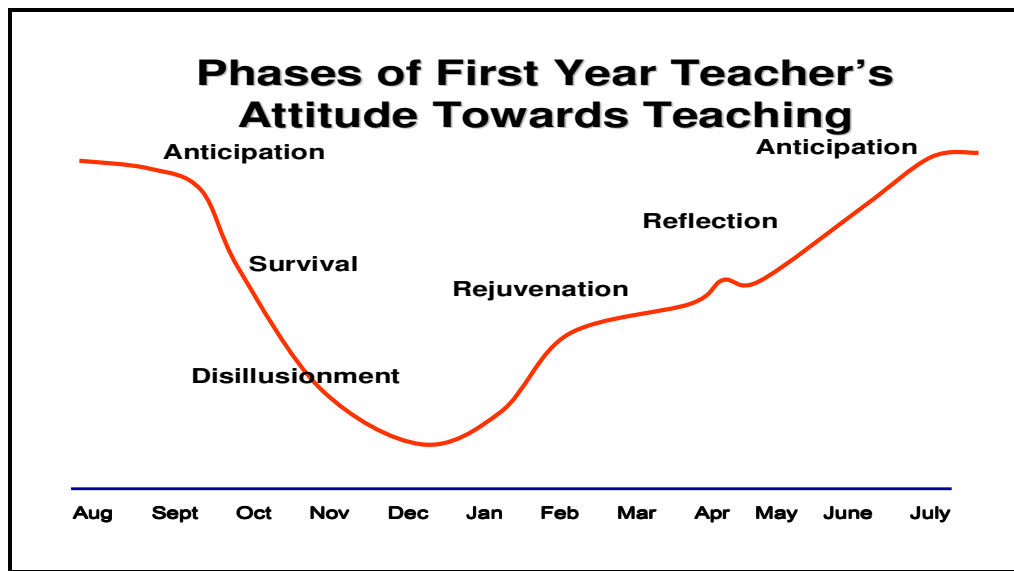


Entry-Level Teacher Induction Activities Assessment: State Supervisor Version



(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 study is to determine what forms of assistance and support you believe State Supervisors of Agricultural Education should provide ELTs during each typical phase of attitudinal change. The listed forms of assistance and support were gathered from current state supervisors and earlier studies.

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 State Supervisors of Agricultural Education. 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. A brief description of each phase is provided for your review.

Name _____ E-mail Address: _____

Entry-Level Teacher Induction Activities Assessment: State Supervisor Version

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	Strength of Your Recommendation for Use of the Support &/or Assistance Activity by State Supervisors						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Create a workshop for beginning teachers at the 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 seek guidance, advise, support, and assistance from veteran agricultural education teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide ELTs with a copy of the state newsletter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide opportunities for ELTs to network with other teachers, state staff, resource people, university faculty, and policy-makers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enroll ELTs on the state and national list serve for all agricultural education teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide ELTs with the LPS and other CD-ROMS available from respective states and the National FFA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review the professional teaching, SAE/WBL supervising, and FFA advising responsibilities of the ELT (curriculum, forms, teaching activities, and professional activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit the ELT at their school within the first month or two in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist the ELT in identifying and selecting a suitable area agricultural teacher mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist the ELT prioritizing activities for successfully completing their job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide strategies for working effectively in a multiple person department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide subscription to the AgEd Network.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide ELTs with a number of occasions to inform state supervisors and what resources they need in order to be effective and successful teachers.	<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"/>

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	Strength of Your Recommendation for Use of the Support &/or Assistance Activity by State Supervisors						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Use a variety of strategies to convince the ELTs the importance of meeting and interacting with the parents of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit the ELT in their school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain open lines of communication via personal contact, email, and the telephone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In collaboration with NAAE-affiliate members, assure that the ELT rides with their mentor or another agricultural education teacher to professional and professional development meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish special workshops for the ELTs to address challenges, gain information, and celebrate progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide access to teaching resources by providing lists of quality vendors and web sites.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refer ELTs to individuals who can assist them with their concerns and needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supply information about models of teacher development and changes in attitudes during the first year of teaching to principals, ELTs, peers, in-school mentors, professional association members, and family members of ELTs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist ELTs, schools, and colleagues in addressing issues due to differences in the sex of the teachers (e.g., pregnancy and maternity leaves).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convey the importance of balancing one’s life. Assure the ELT that it is healthy to shut the office door and go and invest time with family, self, and significant others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish environments at various gatherings for new teachers to build relationships with other ELTs who are having similar professional experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote the value of the knowledge about teaching developed through experience and derived from theory and research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide encouragement and advocacy for the ELTs whenever appropriate.	<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	Strength of Your Recommendation for Use of the Support &/or Assistance Activity by State Supervisors						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Encourage ELTs who have extremely high FFA expectations for students in schools without past FFA traditions to have patience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visit the ELT, if severe problems exist, remedy the challenge(s) immediately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist ELTs in developing realistic goals and expectations for their first year of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide ELTs with instruction regarding how to effectively manage their time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide counselors and principals with ideas of how to provide appropriate support and assistance to ELTs as they proceed through Moir's phases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask designated mentors, or guides, to provide support and assistance to ELTs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule a social event for ELTs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide instruction regarding how to secure funding for equipment and technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage ELTs to interact with other ELTs with a similar program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage first year teachers to contact their network for support and assistance.	<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	Strength of Your Recommendation for Use of the Support &/or Assistance Activity by State Supervisors						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Encourage teachers to visit classrooms and programs outside their own program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage teachers to review their curriculum to identify ways to more effectively meet student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In order to improve their teaching, suggest that ELTs observe the teaching of highly-regarded master teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect on the successes, non-successes and events of the first semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain accessibility to ELTs more by telephone and email than in person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss how to justify and secure extended contracts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offer encouragement to the ELTs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a list serv to provide materials, information, teaching tips, and encouragement to ELTs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide a workshop that focuses on their needs surrounding events, CDEs, and applications of the FFA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask mentors to provide support and assistance to ELTs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As needed, meet with the ELT and administrator at the school to address challenges being experienced by the ELT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss with ELTs considerations to address when contemplating contract renewals for the upcoming academic year.	<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	Strength of Your Recommendation for Use of the Support &/or Assistance Activity by State Supervisors						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Provide the setting for ELTs to meet as a group to identify and reflect upon successes and non-successes of their first year of teaching.	○	○	○	○	○	○	○
Instruct ELTs how to set goals and plan for the future direction of the program.	○	○	○	○	○	○	○
Visit each ELT in their school.	○	○	○	○	○	○	○
Encourage new teachers to attend a state wide meeting to get to know their colleagues.	○	○	○	○	○	○	○
Encourage new teachers to meet with their advisory committees.	○	○	○	○	○	○	○
Encourage ELTs to attend the state FFA convention.	○	○	○	○	○	○	○
Determine the in-service needs of the ELTs.	○	○	○	○	○	○	○
Provide encouragement and compliment them on their successes to date.	○	○	○	○	○	○	○
Guide discussions about the merits of continuing or discontinuing their careers in teaching.	○	○	○	○	○	○	○
Encourage ELTs to identify curricula ideas that can strengthen their program in the future.	○	○	○	○	○	○	○
Assist ELTs in creating a plan for summer activities.	○	○	○	○	○	○	○
Provide ELTs with ideas to plan SAE visits during the summer months.	○	○	○	○	○	○	○
Encourage ELTs to schedule time for self, family, and/or other significant individuals.	○	○	○	○	○	○	○
Continue to provide for the professional development needs of ELTs that were determined throughout the academic year.	○	○	○	○	○	○	○
Discuss the implications of changing school districts; remind ELTs that moving will result in two first year experiences.	○	○	○	○	○	○	○
	○	○	○	○	○	○	○
	○	○	○	○	○	○	○

Anticipation Phase II. As they finish teaching and prepare for their second year of teaching, ELTs teachers often 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 State Supervisors						
	Very Strong	Strong	Some-what Strong	Some-what Weak	Weak	Very Weak	N/A
Encourage ELTs to attend state department of education and NAAE-affiliate sponsored summer conferences, as well as other professional development 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 set long term program and personal professional goals with advice from mentors in neighboring programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage ELTs to be involved in all aspects of summer conference activities including recreational activities, meetings, and social 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 schedule time for self, family, and/or other significant individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage ELTs to collaborate with other teachers in their school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach ELTs about the accountability needs of the state department of education. Assist ELTs in completing reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assist ELTs in creating end-of-year evaluations and progress reports that reflect progress that is attributable to the teacher.	<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"/>

General Support and Assistance Activities: Please mark all the phases of attitudinal change during which it is highly to extremely important that state supervisors conduct each of the stated support or assistance activities.

Support and Assistance Activities	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

Demographic Information (Please insert the information requested.)

___ No. of agricultural education teachers in your state?

___ No. of open teaching positions each year?

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

- 1st _____
- 2nd _____
- 3rd _____

___ No. of first time entry-level teachers hired annually?

___ Number of years of experience you have as a state supervisor?

Sex: __Male __Female; ___ Years of M.S. & H.S. Teaching Exp.

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!!!!

