

OHIO AGRICULTURAL EDUCATION

MENTORSHIP GUIDE

JULY 2019





In this Mentorship Guide, you will find quality, suggested ways to engage with entry level professionals in Agricultural Education Field, as well as an outline of all parties.



Topics covered in this handbook:

- Who can mentor
- Qualities of a good mentor
- Qualities of a good mentee
- Expectations of the FFA District Mentorship Chair
 - Topics to discuss
 - Critical tasks beginning teachers may need help with
- Sample conversation starters
- Outcomes of Mentoring
- New Teacher Success Series
- Ohio Agricultural Education Service Team Information
- Ohio FFA Foundation



Who can mentor?

Any teacher of agriculture is a mentor figure for entry level professionals in the agricultural education field. Ohio FFA District Chairs have been asked to identify one key mentor per district. Preferably, this district mentor would participate in New Teacher Success activities, be an Ohio Association of Agricultural Educators member, have at least 3-5 years of teaching experience, and has a desire to learn & grow along-side our beginning teachers.

The agricultural education profession is not easy. We need to recruit and retain quality teachers. One way to ensure the success and longevity of our teachers is to work together.

Why mentor?

Because we need *you*. We need each other. Students enrolled in agricultural education classes need teachers ready and able to deliver our three-circle model of agricultural education programs to the highest degree.

What are qualities of a good mentor?

A good **mentor** is a *wise* and *trusted* counselor and teacher for others who has a *positive outlook* on the profession. One who is highly regarded in their profession and serves those entering the profession by being a positive role model for their mentee and for *all* beginning teachers. A willingness to invest some time and energy is important to this position.

What are qualities of a good mentee?

A good mentor:

- Communicates with the beginning teacher(s) to provide support throughout the school year.
- Schedules *regular* communication with the beginning teacher(s) throughout the year.
- Collaborates with beginning teacher(s) to identify needs and match experiences to those needs.
- Offers ideas and strategies on classroom management, labs, discipline, working with parents and other needs as indicated by the beginning teacher(s).
- Encourages the beginning teacher(s) to attend professional meetings and workshops relevant to content area needs.
- Displays a positive management of work and life in pursuit of success.

Mentees may be new to the profession of teaching, new to the program area, or returning after having been out of the classroom for a time. A mentee should *reach out* to *ask questions* and *seek knowledge* to grow as a professional and be willing to *listen to advice* with an open mind.

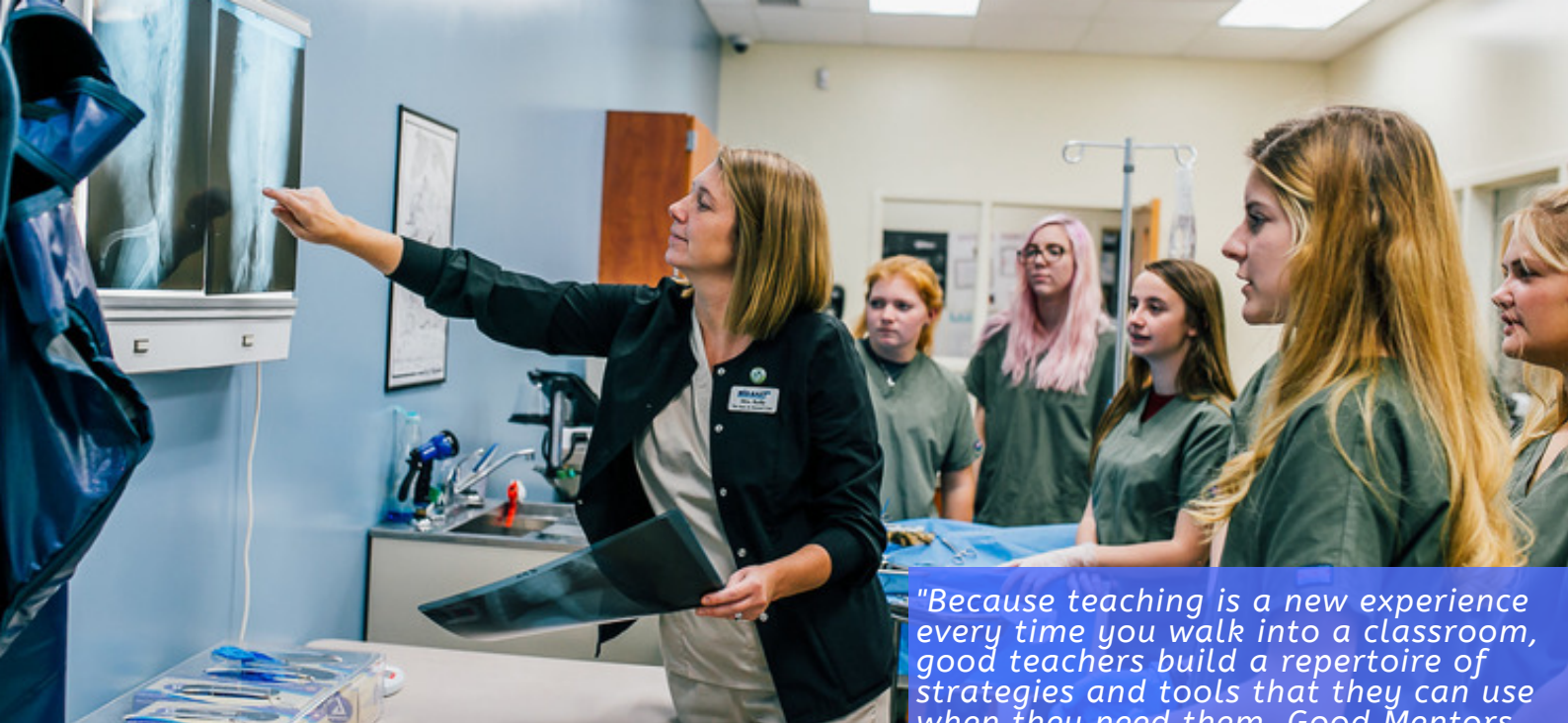
A mentee needs to:

- Communicate with the mentor to request advice, resources, and answers to questions.
- Work with the mentor to better understand and meet the needs of required expectations.
- Participate in required meetings with the mentor and other professionals.
- Attend professional development opportunities to learn more about their new profession.

"Reach out, ask questions, and seek knowledge to grow as a professional. Be willing to listen to advice with an open mind."

– A mentor





"Because teaching is a new experience every time you walk into a classroom, good teachers build a repertoire of strategies and tools that they can use when they need them. Good Mentors share their tools with their proteges and help them build their own repertoire."

- A Principal

Expectations of the FFA District Mentorship Chair:

Do not wait to reach out to your mentee(s) until school starts. Working with your mentee(s) prior to the school year beginning can help them not feel as overwhelmed. This will also help form a relationship and sense of trust.

Suggestions for FFA District Mentorship Chair:

- Attend Summer Conference
- Contact mentee(s) by phone at least twice in first month of school and once a month after
- Share personal and program resources with mentee(s) when applicable
- Send reminders prior to important dates and events
- Provide support and assistance with job performance with positive and constructive feedback.
- Consider attending and engaging in numerous professional development opportunities with the mentee to provide support (such as New Teacher Success Series).
- Consider completing a day long visit at the mentee's school and hosting the mentee at your school for a day long visit.
- When applicable, assign a mentor for the mentees.

Topics to Consider

Setting aside time touch base or check in with new teachers is important and could mean a lot to your mentee(s). Taking the time to discuss the issues he/she may be facing is always important. Coordinate topics with timely issues that may arise to help the new teacher feel supported.

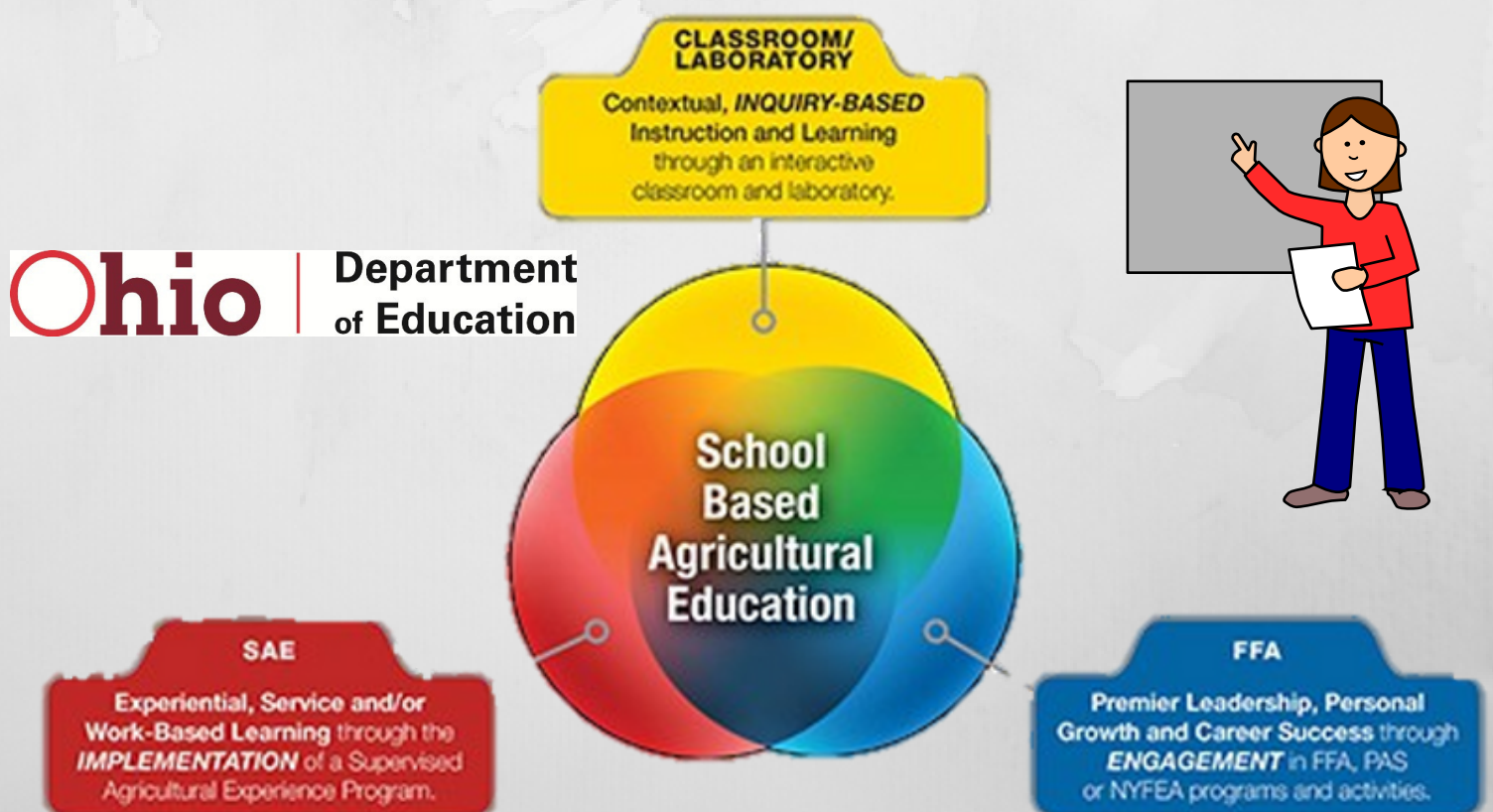
On the next page are some topics to consider in your discussions based around the 3-circle model concept.

Be sure to **not** limit your conversation(s) around just these topics but be open to any other topics the mentee(s) may need assistance with.

Letting them know that it is ok to ask for help, even when they think there is no way out is very important as well.

Topic: Classroom/Laboratory

- Courses being offered during the school year .
 - Resources to consider using
 - Technology present and utilization
 - Class set of textbook available
- Units of Instruction advice - ideas of hands-on labs
- WebXam - Newsletter, Blueprints, Teacher Review Workshop
- Pretest Options
- Behavior management techniques
- Classroom data management and how to assess the data
- Student learning objectives assistance
- CTE Program Review measures and resources
- Ohio Department of Education Website for Agricultural Education



Topic: FFA Chapter Management

- Membership requirements for the local chapter.
- How to submit district, state, and national membership.
 - Cost associated with each level of membership
- Career Development Event participation and how participation (student and chapter) will be determined.
- Tips and pointers on hosting CDE practices.
 - Where to locate the rules and content in each contest
- District and State Calendar of events location.
- How to create and utilize an Advisory Committee.
- Ways to allow the students to lead the chapter
- Fruit sale / Fundraiser tips and ideas.
- Upcoming FFA event reminders
- Navigating and Using the Ohio FFA Website



Topic: Supervised Agricultural Experience or Experiential or Work-Based Learning

- Purpose of Supervised Agricultural Experience (SAE) projects
- SAE project Ideas for students
 - Ag Explorer
- How to conduct and importance of home visits.
- Importance of 100% participation in SAE's.
- Record keeping methods -paper or AET
- Types of SAE projects are being conducted
- Ways to manage various types of experiences.
- Importance and results of good record keeping skills
 - Proficiency awards
 - Degree applications



**CLASSROOM/
LABORATORY**
Contextual, *INQUIRY-BASED*
Instruction and Learning
through an interactive
classroom and laboratory.



SAE
Experiential, Service and/or
Work-Based Learning through the
IMPLEMENTATION of a Supervised
Agricultural Experience Program.

FFA
Premier Leadership, Personal
Growth and Career Success through
ENGAGEMENT in FFA, PAS
or NYFEA programs and activities.

SAMPLE CALL SCHEDULE

THIS IS JUST AN IDEA FOR CONVERSATION STARTERS.
CALLS SHOULD BE USED TO SUPPORT THE BEGINNING
TEACHER THROUGH THEIR FIRST YEAR TEACHING.

JULY/BEGINNING OF AUGUST

- Introduce yourself and begin to build a relationship
- Inform of any additional responsibilities
- Ensure teacher knows what courses are going to be taught and have identified resources and technology available
- Encourage attendance at New Teacher workshop

AUGUST

- Check in and see how they are doing
- Pretesting options
- National FFA Convention
- Student Learning Objective help
- Ensure they know where to access Units of Instruction and WebXam Blueprints
- Encourage attendance at District Fall meeting

SEPTEMBER

- Check in and see how they are doing
- Tips on how to host CDE practices and where to find content/rules to teach
- Behavior management techniques
- Advisory Committee Tips
- Classroom data importance and how to utilize the information

OCTOBER

- Check in and see how they are doing
- National Convention travel tips
- Substitute Teacher helpful information
- Fruit Sale or fundraising tips
- Membership at the local level and how to submit district, state, and national membership
- Remind to check compliance information November 1.

NOVEMBER

- Check in and see how they are doing
- Record keeping help
- Check in to see how they doing in relation with their curriculum
- Expectations at District/County wide evaluations
- Value of taking time away
- Remind about 212/360 Conference and encourage attendance to conference and new teacher meeting

DECEMBER

- Check in and see how they are doing
- Record Keeping help
- Expectations during Regional Evaluations
- Encourage attendance at New Teacher Workshop

JANUARY

- Check in and see how they are doing
- Encourage to sign up for State Proficiency Judging
- Record keeping and importance of 100% participation with SAE's.
- Management techniques with various types of experiences

FEBRUARY

- Check in and see how they are doing
- Encourage teacher to check with school on student upload information into WebXam
- Ensure that the teacher has a WebXam account
- Chapter Banquet/Awards

MARCH

- Check in and see how they are doing
- Encourage reviewing for the WebXam prior to assessing
- Planning State Convention Tips
- Encourage attendance at Spring District Meetings

APRIL

- Check in and see how they are doing
- Advice when administering the WebXam
- Encourage attendance at Ohio FFA Camp Muskingum
- Questions about State Convention
- Encourage attendance at the May New Teacher Workshop

MAY

- Check in and see how they are doing
- Encourage to register for Summer Conference
- Encourage attendance at other Summer Professional Workshops
- Provide Extended Programming Tips and Advice

JUNE

- Check in and see how they are doing consider traveling to Summer Conference together
- The importance of updating Course Map, Curriculum Map, Pacing Guide, content, and utilizing the summer to be successful in August.
- Officer Training ideas and Tips
- Chapter POA tips and advice

CRITICAL TASKS BEGINNING TEACHERS MAY NEED HELP WITH

CLASSROOM MANAGEMENT

- Arranging the classroom setting
- Conducting instruction and maintaining the momentum
- Teaching Rules and Guidelines
- Establishing a positive classroom climate
- Unit and Daily Lesson Plans

PLANNING FOR INSTRUCTION

- Available resources
- Long-range, unit and daily plans
- Pacing, Units of Instruction, Blue Prints
- Parent/other teacher/student involvement

TEACHING CONTENT

- Curriculum Guides
- Professional Resources
- Units of Instruction - High School Agricultural and Environmental Systems Career Field
- WebXam and how to access student mastery

STUDENT ENGAGEMENT

- Project approaches
- Delivery Strategies
- Working with Parents
- Field Trips



Outcomes of Mentoring

For the Beginning Teacher

- a. Access to the knowledge, experience and support of a mentor teacher.
- b. Enhanced personal and professional well-being because of reduced stress during the transition
- c. Increased job success, self-confidence, and self-esteem
- d. Reduced trial-and-error learning and accelerated professional growth
- e. support for successful induction into the teaching career

For the Students

- a. Teachers who focus on student needs rather than their own survival
- b. Increased instructional continuity due to reduced annual teacher turnover
- c. Better teachers, who are less authoritarian and dominating and more reflective and disposed to continuous improvement
- d. Teachers whose self-confidence leads them to use a wider range of instructional strategies and activities

For the Mentor

- a. Increased learning, renewal and teaching performance
- b. Recognition as an excelling teacher conferred through status as a mentor
- c. Refocus on instructional practices and the development of reflective skills.
- d. Opportunity to serve the profession
- e. Gratitude of the new teacher

For the Profession

- a. Retention of the best, most creative teachers.
- b. Retention of experienced teachers who find a new challenge and opportunity for growth by serving as mentors
- c. Increased continuity of traditions and positive cultural norms for behavior
- d. Establishment of professional norms of openness to learning from others, new ideas and instructional practices, continual improvement, collaboration, and experimentation.



New Teacher Success Series

This program is designed to support Agricultural Education instructors during their first years of teaching. State Staff, along with Ohio Association of Agricultural Educators and seasoned teachers, would provide mentees with information as it relates to the three components of Agricultural Education: Classroom/Lab Instruction, FFA, and Supervised Agricultural Experiences within these professional development sessions.

Session 1: Classroom Focus (Fall)

- Classroom laboratories and general agricultural industry knowledge
- FFA.org and AET resources to begin the school year
- Professional Conduct in and out of the classroom
- Utilization of the three-circle model
- Pedagogy and Lesson Planning
- Quality Program Standards
- Program Review

Session 2: FFA Management (Winter)

- Best Management Practices for FFA events
- Integrating CDE's into the classroom
- Question/Answer time with State Staff

Session 3: FFA Awards Help (212/360 Conference)

- Degree Application and Officer Book help
- Question and answer time with State Staff

Session 4: SAE Focus and Summer Planning (Spring)

- Importance of student participation with SAE
- Managing projects and how to conduct home visits
- How to utilize the summer months to plan and prepare for a successful school year

How can Mentors help?



- Present a hands-on classroom lesson during one or more of these sessions!
- Present a hands-on way to integrate CDE's and leadership activities in the classroom.
- Share great resource(s) you use to manage the three circle model efficiently!
- Invite new and beginning teacher to participate! Consider attending with them and discussing topics talked about on the drive home.

OHIO AGRICULTURAL EDUCATION SERVICE TEAM

The Ohio Department of Education Office of Career-Technical Education, Ohio FFA Association and Ohio FFA Foundation work closely to ensure the future of Ohio agricultural education is bright. Listed below each team member are just a few of their many responsibilities. Don't see what you're looking for? Contact one of us to help point you in the right direction.

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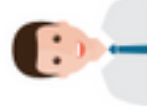
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Ohio | Department of Education

FFA IS JUST ONE OF FIVE STUDENT ORGANIZATIONS THE OHIO DEPARTMENT OF EDUCATION OFFICE OF CAREER TECH OVERSEES

THE OHIO FFA FOUNDATION RAISES MORE THAN \$650,000 ANNUALLY TO SUPPORT OHIO FFA MEMBERS

OHIO FFA ASSOCIATION

LEARN MORE AT WWW.OHIOFFA.ORG

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Chapter Trust | License Plate Program

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.



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Ohio FFA Foundation

The Ohio FFA Foundation is the fundraising arm of Ohio FFA and a cooperative effort among education, business and industry to support and inspire FFA members across the state. Annually, the Foundation generates more than \$650,000 to help provide FFA leadership programs and awards. This includes securing sponsors for Career Development Events, proficiency award areas and other means of member recognition at the Ohio FFA Convention and throughout each year.

The Foundation works to provide helpful programs and resources that ultimately benefit Ohio FFA chapters and members. Programs may vary from year to year due to sponsor commitment.

Please visit www.ohioffa.org/foundation/programs for more information about each of the programs currently offered. Examples of programs that have been offered by the Ohio FFA Foundation:

- Fruit Sales
- Scholarships
- Blue Jackets
- Placemats
- Agricultural and Rural Community Outreach Program (ARCOP) Grants
- Chapter Trust Fund
- License Plates
- Teach Agriculture Ohio



OHIO
FFA FOUNDATION