

**Iowa Agricultural Education Beginning Teacher
2018 - 2019 Mentoring Program Handbook**



**Iowa Association of Agricultural Educators
FFA Enrichment Center
1055 SW Prairie Trail Parkway
Ankeny, IA 50023**

****Adopted from the Idaho Vocational Agriculture Teachers Association****

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I. Introduction and Program Outline

The Iowa Association of Agricultural Educators have developed a Mentoring Program for Beginning Teachers, adopted from the Idaho Vocational Agriculture Teachers Association, in an effort to help new teachers transition into successful teaching by utilizing the knowledge, experience, and leadership of veteran teachers.

A *Mentor* will be selected for each beginning teacher to serve as a trusted counselor during the first year(s) of the *mentee's* teaching career. Mentors will provide guidance and support to a novice professional in an effort to retain high quality teachers in the state of Iowa. Mentors will go through a selection process in order to match the best fit of mentor/mentee relationship.

The mentoring program will be offered to all beginning agriculture teachers in the state of Iowa. Each beginning teacher will be assigned a mentor that will provide information and direction related to three components of an Agricultural Education program; Classroom and Laboratory Instruction, FFA Activities, and Supervised Agricultural Experience (SAE) Activities.

This program is designed to be non-evaluative in nature and solely focused on providing beginning teachers with a foundation of support and guidance during their first year(s) of teaching.

*Mentors will be compensated in the form of reimbursement with an option of: (1) a discounted IAAE membership or (2) 1 license renewal credit after successful completion of the mentor/mentee program.**

**Successful completion: All required documents are turned in. Discount or credit will be giving the year following participating in the program. License renewal credit will pending approval and proof of 15 contact hours.*

II. Objectives

1. ***Increased Retention Rates of Beginning Teachers in Iowa.***
A mentoring program will help develop professional relationships between Ag Teachers in the state of Iowa between new and experienced/veteran teachers in an effort to keep beginning teachers in the profession. Beginning teachers will have someone to be a source of information they feel comfortable asking for help, rather than trying to do it alone.
2. ***Increased Professional Activity of Mentor Teachers.***
Placing experienced/veteran teachers in mentorship roles will encourage them to lead by example and engage in professional activities at the local, district, and state level.
3. ***Improved Quality of Student Instruction and Classroom Management by Beginning Teachers.***
By utilizing the expertise of experienced/veteran teachers, beginning teachers can confidently structure their programs with effective planning and management skills, thus providing their students with quality learning experiences.

III. Expected Activities & Time Commitments

The mentoring program expects the beginning *and* mentor teachers to attend IAAE Summer Conference.

It is **expected** that at least **ONE** visit occurs throughout the course of the program.

It is **recommended** the mentor would travel to the beginning teacher's program a minimum of **ONE** time throughout the course of the program.

It is **recommended** the beginning teacher would travel to the mentor teacher's program a minimum of **ONE** time throughout the course of the program.

The mentor would contact the beginning teacher by phone, email or in person **at least twice during the first month** and once a month thereafter. Mentors can use the recommended topics to guide phone conversations and program visits.

At the completion of the school year, mentors will be **required** to turn in their completed meeting log in order to receive their compensation.

Recommended Discussion Topics

July - September

- Iowa Ag Ed Teacher involvement
- Classroom management
 - Rules and procedures
 - SpEd expectations, accommodations, IEPs, 504s
- Lesson planning
- Sub plans
- Google Classroom
- Share curriculum and discuss available resources
- Program budgeting and accounting
- FFA Roster, POA, Constitution, and Dues
- Transportation
- Fundraising
- Greenhouse/Land Labs

October - December

- CDE preparations
 - Choosing which CDEs to participate in
 - Practices
- Time management
- Irv's System
 - CDE (LDE) Entries
- Hotels (State Convention/National Convention)
- Share successes and struggles
- Solutions for common hurdles
- SAE Programs/Record Books
- FFA banquet ideas
- Alumni and Support groups
- Working with Administration

January - March

- State FFA activities
- State Degrees and entries
- Self care- mental health days, avoiding illness
- SAE programs and record books
- Course offerings for next year
- Budgeting for next year
- State CDEs planning and management
- Perkins budgeting and planning
- Program of Study requirements

April - June

- Recruiting for FFA
- Officer team selection and training
- Areas for improvement
 - Make to do lists for next year
 - Classroom ordering
- Summer planning
 - SAE Visits
 - Fairs
 - Entries for county and state
- Professional development opportunities
 - IAAE Summer Conference
 - CASE

IV. Mentor Roles and Responsibilities

A mentor is a person who takes on the role of a trusted counselor, advisor, friend, and leader. Mentors for this program will be selected because they are highly regarded in their profession and have a **desire** to use their expertise to guide and **support** beginning teachers as they transition into the world of teaching.

Overview

Experienced* Iowa Agricultural Education teachers will be selected for this program. Teachers will be paired with a mentee that best fits for personality and location. It is suggested that mentors attend NAAE Region III Conference and IACTE Conference, but attendance at IAAE Summer Conference is mandatory. A debriefing for the mentors and beginning teachers will be held during this conference.

*Experienced - 4 or more years teaching in Iowa.

Expectations

1. Contact beginning teacher by phone, email, or video chat twice during the first month (August) and once a month after, using the recommended topics provided as an outline for discussion.
2. Complete one day-long visit at the beginning teacher's school throughout the course of the program. OR Invite beginning teacher to mentor's school for a one day-long visit throughout the course of the program.
3. Share program tips and resources with beginning teacher.
4. **Send reminders and helpful hints prior to important dates, events, and registration deadlines.**
5. Provide positive and **constructive** feedback concerning program planning, instruction, and classroom management.
6. Engage other mentors in conversations regarding the mentoring program.
7. Keep updated records of mentoring activities and forms to be submitted to Mentoring Program Coordinator.

Recommendations

1. Must have completed at least three years of teaching in the same FFA district as the beginning teacher.
2. Must be a NAAE and IAAE Member.
3. Must have a desire to work closely with new teachers and take on the role of a mentor.
4. Should be professionally active at the local, district, and state Agricultural Education levels.

Requirements

1. Must attend required mentor/beginning teacher events (Summer Agriculture Teachers Conference) and it is highly encouraged to attend professional development workshops and conferences.
2. **Initiate contact with beginning teacher; do not wait for them to reach out to you.**
3. Must dedicate the time to become familiar with beginning teacher's program in order to effectively provide personalized feedback and guidance.
4. Be prepared to share past experiences, best practices, resources, and advice for beginning teachers.
5. Complete at least the minimum required visitations and phone calls with beginning teacher.
6. Assist with local, district, and state networking by introducing beginning teacher to people in the profession.
7. Provide constructive feedback regarding program operations.
8. Complete mentoring program activities and forms for submission to program coordinator (Visitation Form, Reimbursement Form, Communication Log).
9. Identify areas of concern and help beginning teacher overcome specific struggles through problem solving.
10. Demonstrate coaching skills to aid the beginning teacher with FFA advisor responsibilities.
11. Conduct follow-ups as needed with the beginning teacher.

V. Beginning Teacher Roles & Responsibilities

Position Summary

Beginning Iowa Agricultural Education Instructors are encouraged to participate in the mentoring program. First year teachers often feel overwhelmed and isolated. The mentoring program is designed to offer beginning teachers a support system that will promote successful collaboration, networking, and program development. Beginning teachers should be forthcoming with any questions and concerns that they encounter and seek advice from their mentor.

Expectations

1. Must attend required mentor/beginning teacher events (Iowa Summer Agriculture Teachers Conference, Mid-Year New Teacher Iowa Ag Ed Conference) and it is highly encouraged to attend professional development workshops and conferences.
2. Complete one day-long visit at the mentor teacher's school throughout the course of the program. OR Invite mentor teacher to beginning teacher's school for a one day-long visit throughout the course of the program.
3. NAAE and IAAE membership strongly encouraged.
4. Must teach in the same FFA district, and sub-district, as the mentor, if at all possible.

Skills and Abilities

1. Maintain a passion for learning through collaborating with others.
2. Should be open-minded and tolerant of new ideas.
3. Be able to identify areas of concern and problem solve with mentor's assistance.
4. Respect mentor's time.
5. Be able to willingly accept mentor's advice, assistance, and constructive criticism.

Required Job Functions

1. Must attend required events and mentoring meetings as scheduled.
2. Generate a list of questions to bring to meetings.
3. Become familiar with mentor's curriculum/courses.
4. Share experiences, questions, successes, and failures with mentor.
5. Reply to mentor contacts in a timely manner and initiate contact with the mentor as needed.
6. Keep records of mentoring activities and form to be submitted to Mentoring Program Coordinator (for incentive).

Mentoring Program Beginning Teacher Reflection Form

*May duplicate as desired.

Mentor Name: _____

Beginning Teacher Name: _____

Date of Visit: _____

List the most pressing questions you had answered by your mentor:

Describe your Mentor's program:

Describe how your mentor helped you the most throughout the year:

Mentor's Signature

Beginning Teacher's Signature

Updated 6/22/18

Mentoring Program Visitation Form

*May duplicate as desired if more visits are needed.

After the visit, complete this form and submit to Mentoring Program Coordinator.

Mentor Name: _____

Beginning Teacher Name: _____

Date of Visit: _____

Visit made to (Check one): Mentor's School Beginning Teacher's School

Topics Discussed during visit:

Strategies discussed:

ONE visit is required to the mentor's school OR ONE visit to the beginning teacher's school.

Mentor's Signature

Beginning Teacher's Signature

Updated 6/22/18

Mentoring Call and Meeting Log

Use this log to keep track of mentor/mentee contact.

Mentor's Name: _____ **Mentee's Name:** _____

Date	Communication Method (meeting, phone, email, etc)	Location of Meeting (if applicable)	Topics Discussed	Action Items

IAAE Mentor Agreement

To be a mentor for IAAE, we ask that you:



- Communicate regularly with the mentee
 - Suggested: once a week for the first month of school
 - Once a month after the first month
- Offer ideas and strategies
- Send reminders prior to important dates and events
- Encourage mentee to attend professional development opportunities
- Provide support and assistance with job performance
- Provide positive and constructive feedback
- Contribute to online discussion with other mentors and beginning teachers (if applicable)
- Be a positive reminder of why they chose to Teach Ag
- Be available for your mentee at all possible times
- Complete one video (Facebook Live or otherwise) for new teachers
- Complete program requirements, visits, and turn in all required forms (to receive reimbursement or credit)

If you understand the expectations to be a positive IAAE mentor for a beginning agriculture education teacher, please sign and date below:

X _____ Date: _____

Printed Name: _____

Please return to Bridget Mahoney by Wednesday, June 27th, 2018 (before leaving Summer Ag Teacher's Conference)