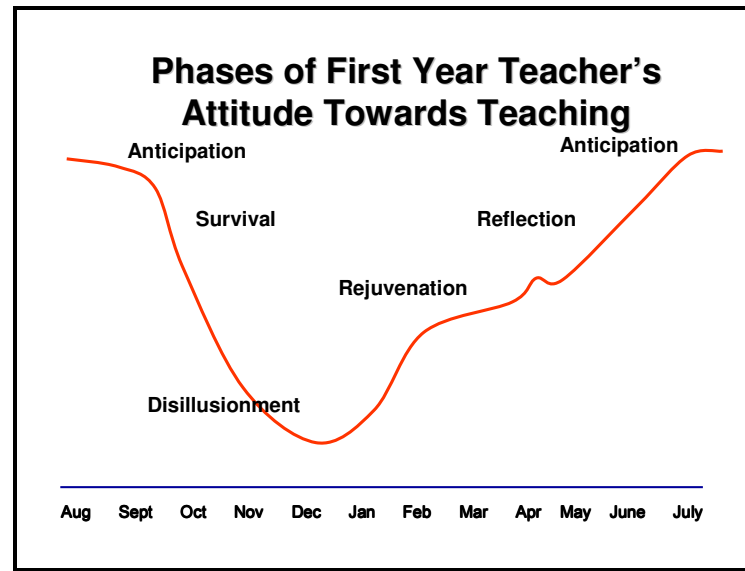


Entry-Level Teacher (ELTs) Induction Activities Assessment: Mentor Version

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



Instructions

The attitudes of entry-level teachers (ELTs) of agricultural education change as they progress through their first year of teaching. The listed forms of assistance and support were gathered from current teacher educators 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 mentors. 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.

Recommended Induction Activities for Entry-Level Teachers (ELTs)

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!

Support and Assistance Activities	Your Recommendation for Use of the Support &/or Assistance Activity by Mentors						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Establish a personal level relationship with the ELT	0	0	0	0	0	0	0
Establish a professional rapport with the ELT	0	0	0	0	0	0	0
Assist the ELT in preparing for the first days of school of the fall term	0	0	0	0	0	0	0
Discuss the challenges and opportunities of the initial courses they will be teaching	0	0	0	0	0	0	0
Discuss how to work effectively with administrators	0	0	0	0	0	0	0
Provide an overview of the features, schedules, and benefits of the teacher induction program	0	0	0	0	0	0	0
Encourage them to attend professional development workshops	0	0	0	0	0	0	0
Introduce them to the state supervisor, NAAE affiliate officers, FFA executive secretary, university staff, and area agricultural education teachers	0	0	0	0	0	0	0
Establish communications links with the ELT (e.g., email, telephone, fax)	0	0	0	0	0	0	0
Contact the ELT during their first week of school to listen to their experiences and to offer encouragement, assistance and support	0	0	0	0	0	0	0
Assist the ELT in establishing realistic goals for their first year of teaching	0	0	0	0	0	0	0
Provide ideas for helping the ELT effectively manage their time	0	0	0	0	0	0	0
Discuss the merits of setting high standards for their work & behavior	0	0	0	0	0	0	0
Encourage them to conduct on-site instructional visits to the FFA officers and other students	0	0	0	0	0	0	0
Discuss strategies for becoming acquainted with community leaders and local business people	0	0	0	0	0	0	0
Express the importance and benefits of being well-prepared for teaching, FFA advising, and SAE/WBL supervisory activities	0	0	0	0	0	0	0
Assist the ELT in selecting a suitable in-school mentor or guide	0	0	0	0	0	0	0

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Encourage them to become acquainted with area agricultural education teachers in order that they can eventually select a suitable area mentor	0	0	0	0	0	0	0
Assist the ELT in identifying and evaluating teaching resources	0	0	0	0	0	0	0
Serve as an advocate for the ELT when interacting with faculty, administrators, community members and state staff	0	0	0	0	0	0	0
Be present and become acquainted with ELTs at NAAE-affiliate sponsored summer events	0	0	0	0	0	0	0
Assist the ELT in creating course outlines	0	0	0	0	0	0	0
Meet the ELT at summer events such as the NAAE state affiliate meetings, beginning teacher breakfast, and professional development events	0	0	0	0	0	0	0
Encourage them to establish high standards for student work and behaviors	0	0	0	0	0	0	0
Provide the ELT with information about regional and state Ag Ed events	0	0	0	0	0	0	0
Ensure that they have the latest contact information for all NAAE-affiliate, Department of Education, and University personnel	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0

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 through 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.

Support and Assistance Activities	Your Recommendation for Use of the Support &/or Assistance Activity by Mentors						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Observe the ELT teach	0	0	0	0	0	0	0
Discuss and offer suggestions for improving instruction and student management	0	0	0	0	0	0	0
Be positive and supportive	0	0	0	0	0	0	0
Discuss and celebrate their successes	0	0	0	0	0	0	0
Discuss their teaching challenges along with strategies to remedy	0	0	0	0	0	0	0
Discuss available resources and how to find resources in areas they are lacking	0	0	0	0	0	0	0
Provide ideas of how to network with other teachers and resource people	0	0	0	0	0	0	0
Explore the benefits and limitations of employing student helpers	0	0	0	0	0	0	0
Encourage the ELTs to attend fall seminars, workshops, and NAAE-affiliate meetings	0	0	0	0	0	0	0
Provide clear responses to questions from the ELT; refrain from using philosophical jargon	0	0	0	0	0	0	0
Plan and Invite ELTs to small social gatherings of ELTs	0	0	0	0	0	0	0
Encourage ELTs to conduct in-home instructional visits	0	0	0	0	0	0	0
Meet the principal and in-school mentor/guide to discuss the progress and experiences of the ELTs	0	0	0	0	0	0	0
Assess the nature of the relationships of the ELT with other faculty, community members, and administrators	0	0	0	0	0	0	0
Demonstrate concern, understanding, and sensitivity when discussing teaching events with the ELTs, especially those who have experienced limited success	0	0	0	0	0	0	0
Encourage the ELTs to maintain objectivity when evaluating their personal performances	0	0	0	0	0	0	0
Ask the ELTs about the nature of FFA activities including the preparation for CDEs	0	0	0	0	0	0	0
Maintain weekly communications in order to accurately monitor changing performance and attitudes of the ELTs	0	0	0	0	0	0	0

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Explore the types of support and assistance the ELTs receives from their local and area mentors	0	0	0	0	0	0	0
Provide the ELTs with strategies of how to prepare for and profit from evaluative visits by the principal	0	0	0	0	0	0	0
Encourage the ELTs to interact with other ELTs on a regular basis	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0

The 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 may be the toughest phase for ELTs.

Support and Assistance Activities	Your Recommendation for Use of the Support &/or Assistance Activity by Mentors						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Provide support and encouragement	0	0	0	0	0	0	0
Listen and talk with them about topics of interest through email messages, phone calls, and personal visits	0	0	0	0	0	0	0
Assure them that their experiences are typical of many ELTs	0	0	0	0	0	0	0
Discuss things that have gone well and assist them in creating a reasonable action plan for addressing current challenges	0	0	0	0	0	0	0
Encourage them and provide them with ideas for conduction more hands-on/minds-on class activities	0	0	0	0	0	0	0
Encourage them (ELT's) to attend NAAE affiliate meetings or district sponsored workshops	0	0	0	0	0	0	0
Observe the ELT teach, then arrive together with concrete strategies for enhancing the instruction	0	0	0	0	0	0	0
Discuss course and curriculum changes needed for the next semester	0	0	0	0	0	0	0
Encourage them to invest time with their families, self, and significant individuals	0	0	0	0	0	0	0
Assist them in creating useful lesson plans	0	0	0	0	0	0	0
Encourage them to continue to modify student and classroom management techniques	0	0	0	0	0	0	0
Provide them with resources and ideas of how to conduct parent/teacher conferences	0	0	0	0	0	0	0
Attend and participate in professional development events with the ELT whenever possible	0	0	0	0	0	0	0
Remind them of key FFA events that occurring	0	0	0	0	0	0	0
Advocate for the ELT's when visiting with other stakeholders	0	0	0	0	0	0	0
Assist the ELT in identifying, locating, and effectively using teaching resources	0	0	0	0	0	0	0
Assist them in building a network of professional acquaintances at the local, regional, and state level	0	0	0	0	0	0	0
Encourage the ELT to meet with members of an existing advisory committee. If non-existent, begin to establish a local advisory committee	0	0	0	0	0	0	0
	0	0	0	0	0	0	0

Rejuvenation Phase. During this phase, entry-level 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 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 Mentors						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Assist the ELT in identifying changes needed to strengthen the program in the upcoming year	0	0	0	0	0	0	0
Discuss strategies for ensuring a successful student registration for courses for the upcoming academic year	0	0	0	0	0	0	0
Curtail visits and step out of their lives if things are going well. Otherwise, continue to provide support and assistance	0	0	0	0	0	0	0
Assist the ELT in making changes during the second half that will ensure greater success	0	0	0	0	0	0	0
Encourage their attendance and participation at professional development events	0	0	0	0	0	0	0
Remind them of the importance of interactions with others in the school and community	0	0	0	0	0	0	0
Encourage them to use a variety of instructional strategies to influence student learning and achievement	0	0	0	0	0	0	0
Explore alternative approaches to effective student assessment	0	0	0	0	0	0	0
Advocate for needed changes in the curricula of the ELT	0	0	0	0	0	0	0
Model and promote reflection	0	0	0	0	0	0	0
Monitor email, voicemails, requests, and use alternate forms of personal contact when personal visits are curtailed	0	0	0	0	0	0	0
Discuss the importance of finishing the year with success in the classroom, FFA, and SAE/WBL programs	0	0	0	0	0	0	0
Suggest the ELT attend student activities outside of the Ag Ed program to show interest	0	0	0	0	0	0	0
Respond to questions regarding the FFA Degrees and proficiency award, otherwise direct the ELT to a knowledgeable resource individual	0	0	0	0	0	0	0
If not yet created, assist the ELT with information and ideas for establishing an advisory	0	0	0	0	0	0	0

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committee								
	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0

The 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 teaching 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 Mentors						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Compliment the ELT about the successes they have experienced	0	0	0	0	0	0	0
Encourage the ELT to reflect about all aspects of teaching, advising the FFA, and supervising the Seeps	0	0	0	0	0	0	0
Talk with the ELT about the development of a summer calendar of activities	0	0	0	0	0	0	0
Discuss the advantages and disadvantages of staying in the current school for the upcoming academic year	0	0	0	0	0	0	0
Assist the ELT in identifying changes that should be made in the program for the upcoming academic year	0	0	0	0	0	0	0
Encourage the ELT to be ready for next fall through revising courses, SAE programs, and the FFA program of activities (POA)	0	0	0	0	0	0	0
Celebrate successes in all components of the agricultural education program	0	0	0	0	0	0	0
Visit, listen, and share reflections at the state FFA Convention, CDEs, or leadership conferences	0	0	0	0	0	0	0
Discuss multiple-person department issues	0	0	0	0	0	0	0
Encourage the ELT to participate in the summer NAAE affiliate meetings and other professional workshops	0	0	0	0	0	0	0
Maintain easy accessibility to the ELT	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	Your Recommendation for Use of the Support &/or Assistance Activity by Mentors						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Encourage participation in the NAAE affiliate summer conference	0	0	0	0	0	0	0
Encourage networking with other agricultural education teachers	0	0	0	0	0	0	0
Encourage the ELT to visit other agricultural education programs to obtain ideas for strengthening their program	0	0	0	0	0	0	0
Encourage them to evaluate classroom, SAE, and FFA components for the past year using data from the stakeholders	0	0	0	0	0	0	0
Share how the experiences of the first and second year are similar and different	0	0	0	0	0	0	0
Maintain accessibility	0	0	0	0	0	0	0
Discuss the plans of the ELT for improving classroom and laboratory instruction, SAE/WBL programs, and the FFA	0	0	0	0	0	0	0
Assist the ELT in ordering supplies, equipment, and textbooks if needed	0	0	0	0	0	0	0
Attend and visit with the ELTs at the state FFA convention and summer conference	0	0	0	0	0	0	0
Encourage them to take time off for themselves, their families, and other significant individuals	0	0	0	0	0	0	0
Participate in an end-of-year celebration for all ELTs involved in the teacher induction program	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0

General Support and Assistance Activities

Instructions: Please mark all phases in the right columns during which it is **highly important** that mentors conduct each of the stated support 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

<p>____ No. of student teachers you have hosted?</p> <p>____ No. of years of experience teaching middle, secondary, or postsecondary Agricultural Education course work.</p> <p>In order, the three most important characteristics of an effective mentor:</p> <p>1st _____</p> <p>2nd _____</p> <p>3rd _____</p>	<p>____ No. of entry level teachers you have <i>formally</i> mentored?</p> <p>____ No. of entry level teachers you have <i>informally</i> mentored?</p> <p>In order, the three greatest challenges of most entry-level agricultural education teachers:</p> <p>1st _____</p> <p>2nd _____</p> <p>3rd _____</p>
<p>OPTIONAL: <input type="checkbox"/> Indicate if you are interested in participating in Additional investigations relating to mentors and mentoring.</p>	<p>THANK YOU VERY MUCH FOR PARTICIPATING IN THIS STUDY!!!!</p>

