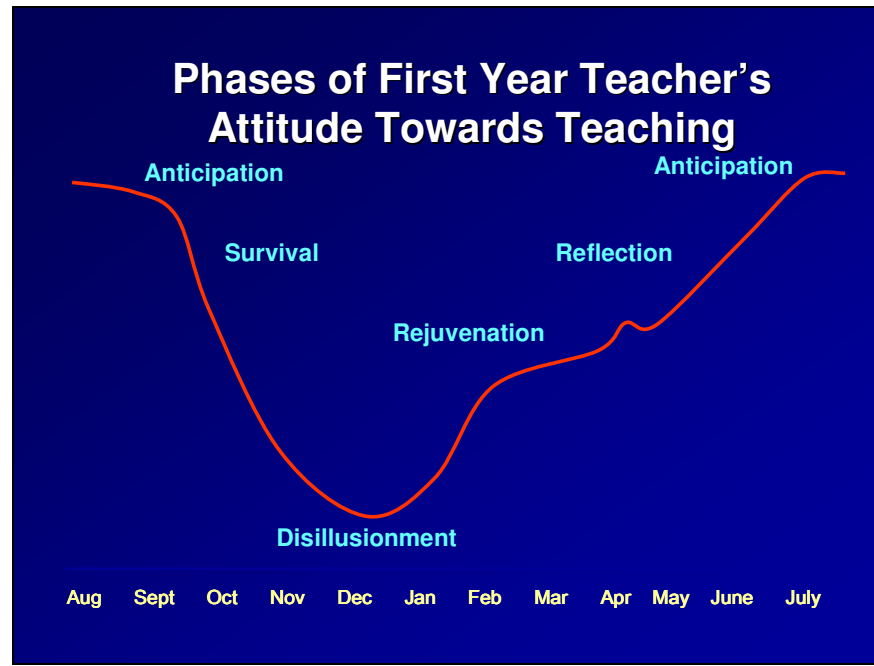


Entry-Level Teacher Induction Activities Assessment: Teacher Educator Version

Purpose of the Assessment: Determine the Nature of Support and Assistance Activities that Teacher Educators Should Deliver to ELTs



Instructions

First of all, thank you for taking the time to assist with this important task. Your thoughtful and complete responses are critical for success with this project! Entry-level teachers (ELTs) in their first year of teaching transition through different attitudes that reflect their experience. If unfamiliar with the different phases, your initial task in each section of this assessment is to initially read about the features of each phase. Once completed, please read each subsequent form of assistance and/or support for ELTs and mark the response that best reflects the strength of your recommendation for its use by teacher educators. If you are unfamiliar with the form of support or assistance darken the 'N/A' response. Please add and rank missing forms of assistance and support in the blanks at the end of each section.

Entry-Level Teacher Induction Activities Assessment: Teacher Educator Version

Anticipation Phase. As discussed by Furlong and Maynard (1995), the beginning teacher has a tendency to romanticize the role and position of the teacher. Beginning teachers enter their jobs with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals. Feelings of excitement carry the new teachers through the first few days to weeks of school. They often believe they are going to be the best teacher their program has ever had, and that they have the skills, attitude, and dispositions to complete the role!

Support and Assistance Activities	Strength of Your Recommendation for Use of the Support &/or Assistance Activity by <u>Teacher Educators</u> Who Work With ELTs						
	Very Strong	Strong	Some - what Strong	Some- what Weak	Weak	Very Weak	N/A
Encourage first year teachers to attend the NAAE-affiliate summer conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage ELTs to select a local mentor or guide to assist them in their new school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate and build a rapport with new teachers through a personal visit, emails, letters, and/or telephone calls, and possibly a visit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage ELTs to establish a relationship with community members that includes visiting area professionals and businesses that serve agriculture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage ELTs to establish a formal or informal advisory group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform ELTS about the existing research findings relating to the experience of ELTs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invite ELTs to a meeting or training session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send a note of congratulations on their first job; let them know you have faith in them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage ELTs to establish professional relationships with the parents of the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact administrators (letter or phone call) to encourage their support of the first year teacher in their school and the new teacher's participation in induction activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survival Phase. The new teachers are learning a lot and at a rapid pace. Beginning teachers are instantly bombarded with a variety of problems and situations they had not anticipated, and are caught off guard by the realities of teaching. They struggle to keep their heads above water and become very focused on the day-to-day routine of teaching, with little time available to stop and reflect on their experiences. They often report spending up to 70 hours per week on schoolwork. In addition, they are overwhelmed by constant need to develop curriculum and instructional materials. They are not sure which instructional materials and strategies will work and many expend considerable effort thinking about and developing their lesson plans for the first time. During this time they will experience the negative consequences of poorly prepared lessons. Beginning teachers in this phase are surprised by the amount of work involved in being a teacher. These teachers usually are able to maintain a high level of energy through this phase. They report being hopeful the stress and strain will subside and maintain belief in a light at the end of the tunnel. During this phase new teachers often feel alone and really desire that others will reach out to them.

Support and Assistance Activities	Your Recommendation for Use of the Support &/or Assistance Activity by Teacher Educators Who Work With ELTs						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Discuss strategies with ELTs for optimizing student behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss proven strategies with ELTs for increasing student motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide strategies for teaching students with academic differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss effective ways of teaching students with learning disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide ELTs with sources of instructional resources and materials for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage the ELTs to critically evaluate their lesson planning process and products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish opportunities for all ELTs to meet, socialize, and discuss teaching issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct in-school visits to observe and provide support and assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact the principal of the ELT. Present the teacher induction programming that is provided by NAAE-affiliate, university, and/or dept of education team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that the mentors meet with their protégé (ELTs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide encouragement and your belief in their ability to be an effective teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage ELTs to visit with administrators when solutions to challenges and issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remind ELTs of the importance of meeting and interacting with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Disillusionment Phase. The beginning teachers realize things are not going as smoothly as earlier envisioned. Low morale leads to disenchantment with the job. They question their competence and commitment. The level of stress and worry often leads to bouts with illness. The situation is compounded by new events including back-to-school nights, parent-teacher conferences, and initial evaluations by the administrator. Many of the beginning teachers find that classroom management is more stressful than anticipated. The unexpectedly large time commitment brings complaints from family members and friends. Teachers in this phase express self-doubt, have lower self-esteem, and question their professional commitment. This is the toughest phase for many new teachers.

Support and Assistance Activities	Your Recommendation for Use of the Support &/or Assistance Activity by Teacher Educators Who Work With ELTs						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Maintain effective communications using telephone calls, written communications (e.g., Christmas cards, appreciation cards), face-to-face communications, e-mail, chat rooms, and other on-line mechanisms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organize an institute, retreat, and/or group meeting for the ELTs to discuss ways to improve their teaching and advising knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a highly respected individual (e.g., mentor, teacher educator, teacher, state staff, effective trainer) to provide ideas on how to effectively balance work and personal time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage them to identify the successes they have experienced as a teacher and advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be available to assist the ELTs in solving their challenges and difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that ELTs receive effective mentoring in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage ELTs to visit with other teachers to learn how they solve their challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct in-school visits to the classroom of the ELT to observe and provide support and assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide ELTs with sources of instructional resources and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rejuvenation Phase. During this phase, beginning teachers experience a gradual improvement in their attitude toward teaching. This phase usually occurs after a break, when new teachers find time to reflect and invest more time in planning curriculum and instruction. They make an effort to prepare new and better instructional materials, and are ready to acknowledge their accomplishments while putting past problems behind them. Better understanding of the school system occurs along with an acceptance of the realities of teaching. Experience has taught them coping strategies and skills to prevent, reduce, or manage many problems they are likely to encounter in the second half of the year. The teachers experience some sense of relief as they realize only half of the year remains before they can take a break. During the rejuvenation stage, novice teachers focus more on curriculum and instructional materials development, long-term planning and teaching strategies. This phase often lasts into spring. As the phase starts to come to a close, the beginning teachers become more concerned about getting everything (i.e., units, tests, competency exams) completed by year’s end as well as student performance and levels of achievement on various assessments.

Support and Assistance Activities	Your Recommendation for Use of the Support &/or Assistance Activity by Teacher Educators Who Work With ELTs						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Phase out personal visits to the ELTs. Instead, encourage the ELTs to gain assistance from other agricultural education teachers, state staff, and local educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage first year teacher to become involved in professional activities and/or organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform and review a variety of strategies for effectively assessing student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide strategies and resources for effectively assessing psychomotor skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct in-school visits to view the performance of the ELT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage mentors to meet with their protege (ELTs) to provide support and assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform ELTs of how to become involved in professional development activities sponsored by members of TEAM ^{Ag Ed}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist in getting ELTs together for social and professional activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage ELTs to establish an advisory committee if not already present	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reflection Phase. This is a somewhat invigorating time. Comments and feelings expressed in Moir’s (1990) study reflected the personal assurance and satisfaction associated with completing the first period of teaching. During this phase the ELT can reflect upon the successful and least effective instructional strategies and activities. The teachers begin to think more about what they will do differently in the future with regard to management, curricula, teaching strategies, resources, and any intra or extracurricular activities. They start to anticipate what it will be like with all of the changes they are envisioning.

Support and Assistance Activities	Your Recommendation for Use of the Support &/or Assistance Activity by Teacher Educators Who Work With ELTs						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Provide ideas (electronic or in person) for reflection about what the ELT will change or do differently in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiate discussions with the ELTs about the benefits and availability of continued and professional education opportunities (graduate courses, workshops and seminars)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote the practice and benefits of reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help them bring meaning to their year through reflection and evaluative activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct them to carefully examine their suitability as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage them to examine the interaction between their school and their success or lack of success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Anticipation Phase II. As they finish their first year of teaching, 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	Your Recommendation for Use of the Support &/or Assistance Activity by Teacher Educators Who Work With ELTs						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Encourage the ELTs to conduct an overall program evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage continued critical thinking and analysis of their teaching activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send ELTs and their administrators a note encouraging participation in the NAAE-affiliate-sponsored summer conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage ELTs to have a functioning advisory committee in place in their program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer classes or workshops on pedagogy and/or technical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide recognition for the ELTs at the annual summer conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist the ELTs in developing realistic professional goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist the ELTs in developing useful professional development plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demographic Information

University Name: _____ No. of Faculty in Teacher Education ____ Academic Rank: _____
 Is Your University Involved in a Teacher Induction Program in Your State? Yes No
 Are you currently a mentor of an entry-level middle or secondary teacher? Yes No If yes, how many teachers? _____
 Are you interested in being involved in research regarding teacher induction issues? Yes No
 Your Email Address: _____ Name (Optional): _____

THANK YOU SO MUCH FOR ASSISTING!