Elementary Reading Specialist Mentor Monthly Checklists

AUGUST GUIDE FOR THE INITIAL MEETING WITH PROTEGES

OVERVIEW: The Mentor’s job for the first meeting with his/her protégé is to help the new teacher with tasks such as
1. plan for the first week of school
2. find and organize materials and resources
3. Review Pathways training modules with protégé.
4. prepare materials and resources to deliver Pathways training for classroom teachers, EL teachers, and teacher of students with disabilities.
5. Review guidelines for entering attendance on MLP for each Pathways training session.
6. Discuss strategies for facilitating Pathways professional development.
7. suggest arrangement of the classroom furniture
8. decorate the classroom
9. gain an overview of assessments (DRA2 and PALS) that will guide long-range planning and pacing
10. discuss assessment protocols
11. understand the role of the reading specialist, as well as the roles of other professionals in the building - TRT, counselor, paraprofessionals, etc.
12. answer questions
13. visit Outlook, Intranet resources, and VISION

THE BUILDING
The Mentor might not be in the same building as his/her protégé. The protégé may need to meet with the Lead Mentor or another teacher to find out specifics about his or her building. However, please discuss the importance of finding the following:

- Tour - Work Room, Lounge, Book Room, Mailboxes, Office, Computer Lab, Students’ Records, etc.
- Office Personnel - Who’s who, where are they and what exactly do they do?
- Equipment
  - Where to find it, how to use it
  - “Equipment etiquette”
- Building Procedures
  - Duties
  - Hours
  - Sign-out
  - Emergency drills
  - Schedules
  - Meetings
  - Policies (dress code, extracurricular attendance, etc.)
  - Incident reports for injuries/accidents

ROOM SET-UP
- Supplies-What do you need? Where can you find it? If other supplies are needed, there may be an opportunity to order them through Evi Hickman. Follow procedures described in the Reading Handbook or contact Evi at evelyn.hickman@lcps.org

Plan your room arrangement without moving a chair! http://teacher.scholastic.com/tools/class_setup/
Protégés will not be reimbursed for materials ordered without prior approval.

Furniture arrangement

Bulletin boards
  - Purposeful – Reading Strategies? Genre?
  - Organization - bins, files, binders, cubbies

CURRICULUM AND INSTRUCTION

Setting up plan book according to Principal’s expectations

Find out what first day duties will be expected at the school, for example, helping students get off buses and to classrooms, calling parents about how students are getting home.

Plans for the first week
  - Was there a Summer Reading Program that needs follow-up?
  - Get the Guided Reading Library ready for checkout by updating teacher names and checkout procedures and doing an inventory of materials
  - Locate Reading Specialist School Profile from prior year to find out which students received reading services last year.
  - Ask attendance secretary for copies of class lists for grades K-5.
  - Distribute Class Ranking forms to the first grade teachers and collect them by the end of the first week of school.
  - What materials need to be distributed to teachers? Pathways supplies? PALS and DRA2 kits?
  - Return paperwork to Evi Hickman promptly such as contact information and “Teachers as Readers” sign-up

Resources - Pacing Guides, SOLs, Elementary Reading Framework, VISION
  - Instruct the protégés where to find the necessary resources and how to use them.
  - Stress the importance of keeping relevant documents at their fingertips.
  - Instruct them on how to access these resources from the intranet.

Books - What’s needed, where to find them and how to organize them.

Book-It - Find out if the school participates. Sign-ups usually need to be done in the spring.

Assessments – DRA2 and PALS
  - Does protégé have DRA2 and PALS kits for his or her use?
  - Prepare a survey for teachers about DRA2 and PALS training and find out if they have kits for testing.
  - Begin preparing DRA2 and PALS training for teachers who need it.
  - Be sure protégés know testing window dates for PALS and DRA2 testing and share any information that needs to be disseminated to teachers.

Organization - files, binders
Help them create folders to contain information that they will receive in the first couple of weeks: parent correspondence, principal memos, faculty meetings notes, reading meeting notes, testing information, etc.

- You may want to share your strategies for organization.
- Help them prepare for the materials/papers that will be collected from staff members throughout the year; a spreadsheet would be most helpful!

- Collaboration with ELL and Special Education teachers
  - Reading specialists may work with ELL and special education students.
  - IEP’s - where are they and why are they important?
  - Reading specialists should work with ELL and special education teachers in assessing and grouping students for Pathways literacy groups. Students may need to be moved to different groups as the year progresses.
  - Student placement and instructional focus is determined in collaboration with all stakeholders, often within the literacy or data teams.

- Discuss coaching, co-teaching, and PD considerations for your school

**READING GROUP MANAGEMENT**

- Selection - How will protégé determine which students he or she will be teaching?
- Scheduling - How will protégé schedule groups?
- Where will groups meet? Students and classroom teachers benefit from in-class instruction.
- Organization - How will he/she organize materials for each group?
- Documentation
- Awareness of Cultural Competence
- Questions and concerns
- ________________________

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**PREPARE FOR NEXT MONTH**

- Set the date of your next meeting **today**! Set the dates for EACH monthly meeting as soon as possible.
- Suggest ideas for Open House and/or Back-to-School, and other community and parent connections.
SEPTEMBER

☐ Check on pacing and planning
  o Protégés are to bring their plan book to the meeting so that you can review the Principal’s and County’s requirements. Make sure that pacing is on-target for this month.
  o Review 9-week plans that have been developed by the grade levels so that your protégé can provide support for classroom teachers.

☐ Assessment - PALS and DRA2
  o Make sure protégés understand the process for administering and procedures for recording and scoring. Protégé may want to observe mentor administering PALS and DRA2.
  o Protégés will need to train teachers, inform them about DRA2 and PALS procedures, and monitor teacher administration and online entries of student data. Be sure protégé sets the testing windows to leave time to check scores before the official deadline. (Mentors may need to provide training and/or offer a co-training experience.)
  o Suggest ideas for independent activities for students so that the classroom teachers may complete individualized testing.
  o Discuss instruction and methods of student grouping based on data acquired from the assessment tools.
  o Website administration for DRA2 and PALS – user name/password for administrator, how to find teacher passwords
  o Review Pathways assessment for literacy groups.

☐ Collaborate--Share ideas and instructional strategies

☐ Discuss/Problem Solve Specific issues (items that are specific to each protégé)

☐ Discuss Classroom Management – record-keeping, organization of student supplies, infractions of rules

☐ Discuss coaching, co-teaching, and PD considerations for your school

☐ Interims/Comments

☐ Communicate regularly with classroom teachers – can be informal or teacher memos, try to make personal contact with each teacher

☐ Observations (usually informal for the first month, but protégés need to be informed of the principal’s expectations)
  o Go over what principals will look for in an observation, whether an informal walk-through or a formal evaluation.
Organization
  - Make sure protégés understand cumulative folder documents that need to be read and/or pulled.
  - Be sure protégés are familiar with Literacy Folders!
  - Make sure protégés have filed all of the parent permission forms if applicable.

Supplies
  - need anything? If other supplies are needed, there will be an opportunity to order them through Evi Hickman. Follow procedures as directed by Evi Hickman. Protégés will not be reimbursed for materials ordered without prior approval.

IEP’s
  - Make sure that IEP’s have been read and are understood.

Non-instructional duties

Child Study Committee
  - Protégés should find out their role.
  - What to bring to meetings – latest formal assessments, DRA2 and PALS score histories, work samples and ongoing assessments if applicable
  - Parents will be attending, so keep input professional.

Communication with parents
  - Newsletter-show sample
  - Web Page (CMS)-provide assistance and ideas (keep it simple!)
    - Bio in 3rd person
    - Newsletter
  - Phone Calls - document the date, time, and topic and file in folder marked “Parent Communication”.
  - Emails from parents or teachers - they should refer to times the teacher is available to conference and not specifics that should be discussed one-on-one. A rule of thumb that they should follow…“Would I want the email shared with everyone?” Keep confidentiality in mind at all times.

Back-to-School Night
  - Have protégé find out what his or her duties will be.
  - Keep comments to parents general.

Professional Relationships - Teams, Paraprofessionals, Administrators, IFT’s, etc. (see “C” in Mentor Competencies)
  - Define roles and responsibilities when team and co-teaching or when working in a classroom teacher’s room.
  - Discuss ways to communicate with teachers such as memos, email, newsletters, and team meetings.

Formal Assessment – Provide Class Ranking to K, first grade and second grade teachers and continue to assess K, first, and second grade students with Pathways and continue record-keeping
☐ Technology
  o Check Outlook regularly? Do they know how to check it from home?
  o My Learning Plan
  o Intranet-how to find Curriculum and Pacing Guides, Content Newsletters, etc.
  o Have a safe place to keep passwords.
  o VISION and Heinemann have great videos! (Make sure to help protégés sign on to each unit of study site on Heinemann)

☐ Resources
  o Make sure they have necessary resources and know how to use them.

☐ Receipts - Protégés hold onto them for tax purposes. Don’t buy anything expecting to be reimbursed without prior approval from the principal or Evi Hickman.

☐ Support the P.T.O. by joining!

☐ Celebrate success! Give your protégé the opportunity to tell you what is working well!

☐ Questions and concerns

☐ __________________________________________________________

☐ __________________________________________________________

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LOOKING AHEAD

- Provide ideas on role in parent/teacher conferences, input regarding interims
OCTOBER

☐ Check on pacing, planning, and grading
  o Protégés are to bring plan books to the meeting. Discuss reading specialist input to be given to teachers for interims, conferences, and report cards.

☐ Assessment
  o Protégés should make copies of PALS and DRA2 class reports for each grade level. Discuss how to organize reports for the year.
  o Share data with teachers.
  o Discuss written summary of results by grade level for administration.
  o Discuss PALS/DRA2 intervention plans. Share template for formal PALS intervention plan to meet PALS time/ratio requirements for students who do not meet the benchmarks.

☐ Collaborate--Share ideas and instructional strategies

☐ Discuss/Problem Solve Specific issues (items that are specific to each protégé)

☐ Discuss Classroom Management
  o Procedures and routines--Make sure that they are established and are working successfully. If not, brainstorm ideas and options. Areas of focus: record keeping, student supplies, infractions of rules

☐ Coaching, co-teaching, and PD considerations for your school

☐ Look at student data together so your protégé knows how to analyze and use in grouping and in planning instruction

☐ Report Cards- Note when the first grading period ends.
  o Inform teachers of current guidelines for reporting reading progress on the report card, especially reading level
  o Reading specialist’s input for classroom teachers

☐ Child Study/Special Education Referrals
  o Remind teachers that reports and referral documents are read aloud at Child Study meetings, therefore be mindful of accuracy and tone
  o Make sure there are interventions before referring

☐ Differentiation-how to plan and carry out differentiated instruction
  o Remind the protégés to check IEP’s for accommodations.

☐ Teacher evaluations and observations
  o Formal-How to prepare, what the principal will expect and look for
- Informal observations with mentor - Take turns observing one another

- Communication
  - Web Page - Provide assistance if necessary
  - Newsletters - Share examples
  - Parents - Ask about parent contact and sharing ideas with parents

- Classroom management
  - Discuss behavior concerns
  - Monthly workshops available on My Learning Plan

- Bulletin Boards and Displays - provide ideas, help think of ways to display student work

- Professional Growth – Protégés should be encouraged to attend conferences (GWRC, VSRA, IRA) and literacy training sessions (mylearningplan.com).

- Technology
  - Suggestions for using the computers and Promethean board in your lessons
  - Use of technology for PALS/DRA2 intervention
  - Updating web page
  - Checking Outlook regularly
  - VISION

- Celebrate Success! The first quarter is about to end…what has gone well?

<table>
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<tr>
<th>LOOKING AHEAD</th>
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<td>- End of First Grading Period</td>
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<td>- Student Holiday (Planning/Records/Conference Days)</td>
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<td>- Help your protégés plan for American Education Week.</td>
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<td>- Help them prepare for extended vacations that are sometimes taken by students in November and December….What are their responsibilities for make-up work, preparing assignments ahead of time?</td>
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<tr>
<td>- Thanksgiving Break!</td>
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NOVEMBER

☐ **Check on pacing, planning, and grading**
  o Protégés are to bring plan books or lesson plans to the meeting for collaborative planning. Make sure that pacing is on-target for this point in the year.
  o Review 9-week plans that have been developed by the grade levels.
  o Review how to fill out Pathways monthly reports and remind them to submit on the website. Review reports to monitor how students are progressing.
  o How are things going with groups? Does anyone need ideas for specific students?

☐ **Collaborate--Share ideas, instructional strategies, and units for the following month**

☐ **Assessment**
  o Follow up on classroom teacher use of DRA2 Focus for Instruction to meet individual student needs, especially for those students who are below the benchmark.
  o PALS Intervention Plans should be completed with teachers. Be sure to add Kindergarten students when their testing is finished. Interventions should be in place.
  o Discuss the use of PALS Quick Checks to monitor student progress.
  o Discuss types of ongoing assessment used with reading resource students. Show protégés how to keep and organize records of ongoing assessments.
  o Prepare DRA2 and PALS reports for Evi Hickman as directed.

☐ **Discuss/Problem Solve Specific issues** (items to be addressed that are specific to each protégé)
  o Remember that mentors and protégés can schedule classroom visits. Be sure to inform the principals at each school involved and fill in leave sheets.

☐ **Discuss Classroom Management**
  o Procedures and routines--Make sure that they are established and are working successfully. If not, brainstorm ideas and options.

☐ Coaching, co-teaching, and PD considerations for your school

☐ Parent Conferences- Protégés should be prepared if asked to participate in conferences for their students! Discuss possible scenarios.
  o Have samples of students’ work/portfolios available.
  o Share test results.
  o Be prepared to discuss how grades are determined.
  o Have a plan for students who are making inadequate progress or are having behavior or social issues.
□ American Education Week – Protégés may invite parents in to observe and/or participate in their groups.

□ Book Room – How are things going with checkout and return of guided reading books and materials? Does organization of the bookroom need attention?

□ PALS Funds – Show protégés how to access the intranet to determine the PALS allotment available for their schools (Intranet – Business Finance – Payroll – Spreadsheet PALS – PALS Allotments by School). Discuss how the money can be used. It can be used to pay personnel, to purchase approved technology, or to buy specific materials for specific approved programs (LLI). Check with Evi Hickman before submitting a purchase order.

□ My Learning Plan - Check to see if there are workshops and classes that support professional development

□ Recertification points
  o 180 points needed in a licensure cycle
    • how to get them
    • how to keep track of them
  o Those on a provisional license need to stay closely in touch with the school’s assigned Licensure Specialist.
  o Anyone who needs to renew a teaching license in the next year should have met with the school’s assigned Licensure Specialist.

□ Referral Process
  o Protégés should understand Child Study process and the role of the Reading Specialist in the Child Study team at their school.

□ Celebrate Success!

LOOKING AHEAD!

• December is often the month when new teachers hit a “low”. Watch for signs of burn-out. Perhaps you can have your next meeting off site or plan a joint meeting with another mentor and his/her protégés!

• Winter Break!
DECEMBER

☐ Check on pacing, planning, and grading
  o Protégés are to bring plan books to the meeting. Make sure that pacing is on-target.
  o Use curriculum guide to prepare for the month ahead if applicable.
  o If protégés have Pathways groups, remind them to enter the monthly data on the website. Protégés should review the monthly data to monitor student progress. Problem solve any students who are not making expected progress. Students reading below benchmarks need to make more than a year’s progress.

☐ Assessment
  o Remind protégés that Mid-Year PALS and DRA2 testing will begin soon after Winter Break. They should prepare information for classroom teachers to inform them of testing dates and procedures as well as which students should be assessed.
  o Protégés should be sure testing materials are ready, especially Mid-Year PALS materials. These are downloaded from the PALS website. If classroom teachers have Mid-Year PALS materials from last year, be sure to check the website to see if there have been any changes or updates in the Mid-Year PALS materials.

☐ Collaborate - Share ideas, instructional strategies, and units for the following month

☐ Discuss/Problem Solve Specific issues (items to be addressed that are specific to each protégé)

☐ Discuss Classroom Management

☐ Coaching, co-teaching, and PD considerations for your school

☐ PALS and DRA Interventions – Talk to protégés about monitoring PALS plans and DRA Focus for Instruction as we approach Mid-Year testing. Remind protégés about the DRA2 Practice pages in the teachers guides. They can be used throughout the school year by both classroom and intervention teachers. Many PALS intervention ideas are available on the PALS website. Ask if protégés are using PALS Quick Checks to monitor progress,

☐ Book Room – Discuss ways to manage the materials in the book room. How is the checkout system working? Could your protégé train a parent volunteer to help with organization?

☐ Dealing with stress

☐ Holidays
- Awareness of various religious holidays and customs which may affect students

☐ My Learning Plan
  - Interested in enrolling in a class or workshop for second semester?

☐ If your protégé needs to **renew** his or her teaching license in the coming year, he/she needs to plan professional development to meet licensure requirements. Remind your protégé to meet with his or her licensure specialist and principal about necessary paperwork.

☐ Preparing for Formal Evaluations
  - To help your protégé prepare for formal evaluations, schedule visits to each other’s classrooms if you haven’t already.

☐ Have plans completed before leaving for the Winter Break!

☐ Celebrate success!

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**LOOKING AHEAD**

- Make sure your protégés do not return from Winter Break to piles of paper. Take some time to help them file what is important and toss what is not.
- **Winter Break**
- **Martin Luther King, Jr Day - Holiday**
- **The second quarter ends.**
- **Moveable Student Holiday in January** (Planning/Records/Conference Day)
Welcome Back! Reconnect with your protégé to help him/her begin the New Year with a renewed spirit! Take a few minutes to just chat about Winter Break.

**JANUARY**

- **Check on pacing, planning and grading**
  - Protégés are to bring plan book to the meeting. Make sure that pacing is on-target for the first semester.
  - Use curriculum guide to assist in preparing for the month ahead.
  - Discuss 9-week plans/curriculum maps for the 3rd grading period.

- **Collaborate--Share ideas, instructional strategies, and units for the following month**

- **Assessment - Discuss Mid-Year PALS and DRA2 testing, how to monitor and follow up**

- **Discuss/Problem Solve Specific issues** (items to be addressed that are specific to each protégé)

- **Ordering** – Protégés should follow the ordering process detailed by Evi Hickman. Discuss what kinds of materials can be ordered.

- **Discuss Management**
  - How are groups going?
  - Do any adjustments or changes need to be made after mid-year assessments?
  - How should lesson formats change throughout the year?

- **Coaching, co-teaching, and PD considerations in your school**

- **Report Cards/Progress Reports (if applicable)**
  - Review grading and report procedures

- **Encourage informal observations to watch good teaching.**

- **Check on:**
  - PALS Intervention Plan/PALS Tutoring
  - PALS Quick Checks
  - Upcoming visit with Middle School Reading Specialist and how to complete the Middle School Reading Profile
☐ Read Across America Day - Protégés should talk to the librarian and principal at their school to start planning for Read Across America Day, which is usually celebrated on in the beginning of March.

http://www.nea.org/readacross/
http://www.seussville.com/special/read.html
http://www.readingrockets.org/calendar/readacross

☐ Inclement weather - Discuss how it can affect planning and testing. Teachers must be informed that they should complete PALS and DRA assessments early in the windows in case of inclement weather because due dates will not be adjusted.

☐ Celebrate success!

LOOKING AHEAD

- Make plans for Black History Month.
- Valentine’s Day
- President’s Day Holiday
FEBRUARY

☐ **Check on pacing, planning, and grading**
  - Protégés are to bring plan book to the meeting. Make sure that pacing is on-target for this point in the year.
  - Use curriculum guide to assist in preparing for the month ahead

☐ **Collaborate-Share ideas, instructional strategies, and units for the following month**

☐ **Discuss/Problem Solve Specific issues** (items to be addressed that are specific to each protégé)

☐ **Discuss Classroom Management**

☐ Coaching, co-teaching, and PD considerations for your school
☐ Differentiation - What is the evidence of differentiation in the plans and in the classroom?
☐ My Learning Plan - Make sure they know how to keep track of recertification points in “My Portfolio”.
☐ Activities that can be integrated into the curriculum for
  - Black History Month
  - Presidents Day
  - Valentine’s Day
  - 100 Day (Primary grades)
  - Dental Health
☐ SOL’s
  - Preparing students
  - Finding information on Department of Education website [http://www.pen.k12.va.us/testing/index.shtml](http://www.pen.k12.va.us/testing/index.shtml)

☐ Celebrate success!
☐ Questions and Concerns
☐ Check due date for turning in Middle School Reading Profile to middle school and to Evi Hickman.

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**LOOKING AHEAD**

- Prepare for Read Across America-**March 2**. For activities, costumes, books and games go to [http://www.apples4theteacher.com/holidays/dr-seuss-birthday/index.html](http://www.apples4theteacher.com/holidays/dr-seuss-birthday/index.html)
- Remember: 5th grade will be doing the performance assessment in Writing in third quarter. Information is available on VISION.
- **End of Grading Period**
MARCH

☐ Check on pacing, planning, and grading
  o Make sure that pacing is on-target for this point in the year; keep the end in sight when planning for the months to come.
  o Use curriculum guide to assist in preparing for the month ahead.

☐ Collaborate--Share ideas, instructional strategies, and units for the following month

☐ Discuss/Problem Solve Specific issues (items to be addressed that are specific to each protégé)

☐ Discuss Classroom Management

☐ Coaching, co-teaching, and PD considerations for your school

☐ Each school gets Pathways funds to replenish materials. Protégés should find out how the principal wants to distribute these funds. Discuss which consumable materials need to be ordered and what else can be purchased – guided reading books, short text, big books, writing workshop materials, mentor text, for example. Show how to find the suggested materials list on VISION.

☐ Read Across America is in early March.

☐ Transfers: Refer protégés to the LCPS web site for an explanation of the process.

☐ Observations-Make sure protégés are prepared for a formal observation by the principal.

☐ Continue/maintain ongoing assessment- retellings, running records, PALS, Quick checks

☐ Continue focus on test taking strategies for upper level students

☐ Celebrate success!

☐ Questions and Concerns

LOOKING AHEAD

- The 3rd grading period ends!
- Spring Break - Holiday
- Student Holiday (Planning/Records/Conference Day)
APRIL

☐ Check on pacing, planning, and grading
  o Make sure that pacing is on-target for this point in the year.

☐ Assessment - PALS and DRA2
  o Inform teachers of PALS and DRA2 testing dates and students who need to be assessed.
  o Be sure protégé sets the testing windows to leave time to check scores before the official deadline.
  o Monitor teacher administration and online entry of student scores.

☐ Collaborate - Share ideas, instructional strategies, and units for the following month

☐ Discuss/Problem Solve Specific issues (items to be addressed that are specific to each protégé)

☐ Discuss Classroom Management

☐ Coaching, co-teaching, and PD considerations for your school

☐ Start planning for your school’s Summer Reading Program.

☐ SOL testing schedule - Check with AP to find out if you have a role in testing.

☐ Maintain expectations in behavior and quality of work

☐ Begin supply order for next year

☐ Summer school recommendations

☐ Celebrate success!

☐ Questions and Concerns

LOOKING AHEAD

- SOL tests are next month.
- Memorial Day Holiday
MAY

☐ Check on pacing, planning, and grading
  o Make sure that pacing is on-target for this point in the year.
  o Review curriculum guide to prepare for the month ahead.

☐ Collaborate--Share ideas, instructional strategies, and units for the following month

☐ Discuss/Problem Solve Specific issues (items to be addressed that are specific to each protégé)

☐ Discuss Classroom Management

☐ Coaching, co-teaching, and PD considerations for your school

☐ Prepare materials and finalize schedules for vertical articulation meetings.

☐ Close-down procedures

☐ Continue planning for your school’s Summer Reading Program.

☐ Complete school supply order (dates for completion vary among the schools).

☐ Memorial Day is at the end of May.

☐ Celebrate success!

☐ Questions and Concerns

☐ ________________________________________________________________

LOOKING AHEAD

- See LCPS calendar for Last Day of School for Students/End of Fourth Grading Period and last day of work for teachers.
- Get a head start on reviewing literacy folder work.
June

- We all need time to relax, refresh and rejuvenate! Talk about plans for the summer.

- **Reflection! Reflection!! Reflection!!!**
  - What was the best part of the school year?
  - What was the most difficult part of the year?
  - What will be done differently next year? (Take notes so your protégé will remember his/her ideas!)
  - What can be done over the summer months?
  - What Professional Development should be planned for the future?

- **Collaboration - Share ideas, units and projects for the following year.**

- End-of-Year Checklists – PALS, DRA2 kit inventories and Pathways materials inventories

- Literacy folders to include DRA and PALS assessment paperwork as well as writing on-demand pieces.

- Recommendations of student placement for next year

- Plan for summer storage of PALS and DRA2 kits. Collect kit inventories from teachers.

- Send PALS and DRA2 inventories to Evi Hickman as directed.

- Send back to school supply order for school program to Evi Hickman.

- Inventory book rooms.

- Pack up materials.

- **Celebrate the successes of the year!**

Looking Ahead

- Help your protégés set goals for next year.