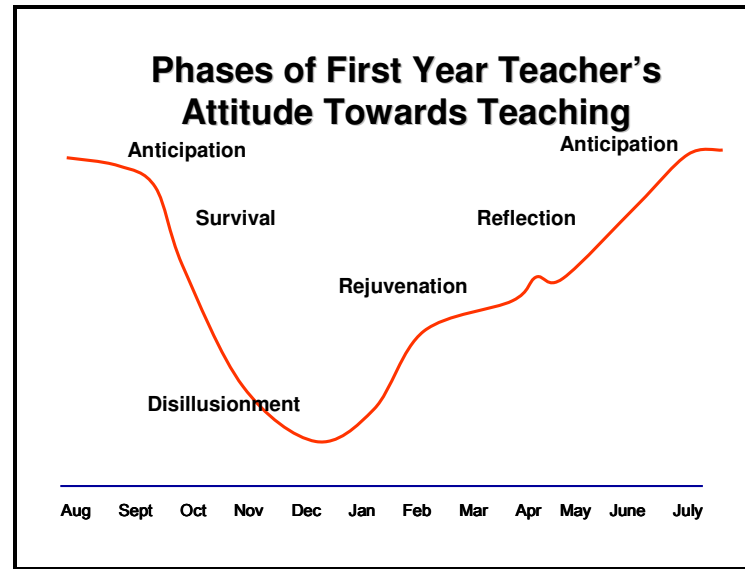


Entry-Level Teacher Induction Activities Assessment: Second Year Teacher Version

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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 agricultural education teacher educators, NAAE members, state agricultural education supervisors, mentors, and/or school administrators should provide ELTs during each typical phase of attitudinal change. The listed forms of assistance and support were gathered from interviews 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 recommendations for use by the teacher educators and others listed. 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 attitudinal phase is provided for your review.

Induction Activities for Entry-Level Teachers (ELTs): Second Year Teacher 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						
	Very Strong	Strong	Some - what Strong	Some- what Weak	Weak	Very Weak	N/A
With the involvement and approval and of the entry-level teacher, identify a local school district teacher and area agricultural education teacher to serve as a designated mentor or guide.	0	0	0	0	0	0	0
Ensure that the local mentor or guide assist the ELT in becoming familiar with school district policies and practices.	0	0	0	0	0	0	0
Ensure that the local mentor or guide assist the ELT in becoming familiar with the policies and recommended practices outlined in the faculty and student handbooks (e.g., student discipline procedures, practices for copying materials, deadline dates for reporting, procedures for scheduling activities, policy for creating student passes, security information, school calendar, and the process for ordering supplies, equipment, and textbooks).	0	0	0	0	0	0	0
Provide ideas for organizing the classroom and laboratory(ies).	0	0	0	0	0	0	0
Provide an overview of the typical teaching day routine in the local school.	0	0	0	0	0	0	0
Show examples and assist in creating effective syllabi, unit and lesson plans.	0	0	0	0	0	0	0
Provide examples of instructional plans and typical school schedules for the first day of school.	0	0	0	0	0	0	0
Emphasize and provide approaches and strategies for meeting parents, business, faculty, and other community members.	0	0	0	0	0	0	0
Suggest effective approaches for understanding the history of the department.	0	0	0	0	0	0	0
Be readily available to discuss progress, challenges, successes, and concerns associated with teaching roles and education.	0	0	0	0	0	0	0
Provide information concerning how to complete teaching and advising roles with students interested and involved in local, county, and state fairs and expositions.	0	0	0	0	0	0	0
Share a realistic picture of the rigors of teaching and advising the FFA. expectations.	0	0	0	0	0	0	0

Second Year Agricultural Education Teachers

Be available to provide assistance for selecting and/or developing instructional activities for lessons.	0	0	0	0	0	0	0
Assist in providing directories of telephone numbers and email addresses for contacting agricultural education teachers, state staff, NAAE-affiliate officers and board members, teacher educators, executive FFA secretary, and other area resources.	0	0	0	0	0	0	0
Supply appropriate amounts of encouragement and advocacy for the ELT.	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	Strength of Your Recommendation for Use of the Support &/or Assistance Activity						
	Very Strong	Strong	Some - what Strong	Some- what Weak	Weak	Very Weak	N/A
Supply appropriate amounts of encouragement and advocacy for the ELT.	0	0	0	0	0	0	0
Organize a special meeting in early fall for ELTs to socialize and address a variety of topics including, but not limited to: working with school principals and administrators, advising the FFA chapter, sources of instructional resources, and student management.	0	0	0	0	0	0	0
Encourage ELTs to regularly talk with friends, peer teachers, mentors, administrators, and other agricultural education teachers.	0	0	0	0	0	0	0
Share the benefits of reaching out to community members, and local program support groups such as the FFA Alumni.	0	0	0	0	0	0	0
Encourage the ELT to take initial steps to establish an advisory committee, or schedule a meeting for an existing committee.	0	0	0	0	0	0	0
Provide strategies and processes for prioritizing teaching and FFA activities.	0	0	0	0	0	0	0
Promote the importance of establishing a regular routine for physical exercise.	0	0	0	0	0	0	0
Provide the rationale and strategies for gaining support from parents.	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 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						
	Very Strong	Strong	Some - what Strong	Some- what Weak	Weak	Very Weak	N/A
Advocate for the ELT in their school and community.	0	0	0	0	0	0	0
Encourage ELTs to take intermittent breaks from various teaching roles, even during the busiest times. Examples of activities include: personal hobbies, watching movies or TV, and attending local sports activities and other student performances.	0	0	0	0	0	0	0
Encourage the ELTs to maintain a social life.	0	0	0	0	0	0	0
Discuss the benefits of inviting, preparing, and profiting from visits from the principal.	0	0	0	0	0	0	0
Maintain written and verbal communications that encourage the ELTs.	0	0	0	0	0	0	0
Advise ELTs to participate in community events.	0	0	0	0	0	0	0
Disclose that the difficulties, questions regarding their competence and commitment to teaching, and other negative emotions are quite normal during this stage of teaching.	0	0	0	0	0	0	0
Provide ideas for additional teaching resources (e.g., instructional guides, lesson plans, teaching activities).	0	0	0	0	0	0	0
Provide ideas and sources for other effective instructional methods, strategies, and/or tactics for teaching a variety of subjects.	0	0	0	0	0	0	0
Ensure that area agricultural education, state staff, teacher educators, mentors and/or other agricultural education professionals visit the ELT at professional meetings, CDEs, and/or in their department.	0	0	0	0	0	0	0
Invite the ELT to social activities sponsored by peers and other Ag Ed professionals.	0	0	0	0	0	0	0
Encourage ELTs to plan and participate in a variety of activities with family and friends during fall and winter holiday breaks.	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0

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						
	Very Strong	Strong	Some - what Strong	Some- what Weak	Weak	Very Weak	N/A
Encourage ELT to identify and celebrate their teaching, SAE, and FFA successes.	0	0	0	0	0	0	0
Encourage ELT to reflect upon and learn from their teaching mistakes.	0	0	0	0	0	0	0
Create a list of changes needed for improving their teaching performances (e.g., instructional strategies, changes in curricula, equipment, and supplies).	0	0	0	0	0	0	0
Encourage ELT to participate in professional development activities provided by state departments, the local school district, and professional teacher organizations.	0	0	0	0	0	0	0
Provide strategies for becoming more organized as a teacher.	0	0	0	0	0	0	0
Promote the importance of maintaining communications with friends, peers, and professional associates.	0	0	0	0	0	0	0
Share effective classroom and student management strategies.	0	0	0	0	0	0	0
Share the importance of becoming involved in community activities and involving community members in instructional and FFA program activities.	0	0	0	0	0	0	0
Encourage the ELTs observe the teaching of very effective teachers within their school	0	0	0	0	0	0	0
Promote the importance and strategies for creating a more balanced professional and personal life.	0	0	0	0	0	0	0
Sponsor a 1-2 day social activity solely for ELTs.	0	0	0	0	0	0	0
Provide strategies for establishing realistic one-year and extended year professional teaching goals.	0	0	0	0	0	0	0
Make ELT and other early-career teachers feel welcome at professional development events and professional teacher organization meetings.	0	0	0	0	0	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 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						
	Very Strong	Strong	Some - what Strong	Some- what Weak	Weak	Very Weak	N/A
Assist the ELT in identifying concerns and challenges that will limit future success in the classroom, FFA, and SAE.	0	0	0	0	0	0	0
Identify and reflect upon the changes that need to be made to enhance the program in the upcoming academic year.	0	0	0	0	0	0	0
Provide encouragement and materials for creating goals for the upcoming academic year.	0	0	0	0	0	0	0
Assist the ELT in evaluating the merits of continuing to teach in the present school in the upcoming school year.	0	0	0	0	0	0	0
Provide encouragement. (The ELT is experiencing demanding FFA activities, course registration activities for upcoming year, and the decision to continue teaching.)	0	0	0	0	0	0	0
Disclose the value of the first year of teaching experience for having a successful second year in the classroom.	0	0	0	0	0	0	0
Provide strategies for enhancing organizational skills for teaching, SAE, and FFA roles.	0	0	0	0	0	0	0
Provide ideas, rationale, and materials to ELT for establishing an advisory committee if not yet established.	0	0	0	0	0	0	0
Share strategies and materials with ELT for surveying students and/or community for future instructional needs.	0	0	0	0	0	0	0
Share ideas regarding how to create a program budget for the upcoming year.	0	0	0	0	0	0	0
Provide names of vendors and recommended practices for ordering supplies, equipment, and textbooks for the coming year.	0	0	0	0	0	0	0
	0	0	0	0	0	0	0
	0	0	0	0	0	0	0

The Anticipation Phase. As they finish teaching and prepare for their second year of teaching, ELTs 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						
	Very Strong	Strong	Some - what Strong	Some- what Weak	Weak	Very Weak	N/A
Provide questions to sponsor additional thoughts about possible changes the ELT should make in the program for the coming year.	0	0	0	0	0	0	0
Encourage the ELT to visit a neighboring school to observe another program and gain ideas to improve their program.	0	0	0	0	0	0	0
Establish an end-of-year activity for the ELT that allows other agricultural educators, mentors, and school administrators to provide feedback about the first year of teaching.	0	0	0	0	0	0	0
Provide instruction and information to further develop and promote FFA activities in the upcoming year.	0	0	0	0	0	0	0
Provide instruction that addresses how to identify health and safety issues, and if needed, means to finance the needed changes in equipment and facilities.	0	0	0	0	0	0	0
Share ideas of how to create, locate, and/or update curricula so it features quality “hands on/minds-on” activities.	0	0	0	0	0	0	0
Involve ELT in programs designed for next year’s beginning teachers.	0	0	0	0	0	0	0
Encourage ELT to examine school student performance data .	0	0	0	0	0	0	0
Provide materials and encouragement to conduct and end-of-year program evaluation.	0	0	0	0	0	0	0
Encourage ELT to establish program goals for upcoming year.	0	0	0	0	0	0	0
Communicate sources and types of professional development activities and events available during summer.	0	0	0	0	0	0	0
	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: Please mark all the phases of attitudinal change in the right columns during which it is **highly important** that agricultural education teachers, teacher educators, NAAE-affiliate officers, state supervisors, and/or mentors conduct the stated support or assistance activity.

Support and Assistance Activities	Recommended Phases to Conduct Support and Assistance Activities with ELTs						
	Anticipation	Survival	Disillusionment	Rejuvenation	Reflection	Anticipation	N/A
Show that they 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	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 marks and phrases as requested.)

In order, the two greatest challenges or difficulties of most entry-level agricultural education teachers when they first start teaching:

1st _____
 2nd _____

Yes No **Had A Mentor During Your First Year of Teaching**

Circle the level of your belief in your ability to effectively teach.

Extremely Confident (8)..... No Confidence (1).

8 7 6 5 4 3 2 1 When you started teaching
 8 7 6 5 4 3 2 1 Currently

19 ____ Year of Birth Male Female

Type(s) of Teacher Education Program Completed for Licensure:

Traditional 4 Yr 5th Yr (Post Bac) Provisional

Alternative (Describe): _____

____ Number of Years You Plan on being a Middle or Secondary Ag Ed Teacher

Thank You Very Much for Completing this Assessment!!!!

