



Information Handbook

2018-2019

YSLETA INDEPENDENT SCHOOL DISTRICT

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EL PASO, TX 79925
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All students who enroll in our schools will graduate from high school, fluent in two or more languages, prepared and inspired to continue their education in a four year college, university or institution of higher education so that they become successful citizens in their community.

Ysleta Independent School District does not discriminate on the basis of race, color, national origin, religion, sex, disability, genetic information, or age in its programs, activities or employment.

El Distrito escolar de Ysleta no discrimina en base a raza, color, nacionalidad, religión, sexo, discapacidad, la información genética, y/o edad, en sus programas, actividades o emple

YSLETA INDEPENDENT SCHOOL DISTRICT HUMAN RESOURCES

Dear Mentees and Mentors:

Welcome to the Ysleta Independent School District, Beginning Teacher Induction and Mentoring (BTIM) Program. BTIM is a two-year comprehensive program to support new teachers with 0-1 year of experience into their practice or veteran teachers new to the District. The term *new teacher (mentee)* refers to any teacher who is new to YISD.

The program may provide support to the following new teacher categories:

1. Teachers who are completely new to the profession or
2. Teachers transferring into YISD from other school districts or out-of-state schools, regardless of years experience.

There are three components to the YISD BTIM Program:

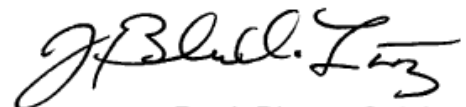
1. **New Teacher Induction:** a four-day in-service to introduce new teachers to the district, its goals, programs, procedures, and practices to increase opportunities for success in the classroom.
2. On-going new teacher professional development and real time classroom observations aimed at providing continued professional growth opportunities for all teachers.
3. On-going mentor seminars and real time classroom observations to ensure the necessary support and professional development for those teachers assigned as mentors.

During the school year, mentors provide support for new teachers through weekly meetings and reflections as well as monthly focus on instructional practice, student achievement, and parent communication. Research indicates that student achievement depends on constructing a school culture that fosters growth for students and staff alike. We believe that mentors and mentees will learn and grow in this process.

You are joining a high performing team committed to high achievement for ALL students! Each of you brings a wealth of ideas and experiences that will contribute to our growth and improvement as a district. We look forward to working with you.

Have a wonderful and productive school year!

Sincerely,



Dr. J. Blanca O. López
Employee Quality Coordinator
BTIM Program Mentor

Program Overview

Purpose:

The Ysleta ISD Beginning Teacher Induction Program (BTIM) has been established to improve the recruitment and retention of quality teachers and ensure the continued success of teachers new to Ysleta ISD. BTIM will include training, development, and support through collaboration between mentors and new teachers. BTIM is for novice teachers (0-1 year experience) as well as teachers new to YISD regardless of years of experience. Mentors will be trained to better meet the needs of novice teachers and provide the necessary growth for their continued success at Ysleta ISD.

Mission Statement:

The mission of the Ysleta ISD Beginning Teacher Induction and Mentoring (BTIM) Program is to recruit, develop, and retain quality educators. Through this program, beginning and veteran teachers will receive guidance, support, and growth. The program will provide opportunities for teachers to improve their skills through successful implementation of professional learning, which will enable them to enrich the learning experience of all students.

Goals:

- Recruit and retain quality educators who will do the best work of their careers in Ysleta ISD.
- Support first and second year teachers and veteran teachers who are new to Ysleta ISD, by providing district-wide professional learning opportunities, campus collaboration, and one-on-one mentoring by veteran teachers.
- Provide continued growth and development for mentor teachers through district-wide professional learning and campus collaboration.
- Promote student growth and development by supporting new and veteran classroom teachers in all aspects of the educational process including T-TESS (Texas Teacher Evaluation Support System) orientation.

Program Participants

The Principal:

- The principal creates a culture for learning so that mentoring is a natural outgrowth of professional practice conveying to new teachers the campus culture and philosophy of how students learn, special traditions, the essence of the Campus Improvement Plan (CIP), and the role they play in the implementation of that plan;
- Informs staff of the rationale for the components of the BTIM program;
- Provides working conditions that facilitate success;
- Provide opportunities for collaboration between new and experienced staff;
- Facilitates interaction between mentors and new teachers with the BTIM Program Mentor.

Mentee (New Teacher/New Hire):

- Teachers who are in their first or second year of teaching, veteran teachers who are new to YISD, teachers who have received a change in teaching assignment or have been transferred to a new campus within the district (within their two to three first years with the district);
- All new teachers will receive support for a minimum of two years (a third year as recommended by the campus Principal);
- Seeks out help from assigned mentor and other faculty;
- Observes other teachers;
- Self-assesses and self-adjusts;
- Is open to collaborative dialogue and planning.

Mentor:

- Veteran teachers who are assigned a first or second year (third year in some situations) teacher, or a veteran teacher who is new to the district;
- Mentors will be paired (at campus level) with a Mentee at the time of hire;
- Will provide mentoring services for a minimum of one year for a veteran teacher and a minimum of two years for a beginning teacher;
- Provides support and encouragement to mentee(s).

Mentor Criteria, Roles, Opportunities, Benefits

Criteria for Campus Mentors

- 3+ years Texas teaching experience;
- Excellent classroom practice;
- Displays personal & professional strengths to support Mentees;
- Demonstrates commitment to improving academic achievement of all students;
- Works in close proximity, shares a common planning period, or teaches same grade level/content area as the Mentee.

Mentor Roles and Responsibilities

- Maintain confidentiality of the relationship;
- Attend BTIM Mentor Meeting at the beginning of the school year;
- Participate in real time classroom observations (Mentor provides classroom for Mentee observations and visits Mentee's classroom);
- Attend campus mentor meetings (if applicable);
- Provide a communication link between mentee, principal and the BTIM Program Mentor;
- Meet with the mentee regularly over one school year period
 - Daily for the first month of school;
 - 1-2 times a week for the remainder of the year;
- Recommend teachers on campus or district to be observed for best practices;
- Provide support for your mentee throughout the year, especially when
- Procedural changes occur during testing and other events;
- Provide professional assistance with (but not limited to):
 - Classroom Management
 - Teaching/Reviewing Methodology
 - District Information
 - Curriculum and Assessment
 - Time Management
 - Parent Conferences/Communication
 - Fall and Spring Parent/Teacher Conferences
 - End of Nine Weeks-Report Card Procedures.

Opportunities for Reflective Professional Learning with the Mentee

- Participate in collaborative planning;
- Model instructional practices;
- Facilitate reflective conversations;
- Utilize knowledge of formative assessments;
- Facilitate professional growth for beginning teacher;
- Maintain communication via e-mail and/or via telephone.

Mentor Benefits/Compensation

- 12 CPE hours per school year for attending mentor seminars/classroom observations.
- Mentor will derive substantial professional development benefits from the mentoring experience:
 - Professional competency
 - Reflective practice
 - Renewal
 - Collaboration
 - Contributions to teacher leadership
 - Mentoring combined with inquiry