

Promising Support and Assistance Activities for Use By Teacher Educators When Working With Entry-Level Teachers: Case Study Data

National FFA Teacher Induction and Mentoring Project

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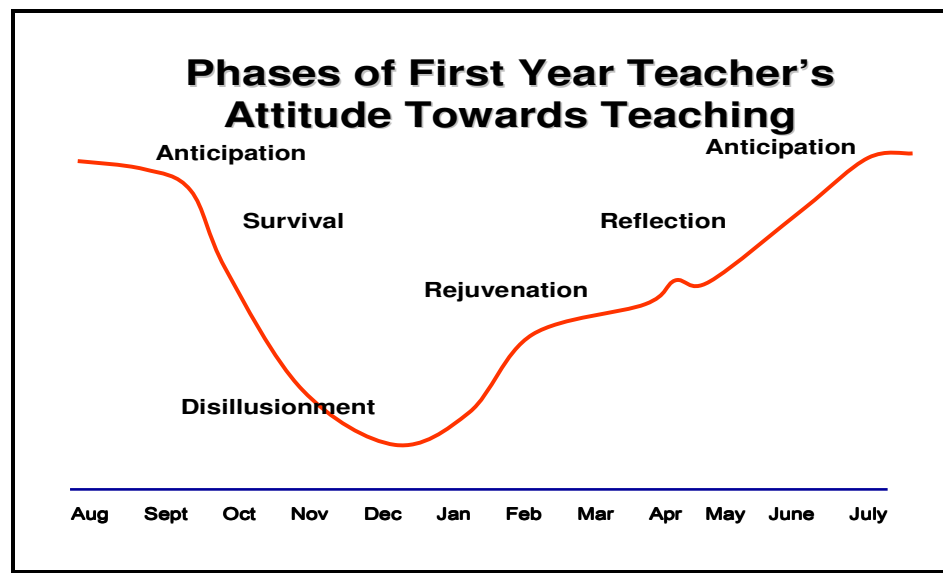


Table 1

Strength of the Recommendation for Teacher Educator Use of Selected Forms of Assistance and Support During the Anticipation Phase (N=43)

Support and Assistance Activities	M	SD
Encourage ELTs to select a local mentor or guide to assist them in their new school	5.53	0.74
Encourage first year teachers to attend the NAAE-affiliate summer conference	5.42	1.07
Encourage ELTs to establish a formal or informal advisory group	5.24	1.02
Encourage ELTs to establish relationships with community members	5.17	0.73
Communicate and build a rapport with new teachers through a personal visit, emails, letters, and/or telephone calls	5.17	1.06
Invite ELTs to a meeting or training session	5.14	0.97
Encourage ELTs to establish professional relationships with the parents of the students	4.95	1.02

Note: Scale: Strength of Recommendation 6 = Very Strong, 5=Strong, 4 =Somewhat Strong, 3=Somewhat Weak, 2=Weak, 1=Very Weak.

Table 2

Strength of the Recommendation for Teacher Educator Use of Selected Forms of Assistance and Support During the Survival Phase (N=43)

Support and Assistance Activities	M	SD
Establish opportunities for all ELTs to meet, socialize, and discuss teaching issues	5.31	1.05
Provide ELTs with sources of instructional resources and materials for teaching	5.29	0.89
Discuss proven strategies with ELTs for increasing student motivation	5.23	0.84
Provide encouragement and your belief in their ability to be an effective teacher	5.14	0.90
Discuss strategies with ELTs for optimizing student behaviors	5.14	0.91
Encourage ELTs to visit with administrators when seeking solutions to challenges/issues	5.05	0.92
Discuss effective ways of teaching students with learning disabilities	5.00	1.00
Encourage the ELTs to critically evaluate their lesson planning process and products	4.98	0.83
Remind ELTs of the importance of meeting and interacting with parents	4.98	0.95

Note: Scale: Strength of Recommendation 6 = Very Strong, 5=Strong, 4 =Somewhat Strong, 3=Somewhat Weak, 2=Weak, 1=V. Weak.

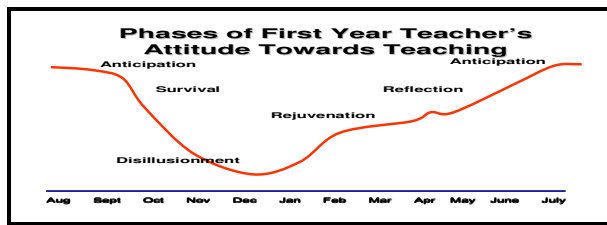


Table 3

Strength of the Recommendation for Teacher Educator Use of Selected Forms of Assistance and Support During the Disillusionment Phase (N=43)

Support and Assistance Activities	M	SD
Be available to assist the ELTs in solving their challenges and difficulties	5.44	0.74
Encourage ELTs to visit with other teachers to learn how they solve their challenges	5.35	0.72
Encourage them to identify the successes they have experienced as a teacher and advisor	5.30	0.80
Provide ELTs with sources of instructional resources and materials	5.16	0.87
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	5.09	0.81
Ensure that ELTs receive effective mentoring in a timely manner	5.07	0.95
Organize an institute, retreat, and/or group meeting for the ELTs	5.07	0.87

Note: Scale: Strength of Recommendation 6 = Very Strong, 5=Strong, 4 =Somewhat Strong, 3=Somewhat Weak, 2=Weak, 1=Very Weak.

Table 4

Strength of the Recommendation for Teacher Educator Use of Selected Forms of Assistance and Support During the Rejuvenation Phase (N=43)

Support and Assistance Activities	M	SD
Encourage first year teacher to become involved in professional activities and/or organizations	5.42	0.73
Encourage ELTs to establish an advisory committee if not already present	5.37	0.93
Encourage mentors to meet with their protégé (ELTs) to provide support and assistance	5.07	0.95
Inform ELTs of how to become involved in professional development activities sponsored by members of TEAM ^{Ag Ed}	5.02	1.02

Note: Scale: Strength of Recommendation 6 = Very Strong, 5=Strong, 4 =Somewhat Strong, 3=Somewhat Weak, 2=Weak, 1=Very Weak.

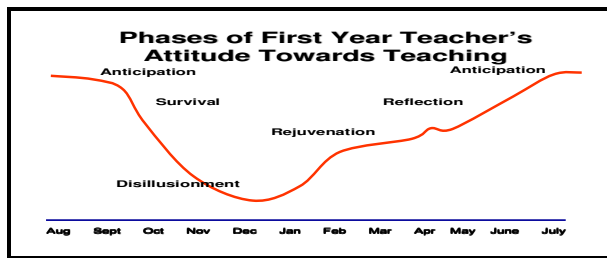


Table 5

Strength of the Recommendation for Teacher Educator Use of Selected Forms of Assistance and Support During the Reflection Phase (N=43)

Support and Assistance Activities	M	SD
Initiate discussions with the ELTs about the benefits and availability of continued and professional education opportunities (graduate courses, workshops and seminars)	5.26	0.80
Help them bring meaning to their entire year through reflection and evaluative activities	5.12	0.80
Encourage them to reflect on the positive and negative aspects of teaching prior to making decisions about their future	5.12	0.88
Promote the practice and benefits of reflection	5.02	0.95
Provide ideas (electronic or in person) for reflection about what the ELT will change or do differently in the future	5.02	0.86

Note: Scale: Strength of Recommendation 6 = Very Strong, 5=Strong, 4 =Somewhat Strong, 3=Somewhat Weak, 2=Weak, 1=Very Weak.

Table 6

Strength of the Recommendation for Teacher Educator Use of Selected Forms of Assistance and Support During the Anticipation Phase (N=43)

Support and Assistance Activities	M	SD
Encourage ELTs to have a functioning advisory committee in place in their program	5.44	0.77
Encourage continued critical thinking and analysis of their teaching activities	5.24	0.73
Provide recognition for the ELTs at the annual summer conference	5.17	0.99
Offer classes or workshops on pedagogy and/or technical skills	5.10	0.76
Encourage the ELTs to conduct an overall program evaluation	5.02	1.01
Assist the ELTs in developing realistic professional goals	4.95	0.82

Note: Scale: Strength of Recommendation 6 = Very Strong, 5=Strong, 4 =Somewhat Strong, 3=Somewhat Weak, 2=Weak, 1=Very Weak.

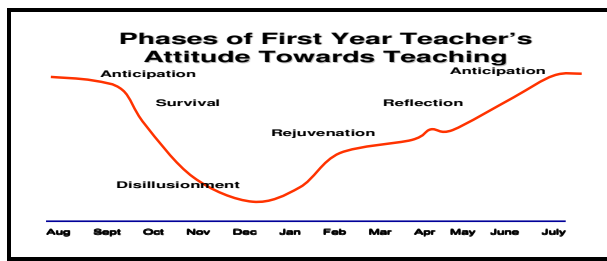


Table 7

Phases During Which It Is Highly Important That Teacher Educators Conduct Selected Support And 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.