



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

CAMPUS LEAD MENTOR INFORMATION

Full Name
 (Print) _____

School
 Location _____

Subject
 Area _____

Grade
 Level _____

Years in District _____ #Years Teaching _____

Last Certification Date _____

LEAD MENTOR

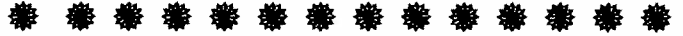
I understand the purpose and criteria of the P.A.L.S. Mentor Teacher Program and I agree to participate and meet the expectations of Lead Mentor as outlined in this contract.

 Signature

 Date

PRINCIPAL

I am aware that the teacher listed is a certified mentor in the P.A.L.S. Mentor Teacher Program. I have confidence that this teacher meets the expectations of the program and will perform the requirements of Lead Mentor outlined in this contract.



LEAD MENTOR

CONTRACT

A Lead Mentor is a person who is willing to provide ongoing support and assistance to all novice teachers and mentors at the campus level. The Lead Mentor works closely with the administrator in overseeing the program. Compensation for performing the duties is two-fold. Part of the compensation is for teaching the required P.A.L.S. Learning Circles to be held once each six weeks during the school year. The other part is for coordinating the matches and paperwork of official mentors and their novice teachers. Official mentors are those who meet weekly with novice teachers and complete all required paperwork on time and with fidelity.

Responsibilities:

- Assists principal in supporting newly hired beginning and new to Tyler teachers.
- Communicates weekly with novice teachers and mentors to provide ongoing support.
- Collaborates with the District Mentor and helps to resolve minor issues or concerns that may arise
- Collects and submits requested paperwork on time.
- Participates in Lead Mentor webinars when scheduled.
- Conducts Campus Learning Circles for 1st and 2nd year teachers each six- weeks.
- Signs Confidentiality Agreement
- Maintains yearly certification.
- Evaluate the P.A.L.S. Mentor Program through a survey at the end of the year.



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Lead Mentor Documentation

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Comments:

Learning Circles Planner and Components

The Learning Circle is a relaxed opportunity to dialogue with mentors and new teachers regarding the mentoring relationship and growth of new teachers. The meeting is scheduled for one hour each six weeks (or as needed) and can meet at a time and place determined by the lead mentor. Campuses with fewer than three new teachers may wish to collaborate with other campuses nearby.

The meeting should follow the prescribed agenda below. The Lead Mentor is requested to document participants, ideas, issues, and strategies shared. Classroom teachers, mentors, first and second year teachers, and experienced teachers new to the district are invited to participate. District Mentors are available to help with this activity.

Show and Share (20 minutes)

Teachers bring teaching ideas, lessons, classroom management procedures, etc that have worked or have not worked in their classroom. Each participant shares with the group. Ideas for using or improving are exchanged between teachers and mentors.

Now Up To Date (5 minutes)

Lead Mentor shares with group upcoming campus calendar events, district mandates, and/or PALS program information.

Got It/Need It (5 minutes)

Participants provide optimal access to sometimes limited materials or equipment. Teachers exchange needs and resources.

Perfecting Performance (20 minutes)

Learning strategies, teaching techniques, classroom management ideas, content strategies or other teaching ideas are introduced and shared by leader of the learning circle. Guests may be invited to share components of specialized programs within the district.

Celebrating Success (10 minutes)

Ends learning circle with celebrating personal, classroom, or campus successes

Learning Circles Planner and Documentation

Learning Circle Leader _____

Campus _____

Date _____

Please summarize the learning circles meeting so that we may share your ideas with others in the PALS program.

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

Please have participants sign-in on the back of this document.

Learning Circles Planner and Documentation

Learning Circle Leader _____

Campus _____

Date _____

Please summarize the learning circles meeting so that we may share your ideas with others in the PALS program.

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

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Learning Circles Guide Resources

	Audience	Learning Circles Planner-Content & Activities
August-Before 1 st Day of School	All New Teachers to Campus, Mentors, Coaches, & Principal	<p>Area of Support: Emotional, Instructional, Institutional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Welcome Packet/Basket, etc (MM p.83) <ul style="list-style-type: none"> • New Teacher Shower-(MM p.84) • “What I Know Now that I Wish I Had Known Then” (Handout) • Campus Tour or Map • Introduce/Visit Campus Support Staff • Campus Instructional Resources Information • Review Campus Policies/Procedures • Identify Community Resources <ul style="list-style-type: none"> ○ Boys/Girls Club, PATH, Andrews Center, IRC, CPS Guidelines, Crisis Prevention Intervention Info, etc. <input type="checkbox"/> Bio Poem (NTM p.5) <input type="checkbox"/> Beginning Teacher Self-Assessment Inventory (MM p.118-119) <input type="checkbox"/> New Teacher Needs Assessment <input type="checkbox"/> Working with a Mentor (NTM p.9) <input type="checkbox"/> Surviving the First Day (NTM p.10) <input type="checkbox"/> Getting Off to a Great Start (NTM p. 11) <input type="checkbox"/> Things to Ask your Mentor/Principal (NTM p.14-17) <input type="checkbox"/> Seven Things Students Want to Know (NTM p. 21-22) <input type="checkbox"/> Other: _____
1 st Six Weeks	1 st & 2 nd Year Teachers, Mentors District Mentors	<p>Area of Support: Instructional, Physical, Emotional, Institutional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflection Journal One (MM p. 122) <input type="checkbox"/> Incredible Ideas Scrapbook (MM p. 86) <input type="checkbox"/> Classroom Management <input type="checkbox"/> Room Environment <input type="checkbox"/> Four Aspects of Classroom Management (Ginger Tucker, Handout) <input type="checkbox"/> Top Ten Principles for Being Successful (NTM p. 54) <input type="checkbox"/> Managing the Flow of Paperwork (Handout) <input type="checkbox"/> Other: _____
2 nd Six Weeks	1 st & 2 nd Year Teachers, Mentors District Mentors	<p>Area of Support: Instructional, Emotional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflection Journal Two (MM p. 123) <input type="checkbox"/> Communication <ul style="list-style-type: none"> ○ Parents ○ Students ○ Administrators ○ Colleagues <input type="checkbox"/> Tips for Conferencing with Parents (NTM p. 48) <input type="checkbox"/> Teacher As A Communicator (Starting Strong p. 199-203) <input type="checkbox"/> Tips for Communicating through Writing (Starting Strong p. 203) <input type="checkbox"/> 50 Opportunities to Praise Your Students (NTM p. 38-39) <input type="checkbox"/> Other: _____
3 rd Six Weeks	1 st & 2 nd Year Teachers, Mentors District Mentors	<p>Area of Support: Emotional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflection Journal Three (MM p. 124) <input type="checkbox"/> Managing Stress <ul style="list-style-type: none"> ○ Stress Cycle (Ginger Tucker Handout) ○ Stress Management (Starting Strong p. 192-196) ○ Keep Stress in Check (Handout) <input type="checkbox"/> Other: _____
4 th Six Weeks	1 st & 2 nd Year Teachers, Mentors District	<p>Area of Support: Instructional, Emotional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflection Journal Four (MM p. 125) <input type="checkbox"/> Active Learning Strategies (Handout) <input type="checkbox"/> Adaptations for Learners (NTM pgs. 28-36) <input type="checkbox"/> Spring Break Survival Kit (magazines, novels, sun screen, chocolate candy, etc.) <input type="checkbox"/> Other: _____

5 th Six Weeks	1 st & 2 nd Year Teachers, Mentors District Mentors	<p>Area of Support: Instructional, Emotional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflection Journal Five (MM p. 126) <input type="checkbox"/> Assessment, Evaluation, and Record Keeping Tips (Starting Strong Chapters 4) <ul style="list-style-type: none"> o Teacher Assessment o Types of Assessments o Levels of Questioning p. 158-159 <input type="checkbox"/> Personality Quiz (Ex: Lipstick Test, Oreo Cookie Test, Pig's Tail Activity,) (Handout) <input type="checkbox"/> Other: _____
6 th Six Weeks	1 st & 2 nd Year Teachers, Mentors, District	<p>Area of Support: Instructional, Emotional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflection Journal Six (MM p. 127) <input type="checkbox"/> Reflection on Practice (Handout) <input type="checkbox"/> Using Smart Goals to Identify Professional Growth Plan (Handout) <input type="checkbox"/> Self Reflection (Starting Strong p. 249) <input type="checkbox"/> Other: _____

MENTORING MATTERS

Reflection Journal I Date:

Concern Focus: **SELF**

Significant events for me this week were . . .

As a result of these events, I have learned . . .

I realize that I need to know more about . . .

This week I am most proud of my . . .

Information Needs	Resource/Material Needs
--------------------------	--------------------------------

Reflection Journal II Date:

Concern Focus: SELF

I am excited by the opportunity to . . .

I have noticed that I am doing well with . . .

I am curious about . . .

By the end of this semester, I want to be able to . . .

Information Needs	Resource/Material Needs
--------------------------	--------------------------------

Reflection Journal III

Date:

Concern Focus: TASK

Reflecting on my classroom management, I realize that
when I . . .

my students . . .

Strategies I want to remember include . . .

At this point, I know I can control . . .

By the end of the year, I will be able to . . .

<p>Information Needs</p>	<p>Resource/Material Needs</p>
--------------------------	--------------------------------

Reflection Journal IV

Date:

Concern Focus: TASK

Regarding my use of time, I have noticed . . .

I am pleased when I . . .

Managing paperwork and other tasks is easier for me when . . .

My biggest question about feeling professionally in control is . . .

Information Needs	Resource/Material Needs
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MENTORING MATTERS

Reflection Journal V Date:

Concern Focus: **IMPACT**

As a result of my instruction this week, my students can . . .

For my class, I am thinking about the following changes in curriculum . . .

If I could relive one day or class this week, it would be . . .

Given what I know now, I would change . . .

Information Needs	Resource/Material Needs
--------------------------	--------------------------------

Reflection Journal VI

Date:

Concern Focus: TASK

The most important lesson I've learned this year is . . .

In thinking about other colleagues, it would be interesting to work with . . .

on . . .

I can contribute to the professional school community by . . .

In thinking about school goals and projects, I need to know more about . . .

Information Needs	Resource/Material Needs

Four Aspects of Classroom Management

Snapshot View

✓ Organizing and managing time

- Schedule time to plan. Make a list every day!
- Have a system. Use a planner or day timer.
- Set goals and prioritize.
- Capture time that would otherwise be wasted.



✓ Organizing and managing materials

- With mail and memos use the “touch it once” concept.
- Develop a system for filing
 - Professional file for insurance, teacher organizations, etc.
 - Curriculum file for units and materials
 - Student work files for completed work or portfolios
- Create an office in your classroom.
- Have a central system—a tub or notebook for the essentials.
 - Grade book
 - Lesson plans
 - Forms
 - Seating charts

✓ Organizing and managing space

- The arrangement must be safe.
- The arrangement must be effective for the purpose of the lesson.
- The arrangement must be efficient requiring the least effort and confusion.
- 3 Keys to classroom arrangement
 - Visibility
 - Accessibility
 - Distractibility

✓ Organizing and managing student behavior

- Establish the goals you have for your students.
 - Teach procedures – how to get things done.
 - Teach rules – expected norms of behavior.
 - Establish consequences.
 - Positive Negative Corrective

Minimal Investment

Beginning of Year

Welcome To . . . Basket

Purpose: To provide the protégé with items that are useful but may be forgotten in routine preparations. To establish connections between the protégé and existing faculty.

Construct a Welcome To (school name) Basket filled with useful personal and professional items. Invite colleagues to provide items for the basket as appropriate. Suggested items include:

Post-it notes

Pens

Dots or pointers for use with the overhead projector

A coupon book with free services such as one lunch duty, assistance with paperwork, etc.

Throat lozenges

Tissues

Instructional books or journals

Snacks

A box of colored chalk

Item with school insignia, such as a school poster, T-shirt or coffee mug

Extensions

As a faculty, construct a list of 'Top Ten Things' you need or need to know and include in all Welcome To . . . Baskets. This interaction also serves as an interactive, collegial activity for staff.

With colleagues, design a 'Red Letter Dates' calendar to include in the baskets. In addition to traditional dates, these calendars might indicate vacations, staff social events, cultural events in the community, theater offerings too good to miss and other renewal activities.

Design different baskets for veteran teacher protégés concentrating more on their specific needs in the new assignment.

Tip

Keep the contents of the basket light and somewhat fanciful as a break from what might be an overwhelming amount of instructional and logistical information at the beginning of the year.

Incredible Ideas Scrapbook

Purpose: To efficiently provide protégés with classroom-tested ideas and resources.

The Scrapbook may be assembled prior to the beginning of the school year and supplemented at the beginning of the second semester as the mentor continues to collect strategies. Ask colleagues to submit donations to the scrapbook as well. Possibilities to include are:

- Teaching stories
- Poems
- Cartoons
- Get acquainted ideas/icebreakers
- Tips for remembering student names
- Favorite fillers
- Index cards with strategies for grouping students, learning-center activities, etc.
- Bulletin board display ideas

Extensions

Extend the scrapbook to include instructional ideas, assessment strategies and website references.

Categorize the ideas by content area, time of year, state standard, etc.

Develop the scrapbook as a grade level or content area collaborative project.

Create a book of archetypes illustrating state or district standards.

Ask the protégé to add to the ideas and share with others.

Tips

Ideas and suggestions should include type of application, time required, do's and don'ts for successful implementation.

Identify the contributor of each idea to allow for follow-up questions.



Strategies to promote active learning in students:

1. Having students write something.
2. Have students keep three-times-a-week journals in which they comment, ask questions, and answer questions about course topics.
3. Invite students to ask questions and wait for the response.
4. Put students into pairs or "learning cells" to quiz each other over material for the day.
5. Give students an opportunity to voice opinions about the subject matter.
6. Have students apply subject matter to solve real problems.
7. Roam the aisles of a large classroom and carry on running conversations with students as they work on course problems
8. Ask a question and wait for an answer. Don't give in! If you are quiet long enough, someone will respond.
9. Place a suggestion box in the rear of the room and encourage students to make written comments every time the class meets.
10. Review quizzes and exercises in class as a learning tool.
11. Assign written paraphrases and summaries of difficult reading.
12. Give students a take-home problem relating to the day's lecture.
13. Encourage students to bring current news items to class which relate to the subject matter and post these on a bulletin board nearby.

Excerpted from *101 Things You Can Do the First Three Weeks of Class* by Joyce Powlacs Lunde, Teaching and Learning Center, University of Nebraska-Lincoln, 2001.

Some In-class active learning techniques:

- **Think-Pair-Share** - after a concept, or set amount of class time, stop class and allow students to collect their thoughts (think) on an issue, then have them discuss their idea for 3-5 minutes with the person next to them (pair). Finally, ask/choose pairs to share with whole class or report to you for questions with material, etc. (share).
- **Brainstorming** - is a good technique for generating ideas quickly. Make sure everyone understands the ground rules: no response is wrong; every response is accepted without discussion or argument. Once brainstorming has elicited a sufficient number of responses, guide students to use their analytical and synthesizing skills to determine best ideas.
- **Small group work** - allows every participant the chance to speak, share personal views, and develop the skill of working with others. The group work activity should promote reflective thinking, problem-solving, or creative thinking. To be effective, it is important that every person in the group has a role to play. Roles may include the reporter, the recorder, the taskmaster or time keeper, the researcher, the idea producers, or even the spy. The spy will hover around other small groups to see what ideas their classmates are generating.
- **Role-playing** - is a method of acting out an imaginary, but real-life situation. Helping students get a better understanding of what it means to "walk in someone else's shoes" or to get a handle on how they themselves may respond in certain situations can be greatly enhanced through role playing. This strategy can be extremely effective, but it is important to be sensitive to the fact that some students are very uncomfortable acting out. Be ready to provide alternative activities to anyone needing one. One alternative is to have students write about their assigned role rather than act the role.
- **Student Debates/Discussion Panels** - can be formal or informal, individual or group, graded or un-graded. This allows students the opportunity to take a position and gather data/logical arguments to support their view, critically. The process also offers experience with verbal presentations. Some faculty may ask students for their personal view and then make them argue for the opposite position.
- **Case studies** - bring in case studies for students to read and then analyze, applying concepts, data, and theory taught from class. Students can work individually or in groups or do this as a think-pair-share activity. Using case studies in combination with a brief in-class writing assignment adds to the students actively working with the subject content.
- **Journals or Logs** - students make journal entries periodically that requires them to critically reflect or analyze a topic or concept. This activity can be done both in and out of class.

- **Concept mapping** - students create visual representations showing the relationship between concepts. Circles are drawn containing concepts and are connected with lines. The lines may have phrases showing the connection between concept circles. Making concept maps can be done in groups or individually, and both inside and outside of class. The process offers practice with critical thinking skills such as categorization, and comparing and/or contrasting concept elements.
- **Collaborative Learning Groups** - groups may be formal or informal, and work graded or un-graded. Students are assigned to a group of at least three people and members of the group are assigned to specific tasks (Leader, Recorder, Presenter, Task Master, etc.). The group is given a task to work on together. Often, some student preparation (reading, homework, etc.) is required but not necessary.
- **One-Minute Paper** - provides a quick and extremely simple way to collect written feedback on student learning. Stop the lecture and ask students to respond briefly to some variation on the following two questions: "What was the most important thing you learned during this class?" and "What important question remains unanswered?" Students then write their responses on index cards or half-sheets of scrap paper and hand them in. The instructor reviews the papers before the next class and clarifies the material as needed.
- **Games** - such as Jeopardy, Crossword puzzles, and group Competitions can be adapted for course material and used in review and for assignments.
- **Videos** - the use of videos in the classroom offers an alternative of presenting information via lecture. Video length should be relatively short (5 to 20 minutes). Prepare students with reaction or discussion questions or a list of ideas upon which to focus. After watching the video, students can work alone, or in pairs/groups, to answer critical questions, write a 'review' or reaction (possibly as a journal entry), draw concept maps, or apply a theory.
- **Demonstrations/Laboratories** - very good at visually showing and allowing student interactions with various course concepts. Students can be asked to predict an outcome to a given situation and then assess/evaluate/justify if their prediction was valid based upon the laboratory outcomes. In other instances, the demonstration serves to allow students to construct meaning and make connections in their learning based upon their observations and first-hand experience. Depending upon the set-up and size of the class, teachers may allow students to experiment right after the initial demonstration or allow the students to "discover" the content/objective of the laboratory without demonstrating first. It is also "powerful" if the students have access to the materials used in the demonstration and are able to repeat the demonstration at home or outside of class.
- **Student-generated exam questions** - used for review and sometimes student questions appear on exams when appropriate. This technique has students actively process material, allows review and practice of course material, and teaches the skill of writing reliable and valid exam questions.
 - **"Snowball War"** – have each student take out a sheet of paper and tear it in half. On one half, students write what they consider a "good" question, or a question they expect to see on the upcoming exam. On the other half, students are to write a question they 'hope' they don't find on the exam because they don't know how to do/answer that question. Students are then to crumple up the papers and have a "paper snowball fight" in the classroom. Afterwards, students may be grouped and then allowed to work the two questions each brings to the group.
- **Research Projects and Presentations** - students are asked to design a research study on a course topic. When appropriate, students may be allowed to collect data during class time. Students present their research in a class symposium allowing group questions directed toward them after their presentation. Depending on the class size, group collaborative work may be more desirable than having each student present. Also, in an effort to not have the same topic repeated, topics can be "assigned" by lottery method (papers written with the topic to be researched, pulled from a hat) to each group or individual.
- **Newsletters** - students produce a brief newsletter on a topic related to the course. Articles should include relevant research and postings of related public events (past and upcoming) can also be included. The newsletters can be shared with other faculty members and students in related courses or in the major.
- **"Walk-About", "Treasure/Scavenger Hunt"** - Items to observe and critique, or questions to answer are posted around the room. Students are paired and given directions as to what they will be expected to do when they go to the different spots. Students are allowed to help other groups, or (if appropriate) a 'competition' may in effect to see which group goes through the different stations first with "correct" answers. After students are allowed to 'walk-about', the class shares and discusses their findings.

The Lipstick Personality Test

1. Slant keeps close to original slant and tip shape

- Abides by the rules
- Great follower
- Does not like too much attention
- A little self-conscious
- Somewhat reserved
- Likes a schedule
- May occasionally color hair to attract attention



5. Rounded tip to a point

- Lovable
- Family-oriented
- A "doer"
- Can give orders easily
- Domestic
- Exaggerates sometimes
- Stubborn over little things
- Needs people around



2. Rounded, smooth tip

- Easy going
- Peacemaker
- Even-tempered
- Steady
- Likable
- Generous



6. Flat top

- To the point
- High morals
- Needs approval
- Careful about appearances
- Very dependable
- Conservative
- Quick mind
- Loves challenges



3. Sharp-angled tip

- Opinionated
- High-spirited
- Dislikes schedules
- Selective of friends
- Outgoing
- Likes attention
- Argumentative



7. Flat top concave

- Makes a great detective
- Makes friends easily
- Inquisitive
- Adventurous
- A prober
- Complex
- Exciting



4. Sharp-angled, but curved tip

- Creative
- Enthusiastic
- Energetic
- Talkative
- Loves attention
- Falls in love easily
- Helpful
- Needs schedule, but dislikes one



8. Sharp angles both sides

- Spiritual
- Curious
- Seeks attention
- Mysterious
- Big ego
- Faithful
- Looks for easy way
- Loves life



Managing the Flow of Paperwork:

- In a free response survey by Louis Harris for Metropolitan Life Insurance Company, ninety two percent of twelve hundred teachers surveyed judged they had to spend too much of their time doing paperwork and administrative tasks. These excessive tasks were identified on the list included in your packet. Some of these may not be relevant to you. Feel free to add to the list, according to your situation.

“No one has enough time, yet everyone has all the time there is. This is the great ‘paradox’ of time. It is the one resource that is distributed equally to all.”

__Bob Rundell, Time Management Worksheets, 1979

Excessive Paperwork Tasks:

- Grading papers
- Writing unanswered notes to parents
- Completing administrator’s reports
- Sending letters of inquiry
- Ordering new materials
- Answering mail
- Completing written requests for information from professional organizations
- Planning lessons
- Monitoring school rules
- Checking attendance
- Taking lunch counts
- Collecting money
- Scoring tests that are not used in subsequent instruction
- Interacting with sales representatives
- Reading publishing company mailings
- Completing inventory sheets

- Reinitiating instruction following misbehavior or distractions
- Encountering principal interruptions and office messengers' notes
- Dealing with absences and tardiness of students

Tips for Managing Paperwork:

- As soon as you check your box in the teacher's lounge or office area, prioritize your mail. Place the high priority items that need an immediate response in front and the items that don't need immediate attention (such as magazines or catalogs) in the back of the pile.
- If someone requests a written response from you, immediately jot your response and put it in their box. Don't wait until you are back in your classroom before answering the message. Chances are it will sit on your desk for a week before getting back to the other person.
- As soon as you get back to your classroom, go through your mail before doing anything else.
- After reading a memo, write down important dates and times on your desk calendar (be sure to include a few specifics as well as the contact person). Then throw the memo away or file it in your teacher binder. Don't let it sit on your desk or in your calendar.
- Go ahead and fill out administrative forms (recommendations, referrals, work requests, lunch requests, etc.) and place them in a folder marked "Return to Office"
- Immediately file staff development or FYI flyers.
- Place magazines and catalogs in your bag to take home and review in the evening. Use them as bedtime or bathroom reading material.

Oreo Cookie Test

"Oreo Cookie Test" Psychologists have discovered that the manner in which people eat Oreo cookies provides great insight into their personalities. Choose which method best describes your favorite method of eating Oreos:

1. The whole thing all at once.
2. One bite at a time.
3. Slow and methodical nibbles, examining the results of each bite afterwards.
4. In little feverous nibbles.
5. Dunked in some liquid (milk, coffee...).
6. Twisted apart, the inside, then the cookie.
7. Twisted apart, the inside, and toss the cookie.
8. Just the cookie, not the inside.
9. I just like to lick them, not eat them.
10. I don't have a favorite way because I don't like Oreos.

Your Personality:

1. The whole thing This means you consume life with abandon, you are fun to be with, exciting, carefree with some hint of recklessness. You are totally irresponsible. No one should trust you with their children.
2. One bite at a time. You are lucky to be one of the 5.4 billion other people who eat their Oreos this very same way. Just like them, you lack imagination, but that's okay, not to worry, you're normal.
3. Slow and Methodical. You follow the rules. You're very tidy and orderly. You're very meticulous in every detail with everything you do to the point of being anal retentive and irritating to others. Stay out of the fast lane if you're only going to go the speed limit.
4. Feverous Nibbles. Your boss likes you because you get your work done quickly. You always have a million things to do and never enough time to do them. Mental breakdowns and suicides run in your family. Valium and Ritalin would do you good.

5. Dunked. Every one likes you because you are always upbeat. You like to sugarcoat unpleasant experiences and rationalize bad situations into good ones. You are in total denial about the shambles you call a life. You have a propensity towards narcotic addiction.

6. Twisted apart, the inside, and then the cookie. You have a highly curious nature. You take pleasure in breaking things apart to find out how they work, though not always able to put them back together, so you destroy all the evidence of your activities. You deny your involvement when things go wrong. You are a compulsive liar and exhibit deviant, if not criminal, behavior.

7. Twisted apart, the inside, and then toss the cookie. You are good at business and take risk that pay off. You take what you want and throw the rest away. You are greedy, selfish, mean, and lack feelings for others. You should be ashamed of yourself. But that's ok, you don't care, you got yours.

8. Just the cookie, not the inside. You enjoy pain.

9. I just like to lick them, not eat them Stay away from small furry animals and seek professional medical help - immediately.

10. I don't have a favorite way, I don't like Oreo cookies. You probably come from a rich family, and like to wear nice things, and go to up-scale restaurants. You are particular and fussy about the things you buy, own, and wear. Things have to be just right. You like to be pampered. You are a prima donna. There's just no pleasing you.

Pig Drawing Personality Analysis

Ask participants to draw a pig on a blank piece of paper with a given time limit. (3 min.)

The pig you've drawn can be used to identify your personality traits. Match your drawing of a pig with the following interpretive details.

If your pig is drawn:

Toward the top of the page, you are positive and optimistic.

Toward the middle of the page, you are a realist.

Toward the bottom of the page, you are pessimistic and have a tendency to behave negatively.

Facing left, you believe in tradition, you're friendly, and you remember dates (birthdays, etc.).

Facing right, you are innovative and active, but you don't have a strong sense of family, and you have trouble remembering dates.

Facing front (looking at you), you are direct and enjoy playing devil's advocate. You neither fear nor avoid discussions.

With many details, you are analytical, cautious, and distrustful.

With few details, you are emotional and naive. You care little for details and like to take risks.

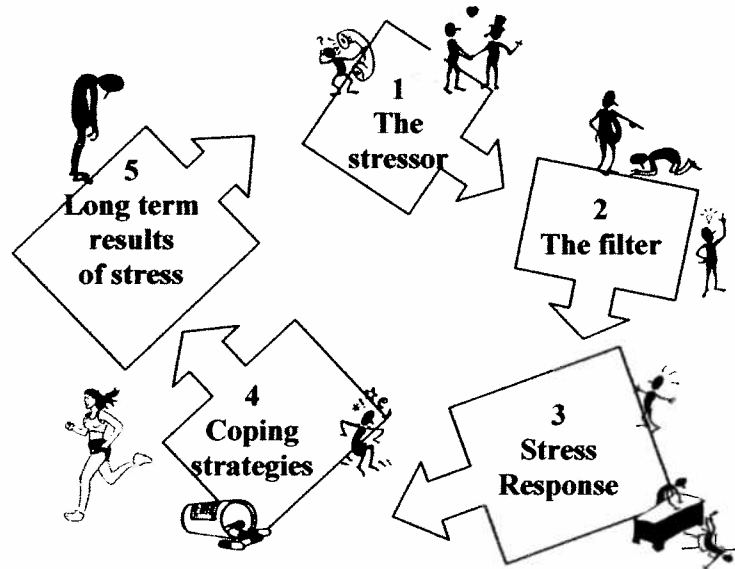
With 4 legs showing, you are secure, stubborn, and stick to your ideals.

With less than 4 legs showing, you are insecure and living through a period of major change.

The size of your pig's ears indicates how good a listener you are - the bigger, the better.

The length of your pig's tail indicates the quality of your love life - (OK, who didn't draw a tail?)

Stress Cycle



Stress has a cycle and it takes its toll if not managed.

- ☑ **1. The stressor**—There are three categories of stressors:
 - Job stressors, personal stressors, and environmental stressors
 - Stressors can be
 - Internal—our biology, our personality, lifestyle choices
 - External—change, relationships, personality, events, job, schedule
 - For something to be labeled a stressor, it must be perceived as one.
 - For example, for some people, height is a stressor, for some it is not.
- ☑ **2. The filter**—what causes something to be perceived as a stressor
 - Our personalities, early messages, past, values, expectations from others and of ourselves cause something to be perceived as a stressor. When it is, it causes a stress response.
- ☑ **3. Stress Response**—the physiological response to stress: outpouring of adrenaline and release of other stress hormones into the bloodstream causing increased heart rate, faster breathing, tensing of muscles, etc. (fight or flight)
 - There are physical, emotional, cognitive, and behavioral reactions
 - Our body exhausts itself trying to counter stress
- ☑ **4. Coping strategies**—attempts to deal with stress
 - healthy-exercise, diet, organization, and deep breathing
 - unhealthy-drugs, alcohol, abuse, running away
- ☑ **5. Long term results of stress**—stress-disease link, burnout, relationships, memory loss



KEEPING STRESS IN CHECK

Stress is the body's response to pressure, tension, and change. A little stress can sharpen your senses and your performance. But too much stress can harm your body and your mind. Do your best to manage stress:

- 1. Eat well, exercise regularly, and get enough sleep**
- 2. Plan and prioritize. Stay in control of your time by deciding what has to be done: then do the most important things first.**
- 3. Stay positive. Use your resources to figure out how to resolve difficulties and keep on track to accomplish your goals.**
- 4. Don't sweat the little things. When problems occur, ask yourself if they'll really make a difference tomorrow.**
- 5. Act like a professional. Even on days when you don't feel your best, fake it until you make it.**
- 6. Talk out your problems with a trusted friend, co-worker, or relative.**
- 7. Remember to play and laugh. Allow yourself time to relax and have fun.**
- 8. Be flexible. Go with the flow and learn to accept what you can't change.**
- 9. Don't point fingers. Blam doesn't eliminate frustrations. Use your time to make things better.**
- 10. Plan "me-time" and "we-time". Make time for yourself and the significant others in your life.**
- 11. Avoid your stress triggers. Make time for yourself and the significant others in your life.**
- 12. If you have persistent, stress-related emotional or physical problems, don't hesitate to get medical attention.**

Tyler ISD New Teacher Instructional Technology Training August 10, 2010

Elementary K-5

Location	Hour 1	Hour 2	Hour 3
PDC Lab 1 – Suzanne Lab 2 – M. Wynn	Login / TTO eCourse	Login / TTO eCourse	Login / TTO eCourse
PDC Lab 3 – Melissa C. Lab 4 – Stephanie	Student Login Helper Sheet DE Streaming BrainPop Destination Math & Reading Earobics (K-3)	Student Login Helper Sheet DE Streaming BrainPop Destination Math & Reading Earobics (K-3)	Student Login Helper Sheet DE Streaming BrainPop Destination Math & Reading Earobics (K-3)
PDC Classroom 5 – Eleni Classroom 6 - Jodi	CScope File Location Using Adobe to edit CScope CScope tech enhancements	CScope File Location Using Adobe to edit CScope CScope tech enhancements	CScope File Location Using Adobe to edit CScope CScope tech enhancements

Secondary 6-12

PDC Lab 1 – Suzanne Lab 2 – M. Wynn	Login / TTO eCourse	Login / TTO eCourse	Login / TTO eCourse
PDC Lab 3 – Cody Lab 4 – Robin	DE Streaming Mediacast NetTrekker Inspiration	DE Streaming Mediacast NetTrekker Inspiration	DE Streaming Mediacast NetTrekker Inspiration
PDC Classroom 5 – J.P. Classroom 6 - John	CScope File Location Using Adobe to edit CScope CScope tech enhancements	CScope File Location Using Adobe to edit CScope CScope tech enhancements	CScope File Location Using Adobe to edit CScope CScope tech enhancements

Color Legend for Groups

Group 1	Group 2	Group 3
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- Schedule accommodates up to 150 teachers (25 per classroom)
- 2 Trainers will float to verify everyone is signing in, etc. (Cindy, Randy)
- New Instructional Tech Specialists will rotate through all sessions
- CScope/Adobe will be mostly show and tell with handouts
- Login/TTO eCourse- participants will login, with the rest using eCourse incorporating captivate. They can finish TTO eCourse at a later date. Gina will be available for assistance in login issues.
- Participants will receive a “New Teacher” notebook with all handouts

Administrative Cheat Sheet

"If it is not taught at home, they won't have it at school. Quit expecting it and start teaching it. You will get further quicker a lot less headaches! If you want educators to succeed, help them understand and use the core principles and strategies to learning." Jensen

7 Steps to Make It Happen

- Compelling, visceral, clear vision with every staff as a leader
- Gather ongoing useful data
- Staff collaboration and trust
- Clear path for each and all
- Feedback and accountability
- Sharing success and celebrations
- Implement SHARE
 - S-Skill Building
 - H - Hope/Growth Mindset
 - Accommodations
 - Relationships
 - Engaged enrichment

Administrative Checklist

- ✓ Give staff clear directives that are specific and relevant: "We need to see far more engagement. What day and time this coming week can I visit your class to see 2 brand new engagement strategies used?"
- ✓ If a teacher is not growing and carrying their fair share, a warning is in order. Some teachers find out they are not cut out for this type of work and are asked to leave. We ALL have to be good. Kids' lives are at stake. You took the job as administrator. Be one.
 - ✓ Staff are part of the whole (the school) and part of a team or professional learning community.
 - ✓ Staff want others to do their fair share and others feel the same.
 - ✓ Accountability works when the process is transparent, fair and consistent.
- ✓ Keep things simple: Fewer things done well beats 100s of ideas never or rarely used every time. Staff picks a strategy and implements it until it's second nature. Celebrate. Go on to the next strategy. Repeat.
 - ✓ CHAMPS MINDSET (Things to look for in classrooms on a daily basis) :
 - Champion mindset and Hopeful effort skills and posters, etc.
 - Attention Skills-Prediction, hooks, props, novelty, recess, current events, PE, sports, teamwork, computer
 - Memory-games, chess, musical instruments, write to recall, build a sentence games, lateral crossing, chunking, prime learning, fast physical activity
 - Processing-KWL, Distinguish between differences, vocabulary, stories, video making, post models, think alouds, flow charts
 - Sequencing-Chess, checkers, song, timelines, models, drama, talk through process with partners.