



206 Ferguson Building

University Park, PA 16802

**Table of Contents**

1. Introduction and Program Outlines …………………………………………………………… 3
2. Objectives of the Program …………………………………………………………………………. 3
3. Expected Activities and Time Commitments ………………………………………………. 4
4. Mentor Expectations and Requirements ……………………………………………………. 4
5. Mentee Teacher Expectation and Requirements ………………………………………… 7
6. Forms
	1. Mentoring Program Visitation Form ……………………………………………………. 10
	2. Call and Meeting Log …………………………………………………………………………... 12

The Penn State Center for Professional Personnel Development strives to meet the needs of agriculture teachers to equip them with the knowledge, skills, and dispositions for a successful career in agriculture education.

1. **Introduction and Program Outline**

The Penn State Center for Professional Personnel Development and the Pennsylvania Association of Agricultural Educators have created a Mentoring Program, as part of the New and Beginning Teacher Program, to help first year teachers of agriculture 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 of the *mentee’s* teaching career in agriculture education.  Mentors will provide guidance and support to a novice professional to retain high quality teachers in the state of Pennsylvania.

The mentoring program will be offered to all beginning agriculture teachers in the state of Pennsylvania. 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 of teaching

1. **Objectives of the Program**
	1. **Increased Retention Rates of Beginning Teachers in Pennsylvania.** A mentoring program will replace the “sink or swim” approach to teaching. Developing professional relationships between new and veteran teachers will help keep beginning teachers in the profession.
	2. **Increased Professional Activity of Mentor Teachers.** Placing 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 of Beginning Teachers.** By utilizing the expertise of veteran teachers, beginning teachers can confidently structure their programs with effective planning and management skills thus providing their students with quality learning experiences.
2. **Expected Activities & Time Commitments**
	1. The mentoring program expects the beginning and mentor teachers to attend the PAAE Summer Conference.
	2. The Mentor will travel to the beginning teacher’s program at least one time throughout the course of the school year.
	3. The beginning teacher/mentee will travel to the mentor teacher’s program at least one time throughout the course of the school year.
	4. The mentor will contact their mentee by phone or in person at least twice during the first month of school and once a month thereafter. Mentors will be provided a list of recommended topics to use as a guide for their conversations and program visits.
3. **Mentor Roles and Responsibilities**

A mentor is a person who takes on the role of a trusted counselor, advisor, and leader. The mentors selected for this program 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.

* 1. **Overview:** As an experienced Pennsylvania Agriculture Educator, you have been selected for this program. It is required that you attend the Mentor/Mentee Kick Off event as this will set the foundation for your relationship. An overview of the program and expectations will be held during this time as well as a content-based workshop. Below is a list of additional expectations, requirements, and discussion topics for the program.

* 1. **Expectations**
		1. Maintain PAAE membership and attend the PAAE Summer Conference
		2. Maintain a passion for learning through collaboration with others
		3. Share program tips and resources with beginning teacher
		4. Identify areas of concern and help mentee overcome specific struggles through problem solving
		5. Demonstrate coaching skills to aid the beginning teacher with FFA Advisor responsibilities
		6. Send reminders prior to important dates, events, and registration deadlines
		7. Engage other mentors in conversations regarding the mentoring program
		8. Be professionally active at the local, regional, and state agricultural education levels
		9. Continue to maintain a positive and supportive relationship with mentee after the
	2. **Requirements**
		1. Attend the New and Beginning Teacher Mentor/Mentee Meet and Greet event
		2. Contact mentee monthly to check in using the list of recommended topics provided as a guide
		3. Foster a positive and comfortable relationship with mentee where they feel able to share experiences and concerns and seek guidance when needed
		4. Complete at least one day-long visit to mentee’s program during the school year
		5. Host mentee at least once at your school for a day-long visit during the school year
	3. **Recommended Discussion Topics**
		1. **First Quarter**
			1. Pennsylvania Association of Agricultural Educators (PAAE)
			2. Classroom management
				1. Rules and procedures
				2. Special Education expectations and accommodations
			3. Lesson Planning
			4. Sub planning
			5. Share curriculum and discuss resources
			6. Program budgeting and accounting
			7. CDE preparations
				1. Choosing which CDEs to participate in
				2. Practices
		2. **Second Quarter**
			1. Time management
			2. Share successes and struggles
			3. Solutions for common hurdles
			4. State FFA activities
			5. FFA fundraising
		3. **Third Quarter**
			1. Self-care-mental health days, avoiding illness
			2. SAE programs and record books
			3. Course offerings for next year
			4. Budgeting for next year
			5. State CDE planning and management
			6. FFA Banquet ideas
		4. **Fourth Quarter**
			1. Recruiting for FFA
			2. Officer team selection and training
			3. Areas for improvement
			4. Summer planning
				1. SAE visits
				2. Fairs
			5. Professional development opportunities
				1. PAAE Summer Conference
				2. Summer In-Service Opportunities
				3. CASE
1. **Beginning Teacher (Mentee) Roles and Responsibilities**

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

* 1. **Eligibility**
		1. Any teacher who is in their first 3 years of teaching agriculture in Pennsylvania regardless of prior teaching experience in other content areas or outside the state. Teachers can be from a middle school, high school, or career and technical center.
		2. Any Penn State AEE graduate who is in their first year of teaching agriculture regardless of location within or outside the state. If a Penn State AEE graduate who is currently teaching outside the state would like to participate in the program past their first year they may do so at a $100/year fee.
	2. **Expectations**
		1. Attend 2 of 4 in-person workshops and 4 of 6 web-based sessions held by the program
		2. Obtain PAAE membership and attend the PAAE summer conference
		3. Maintain a passion for learning through collaboration with others
		4. Keep an open mind and be tolerant of new ideas and other’s view points
		5. Positively contribute and engage in the professional learning community
		6. Be able to identify areas of concern and problem solve with mentor’s assistance
		7. Be respectful of both your mentor and fellow participants’ time
		8. Maintain a positive relationship with mentor after first year requirement is fulfilled or seek additional mentor(s) to support your development (years 2 and 3)
	3. **Requirements**
		1. Engage in a positive mentor/mentee relationship (for first year teachers):
			1. Communicate monthly with mentor via phone or email
			2. Complete at least one day-long visit to mentor teacher’s program during the school year
			3. Host the mentor teacher at least once at your school for a day-long visit during the school year
			4. Become familiar with mentor teacher’s curriculum/courses
			5. Share experiences, questions, concerns, successes, and failures with mentor
			6. Be open to mentor’s advice and guidance
			7. Notify the New and Beginning Teacher program manager if the mentor/mentee pairing is not a good fit
		2. Submit required paperwork in a timely manner to the New and Beginning Teacher program manager
	4. Actively participate in in-person and web-based sessions by sharing experiences, questions, concerns, ideas, etc. with other New and Beginning Teachers

**Mentoring Program Visitation Form**

After the visit, complete this form and submit to the New and Beginning Teacher Program Manager

Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Visit was made to: \_\_\_\_\_\_\_\_ Mentor’s School \_\_\_\_\_\_\_\_Mentee’s School

Topics Discussed during the visit:

Strategies discussed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Mentor’s Signature Mentee’s Signature

**Mentoring Program Visitation Form**

After the visit, complete this form and submit to the New and Beginning Teacher Program Manager

Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mentee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Visit was made to: \_\_\_\_\_\_\_\_ Mentor’s School \_\_\_\_\_\_\_\_Mentee’s School

Topics Discussed during the visit:

Strategies discussed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Mentor’s Signature Mentee’s Signature

**Call and Meeting Log**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Contact Method**(phone, emails, in-person) | **Location of Meeting** (If applicable) | **Topics Discussed** | **Action Items** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Call and Meeting Log**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Contact Method**(phone, emails, in-person) | **Location of Meeting** (If applicable) | **Topics Discussed** | **Action Items** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |