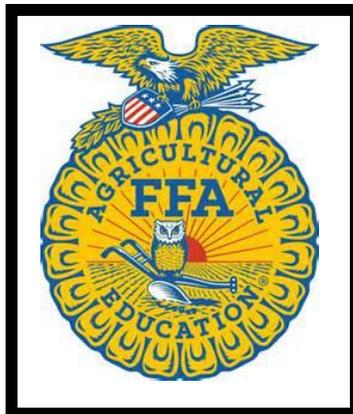


***Washington State  
Agriculture Teacher  
Mentoring Handbook  
2015-2016***



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## ***Mission of Mentoring Handbook***

It is the hope of the Washington Association of Agriculture Educators to establish a team environment to support the needs of novice teachers who join our profession. It is our goal to maximize the potential of each teacher to become an effective member of the educational community by providing multiple levels of support, advice and education. The mentoring program is designed to increase reflection, collegiality, effective teaching practices, and greater student learning throughout the state.

This program can only be successful when all parties are willing participants that work together to achieve common goals. The results of a comprehensive mentoring program for novice teachers will provide the foundation for each teacher to be self-sufficient, confident, and ready for effective experiences in education.

The Washington State Agriculture Teacher Mentoring Handbook was created using materials from a variety of sources. Many thanks go to Margaret Olson for her work on the old “Blue Book” and to Gary Parkert for finding a 2006 version of the Mentoring Handbook co-created by professors at Washington State University and Steve Cotterill to help get started. I would also like to thank those who continue to mentor our novice teachers and provide them the guidance and support they need to continue to be an “Ag Teacher by choice and not by chance”.

## **Our Creed**

### **National Association of Agriculture Educators**

I am an agricultural educator by choice not by chance.

I believe in American agriculture; I dedicate my life to its development and the advancement of its people.

I will strive to set before my students by my deeds and actions the highest standards of citizenship for the community, state and nation.

I will endeavor to develop professionally through study, travel, and exploration.

I will not knowingly wrong my fellow teachers. I will defend them as far as honesty will permit.

I will work for the advancement of agricultural education, and I will defend it in my community, state and nation.

I realize that I am a part of the public school system. I will work in harmony with school authorities and other teachers of the school.

My love for youth will spur me on to impart something from my life that will help make for each of my students a full and happy future.

## **The Role of Mentors**



- Act as a liaison
- Answer Questions
- Observe, listen, assess and provide meaningful feedback
- Promote relationships and set the tone at the beginning of the academic year
- Identify novice teachers' needs
- Provide instructional, professional and personal support
- Ensure a confidential relationship with mentee
- Provide motivation, support and encouragement
- Orient the mentee to the culture of the Ag. teaching profession
- Serve as an active role model
- Offer assistance in classroom management and teaching strategies
- Help the mentee establish primary goals for the year
- Inform mentee about job benefits, activities and day-to-day routines
- Encourage mentee to reflect on issues and help them problem solve
- Encourage them to become independent
- Execute follow up procedures with mentee
- Share best practices
- Initiate contact in a timely manner
- Do not put your mentee out of your mind and wait for him/her to call you
- Remember that your role is not to solve all their problems, but to offer support and advice
- Reflect high ethical standards for your mentee to emulate
- Offer to remind them about important deadlines or help in dealing with specific events (state)

## **Tips for Mentors**

- Set ground rules early
- Help changes happen
- Avoid information overload
- Share decision making
- Know when to intervene
- Maintain the relationship
- Don't forget content
- Know when to wean
- Find time to mentor
- Reflect on your mentoring
- Put yourself in their shoes
- Remember student learning is the ultimate goal

## ***The Role of Novice Teachers***

- To be committed to learning and improving
- Be willing to listen to others, be open-minded, willing and accepting
- Seek honest feedback and don't be surprised when other Ag. Teachers give you honest feedback
- Identify needs and ask for help
- Observe experienced teachers
- Offer reflections on his/her own teaching/advising practice
- Request release time to observe other teachers
- Participate in professional development
- Attend programs offered in the district/state
- Become knowledgeable about curriculum/frameworks/textbooks
- Do not hesitate or be afraid to call your mentor. They volunteered to help you for a reason
- Realize that your mentor's role is not to solve all of your problems, but offer support and advice
- Don't be afraid to contact other sources for assistance in curriculum or FFA specific areas
- Realize that you are not expected to be the "perfect Ag teacher" or do everything
- Respect mentors time and personal obligations
- Generate a list of questions before meeting up with your mentor

### ***Policies***

**Confidentiality: all discussions between mentee and mentors will remain private and confidential. A mentor will not discuss their mentee's teaching performance with anyone including school administrators, except under the following conditions:**

- **If at any time in the mentor's professional judgment students are at risk**
- **If the mentee gives his/her permission to the mentor to seek further support among staff members**

### ***Questions to Answer Up Front***

- What does each of you want from the mentoring process?
- How will you know when you both have been "successful" in the mentoring process?
- What does each of you agree to do?
- How will you work together to hold each other accountable for making time to do what you plan?
- What do you agree to in terms of protecting confidential information?
- What do you agree to in terms of deciding when each one might need to seek the assistance of others?
- What are your routines for collaborative conversations or problem-solving strategies?
- When and how do you agree to communicate with one another?
- What are the topics that are relevant?
- What is off-limits, in terms of your mentoring relationship?
- How do you document your decisions about these issues?

# ***Suggestions for Mentoring Process and Timeline***

**Please use the following topics as a list of suggestions to assist in your interaction during the school year and the mentoring process. This is not a required list of items but some suggestions to get you started.**

## **First 9 Weeks**

- ✓ Current and Updated Course Frameworks to follow
- ✓ Instructional Materials and Lesson Planning
- ✓ Meet with or call Mentee/Mentor once a month
- ✓ Help with Record Keeping
- ✓ Strategies for Classroom Management
- ✓ Strategies for working with Special Needs Students
- ✓ Invite Mentee to observe you in the classroom
- ✓ Conversation about grading process

## **Second 9 Weeks**

- ✓ Call or email Mentee/Mentor once a month
- ✓ Informally observe mentee and provide constructive feedback
- ✓ Provide suggestions on planning CDE practices
- ✓ Remind about important deadlines/dates
- ✓ Review organization and record keeping skills
- ✓ Review planning for substitutes in the classroom
- ✓ Review classroom management and discipline strategies
- ✓ Spend informal social time with mentee/mentor
- ✓ Encourage mentee to reflect on teaching experience (End of 1<sup>st</sup> Semester)

## **Third 9 Weeks**

- ✓ Call or email Mentee/Mentor once a month
- ✓ Encourage parental contact
- ✓ Set goals for remainder of school year
- ✓ Review procedures for field trips
- ✓ Review State Convention forms and procedures
- ✓ Spend informal social time with mentee/mentor

## **Fourth 9 Weeks**

- ✓ Call or email Mentee/Mentor once a month
- ✓ Remind mentee about accumulating clock hours/credits for re-licensing process
- ✓ Remind them to update curriculum files
- ✓ Give suggestions for keeping momentum and student interest
- ✓ Encourage mentee to think ahead to next year
- ✓ Help with end of year forms
- ✓ Remind mentee of the importance of attending WAAE Summer Conference
- ✓ Spend informal social time with mentee/mentor
- ✓ Encourage mentee to reflect on teaching experience (End of 2<sup>nd</sup> Semester)

## ***Developmental Phases for Novice Teachers***

**Research suggests that most teachers move through several phases in their first few years of teaching. Here are the developmental phases novice teachers move through and some suggestions for mentors to help see them through.**

<b>When Teachers Begin Learning Their Craft</b>	<b>What Mentors Should Think About...</b>
<p style="text-align: center;"><b>Early Idealism, Enthusiasm, Altruism</b></p> <p>Focus on relationships with pupils; role was seen as something that just happened without a great deal of effort.</p>	<p>New teachers need to see lots of models and demonstrations...of lessons plans, classroom management systems, record-keeping systems, and classroom lessons-with conversations about why and how to make the decisions you do. Novice teachers need to hear the reasons for teaching, your positive stories in the face of frustration.</p>
<p style="text-align: center;"><b>Disillusionment, Disappointment, Frustration</b></p> <p>Focus on what is not going well, even if they are relatively small or insignificant. Every frustration seems overwhelming.</p>	<p>Novice teachers need to understand that all teachers experience frustration and disappointment but that they can learn planning and problem-solving strategies that can help them take control of seemingly hopeless situations. They need to feel powerful and need to know where they can find resources to help. A wise mentor once said, “Just keep breathing”.</p>
<p style="text-align: center;"><b>Personal Survival</b></p> <p>Focus on whatever seems to help get through the day. Reactive rather than proactive; letting the students define the situation. Focus is often on classroom management.</p>	<p>Support and co-planning is useful now, with conversations about how students respond, what some alternative decisions might be, what goes right and what could be better. Just-in-time help to solve problems is critical. Novice teachers need to hear about their strengths as well as talking about their targets for improvement.</p>
<p style="text-align: center;"><b>Dealing with Difficulties</b></p> <p>Trying to replicate what they believe to be teacher behavior-acted on their procedural understanding of what it means to be a teacher; spends many hours planning, but reluctant to differentiate for students’ individual needs. Developing coping strategies.</p>	<p>The key at this stage is to support effective planning to avoid problems. Mentoring activities can productively focus on differentiating among student responses and the effect of teaching decisions on different students.</p>
<p style="text-align: center;"><b>Hitting a Plateau</b></p> <p>Showed little appreciation for relationship between teaching and how students learn; more confidence in abilities but still focusing on procedures-“acting like a teacher”</p>	<p>At this time a novice teacher is experiencing some success. The temptation is to do just enough to keep things moving along effectively, but missing opportunities to enhance student learning and deal with less obvious challenges.</p>

## ***Developmental Phases for Novice Teachers cont...***

<p style="text-align: center;"><b>Rejuvenation</b></p> <p>After getting a handle on daily routines and procedures, makes time for rest and focusing on successes. Often happens during or soon after holidays or breaks.</p>	<p>Celebrate with the novice teacher, and help them focus on specific evidence about what is happening and how things are going.</p>
<p style="text-align: center;"><b>Moving On – Choosing Reflective or Non-Reflective Path</b></p> <p>At this phase, beginning teachers needed to be “moved on” to understand the role and responsibilities of being a professional educator; needs support in evaluating beliefs in terms of their own practice and in terms of students’ learning.</p>	<p>This phase calls for less obvious personal support and more focus on student learning processes-on the role of assessment in reflection and planning. This is the time to support new teachers in developing their personal style and to encourage ongoing professional development.</p>

## ***Providing Feedback to Novice Teachers***

### ***Ask Open-Ended Questions:***

- ✓ How do you think the lesson went?
- ✓ Why do you think it went the way it did?
- ✓ How do you know that was the reason?
- ✓ When you did this...the student reacted by...why do you think that happened?
- ✓ What did you expect would happen when...?
- ✓ Were there any surprises?
- ✓ Help me understand what you took into account when planning this particular activity?
- ✓ I noticed that you altered your prepared lesson plan during this activity. Why?
- ✓ If you could teach this lesson again, what if anything, would you do differently? Why?
- ✓ What conclusions can you draw from how that event went? Would you change anything?
- ✓ What conclusions can you draw from our conversation today?

# ***Agriculture Teacher Dress Code***

**As an Agriculture Teacher you are often in the spotlight along with your students. To set a positive example for your students it is important to look the part of a professional agriculture teacher, which calls for you to dress differently for a variety of occasions. The following Dress Code Guidelines are suggested for various events that Agriculture teachers take part in throughout the year:**

**Casual** - Dress appropriate for activity and weather, hats allowed as appropriate for activity (Local FFA CDE's, Local Fairs, WAAE sporting activities at conference)

**Professional Casual** - Appropriate shirt (chest slogan acceptable), Slacks or nice jeans, No open shoes, Hats allowed as appropriate for activity (WAAE Tours, State FFA Convention during the day, WAAE District Meetings, Blue/Gold Tour)

**Business** - Collared shirt or dress shirt, Slacks, No open shoes, No hats (Dresses are also appropriate for women)  
(State FFA Convention on stage, WAAE Business Meetings)

**Formal** - Collared shirt or dress shirt, Jacket, Slacks, Dress shoes, No hats (Dresses are also appropriate for women)  
(FFA Chapter Banquet, WAAE banquet)

**The following items are not appropriate to wear in any situation:**

Excessively Low Cut/High Cut Tops  
Short Shorts or Skirts  
Clothing with Sexist, Racist, Alcohol or Tobacco Slogans

## ***Code of Ethics and Public Image***

**It is important to remember that as a teacher you are essentially a leader in your community and therefore held to a higher standard. Among the many factors that contribute to the professionalism of a teacher, ethics and public image are among the most important and most readily seen. Here are some basic suggestions for upholding your ethical standards:**

- Never violate the integrity of a student
- Always speak positively about colleagues
- Avoid the use of inappropriate language
- Your personal habits and appearance are often noticed and emulated by students
- Hold to high moral standards
- Stand firm on convictions as to what is right and wrong
- Keep your focus on what is best for students

# ***Agriculture Teacher Survival Checklist***

## **School Policies, Procedures and Routines**

- \_\_\_\_\_ Access to Previous Teachers Files (both electronic and hard copy)
- \_\_\_\_\_ Contact Person and Process for Purchase Orders
- \_\_\_\_\_ Access to Computer, Copy Machine and Printer
- \_\_\_\_\_ TPEP Evaluation Process and Evaluator
- \_\_\_\_\_ Take inventory of supplies in classroom and facilities (barn/greenhouse/shop)
- \_\_\_\_\_ Salary, Pay Dates and Payroll Options
- \_\_\_\_\_ Sign-up for Health Benefits
- \_\_\_\_\_ Sick Leave/Personal Leave Policies and Contact Information
- \_\_\_\_\_ Field Trip Forms
- \_\_\_\_\_ Lesson Plan Procedures
- \_\_\_\_\_ Location of Materials/Resources in the Building
- \_\_\_\_\_ Building/District Policies on Student Discipline Procedures
- \_\_\_\_\_ Building Policy on Homework
- \_\_\_\_\_ Fire/Security Drill Procedures
- \_\_\_\_\_ Procedures for Student Illness/Injury
- \_\_\_\_\_ Daily Procedures for Attendance and Tardy Policy
- \_\_\_\_\_ Building Policies on Grading and Report Card Procedures
- \_\_\_\_\_ Telephone Call Procedures
- \_\_\_\_\_ Special Education Contact Person and Access to Student Information
- \_\_\_\_\_ Grade Level/Department Plan and Expectations
- \_\_\_\_\_ Counseling and Student Support Services Contact
- \_\_\_\_\_ Location of Records and Forms needed
- \_\_\_\_\_ Location of Textbooks and Other Curriculum Guides (electronic or hard copy)
- \_\_\_\_\_ Extended Days Contract Policy
- \_\_\_\_\_ School District Business Manager and CTE Director
- \_\_\_\_\_ School District Calendar

## **Ag Program and FFA**

- \_\_\_\_\_ FFA Chapter Constitution and Bylaws
- \_\_\_\_\_ Updated Frameworks and Renewal
- \_\_\_\_\_ FFA State and National Deadlines
- \_\_\_\_\_ FFA District and State Calendar Dates (Washington State FFA Website)
- \_\_\_\_\_ FFA Career Development Event Information
- \_\_\_\_\_ SAE Opportunities Available
- \_\_\_\_\_ FFA Roster and POA Submission Procedures
- \_\_\_\_\_ Ag Ed Program End of Year Report
- \_\_\_\_\_ State and National FFA Convention Registration and Forms
- \_\_\_\_\_ Identify Students Eligible for Awards and Degrees
- \_\_\_\_\_ Ordering Procedures from National FFA (FFA chapter number)
- \_\_\_\_\_ FFA Fundraiser Forms Submitted
- \_\_\_\_\_ Local and Area Fair Dates
- \_\_\_\_\_ Ag Program and FFA Budget Available
- \_\_\_\_\_ Ag. Program Advisory, FFA Alumni or Booster Club Contact People

## **Washington Association of Agricultural Educators (WAAE)**

- \_\_\_\_\_ WAAE District Ag. Teacher Meetings
- \_\_\_\_\_ WAAE Summer Conference
- \_\_\_\_\_ Access to WAAE Listserve
- \_\_\_\_\_ Access to WAAE Group Spaces account (contact Matt Asplund)

## ***Tips for Efficiency as an Ag. Teacher***

- ❖ Keep a backup copy of all your files on a USB drive
- ❖ Put important deadlines and activities on your calendar at the beginning of the year
- ❖ Post a visual copy of your FFA Chapter's POA up in your classroom to track progress
- ❖ Set individual goals as a teacher/FFA advisor at the beginning of the year and post in classroom/office space
- ❖ Keep track of your extended days each month on a spreadsheet
- ❖ Keep a file of the Purchase Orders you write each year
- ❖ Keep a file of pictures taken for all teachers and FFA officers to access at anytime
- ❖ Divide up responsibilities between teachers in a multi-person program at the beginning of the year
- ❖ Research previous suppliers that were used to support your Ag. program
- ❖ Turn in all fundraiser forms at the beginning of the year for your FFA chapter
- ❖ Add Important FFA events to your school district calendar (gain community support)
- ❖ Organize files by subject matter and upload them to Google Docs to access from home
- ❖ Order printer cartridges at beginning of the year to avoid printing issues during application deadlines
- ❖ Create combination Permission Slip/Medical Release Forms that can be used for each CDE (all dates for travel on one form to seek parent permission once)
- ❖ Create a calendar for your program that parents/students can access on a website
- ❖ Label cabinets in classroom for easy access of materials
- ❖ Keep a 3-ring notebook for each class with a hard copy of each assignment/activity
- ❖ Create a versatile sub plan that can be added to when needed with important classroom management guidelines and daily class schedule included
- ❖ Link your calendars on all personal and school electronic devices for ease of planning
- ❖ Schedule CDE practices for the same day and time each week (it will help students and you remember)
- ❖ Make a copy of all Clock Hour Forms to keep on file before turning into school district
- ❖ Keep your school keys in the vehicle you drive to work and separate from your car/house keys
- ❖ Place your keys in a specific drawer or location in your classroom each morning to avoid losing them during the day
- ❖ Add program supply contacts to your cell phone (you never know when you might need them)
- ❖ Review your FFA Chapter Constitution each year to ensure that no changes need to be made
- ❖ Create study handbooks or notebooks for each CDE team member to help them study on their own time
- ❖ Keep a supply of thank you cards on hand
- ❖ Flag emails that you need to answer the same day they are received
- ❖ Remember that you are not required to assign a grade to each assignment or activity that students complete in class (stamp student's work to show completion or knowledge gained)
- ❖ Keep a copy of all invoices you turn in for FFA or your Ag. Program to be paid by your school district
- ❖ When you find an important website add it to your favorites right away
- ❖ Place shortcuts on your computer desktop for all files and websites you access regularly

# ***Helpful Tips for the Workplace***

## **Working with Administrators**

A supportive administrator can play a key role in your success the first couple of years as a teacher. Gaining their support is essential to your growth as a teacher and FFA advisor. It can be intimidating to interact with administrators or have them visit your classroom, so I suggest the following tips:

- ❖ Invite them to visit your classroom before being formally evaluated to ensure that you are less nervous and more at ease with your students, and ask them to give constructive feedback.
- ❖ Ask about professional development opportunities offered to staff members, but limit yourself to just a couple.
- ❖ Seek advice on how to interact with a difficult parent or staff member.
- ❖ Ask them about the discipline procedures they would like you to follow to avoid issues in the future.
- ❖ Try to handle classroom discipline yourself to avoid sending students to the office each time there is an issue. If you do send a student, call ahead and let someone know who to expect.
- ❖ Invite administrators to help judge CDE's that you host, and thank them formally for helping out.
- ❖ Seek their assistance in maintaining the facilities you use to ensure the safety of your students at all times. They would rather you told them than the parents of your students.
- ❖ Let them know your plan for being absent from the classroom for FFA events/activities as substitutes can be hard to come by.

## **Connecting with Parents**

Parents can have a profound influence over their students' involvement in your program. Therefore it is important to connect with parents in a positive manner and provide outreach opportunities that will ensure your success as a teacher and FFA advisor.

- ❖ Invite parents to a FFA/Classroom orientation night and plan an agenda that will impress them.
- ❖ Send home a newsletter of upcoming FFA events/activities and recap the success of students involved in the activities that have already been completed.
- ❖ Provide opportunities for parents to get involved in your program whether through an Alumni or Booster Club so they feel invested in their students' success.
- ❖ When an incident happens in the classroom with a student, make sure to call home or make contact with their parents.
- ❖ Make sure to ask for a parent/teacher conference if their student is causing issues in/out of the classroom. Do yourself a favor and invite your administrator to attend the conference as well.
- ❖ Make sure to update classroom grades regularly to avoid parent discontent.
- ❖ Realize that not all parents are as involved in their child's education as others. Sometimes you take on the parent role, but remember that they have all the legal rights.

# ***Helpful Tips for the Workplace cont...***

## **Sharing Students between Coaches/Club Advisors**

We all know that students can learn a great deal of leadership, responsibility and work ethic through their involvement in FFA, but it is also important to realize that students are also passionate about other activities on campus. It is in your best interest to find a way to work with the other coaches/club advisors to share these dynamic students so that everyone can benefit as a result. I suggest trying some of the following ideas:

- ❖ Personally make contact with coaches or club advisors when issues of participation in FFA events arise. Do not assume that your student made them aware of the situation or told them the entire story. All adults can be intimidating in this case.
- ❖ Have your students and their parents sign a contract for participation /practices /contests for CDE's. This might give you a little more leverage if issues arise. They have to sign an athletic contract, why not an FFA one.
- ❖ Look up the sports schedule for fall/winter/spring sports and be aware that if you plan something for the same evening you might lose attendance.
- ❖ Get your FFA activities on the calendar at the beginning of the school year to help coaches/club advisors plan around FFA events.
- ❖ Attend other events that your students are involved in on campus to show support of their activities. This could help build positive and professional relationships between other adults in your students' lives.
- ❖ Avoid talking behind their backs in front of students. Not only is this unprofessional, but there is no way of knowing where your student's loyalty lies until it is too late.
- ❖ Co-host an event together or have lunch with them to build positive relations. You might even recruit more FFA members in the end.

## **Effective use of Social Media/Electronic Devices**

In the age of electronics and social media it is important to remember some tips that will help you use them effectively both in and out of the classroom.

- ❖ Any device or computer owned by your school district has a way of tracking all uploads, files and deleted items, so remember to use them in a professional manner at all times.
- ❖ Creating and uploading information to social media is accessible by the public. I would take a second look at your security measures and make sure you are the only one who can upload to your accounts. Also consider what pictures you post of your personal life.
- ❖ Consider who you choose to be friends with on your social media accounts. With the exception of your FFA chapter or School District Facebook pages that you create for keeping students informed, I would not personally friend any current students in your program.
- ❖ Avoid accessing Social Media sites during the school day unless uploading to school sponsored websites or Facebook pages.
- ❖ Do not post or give out passwords for any personal electronic device or school sponsored internet sites (grading, attendance, websites) where information can be modified or uploaded on your behalf.
- ❖ Double check all emails and texts you write before sending them. With spell check these days on our devices it can definitely change the meaning entirely. Also check the reply to sender/reply all buttons before sending emails.
- ❖ Close or minimize all files, websites, etc. before leaving your classroom for any reason as students may take this as an opportunity to have a little fun with you.

# ***Important Calendar Dates and Deadlines 2015-2016***

## **September**

18<sup>th</sup> State Horse Judging CDE  
19<sup>th</sup> State Poultry Judging CDE  
21<sup>st</sup>-25<sup>th</sup> Blue/Gold Leadership Tour (Check for District Specific Info)  
24<sup>th</sup> Celebrate National Teach Ag Day

## **October**

2<sup>nd</sup> WAAE Fall Exec Meeting (Wenatchee)  
3<sup>rd</sup> WAAE Young Teacher Workshop (Wenatchee)  
21<sup>st</sup> State Land Judging CDE  
28<sup>th</sup>-31<sup>st</sup> National FFA Convention Official Dates

## **November**

1<sup>st</sup> FFA Chapter Roster, Dues, POA and CDE Fee Due  
13<sup>th</sup> State Tractor and Potato Judging CDE's (Tentative)  
17<sup>th</sup>-21<sup>st</sup> NAAE/ACTE Conference (New Orleans, Louisiana)

## **December**

1<sup>st</sup> Chapter in Good Standing Deadline (\$100 fine after this date)  
(Roster, Dues, POA, CDE Fee)  
9<sup>th</sup> State Apple Judging CDE

## **January**

15<sup>th</sup> State/National FFA Applications Available (Tentative)

## **February**

2<sup>nd</sup>-4<sup>th</sup> Spokane Ag Expo (FFA Day on Thursday)  
20<sup>th</sup>-27<sup>th</sup> Celebrate National FFA Week  
20<sup>th</sup>-21<sup>st</sup> 212/360 Leadership Conferences

## **March**

1<sup>st</sup> Spring Supplemental Roster and Dues DUE  
1<sup>st</sup> FFA State and National Applications Due  
4<sup>th</sup> WAAE Spring Exec Meeting (Wenatchee)  
5<sup>th</sup> FFA Proficiency Scoring (Wenatchee) (Tentative)  
11<sup>th</sup> State Nursery/Landscape CDE  
12<sup>th</sup> State Floriculture CDE  
23<sup>rd</sup> State Agronomy CDE

## **April**

1<sup>st</sup> Supplemental Roster and Dues Paid Deadline (\$100 fine after this date)  
1<sup>st</sup> FFA National Chapter Application Due  
15<sup>th</sup> FFA CDE portfolios, manuscripts etc. Due to CDE Coordinators  
16<sup>th</sup> National Chapter Application Scoring (Tentative)  
20<sup>th</sup> State Convention Registration (Final-No Refunds)  
27<sup>th</sup>-29<sup>th</sup> Region 1 NAAE Conference

## **May**

4<sup>th</sup> State Livestock Judging CDE  
12<sup>th</sup>-14<sup>th</sup> FFA State Convention

## **July**

1<sup>st</sup> National Applications Due to State Office  
(American Degrees, Proficiencies, National Chapter Applications, Agriscience)  
1<sup>st</sup> Annual Ag Ed Program Report Due to OSPI

(All dates available at: <http://www.washingtonffa.org/key-datesdeadlines/>)

# ***ENVoY Concepts for Classroom Management***

## **1. Freeze Body**

Helps students focus when giving directions in class. Benefits you will see are students focused on you during instruction instead of what they are doing next or what happened last class. This concept will also help get information across quicker and maximize class time for helping students with their assignments. Implement this concept whenever you need to get students attention and give instruction. If you are walking around the room and talking at the same time students will miss the information you give them. This will work well at the beginning of the period when you are getting started and explaining the agenda for class that day. It will also work well when you need to get students attention after circulating around the room and discovering any problems they are having.

## **2. Exit Directions**

Exit Directions are a key ingredient to any secondary school classroom. The benefits to this skill will really help manage the classroom. When giving directions, students can often get confused afterward. Sometimes because their minds were on other things and sometimes because you forget a small detail that makes all the difference. But by making them visually available to students it will minimize the confusion. After giving instructions, plan to silently point to the board when students ask questions with directions already available. You can also verbally answer anything not covered in the initial directions. Exit directions can also be given before class is over. Remind students about due dates for assignments, important reminders for next class and go over homework for the day.

## **3. Most Important Twenty Seconds**

Sometimes we get so wrapped up in getting students started as soon as possible that we forget to give them time to do so. This will really benefit you in the classroom because after giving directions it gives you the opportunity to take a breather and prepare to answer student's questions, because lets face it they have lots of them. Plan to implement this into every class you teach. It will work well in the greenhouse or shop as well when you are giving instruction and students take a couple of minutes to actually get started. You can count the 20 seconds in your head until you feel comfortable enough with the amount of time it really is. When practicing in class you can adjust the time needed according to the day. A bad day will take the whole 20, but a good day can be accomplished in only 7-10 seconds.

## **4. OFF/Neutral/ON**

This concept is important because at the high school level students have a lot on their plate: boyfriends/ girlfriends, sports, family and future. These things easily distract them in class especially for the overly social person. You can anticipate several benefits from using this concept. Students will only learn in class if they are on task. When they are off task they also distract others, and prevent them from learning. It will not necessarily bother the student they're talking to, but the other students around them. If you wait the student out, then they generally go back on task, but you have to be willing to wait a long time. They will pretend they're on task, but really they are only waiting for you to get off their case. Plan to implement this during seat time, when students should be working on assignments. A patient person can wait students out without getting distracted as well. There is the problem of having more than one student off task at once, but with this method you can hopefully get them started in the right direction quickly and get everyone else on task at the same time.

## ***ENVoY Concepts for Classroom Management cont...***

### **5. Decontaminating the Classroom**

This concept is important because you want students to realize that it's not them that you are upset at, but their actions. The best benefit that you will encounter is that you will not project your discipline on the class in a way that taints the rest of the lesson. You can be both "teacher" and "your fun loving self" on the same day during class and students will benefit from both experiences. You should plan to have a separate personality when you need to get your point across to students. Then you can go right back to using a quiet voice for the rest of the lesson. This is one skill that will come in handy during the course of the year, especially if you use a particular place for getting upset like the back of the room, where you usually don't stand. This will prevent you from tainting a certain area of the classroom.

### **6. Influence Approach**

You can anticipate several benefits from using this in class. First it allows you to get a student's attention without distracting other students. You can make eye contact quickly, then focus your eyes on where you want the student to look as well. They are naturally drawn to the area that you are looking. This really does help them focus their energy on productive means during class. Plus it is easy to do without a lot of energy. You can plan to implement this after students start seat work and are supposed to be on task. It will also help free up time for students who really have questions that need to be answered or need help with the assignment.

### **7. Break and Breathe**

Sometimes you might forget that you also need to breathe during class, especially after dispensing discipline. Sometimes after raising your voice in class you feel short of breath and it makes it hard to continue to teach at the next moment. A great benefit from the Break and Breathe is it allows you time to switch gears mentally back to instruction. You can plan to implement this concept whenever you feel upset during class, or need to switch gears, or just need to slow down during class. It is easy to get excited about the subject matter you teach, but it only benefits your students when you can stay with them for the whole period. Break and Breathe will help you do that. You can even plan to choose a spot in the room for your Break and Breathe routine.

### **8. Increasing Non-Verbal Signals**

Non-verbal signals can benefit visual, auditory and kinesthetic students. They are also a huge benefit to you when managing your classroom. Students like to follow non-verbal messages because it helps them remember what they learned. When managing students you can often refer back to your white board when giving directions to the class. Then when students ask questions about information you already covered you put it back on them to remember by pointing to the board. Other students in class will also remind them before you even need to. Non-verbal signals can also be sounds or objects you use to trigger students' memory.

# ***Applying Logic in the Classroom***

## **Neutralizing Student Arguing**

1. Go Brain Dead! Don't think about what the student is saying, be tempted to give in or let students trap you with your own words.
2. Calmly repeat a single one-liner: "Nice try" or "Thanks for sharing" or "That's an option"
3. Use Presumed Compliance by not making eye contact.

## **Delayed Consequences**

1. When a student does something inappropriate, you can say "I'm going to have to do something about that, but not now...later...and try not to worry about it".
2. Don't give repeated warnings!
3. Plug the holes by contacting parents, vice-principal or principal, other teachers, counselor, coaches or other advisors.

## **Empathy**

1. Deliver a strong dose of empathy.
2. Give one of the following empathic statements: "I'm so sorry" or "What a bummer"

## **The Recovery Process**

1. Figure out a location where students can take recovery time if needed and call ahead to let others know they are coming. Make sure you have more than one room option.
2. Make sure they are supervised and can stay as long as they need to.
3. Don't let them gain the attention from other students.
4. If a student refuses to leave remain calm, get support, don't make eye contact and remove rest of the class if needed.

## **Developing Positive Teacher/Student Relationships**

1. Encourage Don't Praise
2. Some important elements of bonding are: friendly eye contact and smiling.
3. Use the "I noticed" intervention after using an exercise at the beginning of the year to learn about students' interests.

## ***Applying Logic in the Classroom cont...***

4. When multiple students misbehave: identify the leaders, find acceptable ways to make them look good in front of the class, spend extra time building relationships, intervene quickly when issues arise.

### **Setting Limits with Enforceable Statements**

1. Use enforceable statements that stimulate thinking and describe what you might have to do.
2. Use the power of questions on a regular basis during every class.
3. Remember to remain calm and use statements such as: "I respect you too much to argue"

### **Using Choices to Prevent Power Struggles**

1. The importance of control: "The More You Share, the More You Have"
2. Use appropriate choices. Choices should never be threats in disguise. Offer choices before student becomes resistant...not after. Use choices strategically.

### **Quick and Easy Preventative Interventions**

1. The more problems we ignore, the more we have.
2. Small fires are easier to extinguish than large ones.
3. Don't wait until you get burned.
4. Effective discipline must take place on two levels for lasting solutions: address underlying needs and symptoms of misbehavior.
5. Focus heavily on prevention and meeting basic needs
6. When students misbehave apply strong doses of empathy and hold them accountable.

### **Guiding Students to Own and Solve Their Own Problems**

1. Help without hurting by giving the gift of problem solving. You can even share some solutions and provide choices.
2. Dole out discipline on your terms.
3. Brief statements are remembered. Lengthy lectures are forgotten.
4. The less time we spend talking, the less time they have to be resistant and the more time they spend thinking.

## **Leadership Opportunities for Teachers**

### **School District**

Staff Committees  
Building Representative  
IEP Meetings  
Professional Development Opportunities  
Enroll in a Professional Certification Program (choose wisely)  
Talk to your administrators  
National Board Certification

### **Community**

Garden Clubs  
Water Boards  
Organize Community Events  
Take Adult Evening Classes  
Fair Board or Livestock Sale Committee  
Community Service Projects

### **WAAE and NAAE**

District Officer  
Standing Committee Representative  
WAAE Conference  
Teacher Turn the Key (Applications Available)  
District Agriculture Teacher Meetings  
WAAE Office (in the future)  
NAAE Award Applications  
NAAE Conference (in the future)  
Ideas Unlimited  
Host Career Development Events (CDE's)  
30 Minute Club

***“The best part of teaching is that it matters. The hardest part of teaching is that every moment matters every day.”***

## ***WAAE and NAAE Recognition and Awards***

The Washington Association of Agricultural Educators in cooperation with the National Association of Agricultural Educators recognize members with a variety of award opportunities. Each of the award or recognition areas are listed below with information regarding application possibilities for regional and national recognition.

**Years of Service Pins** - The WAAE recognizes members with 5, 10, 15, 20, 25 or 30 years of membership with WAAE membership pins. When a member reaches the 25 year mark they are presented with an engraved watch from the state organization. These awards are presented at the annual banquet. Retiring teachers are also recognized at the annual banquet.

**Outstanding Rookie** - District members select an Outstanding Rookie from their district. Only one rookie or first year teacher is selected per district. There is no regional or national competition for this award.

**Outstanding Young Member** - This award recognizes outstanding members who have completed at least three but not more than five years of teaching. Members who are currently in their sixth year of teaching are eligible to apply. District members select an Outstanding Young Member from their district, these nominees are recognized at the state level. To qualify for regional and national recognition, nominees must complete the national application. The award is nationally sponsored by John Deere. Applications should be turned in by April 15 to the WAAE Executive Secretary. Submit 1 application bound in a notebook or binder, also submit 5 copies of the application bound with only a staple.

**SPECIAL NOTE: ANY QUALIFIED APPLICANT MAY APPLY FOR THIS AWARD AT THE STATE LEVEL, EVEN IF THEY ARE NOT DISTRICT NOMINEES!**

**Outstanding Teacher** - This award recognizes outstanding members who are conducting the highest quality agricultural education programs. District members select an Outstanding Teacher from their district, these nominees are recognized at the state level. To qualify for regional and national recognition, nominees must complete the national application. This award is nationally sponsored by Syngenta. Regional winners are interviewed and one is selected to be a national spokesperson for agriculture education. Applications should be turned in by April 15 to the WAAE Executive Secretary. Submit 1 application bound in a notebook or binder, also submit 5 copies of the application bound with only a staple.

**SPECIAL NOTE: ANY QUALIFIED APPLICANT MAY APPLY FOR THIS AWARD AT THE STATE LEVEL, EVEN IF THEY ARE NOT DISTRICT NOMINEES!**

**Outstanding Program** - This award recognizes outstanding agricultural education programs and effectively communicates success stories. District members select an Outstanding Program from their district, these nominees are recognized at the state level. To qualify for regional and national recognition, nominees must complete the national application. This award is nationally sponsored by Case IH. Applications should be turned in by April 15 to the WAAE Executive Secretary. Submit 1 application bound in a notebook or binder, also submit 5 copies of the application bound with only a staple.

**SPECIAL NOTE: ANY QUALIFIED APPLICANT MAY APPLY FOR THIS AWARD AT THE STATELEVEL, EVEN IF THEY ARE NOT DISTRICT NOMINEES!**

## ***WAAE Recognition and Awards cont...***

**Outstanding Administrator** - This award recognizes outstanding administrators who support and nurture agricultural education programs. District members select an Outstanding Administrator from their district, these nominees are recognized at the state level. There is no regional or national competition for this award.

**Legislator of the Year** - The state would also like to recognize an outstanding legislature for their support of agricultural education. Nominee names should be given to the WAAE Executive Director. The executive committee will select the state winner and present their award during the legislative session.

**Mentor Award** - This award program will provide additional incentives for experienced teachers to become mentors for beginning teachers, and it will provide beginning teachers a way to say "thank you" to the experienced teachers who have influenced them. District members can select an Outstanding Mentor from their district, these nominees are recognized at the state level. To qualify for regional and national recognition, **nominating teachers** must complete the national application. This award is nationally sponsored by CEV Multimedia. Applications should be turned in by April 15 to the WAAE Executive Secretary. Submit 5 copies bound with a staple (no notebooks or binders).

**SPECIAL NOTE: ANY QUALIFIED APPLICANT MAY APPLY FOR THIS AWARD AT THE STATE LEVEL, EVEN IF THEY ARE NOT DISTRICT NOMINEES!**

**Outstanding Cooperation** - This award program recognizes organizations, agribusiness companies, and others who have given outstanding support to agricultural education. District members can select a nominee for Outstanding Cooperation from their district. To qualify for regional and national recognition, **nominating teachers** must complete the national application. Applications should be turned in by April 15 to the WAAE Executive Secretary. Submit 5 copies bound with a staple (no notebooks or binders).

**SPECIAL NOTE: ANY QUALIFIED APPLICANT MAY APPLY FOR THIS AWARD AT THE STATE LEVEL, EVEN IF THEY ARE NOT DISTRICT NOMINEES!**

**Outstanding Service Citation** - This award program recognizes current or retired NAAE members who have made significant contributions to agricultural education at the state, regional, and national levels. District members can select a nominee for the Outstanding Service Citation from their district. To qualify for regional and national recognition, **nominating teachers** must complete the national application. Applications should be turned in by April 15 to the WAAE Executive Secretary. Submit 5 copies bound with a staple (no notebooks or binders).

**SPECIAL NOTE: ANY QUALIFIED APPLICANT MAY APPLY FOR THIS AWARD AT THE STATE LEVEL, EVEN IF THEY ARE NOT DISTRICT NOMINEES!**

**Lifetime Achievement Award** - This award program recognizes retired NAAE members who have made significant contributions to agricultural education at the state, regional, and national levels. District members can select a nominee for Lifetime Achievement Award from their district. To qualify for regional and national recognition, **nominating teachers** must complete the national application. Applications should be turned in by April 15 to the WAAE Executive Secretary. Submit 5 copies bound with a staple (no notebooks or binders).

**SPECIAL NOTE: ANY QUALIFIED APPLICANT MAY APPLY FOR THIS AWARD AT THE STATE LEVEL, EVEN IF THEY ARE NOT DISTRICT NOMINEES!**

## ***WAAE Recognition and Awards cont...***

**Ideas Unlimited / Exchange of Ideas** - The award program allows teachers to present new or creative teaching techniques, ideas, projects or other teaching ideas. The idea may be original or borrowed. Each application should specify how the concept was used by the applicant and how the idea could help others in their teaching. State applicants are brought to state conference and are evaluated by a committee chaired by the previous year's state winner. The state winning application is submitted for national recognition the year following it's win at state. Regional winners present their ideas at national convention.

**30 Minute Club** - This award program is to recognize teachers who have spent at least 30 minutes promoting agricultural education and/or education in general through the media beyond the borders of the state. Qualifying members must identify themselves on registration forms for state conference.

**Teacher of Teachers** - This award program recognizes teachers who have previous students who are new teachers in agricultural education. Teachers with one or two new teachers will receive a bronze certificate. Teachers with three or four new teachers will receive a silver certificate and teachers with five or more new teachers will receive a gold certificate. A certificate is presented each time a new teacher is added. Qualifying members must identify themselves on registration forms for state conference.

**Teachers Turn the Key** – This new award program provides a scholarship for a young agriculture instructor to attend the NAAE convention. Applicants must have at least 2 years but not more than four years of teaching experience to be eligible. Applicants must not have attended the NAAE Convention previously. This scholarship covers; registration, air fare, lodging during convention and per diem expenses for meals and incidental travel-related expenses. This program is sponsored by Dodge Division and Daimler Chrysler Corporation Fund. Applications should be turned in by April 15 to the WAAE Executive Secretary. Submit 5 copies bound with a staple (no notebooks or binders).

### **XLR8 – eXcellence in Leadership for Retention**

Retaining quality experienced teachers is important to the future of agricultural education. In 2013, NAAE developed XLR8 - the eXcellence in Leadership for Retention professional development program to meet the needs of mid-career agriculture teachers. The XLR8 program includes participation in an intensive professional development experience (multiple sessions) during the NAAE convention, recurring virtual learning experiences, and online collaboration using the NAAE professional learning community, Communities of Practice, as well as other social media tools.

### **Awards from Washington FFA**

**Honorary State Degree: Teacher and Lay Person** – This award is presented by each district's members to a teacher and a lay person from that district who is deserving of the honorary state degree. Recipient names should be turned in to the FFA Executive Director in April. Individuals that have already received the Honorary State Degree are not eligible in the future.

## **Website Favorites**

Abe Books (Buy Used Textbooks): <http://www.abebooks.com/>

Agriculture Experience Tracker: <http://www.theaet.com/>

Bibme (Creating FREE Bibliographies): <http://www.bibme.org/>

Crossword Puzzle Maker: <http://worksheets.theteacherscorner.net/make-your-own/crossword/>

Group Spaces (Host of WAAE Updates and Contacts): <http://groupspaces.com/>

Horticulture Services Inc.: <http://www.hortservicesinc.com/>

Mt. Baker FFA:

[http://mbhs.mtbaker.wednet.edu/pages/Mount Baker Senior High/Departments Programs/FFA](http://mbhs.mtbaker.wednet.edu/pages/Mount_Baker_Senior_High/Departments_Programs/FFA)

National Association of Agriculture Educators: <http://www.naae.org/>

National FFA Association: <https://login.icevonline.com/Login?ReturnUrl=%2faccounts>

OPSI Career and Tech Ed: <http://www.k12.wa.us/careerTechEd/courseapproval.aspx>

OSPI: <http://www.k12.wa.us/>

Resources for Integrating Technology:

<http://www.studentguide.org/essential-resources-for-integrating-technology-in-the-classroom/>

Survey Monkey: <https://www.surveymonkey.com>

Washington Association of Agriculture Educators: <http://waae.wsu.edu/>

Washington FFA Association: <http://www.washingtonffa.org/>

Wiggio (Networking in Groups): [https://wiggio.com/#tpl=home\\_0](https://wiggio.com/#tpl=home_0)

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