



“Continuing The Journey” for Second Year Teachers

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



Tyler Independent School District
Tyler, Texas
2010-2011



“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 select from resources described below to meet the targeted professional growth needs of a beginning teacher. District Mentors are available to assist in choices to meet each teachers professional learning needs. Teachers work collaboratively with the district mentor to set professional goals and determine the path to improvement of self and students.

TEA and the Tyler ISD School Board require a mentoring program for beginning teachers through the 2nd year. The PALS program is mandatory for teachers new to the district with less than 3 years of classroom experience.

•Book Study Group —Mandatory Participation with District Mentor

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 arrange for the initial and follow-up discussion meetings. Participation in the book study is required and documented as confirmation of participation in the 2nd year new teacher program.

- Elementary Book Study: Real Teachers, Real Challenges, Real Solutions
- Secondary Book Study: Seven Simple Secrets

• Campus Learning Circles —Mandatory Participation with Campus Lead Mentor

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.

•Teacher Staff Development Media Cast Options—Teacher Choice

All Grade Level

- Never Work Harder Than Your Students
- Classroom Management That Works—Program 1, 2, 3

Elementary Level

- Cooperative Learning and Multiple Intelligences-Elementary
- A Six Step Process for Teaching Vocabulary—Elementary
- A Visit to A Differentiated Classroom—Elementary

Secondary Level

- Cooperative Learning and Multiple Intelligences-Middle School OR High School
- A Six Step Process for Teaching Vocabulary—Secondary
- A Visit to Classrooms of Effective Teachers—Secondary

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

MY PROPOSED GOAL _____		HOW THE GOAL MEETS THE SMART GOAL CRITERIA
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 REFLECTIONSS		

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PLAN OF ACTION

Each second year teacher is encouraged to participate in learning opportunities provided by the *PALS: Powerful Allies for Learning Support Program*. The learning opportunities should be selected as a result of the learning plan developed between the teacher and the district mentor based on personal professional development goals.

NAME _____ CAMPUS _____

DISTRICT MENTOR _____

Learning Opportunity	Date	Summary/Evaluation/ Comments

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Teacher/Mentor Planning Interview

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