**Coaches for Beginning Agriculture Teachers**

**(CBAT)**

**Indiana’s Agricultural Educator Mentoring Program**

*Indiana Team AgEd will implement a mentoring program for first year agriculture teachers in the summer of 2014. The program will strive to help new teachers transition into the education field through personal mentoring.*

*The program is designed to create a relationship between a seasoned teacher and a teacher just beginning in the profession. Through electronic communication, face-to-face conversations and on-site visits it is hoped that the beginning teacher will become indoctrinated into the education field more quickly and positively.*

*The final outcome of this program is that there is a greater amount of retention in the field of agricultural education, with a positive future for all involved.*

**CBAT Objectives:**

The assignments and activities outlined require first-year teachers to demonstrate the achievement of the following tasks consistent with program standards for secondary agriculture programs in Indiana:

1. Create and implement a program plan for the secondary agriculture program.

2. Implement effective instructional strategies to prepare qualified employees for the agriculture, food, and natural resources industry.

3. Develop plans and strategies to provide students with leadership opportunities and demonstrate how FFA helps students make connections between school, their lives, and future agriculture careers.

4. Develop plans and strategies to incorporate a successful Supervised Agricultural Experience program into the lives of students in the secondary agriculture program.

5. Solve problems and make decisions encountered by secondary teachers of agriculture.

6. Develop an awareness of professional growth opportunities that relate to teacher and agriculture program relevance, competence, and technological change.

7. Enhance technical agriculture knowledge and skills.

**ACTIVITIES:**

June-August 2014

* IAAE Workshop--introduce CBAT program
* New Teacher Luncheon
* Recruit coaches
* Contact beginning teachers

September 2014

* Match beginning teacher with coach; contact by coach to beginning teacher
* Letter sent to principals of beginning teacher and coach
* IACTE conference--CBAT session TBD

October 2014-January 2015

* Short meeting with beginning teachers & coaches--district kickoff meetings
* First visit at beginning teacher’s school (coach)
* IAAE winter workshop CBAT session

February-June 2015

* Second site visit at beginning teacher’s school (if necessary and allowed by principal)
* Evaluate CBAT program

**Four areas of focus should be chosen to work on together and share with the CBAT coordinator during the year.** These focus areas should not be created for the program but should be something the new teacher will use in their program. Once the new teacher and the coach develop the document it should be signed and turned in to the regional coordinator.

**Possible Areas of Focus for CBAT (not limited to these):**

* Program Philosophy, Vision, Mission, and Objectives
* Course of Study, Descriptions, Course Frameworks, Course Curriculum Maps
* Course Grading System
* Classroom Management Plan
* Laboratory Safety Plan
* Conducting SAE Program Visitations, Record Keeping System, Partnerships
* FFA Chapter Program of Activities
* Program Summer Schedule
* Developing a Departmental Budget
* Developing Recruitment and Retention Plans
* Planning for Follow-up Studies of Graduates
* Classroom Data Collection
* Student Recruitment Methods

**Beginning Teacher Roles and Responsibilities**

**Position Summary**

First year Indiana Agricultural Education Instructors are invited to participate in this program. Beginning teachers share and confide in coaches throughout their partnership. Beginning teachers willingly accept advice from coaches, as well as actively self-motivate themselves to seek advice and share experiences.

**Value**

At this time, beginning teachers do not receive tangible compensation for partnering in this program, however the intangible benefits received are unlimited. While gaining knowledge from coaches, beginning teachers will discover valuable ways to enhance their programs and networking opportunities. (Possible PGP or Purdue YDAE 54000 credit with tuition payment)

**Required Qualifications**

* Must be a IAAE member
* Understand beginning teacher responsibilities and commitments

**Recommended Qualifications**

* Work in the same district as the coach (or best for situation)

**Skills and Abilities**

* Maintain a passion for learning through collaborating with others
* Open-minded and tolerant of new ideas
* Able to identify area of concern and problem solve with coach
* Execute follow-up as needed with the coach
* Respect coach’s time
* Accept assistance willingly

**Required Job Functions**

* Attend required events including beginning teacher meetings and meetings with coach as scheduled
* Generate a list of questions to bring to meetings
* Become familiar with coach’s curriculum/courses
* Share best practices questions successes and failures with coach
* Reply to coach’s contacts in a timely manner and initiate contact with the coach as needed
* Maintain confidentiality
* Complete program evaluations

**Role of the Coach**

**What is a coach?**

 A coach is a wise and trusted counselor and teacher for others. One who is highly regarded in their profession and serves those entering the profession.

Expectations of the Coaching for Beginning Agriculture Teacher coach –

- Attend IAAE Summer Workshop & the CBAT training meeting during the workshop.

- Contact beginning teacher by phone once a week for the first month and once every two weeks after, using the recommended topics provided.

- Complete at least one day-long visit at the beginning teacher’s school during the year.

- Share personal and program resources with beginning teacher.

- Send reminders prior to important dates and events.

- Provide support and assistance with job performance, positive and constructive feedback.

- Understand CBAT coach responsibilities and commitments

Criteria to become a Coach

- Member of IAAE

- Have at least three years experience as an instructor of Agricultural Education

- Teach in an Approved Program

- Have the desire to grow and learn personally

**Coach Roles and Responsibilities**

**Position Summary**

Experienced Indiana Agricultural Education Instructors may apply for this one-year renewable term position. Coaches must complete the Coaches for Beginning Agriculture Teachers training session at the IAAE Summer Conference and attend other required events

**Compensation**

Several recognition activities and benefits are available pending the successful completion of the mentoring role. If secured, money will be provided to reimburse expenses that may be incurred.

**Required Qualifications**

* Experience as a teacher of Agricultural Education
* IAAE Member
* Complete Coaches for Beginning Agriculture Teachers Training Orientation
* Understand coaching responsibilities and commitments

**Recommended Qualifications**

* Working in the same district as the beginning teacher (if best for situation)

**Skills and Abilities**

* Maintain a passion for mentoring; helping other succeed through the collaboration of ideas.
* Open-minded and tolerant of new ideas

**Required Job Functions**

* Attend Coaching for Beginning Agriculture Teacher required events
* Become familiar with the beginning teacher’s curriculum/courses
* Share best practices
* Communicate regularly with CBAT coordinator
* Provide timely meetings for items of local interest. Examples: banquet, budget, fair, classroom management, competitions etc.
* Initiate timely contacts
* Assist with local and state networking
* Provide feedback to the beginning teacher
* Maintain confidentiality
* Complete program evaluations and activity notes
* Identify areas of concern and work out solutions with beginning teacher
* Demonstrate coaching skills to aid the beginning teacher
* Execute follow-up as needed with the beginning teacher

**Regional Coordinator Roles and Responsibilities**

What is a Regional Coordinator?: The Regional Coordinator will be responsible for ensuring a relationship is developed among the beginning teacher and coach for the Coordinator’s designated region in the state. The Regional Coordinator will also communicate with the beginning teacher and coach’s building principal regarding the growth and accomplishments achieved by this mentoring relationship. A Regional Coordinator also represents CBAT at Team AgEd meetings and other recruitment and retention efforts; i.e. STAR.

Qualifications:

Criteria to become a Coordinator

- Member of IAAE

- Have at least five years experience as an Agricultural Education instructor

- Have successfully taught in an approved program

- Have the desire to lead and willing to travel

- Must receive approval by Team AgEd

**Compensation**

Several recognition activities and benefits are available pending the successful completion of the mentoring role. If secured, money will be provided to reimburse expenses that may be incurred.

**Required Qualifications**

* Experience as a teacher of Agricultural Education
* IAAE Member
* Develop Coaches for Beginning Agriculture Teachers Training Orientation
* Understand regional coordinator’s responsibilities and commitments
* Proven success and leadership in the classroom, involvement in FFA and SAE activities.
* Availability to travel

**Skills and Abilities**

* Organized
* Excellent written and verbal communication skills
* Highly personable
* Maintain a passion for mentoring; helping others succeed through the collaboration of ideas.
* Open-minded and tolerant of new ideas

**Required Job Functions**

* Develop Coaching for Beginning Agriculture Teacher Guidelines
* Communicate regularly with CBAT Coaches and/or beginning teachers
* Provide monthly reports to Team AgEd on progress and achievements accomplished in CBAT
* Initiate timely contacts and make one onsite visit to beginning teacher’s classroom during the school year
* Assist with local and state networking
* Provide feedback to the beginning teacher
* Maintain confidentiality
* Complete program evaluations and activity notes
* Identify areas of concern and solution with all stakeholders
* Demonstrate coaching skills to aid the coach and/or beginning teacher
* Execute follow-up as needed with the beginning teacher