



P.A.L.S. Mentor Teacher Program
 Tyler Independent School District
 Office of Staff Development
 903-952-4013

BEGINNING TEACHER INFORMATION

Full Name
 (Print) _____

School
 Location _____

Subject
 Area _____

Grade
 Level _____

TEACHER

I understand the purpose and criteria of the P.A.L.S. Mentor Teacher Program and I agree to participate and meet the expectations as outlined in this contract.

 Signature

 Date

PRINCIPAL

I am aware that the teacher listed is a participant in the P.A.L.S. Mentor Teacher Program. I understand that the relationship between the beginning teacher and mentor is a confidential one and will contact the Program Administrator if I have any concerns.

 Signature

 Date

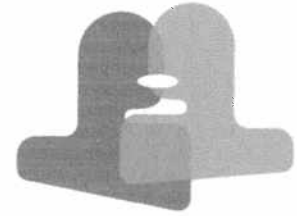


**BEGINNING
 TEACHER
 CONTRACT**

Beginning Teachers are expected to:

- Meet weekly with Mentor regarding lesson plans, classroom management, instruction, student data etc.
- Attend the First Year Teacher Academy when scheduled:
 - **Elementary:** September 18, 9:00 – 4:00 PDC
 - **Secondary:** October 2, 9:00 – 4:00 PDC
 - **Elementary:** February 12, 9:00 – 4:00 PDC
 - **Secondary:** February 26, 9:00 – 4:00 PM
- Participant in the campus New Teacher Learning Circles led by the Lead Mentor once each six-weeks.
- Evaluate the Mentor Program through a survey at the end of the year.

WORKING WITH A MENTOR: A POSITIVE RELATIONSHIP



★ PARTICIPATE

Mentoring takes place within a working relationship, and the development of a working relationship requires the active participation of both its parties.

★ TAKE RESPONSIBILITY

Take the initiative when it comes to having your needs as a protégé met. Solicit feedback from your mentor as a way to improve your teaching. Take responsibility for your personal well-being.

★ OBSERVE

The opportunity to learn by watching others can extend beyond observing your “official” mentor. Try to arrange opportunities to observe others when invitations to do so are not forthcoming. Focus on a particular aspect of the class or lesson you are observing.

★ ASK

Understand that you have not only the responsibility but also the right to ask your mentor for help. When you ask your mentor for help, decide whether you are asking for action, information, or emotional support.

★ CHART YOUR COURSE

Trying to learn everything you need to know at the same time that you are dealing with all the other things new teachers have to do is totally unrealistic. Practice setting priorities. The processes of discovering what you don’t know, setting priorities, identifying resources, and deciding how and when to carry out your plan are, in and of themselves, dynamic learning experiences.

★ REFLECT

Pay attention to the things that you did or did not do, why you did or didn’t do them, and what happened as a result; contemplating how you can use the experience to improve. Discuss your reflections with your mentor.

—Portner, Hal. *Being mentored. A guide for proteges*. Corwin Press, Thousand Oaks, CA. 2002

ARD**HOTS****TAKS****PALS****PDAS****COMMONLY USED ACRONYMS**

ACT	American College Test
ADA	Average Daily Attendance
ADD/ADHD	Attention Deficit Disorder/Attention Deficit Hyperactive Disorder
AH	Auditorially Handicapped
AMI	Accelerated Math Initiative
AP	Advanced Placement
APE	Adapter Physical Education
ARI	Accelerated Reading Initiative
ARD	Administration Review/Dismissal Committee
AU	Autistic
AYP	Adequate Yearly Progress
BE	Business Education
BECP	Business Education Career Preparation
BIP	Behavior Intervention Plan
CAI	Computer Assisted Instructed
CAMT	Conference for Advancement of Mathematics Teachers
CAST	Conference for Advancement of Science Teachers
CATE	Career and Technology Education
CIA	Comprehensive Individual Assessment
CM	Content Mastery
CPOC	Campus Performance Objective Council (Site Based Decision Making Campus Committee)
CPS	Child Protective Services
CTED	Career & Tech Ed Students with Disabilities
DAEP	District Alternative Education Program
DB	Deaf-Blind
DEIC	District Education Improvement Council (District Site Based)
EAC	Employee Advisory Council
ECE	Early Childhood Education
ECP	Early Childhood Professions
ED	Emotionally Disturbed
EOC	End-of Course
ESL	English as a Second Language

FAC	Faculty Advisory Committee
504	At-Risk
GED	General Education Diploma
GT	Gifted and Talented
HECP	Home Economics Career Preparation
HOTS	Higher Order Thinking Skills
IB	International Baccalaureate Programme
IB-MYP	International Baccalaureate Middle Years Programme
IEP	Individual Education Plan
ISS	In School Suspension
IRC	Instructional Resource Center
ITBS	Iowa Test of Basic Skills
ITS	Instructional Technology Specialist
LD	Learning Disabled
LDAA	Locally Developed Alternative Assessment (Alternative to TAKS for Special Education Students)
LDC	Language Development Center
LEP	Limited English Proficient
ME	Marketing Education
MR	Mental Retardation
NCLB	No Child Left Behind
OCD	Off Campus Discipline
OEY	Optional Extended Year
OH	Orthopedic Handicapped
OHI	Other Health Impaired
PAC	Parent Advisory Council
PALS	Powerful Allies for Learning Support
PDAS	Professional Development Appraisal System
PDD	Autistic
PDI	Program for Developmental Instruction (MR)
PEIMS	Public Education Information Management System
PGP	Personal Graduation Plan
PPCD	Early Childhood Special Education (3 & 4 year olds)
PSA	Personal and Social Adjustment (Emotionally Disturbed)
PSAT	Preliminary Scholastic Aptitude Test

PYP	Primary Years Program for International Baccalaureate Programme
RAD	Reading Across Disciplines
RPTE	Reading Proficiency Test in English
SAT	Scholastic Assessment Test
SEMS	Special Education Management System
SDAA	State Designed Alternative Assessment (Alternative to TAKS for Special Education students)
SH	Speech Handicapped
SP ED	Special Education
SSI	Student Success Initiative
TAKS	Texas Assessment of Knowledge and Skills
TASA	Texas Association of School Administrators
TASB	Texas Association of School Boards
TEA	Texas Education Agency
TEKS	Texas Essential Knowledge Skills
TEPSA	Texas Elementary Principals and Supervisors Association
UIL	University Interscholastic League
OTHERS:	



QUESTIONS TO ASK YOUR PRINCIPAL, MENTOR OR COACH..

1. What are the times of my work schedule?
2. Where do I park?
3. Where is my room?
4. Where are the teacher's lounge and restrooms? What is the coffee procedure?
5. Do I have keys to my room, desk, closet? What is the procedure for coming into the building after hours?
6. What is the bell schedule? How are tardies handled?
7. What is my Schedule (lunch, activities, duty, etc.)? Are there any assigned duties?
8. May I leave the campus during lunch or during my conference period? Where do teachers eat lunch?
9. Who do I call when I am going to be absent? At what number and time?
10. Where is the nearest phone to my room? When can I use the phone?
11. What is your campus definition of dress code for teachers? (i.e. jeans, sweats, T-shirts)
Are there specific days set up for this type of dress?
10. What do I do if I need to leave my classroom?
11. Do I have necessary furniture: desks, bookcases, tables, chairs, teacher desk/chair, filing cabinets, podium?
10. When will I receive my class list?
11. What expendable supplies are available, and what are the procedures for obtaining them? (i.e. tape, chalk, staples, paper, calendars, etc.)
12. Is there a standard student supply list?

13. Where is the book room? How do I receive textbooks?
14. Am I provided a lesson plan book and gradebook? Where do I get one?
15. How do I have materials copied (use of copier, copier code, etc)
16. Where are curriculum guides located?
17. What are the procedures for arrival and dismissal of students?
 - ★ Where do students go before school starts? After school?
 - ★ What time can students enter the building? Classroom?
 - ★ Do I need to get my students from a particular place in the mornings?
18. How do I check attendance? Where do I get attendance forms?
19. Where are clinic passes? What are the restrictions on sending students to the clinic?
What is the student medication policy?
20. Where are hall passes, office passes, referral slips, detention slips, guidance office passes, etc. ? How are these used?
21. How do I get assistance from the office for emergencies, illness, or discipline problems?
22. What are the cafeteria procedures for students and teachers? What do I do if a child does not have lunch money?
23. What are the bathroom and hallway rules?
24. Who is my building custodian(s)? What are the responsibilities of the custodian, and where is he/she located?
25. Who is the Campus officer and where is he/she located?
26. Who is my team leader?
27. Who is my department chair?



28. Who is my mentor/campus buddy?
29. Who is my lead mentor?
30. Who is my evaluator?
31. How do I find out about staff development opportunities?
32. What is the procedure for parents coming to the room?
33. When are faculty meetings?
34. When are PTA meetings?
35. What other school events am I expected to attend?
36. Where is district or building information posted?
37. How do I use interschool mail?
38. What audiovisual equipment is available, and what are the procedures for obtaining it (i.e., videos, overhead projector, listening centers, books, education journals, etc.)?
39. What is the district's policy regarding copyright laws? Are the rules for printed and Audio/Visual Materials the same?
40. Where is the computer lab? Is there a schedule for use?
41. Is there a Scantron machine? Where do I get Scantron forms? How do I use the Scantron reader?
42. How can I locate/checkout manipulatives?
43. What is the procedure for getting materials laminated?
44. If I have any special education or resource students, speech students, etc., who will leave my class during the day, how will I know on the first of school?
45. Who will assist me with information concerning special educational needs?



46. Where do I locate confidential cumulative student folders, and how are they to be used?
47. What are the procedures for referring a student for special education testing?
48. What are the school policies about rules, consequences, suspensions, and keeping students after school for either makeup work or detentions?
49. Where is the ISS room, and how are assignments handled?
50. What are the emergency procedures for evacuating the building?
51. How many fire drills will we have this year? What is the signal?
52. Do we have a Bilingual or ESL program on my campus? Who is responsible for that program?
53. How do I request parent volunteers for my classroom?

Other questions specific to my teaching assignment that I need answered:

- 1.
- 2.
- 3.
- 4.
- 5.



50 OPPORTUNITIES TO PRAISE YOUR STUDENTS



- entering the classroom quietly
- arriving to class on time
- cooperating while teacher takes attendance
- returning permission slips and school forms on time
- transitioning into an activity
- following directions
- saying "please" and "thank you"
- listening attentively
- helping a classmate
- bringing necessary materials to class
- handing in homework
- being a polite audience at an assembly
- beginning work right away
- asking questions when unsure
- good behavior during a test
- participating in a class discussion
- walking appropriately in the halls
- working cooperatively with a partner
- a performance in a play or presentation
- cleaning up
- good effort on an assignment
- assisting a new student
- sharing school experiences with parents
- making up missed assignments
- making a new friend
- good effort on a long-term project
- sharing
- being sensitive to others' feelings
- learning a new skill
- appropriate use of school property
- returning borrowed books and materials
- showing enthusiasm
- being responsible for a classroom job
- offering help without being asked
- not wasting paper and supplies
- staying on task
- telling the truth
- accepting a new challenge
- behaving when a guest is in the room
- reading at home
- participating in school functions
- demonstrating a positive attitude
- giving one's best effort
- participating in a community improvement project
- participating in a group activity
- remaining calm during a problem situation
- showing creativity
- keeping busy when work is finished
- taking turns
- working cooperatively with an aide or volunteer

—Lee Canter & Associates--1992

99 WAYS TO SAY "VERY GOOD"



1. You're on the right track now!
2. You've got it made.
3. SUPER!
4. That's right!
5. That's good.
6. You're really working hard today.
7. You are very good at that.
8. That's coming along nicely.
9. GOOD WORK!
10. I'm happy to see you working like that.
11. That's much, much better!
12. Exactly right.
13. I'm proud of the way you worked today.
14. You're doing that much better today.
15. You've just about got it.
16. That's the best you've ever done.
17. You're doing a good job.
18. THAT'S IT!
19. Now you've figured it out.
20. That's quite an improvement.
21. GREAT! I knew you could do it.
22. Congratulations!
23. Not bad. Keep working on it.
24. You're improving.
25. Now you have it!
26. You are learning fast.
27. Good for you!
28. Couldn't have done it better myself.
29. Aren't you proud of yourself?
30. One more time and you'll have it.
31. You really make my job fun.
32. That's the right way to do it.
33. You're getting better every day.
34. You did it that time!
35. That's not half bad.
36. Nice going.
37. You haven't missed a thing!
38. WOW!
39. That's the way!
40. Keep up the good work.
41. TERRIFIC!
42. Nothing can stop you now.
43. That's the way to do it.
44. SENSATIONAL!
45. You've got your brain in gear today.
46. That's better.
47. That was first class work.
48. EXCELLENT!
49. That's the best ever.
50. You've just about mastered it.
51. PERFECT!
52. That's better than ever.
53. Much better!
54. WONDERFUL!
55. You must have been practicing.
56. You did that very well.
57. FINE!
58. Nice going.
59. You're really going to town.
60. OUTSTANDING!
61. FANTASTIC!
62. TREMENDOUS!
63. That's how to handle that.
64. Now that's what I call a fine job.
65. That's great.
66. Right on!
67. You're really improving.
68. You're doing beautifully!
69. SUPERB!
70. Good remembering.
71. You've got that down pat.
72. You certainly did well today.
73. Keep it up!
74. Congratulations. You got it right!
75. You did a lot of work today.
76. Well look at you go.
77. That's it.
78. I'm very proud of you.
79. MARVELOUS!
80. I like that.
81. Way to go!
82. Now you have the hang of it.
83. You're doing fine!
84. Good thinking.
85. You are really learning a lot.
86. Good going.
87. I've never seen anyone do it better.
88. Keep on trying.
89. You outdid yourself today!
90. Good for you!
91. I think you've got it now.
92. That's a good (boy/girl).
93. Good job, (person's name).
94. You figured that out fast.
95. You remembered!
96. That's really nice.
97. That kind of work makes me happy.
98. It's such a pleasure to teach when you work like that!
99. I think you're doing the right

PARENT COMMUNICATION



Keeping in contact with a child's parent is important to their success. Blaming parents for perceived shortcomings in their children is one of the oldest teacher strategies for escaping responsibility. As difficult as it is at times, it's critically important to see the goodness in every parent and to understand that every parent wants the best for his or her child. Establish a rewarding relationship with parents by following these principles.

- **Compassion**—Suspend judgment about the values of parents and treat all parents as though they are worthy of admiration.
- **Inclusion**—Include parents in as many school activities as you can. Reach out to them by communicating through telephone, mail or email. They should know what's going on in the classroom and feel like they have an open line of communication.
- **Engagement**—A healthy school is a school where parents are involved in all aspects of the school's life. Most parents feel honored and gratified to be included in their child's education.

—Excerpts from *"Meet the Parents"*
 Peter W. Cookson, Jr.
 TeachingK-8, February 2004

Date:

Dear Parent or Guardian of _____:

The purpose of this communication is to inform you that I am presently experiencing some behaviors which are affecting your child's academic progress. I would greatly appreciate your cooperation in working with me in trying to take corrective measures to eliminate these problems.

The attitudes and habits listed below are important elements that are definitely essential in order to maintain stability within the classroom. Furthermore, they must be corrected in order for your child to develop his/her maximum potential.

Please observe the items below which represent the areas in which we're experiencing difficulties:

AREAS OF CONCERN

- | | |
|--|--|
| <input type="checkbox"/> Excessive talking | <input type="checkbox"/> Disturbs others |
| <input type="checkbox"/> Lack of effort | <input type="checkbox"/> Inattentive |
| <input type="checkbox"/> Disrespectful to others | <input type="checkbox"/> Bad attitude |
| <input type="checkbox"/> Excessive tardies | <input type="checkbox"/> Excessive absence |
| <input type="checkbox"/> Not prepared for class | <input type="checkbox"/> Late Assignments |
| <input type="checkbox"/> Incomplete assignments | <input type="checkbox"/> Missing assignments |
| <input type="checkbox"/> Poor test scores | <input type="checkbox"/> Excessive delentions |
| <input type="checkbox"/> Inappropriate materials (toys, etc) | <input type="checkbox"/> Is failing at this time |
| <input type="checkbox"/> D grade at this time | |

If you have any questions, you may contact us at 595-2880. If you would like a personal conference, please contact Mrs. Good or Mrs. Jones in the counseling office for arrangements.

Sincerely,

Mary Jones
 6th Grade Teacher

Dear Parent/Guardian of _____:

We would like to inform you of your student's performance in the following subject areas:

- Science
- Geography
- Reading
- Language Arts
- Math
- Health / Physical Education
- _____
- _____

If you have any questions, please call us at the school at 595-2880.

Sincerely,
 Seventh Grade Team
 Barbara Smith, Team Leader

PLEASE COMPLETE THIS FORM ABOUT YOUR CHILD AND SEND IT BACK TO SCHOOL. THIS WILL HELP ME GET TO KNOW YOUR CHILD. THANK YOU!

Child's Name: _____

Name of parents or guardians: _____

Birthday: _____ Age _____ Phone #: _____

My child is good at: _____

My child needs help with _____

My child enjoys _____

My child likes to _____

Academically, this year I would like to see my child work _____

Socially, I would like to see my child work _____

Anything else I should know about your child to help make the school year most successful?

(Feel free to use the back of this paper)