



Information Handbook

2019-2020

YSLETA INDEPENDENT SCHOOL DISTRICT

9600 SIMS DR
EL PASO, TX 79925
915-434-0000

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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 and veteran teachers new to the District. The terms *new teacher* or *mentee* refer to any teacher who is new to YISD.

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

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

There are three components to the YISD BTIM Program:

1. New Teachers Induction: a five-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 development 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, students 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,

Lynn Musel, Interim
Mentoring and Teacher Quality
BTIM 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

Recommended Mentor/Mentee Checklist

August

- Mentors should welcome their Mentee on the first day of school with a note/word of encouragement.
- Visit after school to get feedback on the first day's activities.
- Make contact every day for the first two weeks of school.
- Decide on a consistent time and place to meet on a weekly basis to be initiated no later than September 1st.**
- Complete and submit Mentee/Mentor Interaction log sent via e-mail each month.** (A copy of the form questions is on page 14.)
- Discuss the procedures for requesting a substitute teacher through the EmpCenter system.
- Help in preparation of a substitute folder for expected and unexpected absences.
- Discuss the unwritten rules such as not scheduling tutoring on staff meeting days, don't send a student into the hallways without a pass, etc.
- Discuss how to get and stay in control and the importance of preparation, organization, and setting the tone early.
- Share grade level or team expectations (thematic units, pretests, reading inventories, scope and sequence, etc.).
- Mentors, **schedule a 15 minute observation** of your Mentee for September (communicate with administration at your campus for coverage support). See observation forms, pp.12-13.
- Mentors, **schedule a 15 minute observation** for your Mentee to visit you in your classroom for September (communicate with administration at your campus for coverage support). See observation forms, pp.12-13.
- New teachers/hires hired after August 12 must go through the orientation for the new evaluation system, T-TESS (Texas Teacher Evaluation Support System) at Central Office scheduled on August 30, September 6, 13, 20, 27. Only one session should be attended and should be completed no later than the end of September.

September

- Using your schedule created in August, meet at least once a week at your scheduled time and place (this is in addition to scheduled grade level meetings, department meetings, or PLC time).
- Mentors should watch for signs from the mentee for a need of additional guidance.
- Mentors, **schedule a 15 minute observation** of your Mentee in October (communicate with administration at your campus for coverage support). See observation forms, pp. 12-13.
- Mentors, **schedule a 15 minute observation** for your Mentee to visit you in your classroom in October (communicate with administration at your campus for coverage support). See observation forms, pp. 12-13
- New teachers/hires hired after August 12 must go through the orientation for the new evaluation system, T-TESS (Texas Teacher Evaluation Support System) at Central Office scheduled on September 6, 13, 20, 27. Only one T-TESS session should be attended and should be completed no later than the end of September.
- Mentor and mentee review items required for T-TESS (Texas Teacher Evaluation Support System).

- Discuss gradebook/report card procedures.
- Mentors should help mentees with parent contacts/conferences (September 23-high, September 24- middle or September 26-elementary school).
- Mentors should leave a motivational note for their mentee.
- Complete and submit Mentee/Mentor Interaction log sent via e-mail each month.** (A copy of the form questions is on page 14.)
- Complete and submit Mentee/Mentor Interaction log sent via e-mail each month.** (A copy of the form questions is on page 14.)

October

- Meet at least once a week in addition to scheduled grade level meetings, department meetings, or PLC time.
- Mentors should help mentees complete the necessary items for gradebook/report cards for the End of the Nine Weeks.
- Discuss support for At-Risk students and those who failed the End of the Nine Weeks.
- Mentors should continue help mentees with parent contacts/conferences (October 1- middle or October 8-elementary school).
- Work together to analyze available student data.
- Mentors should leave a motivational note for their mentee.
- Mentors, **schedule a 15 minute observation** of your Mentee in November (communicate with administration at your campus for coverage support). See observation forms, pp.12-13
- Mentors, **schedule a 15 minute observation** for your Mentee to visit you in your classroom in November (communicate with administration at your campus for coverage support). See observation forms, pp.12-13.
- Mentor and mentee review items required for T-TESS (Texas Teacher Evaluation Support System).
- New teachers/hires hired after August 12 must go through the orientation for the new evaluation system, T-TESS (Texas Teacher Evaluation Support System) at Central Office scheduled on October 25. Beginning or new to the District teacher should complete the October T-TESS training if he/she has not already done so.
- Complete and submit Mentee/Mentor Interaction log sent via e-mail each month.** (A copy of the form questions is on page 14.)

November

- Meet at least once a week.
- Work together to analyze student data.
- Mentor and mentee review items required for T-TESS (Texas Teacher Evaluation Support System).
- Mentors should have a motivational note for their mentee this month.
- New teachers/hires hired after November 1 must go through the orientation for the new evaluation system, T-TESS (Texas Teacher Evaluation Support System) at Central Office scheduled on November 15. Beginning or new to the District teachers should complete the November T-TESS training if he/she has not already done so.
- Complete and submit Mentee/Mentor Interaction log sent via e-mail each month.** (A copy of the form questions is on page 14.)

December

- Continue to meet at least once a week.
- Work together to analyze student data.
- Mentors should leave a motivational note for their mentee.
- Work together to revisit individual and team goals.
- Together complete the necessary items for gradebook/report cards for the End of the Second Nine Weeks.
- Mentor and mentee review items required for T-TESS (Texas Teacher Evaluation Support System).
- Mentors, **schedule a 15 minute observation** of your Mentee in January (communicate with administration at your campus for coverage support). See observation forms, pp.12-13.
- Mentors, **schedule a 15 minute observation** for your Mentee to visit you in your classroom in January (communicate with administration at your campus for coverage support). See observation forms, pp.12-13.
- New teachers/hires hired after November 15 must go through the orientation for the new evaluation system, T-TESS (Texas Teacher Evaluation Support System) at Central Office scheduled on December 13. Beginning or new to the District teachers should complete the December T-TESS training if he/she has not already done so.
- Mentors should encourage Mentees to take a well-deserved break.
- Complete and submit Mentee/Mentor Interaction log sent via e-mail each month.**
(A copy of the form questions is on page 14.)

January

- Meet at least once a week.
- Work together to analyze student data.
- Discuss support for At-Risk students and those who failed the Second Nine Weeks and/or the first semester.
- Mentors should leave a motivational note for their mentee.
- Mentors should offer to help their mentee with parent contacts/conferences (February 4-Elementary, March 11-Middle or March 18-High School)
- Mentor and mentee review items required for T-TESS (Texas Teacher Evaluation Support System).
- New teachers/hires hired after December 13 must go through the orientation for the new evaluation system, T-TESS (Texas Teacher Evaluation Support System) at Central Office scheduled on January 31. Beginning or new to the District teachers should complete the December T-TESS training if he/she has not already done so.
- C Complete and submit Mentee/Mentor Interaction log sent via e-mail each month.**
(A copy of the form questions is on page 14.)

February

- Meet at least once a week.
- Mentors should offer to help their mentee with parent contacts/conferences (February 4-Elementary, 11-Middle, or 18 High Schools).
- Discuss professional development opportunities available for the summer. If possible, plan to attend a training together
- Work together to analyze student data.
- Mentor and mentee review items required for T-TESS (Texas Teacher Evaluation Support System).
- New Teachers hired after January 31 must go through the orientation for the new evaluation system T-TESS (Texas Teacher Evaluation Support System) at Central Office on the last Friday of the month (**February 28, 2020**).
- Complete and submit Mentee/Mentor Interaction log sent via e-mail each month.**
(A copy of the form questions is on page 14.)

March

- Meet at least once a week.
- Discuss professional development attended this year, verify portfolios are updated, and required training documented.
- Together complete the necessary items for gradebook/report cards for the End of the Third Nine Weeks.
- Discuss support for At-Risk students and those who failed the Third Nine Weeks.
- Mentors should discuss the upcoming STAAR/EOC tests and offer any guidance their mentee may need if he/she is administering the test.
- Work together to analyze student data.
- Discuss the process for the T-TESS summative conference.
- Mentors should leave a motivational note for their mentee this month.
- Mentees should give a thank you note to their mentor.
- Complete and submit Mentee/Mentor Interaction log sent via e-mail each month.**
(A copy of the form questions is on page 14.)

April

- Continue to meet at least once a week.
- Mentors should discuss the upcoming May STAAR/EOC tests and offer any guidance their mentee may need if he/she is administering the test.
- Work together to analyze student data.
- Mentors should leave a motivational note for their mentee this month.
- Mentees should leave a motivational note for their mentor this month.
- Discuss goal setting for T-TESS 2020-2021.
- Complete and submit Mentee/Mentor Interaction log sent via e-mail each month.**
(A copy of the form questions is on page 14.)

May

- Continue to meet at least once a week.
- Discuss professional development opportunities available for the summer.
- Together complete the necessary items for gradebook/report cards for the End of the Fourth Nine Weeks.
- Discuss support for At-Risk students and those who failed the Fourth Nine Weeks and/or the Second Semester.
- Mentors should discuss whether their mentee will be continuing in the Beginning Teacher Induction and Mentoring program for the next year (BTIM program is for minimum of two years for new teachers from the date of hire with a third year option based on principal recommendation).
 - Complete and submit Mentee/Mentor Interaction log sent via e-mail each month.**
(A copy of the form questions is on page 14.)

June

- Discuss support for At-Risk students and those who failed the fourth Nine Weeks and/or the second semester.
- Discuss professional development opportunities available this summer.
- Finalize all end of year requirements at the campus including the checkout process.
- Mentor and Mentee should meet and share end of year reflections with each other.**
- Mentors should celebrate their mentee's accomplishments with the campus!

Mentor Observation of New Teacher

Mentor's Name _____ Date _____

New Teacher Name _____ Campus _____

Subject _____ Grade _____ # of students _____

Lesson Objective/Target _____

_____ Posted? YES NO

What specific behaviors did you observe in the following areas?

Classroom Environment

Classroom Management

Evidence of Lesson Cycle

Engaging Strategies

Evaluation
Three positive things I noticed
1.
2.
3.

One idea for improvement
1.

Comments:

New Teacher Observation of Mentor

New Teacher Name _____ Date _____

Mentor/Other Name _____ Campus _____

Subject _____ Grade _____ # of students _____

Lesson Objective/Target _____

_____ Posted? YES NO

What specific behaviors did you observe in the following areas?

Classroom Environment

Classroom Management

Evidence of Lesson Cycle

Engaging Strategies

Evaluation
Three positive things I noticed
1.
2.
3.

One idea for improvement
1.

Comments:

****September Mentor/Mentee Log****

Campus Name _____

Mentee Name _____

Mentor Name _____

How many times did you meet this month? _____

What were the main topics of discussion? _____

Share a significant growth from this month! _____

What do you need support with right now? _____

***Please note the form to complete is in the Google Drive and will be submitted electronically.

Helpful Numbers

- **BTIM Program Mentor**
 - Lynn Musel, Interim Director Mentoring and Teacher Quality
 - Office (915) 434-0799. Cell (915) 539-0279
 - E-mail: lmusel@yisd.net
- **Elementary Schools**
 - Diane Flores, Director (915) 434-0848
 - Marianne Becerra, Secretary (915) 434-0543
- **Middle Schools**
 - Naomi Esparza, Director (915) 434-0603
 - Mari Rico, Secretary (915) 434-0601
- **High Schools**
 - Christine Gleason, Director, (915) 434-0542
 - Rosie Castillo, Secretary (915) 434-0540
- **Academic Language Programs**
 - Louisa Aguirre Baeza, Director (915) 434-0766
 - Patricia Gurrola, Secretary (915) 434-0760
- **Advanced Academics**
 - Michelle Kehrwald, Director (915) 434-0565
 - Cecillia Loweree, Clerk (915) 434-0563
- **Career and Technology**
 - Fernando Marquez, Director (915) 434-0668
 - Cristina Campos, Secretary (915) 434-0670
- **Finance-Payroll**
 - Kathleen Turner, Payroll Director (915) 434-0271
 - Edith Zalace, Payroll Accountant (915) 434-0277
- **Fine Arts**
 - Scott Thoreson, Director (915) 434-9714
 - Rosie Fernandez, Secretary (915) 434-9715
- **Human Resources**
 - Elementary Personnel
 - Jiovana Gutierrez, Director (915) 434-0431
 - Vanessa Baray, Secretary (915) 434-0430
 - Secondary Personnel
 - Dr. J. Blanca Lopez, Director (915) 434-0439
 - Irma Cubillos, Secretary (915) 434-0444
 - Employment/Compensation
 - Dennis Miller, Coordinator (915) 434-0437
 - Tara Jenkins, Clerk (915) 434-0435
 - Substitute Center
 - David Arispe, Coordinator (915) 434-0407
- **Innovative Learning-Technology**
 - Shelley Smallwood, Director, (915) 434-0683
 - Leticia Rodriguez, Administrative Assistant, (915) 434-0671
- **Risk Management**
 - Lori Quintela, Director (915) 434-0472
 - Ernie Landeros, Coordinator (915) 434-0455

- **Special Education**
 - Dr. Diana Otero, Director (915) 434-0905
 - Martha Salas, Secretary, (915) 434-0902
- **Wellness Clinic**
 - Nurse Practitioner (915) 434-0484