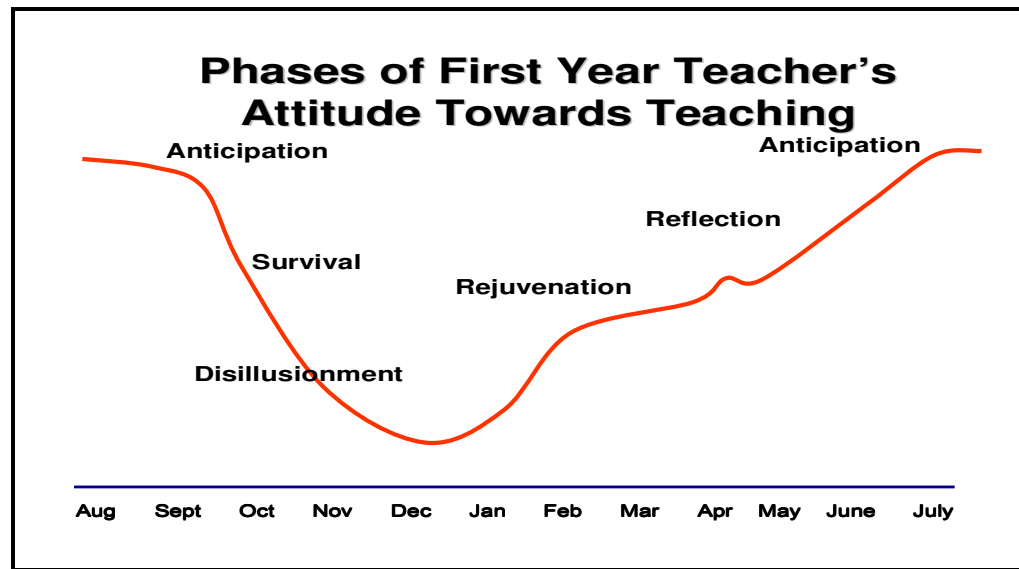


Recommended Phases and Activities of Teacher Educators, State Supervisors, Mentors, and Agricultural Education Teachers for Addressing the Psychosocial Needs of Entry-Level Agricultural Education Teachers



Richard Joerger, Brad Greiman, Lyle Westrom, Brad King, Brian Warnick,
Greg Thompson, Barry Croom, and Jim Armbruster
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Table 1

Phases During Which It Is Highly Important That State Supervisors Conduct Selected Support & Assistance Activities (N=33)

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	27 ¹	25	26	23	22	22	0
	81.8 ²	75.8	78.8	69.7	66.7	66.7	0
Serve as a role model for the ELT	25	23	22	22	19	18	0
	75.8	69.7	66.7	66.7	57.6	54.5	0
Interact socially outside of the school setting of the ELT	16	14	13	15	9	12	7
	48.5	42.4	39.4	45.5	27.3	36.4	21.2
Provide support and encouragement	27	26	24	23	22	20	0
	81.8	78.8	72.7	69.7	66.7	60.6	0
Show willingness to discuss the questions & concerns of the ELT	23	25	26	24	21	18	0
	69.7	75.8	78.8	72.7	63.5	54.5	0
Serve as a sounding board for the ELT	18	23	26	19	20	13	0
	54.5	69.7	78.8	57.6	60.6	39.4	0
Convey feelings of respect	22	22	24	23	23	17	0
	66.7	66.7	72.7	69.7	69.7	51.5	0
Serve as a confidant	17.	23	25	17	17	15	1
	51.5	69.7	75.8	51.5	51.5	45.5	3.0
Be an individual the ELT may desire to emulate	19	18	17	21	20	22	0
	57.6	54.5	51.5	63.6	60.6	66.7	0
Show acceptance of the ELT as being a competent teacher & colleague	8	21	21	22	22	18	0
	24.2	63.6	63.6	66.7	66.7	54.5	0
Be someone the ELT can identify with	19	17	19	17	19	16	2
	57.6	51.5	57.6	51.5	57.6	48.5	6.1
Socialize with the ELT on a one-to-one basis outside of work	8	6	7	6	7	7	15
	24.2	18.2	21.2	18.2	21.2	21.2	45.5
Get together informally after work	10	9	11	7	9	5	12
	30.3	27.3	33.3	21.2	27.3	15.2	36.4
Share personal experiences as another perspective for informing the problems of the ELT	16	22	20	21	15	13	2
	48.5	66.7	60.6	63.6	45.5	39.4	6.1
Be a trustworthy professional acquaintance	28	26	27	27	26	24	0
	84.8	77.8	81.8	81.8	78.8	72.7	0

Note: ¹ Frequency ² Percentage of State Supervisors.

Table 2

Phases During Which It Is Highly Important That Agricultural Education Teachers Conduct Selected Support & Assistance Activities With Entry-Level Teachers (N=60)

Support and Assistance Activities	Recommended Phases to Conduct Support and Assistance Activities with ELTs						N/A
	Anticipation	Survival	Disillusionment	Rejuvenation	Reflection	Anticipation	
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 Agricultural Education Teachers.

Table 3

Phases During Which It Is Highly Important that Mentors Conduct the Selected Support & Assistance Activities With ELTs (N=11)

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	10 90.9%	9 81.8%	9 81.8%	9 81.8%	10 90.9%	8 72.7%	0 0.0%
Serve as a role model for the ELT	11 100.0%	9 81.8%	8 72.7%	8 72.7%	8 72.7%	9 81.8%	0 0.0%
Interact socially outside of the school setting of the ELT	5 45.5%	7 63.6%	5 45.5%	3 27.3%	5 45.5%	3 27.3%	2 18.2%
Provide support and encouragement	9 81.8%	10 90.9%	9 81.8%	8 72.7%	8 72.7%	8 72.7%	0 0.0%
Show willingness to discuss the questions & concerns of the ELT	10 90.9%	9 81.8%	10 90.9%	7 63.6%	7 63.6%	9 81.8%	0 0.0%
Serve as a sounding board for the ELT	10 90.9%	8 72.7%	9 81.8%	7 63.6%	8 72.7%	8 72.7%	0 0.0%
Convey feelings of respect	9 81.8%	8 72.7%	9 81.8%	9 81.8%	9 81.8%	9 81.8%	0 0.0%
Serve as a confidant	9 81.8%	9 81.8%	9 81.8%	9 81.8%	8 72.7%	8 72.7%	0 0.0%
Be an individual the ELT may desire to emulate	9 81.8%	8 72.7%	9 81.8%	8 72.7%	9 81.8%	7 63.6%	0 0.0%
Show acceptance of the ELT as being a competent teacher & colleague	8 72.7%	8 72.7%	7 63.6%	8 72.7%	8 72.7%	9 81.8%	0 0.0%
Be someone the ELT can identify with	9 81.8%	9 81.8%	9 81.8%	7 63.6%	8 72.7%	8 72.7%	0 0.0%
Socialize with the ELT on a one-to-one basis outside of work	5 45.5%	5 45.5%	5 45.5%	2 18.2%	4 36.4%	1 9.1%	3 27.3%
Get together informally after work	5 45.5%	6 54.5%	6 54.5%	3 27.3%	4 36.4%	2 18.2%	3 27.3%
Share personal experiences as a perspective for informing the problems of the ELT	9 81.8%	9 81.8%	10 90.9%	8 72.7%	9 81.8%	8 72.7%	0 0.0%
Be a trustworthy professional acquaintance	10 90.9%	10 90.9%	9 81.8%	9 81.8%	8 72.7%	9 81.8%	0 0.0%

Note: ¹ Frequency ²Percentage of Mentor teachers.

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)

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	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.

Table 5

Phases During Which It Is Highly Important That Teacher Educators Conduct Selected Support Assistance Activities (N=43)

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	29 ¹	31	31	26	23	21	3
	67.4 ²	72.1	72.1	60.5	53.5	48.8	7.0
Serve as a role model for the ELT	28	29	27	25	24	21	4
	65.1	67.4	62.8	58.1	55.8	48.8	9.3
Interact socially outside of the school setting of the ELT	13	16	18	15	12	8	8
	30.2	37.2	41.9	34.9	27.9	18.6	18.6
Provide support and encouragement	30	31	31	27	27	24	2
	69.8	72.1	72.1	62.8	62.8	55.8	4.7
Show willingness to discuss the questions and concerns of the ELT	30	37	31	29	28	27	2
	69.8	86.0	72.1	67.4	65.1	62.8	4.7
Serve as a sounding board for the ELT to develop and understand themselves	26	29	28	30	30	21	2
	60.5	67.4	65.1	69.8	69.8	48.8	4.7
Convey feelings of respect	26	33	30	26	27	23	3
	60.5	76.7	69.8	60.5	62.8	53.5	7.0
Serve as a confidant	25	31	29	27	26	23	5
	58.1	72.1	67.4	62.8	60.5	53.5	11.6
Be an individual the ELT may desire to emulate	29	30	28	26	25	25	4
	67.4	69.8	65.1	60.5	58.1	58.1	9.3
Show acceptance of the ELT as being a competent teacher and colleague	31	33	31	32	29	28	2
	72.1	76.7	72.1	74.4	67.4	65.1	4.7
Be someone the ELT can identify with	30	31	28	28	27	25	3
	69.8	72.1	65.1	65.1	62.8	58.1	7.0
Socialize with the ELT on a one-to-one basis outside of work	4	10	11	7	7	7	13
	9.3	23.3	25.6	16.3	16.3	16.3	30.2
Get together informally after work	5	10	9	7	3	2	17
	11.6	23.3	20.9	16.3	7.0	4.7	39.5
Share personal experiences as another perspective for informing the problems of the ELT	22	29	27	23	22	16	5
	51.2	67.4	62.8	53.5	51.2	37.2	11.6
Be a trustworthy professional acquaintance	34	34	33	30	31	28	0
	79.1	79.1	76.7	69.8	72.1	65.1	0

Note: ¹ Frequency ² Percentage of Teacher Educators.