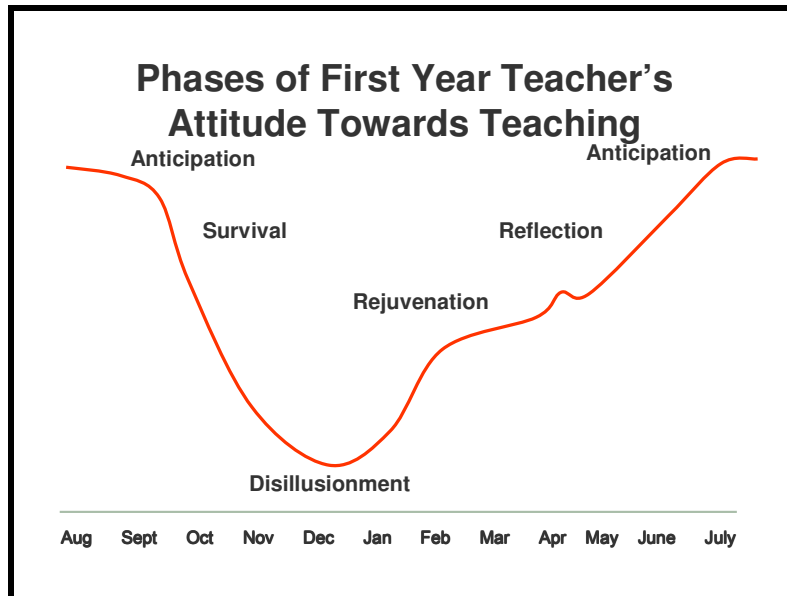


**Promising Psychosocial Support Activities For
Entry-level Agricultural Education Teachers: *What Early Career
Teachers Think State Supervisors, Teacher Educators, Mentors, and
Teachers Can Do!***



Source: Moir, E. (1990, 1992)

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Promising Psychosocial Support Activities For Entry-level Agricultural Education Teachers: *What Early Career Teachers Think State Supervisors, Teacher Educators, Mentors, and Teachers Can Do!*

Introduction

Recommendation for the promising psychosocial support and assistance activities for use with entry-level teachers (ELTs) were secured from 56 practicing second - year agricultural education teachers from across the USA. The psychosocial forms of assistance included in the instrument were adapted from a valid and reliable instrument developed by Greiman (2002). The 56 second-year teachers of agricultural education completed an on-line or hardcopy of an instrument that sought how strongly they recommended mentor, teacher educator, state supervisor, and agricultural education teacher use selected forms of support and assistance

Psychosocial and professional are the two major forms of support and assistance provided agricultural education teachers. Professional forms of assistance and support are designed to assist with the technical, pedagogical, and artistic aspects of teaching. Psychosocial forms of assistance and support address needs of the entry-level teachers for friendship, counseling, social activities and role models. Suggestions for the psychosocial support and assistance are listed for each phase of change in attitude as described by Moir (1990, 1992).

The characteristic feature of each phase of first year teacher's attitude towards teaching (Moir,1990;1992) is initially presented in this report. Following the description is an alphabetical listing of the psychosocial forms of support and assistance activities (Greiman, 2002) that 50% or more of the respondents indicated were highly important for practicing agricultural education teachers to implement with the ELTs. A complete summary of the recommendations for use of suggested psychosocial forms of assistance are located in the appendix.

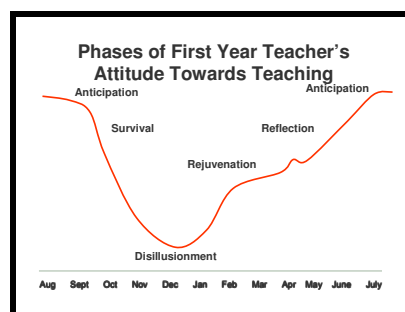
Instructions for Use of the Promising Psychosocial Support and Assistance Activities

It is highly important that state supervisors, teacher educators, mentors, NAAE-affiliate officers, and experienced agricultural education teachers implement the suggested psychosocial support and assistance activities for the respective phases throughout the initial year of teaching.

Anticipation Phase. As discussed by Furlong and Maynard (1995), the entry-level teacher (ELTs) has a tendency to romanticize the role and position of the teacher. ELTs initiate 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!

The psychosocial forms of support and assistance activities (Greiman, 2002) which 50% or more of the respondents indicated were **HIGHLY IMPORTANT** for State Supervisors, Teacher Educators, Mentors, NAAE-affiliate officers, and Experienced Ag Teachers to implement with the ELTs during the **ANTICIPATION PHASE** were:

- Be a trustworthy professional acquaintance
- Be an individual the ELT may desire to emulate
- Be someone the ELT can identify with
- Convey feelings of respect
- Provide support and encouragement
- Serve as a confidant
- Serve as a role model for the ELT
- Serve as a sounding board for the ELT
- Show acceptance of the ELT as being a competent teacher & colleague
- Show that you think highly of the ELT
- Show willingness to discuss the questions & concerns of the ELT



Survival Phase. Entry-level teacher (ELTs) learn a lot at a rapid pace. They 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 school-related work and activities. In addition, they are overwhelmed by a 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 instructional plans for the first time. Much to their disappointment, they experience the negative consequences of poorly-prepared lessons. ELTs are surprised by the amount of work involved in being a teacher. They usually are able to maintain a high level of energy throughout this phase. They report being hopeful the stress and strain will subside and maintain belief there is 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.

The psychosocial forms of support and assistance activities (Greiman, 2002) which 50% or more of the respondents indicated were **HIGHLY IMPORTANT** for State Supervisors, Teacher Educators, Mentors, NAAE-affiliate officers, and Experienced Ag Teachers to implement with the ELTs during the **SURVIVAL PHASE** were:

- Be a trustworthy professional acquaintance
- Be an individual the ELT may desire to emulate
- Be someone the ELT can identify with
- Convey feelings of respect
- Get together informally after work
- Interact socially outside of the school setting of the ELT
- Provide support and encouragement
- Serve as a confidant
- Serve as a role model for the ELT
- Serve as a sounding board for the ELT
- Share personal experiences as a perspective for informing the problems of the ELT
- Show acceptance of the ELT as being a competent teacher & colleague
- Show that you think highly of the ELT
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Disillusionment Phase. The entry-level teacher (ELT) realizes 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.

The disillusionment phase may occur during the later days of the first and may last until the holiday break of the fall teaching assignment. The psychosocial forms of support and assistance activities (Greiman, 2002) which 50% or more of the respondents indicated were **HIGHLY IMPORTANT** State Supervisors, Teacher Educators, Mentors, NAAE-affiliate officers, and Experienced Ag Teachers to implement with the ELTs during the **DISILLUSIONMENT PHASE** were:

- Be a trustworthy professional acquaintance
- Be an individual the ELT may desire to emulate
- Convey feelings of respect
- Get together informally after work
- Interact socially outside of the school setting of the ELT
- Provide support and encouragement
- Serve as a confidant
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Rejuvenation Phase. During this phase, entry-level teachers experience a gradual improvement in their attitude toward teaching. 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 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).

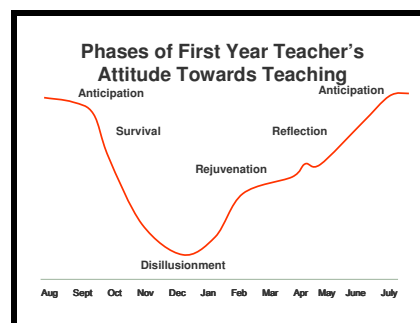
The psychosocial forms of support and assistance activities (Greiman, 2002) which 50% or more of the respondents indicated were **HIGHLY IMPORTANT** for State Supervisors, Teacher Educators, Mentors, NAAE-affiliate officers, and Experienced Ag Teachers to implement with the ELTs during the **REJUVENATION PHASE** were:

- Be a trustworthy professional acquaintance
- Be an individual the ELT may desire to emulate
- Be someone the ELT can identify with
- Convey feelings of respect
- Get together informally after work
- Interact socially outside of the school setting of the ELT
- Provide support and encouragement
- Serve as a confidant
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- Serve as a sounding board for the ELT
- Share personal experiences as a perspective for informing the problems of the ELT
- Show acceptance of the ELT as being a competent teacher & colleague
- Show that you think highly of the ELT
- Show willingness to discuss the questions & concerns of the ELT
- Socialize with the ELT on a one-to-one basis outside of work

The Reflection Phase. This is a somewhat invigorating time. 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 teaching will be like with all of the changes they are envisioning.

During the reflection phase the comments and feelings expressed in Moir's (1990) study reflected the personal assurance and satisfaction associated with the ELT completing the first period of teaching. The psychosocial forms of support and assistance activities (Greiman, 2002) which 50% or more of the respondents indicated were **HIGHLY IMPORTANT** for State Supervisors, Teacher Educators, Mentors, NAAE-affiliate officers, and Experienced Ag Teachers to implement with the ELTs during the **REFLECTION PHASE** were:

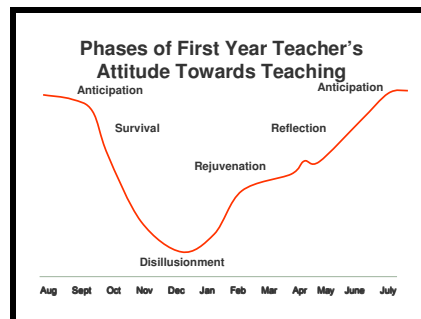
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Anticipation Phase II. As they finish their first year of teaching, entry-level teachers express a heightened sense of what they hope to accomplish in the classroom and laboratory settings. They have less concern for survival. They focus more on their 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.

As noted in the graphic, the end-of-year anticipation phase usually occurs toward the end of their first year of teaching. The ELTs express a heightened sense of what they hope to accomplish in the classroom and laboratory settings. The psychosocial forms of support and assistance activities (Greiman, 2002) which 50% or more of the respondents indicated were **HIGHLY IMPORTANT** for State Supervisors, Teacher Educators, Mentors, NAAE-affiliate officers, and Experienced Ag Teachers to implement with the ELTs during the **ANTICIPATION PHASE** were:

- Be a trustworthy professional acquaintance
- Be an individual the ELT may desire to emulate
- Be someone the ELT can identify with
- Convey feelings of respect
- Provide support and encouragement
- Serve as a confidant
- Serve as a role model for the ELT
- Show acceptance of the ELT as being a competent teacher & colleague
- Show willingness to discuss the questions & concerns of the ELT



Appendix

Table 4

Phases During Which Second Year Teachers Believe It Is Highly Important that State Supervisors, Teacher Educators, Mentors, NAAE-affiliate officers, and Experienced Ag Teachers Conduct the Selected Support & Assistance Activities With ELTs (N=56)

<i>Support and Assistance Activities</i>	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	33 55.0%	50 83.3%	46 76.7%	38 63.3%	31 51.7%	29 48.3%	0 0.0%
Serve as a role model for the ELT	44 73.3%	49 81.7%	44 73.3%	41 68.3%	39 65.0%	34 56.7%	0 0.0%
Interact socially outside of the school setting of the ELT	27 45.0%	32 53.3%	39 65.0%	31 51.7%	31 51.7%	27 45.0%	3 5.0%
Provide support and encouragement	40 66.7%	52 86.7%	51 85.0%	42 70.0%	37 61.7%	33 55.0%	0 0.0%
Show willingness to discuss the questions & concerns of the ELT	43 71.7%	47 78.3%	42 70.0%	38 63.3%	37 61.7%	31 51.7%	0 0.0%
Serve as a sounding board for the ELT	33 55.0%	42 70.0%	46 76.7%	39 65.0%	35 58.3%	27 45.0%	1 1.7%
Convey feelings of respect	36 60.0%	42 70.0%	43 71.7%	41 68.3%	40 66.7%	32 53.3%	2 3.3%
Serve as a confidant	33 55.0%	43 71.7%	46 76.7%	38 63.3%	36 60.0%	30 50.0%	1 1.7%
Be an individual the ELT may desire to emulate	46 76.7%	40 66.7%	36 60.0%	40 66.7%	40 66.7%	33 55.0%	2 3.3%
Show acceptance of the ELT as being a competent teacher & colleague	35 58.3%	39 65.0%	45 75.0%	40 66.7%	40 66.7%	36 60.0%	0 0.0%
Be someone the ELT can identify with	43 71.7%	45 75.0%	46 76.7%	39 65.0%	38 63.3%	32 53.3%	1 1.7%
Socialize with the ELT on a one-to-one basis outside of work	28 46.7%	26 43.3%	28 46.7%	31 51.7%	24 40.0%	24 40.0%	8 13.3%
Get together informally after work	28 46.7%	36 60.0%	32 53.3%	35 58.3%	31 51.7%	26 43.3%	7 11.7%
Share personal experiences as a perspective for informing the problems of the ELT	28 46.7%	41 68.3%	41 68.3%	39 65.0%	34 56.7%	29 48.3%	2 3.3%
Be a trustworthy professional acquaintance	47 78.3%	45 75.0%	45 75.0%	43 71.7%	44 73.3%	40 66.7%	2 3.3%

Note: ¹ Frequency ² Percentage of Second Year Teachers.

