



“Continuing The Journey” for Second Year Teachers

**LEARNING, GROWING, AND SHARING THROUGH
A LEARNING-FOCUSED RELATIONSHIP**



Tyler Independent School District
Tyler, Texas
2006-2007



“Continuing the Journey” for Second Year Teachers



PALS: Powerful Allies for Learning Support continues the journey of the induction process for the second year teacher through independent learning based on a needs assessment. Using the results of the assessment, the district mentor and protégé design professional growth opportunities to support identified goals. Learning is supported through campus learning circles, book study groups, video studies, and pre-approved outside professional learning events. Each second year teacher is supported by a district mentor to guide in the development of a personal professional growth plan.

Second year teachers are required to acquire four (4) credits from the training options described below to meet the targeted professional development needs of a beginning teacher. District Mentors are available to assist in choices to meet each teachers goals for professional learning.

•*Learning Circles*

Campus-based meetings are designed to network with other teachers on the campus to discuss content teaching strategies, problem solving skills, implementing technology and curriculum/instruction development. Meetings are facilitated by a Lead Mentor, a District Mentor, or a district approved participating Mentor. Attendance at two meetings equals one credit.

•*Book Study Group*

Book study groups use educational literature and collegial interaction to enhance teacher efficacy, student achievement, and professional growth. Choice of reading material will be selected and provided by the district. District Mentors will arrange for the initial and follow-up discussion meetings. Attendance at both meetings is required for documentation of completion for credit.

•*Video Training*

Professional learning video series will be made available for independent viewing. The selection of the video series will be based on needs assessment and participant inquiry. A short written review of the series will be required for documentation.

•*Tyler Media Cast On-Line Training*

View content specific learning videos on demand from the Tyler Staff Development MediaCast on-line option and complete a written review of the video.

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Teacher Needs Assessment

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:

1. Little or no need for assistance in this area
2. Some need for assistance in this area
3. Moderate need for assistance in this area
4. High need for assistance in this area
5. Very high need for assistance in this area

1. ___ Knowledge of curriculum for my grade level Subject: _____
2. ___ Communicating with the principal
3. ___ Communicating with other teachers
4. ___ Communicating with parents
5. ___ Organizing and managing my classroom
6. ___ Maintaining student discipline
7. ___ Obtaining instructional resources and materials
8. ___ Planning for instruction
9. ___ Managing my time and work
10. ___ Diagnosing student needs
11. ___ Evaluating student progress
12. ___ Motivating students
13. ___ Assisting students with special needs
14. ___ Dealing with individual differences among students
15. ___ Developing an individual learning plan for professional growth.
16. ___ Completing administrative paperwork
17. ___ Using a variety of teaching methods
18. ___ Facilitating group discussions
19. ___ Grouping for effective instruction
20. ___ Administering standardized achievement tests
21. ___ Understanding the school system’s teacher evaluation process
22. ___ Understanding my legal rights and responsibilities as a teacher
23. ___ Dealing with stress
24. ___ Using technology in the classroom
25. ___ Becoming aware of special services provided by the school district

Part B. Please respond to the following items.

26. List any professional needs you have that are not addressed by the preceding items.

—Adapted from “How to Help Beginning Teachers Succeed” Stephen P. Gordon and Susan Maxey

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Professional Learning Plan

GOALS: *What are your personal professional learning goals and how do they relate to student needs and building or district goals? Use Smart Goal forms to determine goals when needed.*

OBJECTIVES: *What specific objectives have you identified as priority for professional improvement?*

POTENTIAL ACTIVITIES: *What specific activities will you undertake that are directly related to the objectives?*

RELEVANCE: *How is the scope of the plan relevant to the subject area you teach, your students, your building/district goals, and quality educational practice?*

EVALUATION CRITERIA: *What are the criteria for determining the success of your objectives? When and how will you adjust your plan if needed?*

PORTFOLIO: *What evidence from your proposed activities will you collect for each goal and objective?*

ASSESSMENT OF LEARNING: *What did I learn? What effect did it have on student learning?*

What teachers know and do influences students' academic success. The need for ongoing professional learning that deepens teachers' understanding of their content area and expands their instructional repertoire is essential to improving student achievement. —National Staff Development Council

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--Udelhofen, S. and Larson, K. *The mentoring year*. Corwin Press, Inc. : ©2003

Smart Goal Criteria		How the Goal Meets the Smart Goal Criteria
S Specific Standards Based	<ul style="list-style-type: none"> Clearly focused on what is to be accomplished and why this is important. Based on Standards for good teaching Based on <i>what</i> is to be accomplished not <i>how</i> it is to be accomplished. The “how” is focused in the Professional Development Plan 	
M Measurable	<ul style="list-style-type: none"> Can this goal be measured? Will I be able to identify evidence of achievement? 	
A Achievable	<ul style="list-style-type: none"> Can this goal be attained within the timeframe and resources available? Can I set a definite timetable to complete this goal? 	
R Relevant	<ul style="list-style-type: none"> Is this goal based on multiple sources of data? How will meeting this goal help students? 	
T Tactically Sound	<ul style="list-style-type: none"> Will there be barriers and challenges in the process of meeting this goal? How will I overcome these barriers and challenges? 	

Revisions and Reflections

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DOCUMENTATION FORM

Each second year teacher is encouraged to participate in learning opportunities provided by the *PALS: Powerful Allies for Learning Support Program*. A requirement of different types of learning totaling **4 credits** should be documented for this program. The learning opportunities attended should be selected as a result of the learning plan developed between the teacher and the district mentor and should meet the criteria from that plan based on personal professional development goals. Attach documentation that verifies completion of the learning opportunity.

NAME _____ CAMPUS _____

DISTRICT MENTOR _____

Learning Opportunity	Date	Goal	Summary/ Evaluation/ Comments



PROFESSIONAL LEARNING OPPORTUNITIES

Options	Requirements	Credits
Video Series	<ul style="list-style-type: none"> • Choose video series from adopted list • View video series within established timeframe • Submit video review form 	1 credit
Tyler Media Cast On-Line Viewing	<ul style="list-style-type: none"> • Select from suggested list and complete response form. 	1 credit
Book Study	<ul style="list-style-type: none"> • Choose book study offered by District Mentor 	2 credits
Pre-Approved Outside Professional Learning Opportunity	<ul style="list-style-type: none"> • Submit request to district mentor for consideration and approval of learning not provided by the Tyler ISD • Learning opportunity must occur during the present school year. • Complete class or training • Submit documentation of completion • Topic must align with professional improvement goals. • College course credit not accepted 	Up to 2 credits per training based on time involvement and approval of District Mentor.
Learning Circles	<ul style="list-style-type: none"> • Attend a minimum of 4 Learning Circles • Submit attendance verification signed by campus lead mentor 	1/2 credit per each meeting

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MEDIA CAST ON-LINE PROFESSIONAL LEARNING

Directions for On-line Staff Development:

1. Log onto MediaCast by typing <http://mediacast> on the intranet
2. Type in your Tyler user name and password (same as what you use at school)
3. Click on “Media Resources” button across the top of window
4. Type in the video you would like to watch into the Search Field.
5. Click on the title you would like to watch.

Suggested selections for 2nd Year Teacher Program

Classroom Management that Works	Section 1: Sharing Rules and Procedures 30 min. Section 2: Developing Relationships 30 min. Section 3: Fostering Student Self-Management 30 min.
Building Academic Background Knowledge	Section 1: The Art and Science of Teaching 30 min. Section 2: Teaching Vocabulary Characteristics 1-3 30 min. Section 3: Teaching Vocabulary Characteristics 4-7 30 min.
Qualities of Effective Teacher	Section 1: Building a Foundation 40 min. Section 2: Managing the Classroom 40 min. Section 3: Planning and Delivering the Instruction 40 min.
The Common Sense of Differentiation: Meeting Specific Learner Needs in the Regular Classroom	Section 1: Discovering Learner Needs 30 min. Section 2: Techniques for Adjusting Instruction Section 3: Classroom Routines 30 min.
What Works in Classroom Instruction: Research Based Strategies – Elementary	Part 1: 40 min. Part 2: 40 min.
What Works in Classroom Instruction: Research Based Strategies – Secondary	Part 1: 40 min. Part 2: 40 min
High Performance Classroom	#1 Creating a Classroom Environment That Fosters Engagement #2 Designing Work Students Can't Resist #3 Intervening and Re-engaging Disengaged Students #4 Enlisting the Help of Parents
Differentiated Instruction	Differentiated Instruction: A Focus on Inclusion
Diverse Learners	Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners - #1 Attitudes and Beliefs

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Approved titles available for check-out through the Instructional Resource Center (IRC)

Title of Video	Video #
Catch Them Being Good (Part One) Catch Them Being Good (Part Two)	VC438;VC439
Literacy 2000	KT130
Classroom Management: Setting the Tone (Part One) Classroom Management: Taking Charge (Part Two)	VC1048;VC1049
Multiple Intelligences: Developing Intelligences for Greater Achievement (Parts 1 & 2)	KT149
Ways to Motivate Students	VC2033; VC2034
Critical Thinking: How to Ask Questions that Encourage Cognitive Critical Thought (Part One) Critical Thinking: How to Ask Questions that encourage Creative Critical Thought (Part Two)	VC3235;VC3236
Positive Discipline in the Classroom (Parts 1 & 2)	KT159
Harry K. Wong: How You can Be a Super Successful Teacher	KT 1415
How to Deal with Difficult People	VC4322; VC4323; VC4324
Increasing Student Performance and Achievement: The Learning-Focused Elementary School	KT165A
Increasing Student Performance and Achievement: The Learning-Focused High School	KT167A
Increasing Student Performance and Achievement: The Learning-Focused Middle School	KT166/A
Harry Wong: The Effective Teacher-(Part 1)	VC4712
Harry Wong: The Effective Teacher-(Part 2)	VC4713
Harry Wong: The Effective Teacher-Discipline and Procedures (Part 3)	VC4714
Harry Wong: The Effective Teacher-Procedures and Routines (Part 4)	VC4715
Harry Wong: The Effective Teacher-Cooperative Learning and Culture (Part 5)	VC4716
Harry Wong: The Effective Teacher-Lesson Mastry (Part 6)	VC4717
Harry Wong: The Effective Teacher-The Professional Educator (Part 7)	VC4718
Harry Wong: The Effective Teacher-Positive Expectations (Part 8)	VC4719
Preventing Conflict and Violence in the Classroom	VC3737
Stress Management for Professionals	VC3260;VC3261; VC3262
Teaching Strategies and Techniques that Encourage Learning	VC3227;VC3228 VC3229;VC3220

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PALS: Video and Media-Cast Video Review Form

Name:	School:	Date:
Video Series:	Video #:	Credits ____
Approved by:	Date Completed:	

- Summarize your learning from viewing this video.
- State how the objectives of this video meet the needs of a goal in your professional growth plan.
- Describe how this training will assist you in improving student achievement.
- Note what actions you will take to implement what you have learned.
- Recommendations/Comments

PALS Learning Circles

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Learning Circle Journal I

Name _____

Learning Circle Leader _____

Campus _____

Date _____

Show and Share	
Up to Date	
Got It/Need It	
Perfecting Performance	
Celebrating Success	

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Learning Circle Journal II

Name _____

Learning Circle Leader _____

Campus _____

Date _____

Show and Share	
Up to Date	
Got It/Need It	
Perfecting Performance	
Celebrating Success	

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DISTRICT MENTOR CONTACT INFORMATION

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Evelyn Finley

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Serving Schools:

Austin, Birdwell, Dixie, Griffin, Jones, Owens

Beverly Minson

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Serving Schools:

Camp Tyler, Peete, Plyler, Ramey, Rice, St. Louis, Robert E. Lee

Alice Mosley

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Serving Schools:

Boulter, Dogan, Hogg, Hubbard, John Tyler, Moore, Stewart

Additional Contacts:

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