

Ohio Agricultural Education Mentorship Guide





Agricultural Education Mentorship

In this mentorship guide, you will find quality, suggested ways to engage with entry level professionals in the agricultural education field, as well as

Who can be a mentor?

Any teacher of agriculture is a mentor figure for beginning agricultural educators. Ohio FFA District chairs have been asked to identify one key mentor per district. Preferably, this district mentor would participate in Teacher Induction Program 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.

Why mentor?

The agricultural education profession is not easy. We are in need of recruiting and retaining 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 agricultural education programs to the highest degree.

Overview

What are qualities of a good mentor?

A **mentor** is a wise and trusted counselor and teacher for others. One who is highly regarded in their profession and serves those entering the profession. A willingness to invest some time and energy is important to this position.

A 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 the beginning teacher(s) to identify the needs and match experiences to meet those needs.
- Offers ideas and strategies on classroom management, including labs, discipline, working with parents and other needs as indicated by the beginning teacher(s).
- Encourages the beginning teacher(s) to attend professional meetings relevant to content area needs.

What are qualities of a good mentee?

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.

The beginning teacher:

- Communicates with the mentor to request advice, resources, and answers to questions.
- Works with the mentor to better understand and meet the needs of required expectations.
- Participates in required meetings with the mentor and other professionals.

Expectations of the FFA District Mentorship Chair

- Attend Summer Conference
- Contact mentee(s) by phone twice in first month and once a month after using the recommended topics provided
- Share personal and program resources with mentee(s)
- Send reminders prior to important dates and events
- Provide support and assistance with job performance, positive and constructive feedback

Other Suggestions:

- Complete one day long visit at the mentee's school
- Host mentee(s) at your school for a day long visit

Consider pairing your beginning teachers in your district with seasoned teachers and have them sit together at district meetings. These pairs could exchange phone numbers and touch base monthly or as needed for the beginning teacher.

Topics to Consider

Setting aside time monthly or bi-monthly to touch base with mentees is important. Here are some topics for you to consider in your discussions. Coordinate topics with timely issues that may arise.

Classroom Resources

- Which courses are being taught?
- What units of instruction need good hands-on labs for students?
- What text is being used in the classroom? What technology?
- WebXam readiness.
- Communities of Practice resources.
- Behavior management techniques.
- Classroom data management - in what ways is data being collected and used?
- Student Learning Objective help.
- Where to find the Ohio Department of Education Technical Content Standards and Courses.

FFA Chapter Management

- Is membership a requirement?
- How to submit district, state, and national membership?
- Which Career Development Events are being participated in?
- How to host CDE practices? Where to find content/rules to teach?
- Membership submission.
- Upcoming event reminders - 212-360, leadership nights, CDE's, camps, etc.

Supervised Agricultural Experiences

- How to conduct home visits?
- 100% participation in SAE's.
- Record keeping - paper or AET?
- Proficiency Award help.
- Degree applications help.
- What types of SAE's are being conducted?
- How to help manage various types of experiences.

Always make time to talk about the latest issues that the beginning teacher has had to face. Talking about the importance of building-level and school district-level relationship is always a good topic as well!

Teacher Induction Program

The teacher induction program is designed to support new Agricultural Education instructors during their first years of teaching. Mentors 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.

September – Classroom Focus

- Classroom laboratories and general agricultural industry knowledge
 - “Feed the World” programming
 - Animal Science lessons
- FFA.org and Agricultural Education Tracker resources to begin the school year
- Professional conduct in and out of the classroom

How can mentors help?

- Present a hands-on classroom lesson.
- Know a great resource you use for classroom education? Come share it!
- Invite your district’s beginning teachers to participate!

January – FFA Management Focus

- Best management practices for FFA events
 - Chapter meetings
 - Award ceremonies
 - Degrees, etc.
 - Career Development Events
- Integrating Career Development Events into the Classroom

How can mentors help?

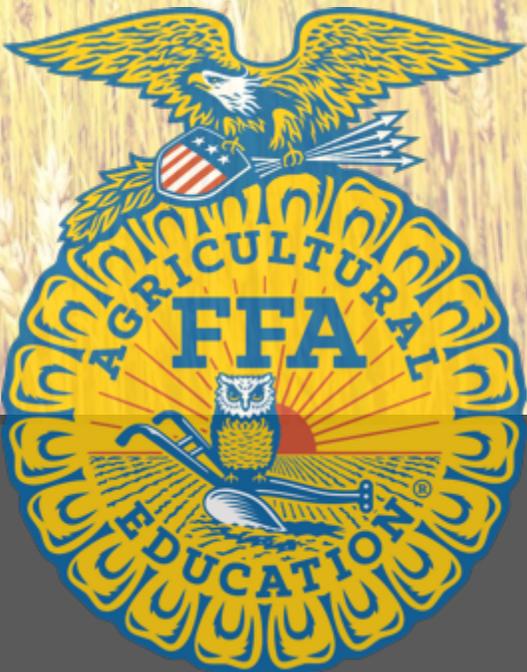
- Present a hands-on ways to integrate CDE’s and leadership activities in the classroom.
- Know a great resource you use for practices or FFA events? Come share it!
- Invite your district’s beginning teachers to participate!

March - Supervised Agricultural Experience Focus

- Importance of student participation in Supervised Agricultural Experiences
- Managing projects and home visits

How can mentors help?

- Present a hands-on ways to integrate SAE’s and record keeping activities in the classroom.
- Know a great resource you use for SAE’s? Come share it!
- Invite your district’s beginning teachers to participate!



Ohio Agricultural Education

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