



Information Handbook

2020-2021

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
Division of Academics
Department of Mentoring and Teacher Quality

Dear Educators,

Welcome to the Ysleta Independent School District Beginning Teacher Induction and Mentoring Program (BTIM). BTIM is a two-year comprehensive program to support new teachers with 0-1-year experience or veteran teachers who are new to The District. The term “New Teacher” 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 and
2. Teachers transferring into YISD from other school districts, out-of-district or out-of-state schools, regardless of years’ experience.

There are four components to the YISD BTIM Program:

1. New Teacher Induction: A five-day webinar to introduce new teachers to The District, its goals, programs, procedures, protocols, and practices to increase opportunities for success in the classroom.
2. On-going classroom observations aimed at providing continued professional growth opportunities for all teachers.
3. On-going webinars (live and recorded) to ensure the necessary support and professional development for those teachers assigned as mentors.
4. Mentors and Mentees will be provided with Lead4Ward workbooks; Mentoring and Coaching, and Helping New Teachers Succeed, in order to guide them as they attend Lead4Ward webinars.

During the school year mentors will provide support to new teachers through weekly meetings, webinars and reflections as well as a monthly focus on instructional practices, student achievement, and parent communication. We believe that mentoring teachers and helping them grow and flourish is one of the most important roles we have as educators. By encouraging and supporting our teachers we believe our students will be the best that they can be. This process is one that will create life-long learners.

You are joining a high performing district committed to high achievement for all students. Each and every one of you will bring a wealth of ideas and experiences that will contribute to our growth and improvement as “The District”. We look forward to working, collaborating, and growing with you.

Have a wonderful school year!

Sincerely,

Sheri Pellicotte, M.Ed.
Director of Mentoring and Teacher Quality

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 & Mentoring Program (BTIM) is to recruit, develop, and retain quality educators by supporting, challenging, and inspiring teachers to become competent, confident, and compassionate so that they can make a positive difference for their students. The mentor 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:

- Our new teachers will be convinced of the impact he or she has on the lives of students
- 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;
- Lead a classroom characterized by respect, compassion, and high expectations for student learning and behavior;
- Have a well-organized and managed classroom, conducive to learning;
- Create a learning environment that meets the needs of all students;
- Plan, prepare, teach, and assess lessons in a way that leads to mastery;
- Develop a partnership with parents for the benefit of the students;
- Exhibit professionalism and integrity in and out of the classroom;
- Mentees are supported and encouraged through a relationship with trained mentors and colleagues;
- Being able to enjoy a healthy and happy first year.

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 mentoring program;
- Provides working conditions that facilitate success;
- Provides opportunities for collaboration between new and experienced staff;
- Facilitates interaction between mentors and new teachers with the BTIM Director.

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 first two 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 within 30 days from 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 of model exemplary teaching experience (Proficient/distinguished evaluations);
- Mentor must have high moral and ethical conduct as stated in the Texas Professional Code of Ethics;
- The mentor must have effective interpersonal and communication skills:
 - Good relationships with colleagues
 - Collaborate as a team player, across programs and grade levels
 - Have leadership skills
 - Are able to work with parents and community members
 - Are actively involved at their campus
 - Have the ability to maintain confidentiality
 - Ability to provide honest and direct feedback, address concerns as they arise
 - The mentor must have the capacity to hold professional conversations and work collaboratively to achieve common teaching and learning goals
 - The mentor must have the capacity to mentor pre-service teachers with skills in observation and providing constructive feedback
 - The mentor teacher should be highly recommended and supported by the principal
 - They maintain a positive track record of having a great impact on student achievement and outcomes
 - Must commit and attend all meetings and trainings (In order to receive stipend)
 - Have high expectations for their Pre-K-12 students, believe that all students can learn and achieve high standards
 - Have a personal sense of accountability for student achievement
 - They maintain positive relationships with other staff members
 - They work in close proximity, share a common planning period, or teach the 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 visits mentee's classroom and mentee visits mentor's classroom as well as conducts instructional rounds);
- Attend campus mentor meetings (if applicable);
- Provides a communication link between mentee, principal and the BTIM program Director;
- Meets 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;
- Recommends teachers on campus or district to be observed for best practices;
- Provides support for the mentee throughout the year, especially when procedural changes occur during testing and other events;
- Provides 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

Each mentor will receive a stipend in May; however, they MUST attend ALL meetings listed below to be compensated: This is only mentors for **FIRST** year teachers!

- Aug Role of mentor, building relationships, preparing for success (recorded)
- Aug Support during the first days of school (recorded)
- Sept. Classroom management, role of listening, prioritizing work (recorded)
- Oct. Managing difficult student and parent situations (recorded)
- Nov. Dealing with stress, problems of practice (LIVE webinar)
- Jan. Instructional tools & strategies (recorded)
- Mar. Problems of practice, reflections (LIVE webinar)
- May End-of-year tasks, mentor plans for next year (LIVE webinar)

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- Mentor will derive substantial professional development benefits from the mentoring experience, such as:
 - Professional competency
 - Reflective practice
 - Renewal
 - Collaboration
 - Contributions to teacher leadership
 - Mentoring combined with inquiry

Recommended Mentor/Mentee Checklist-

Dates subject to change.

August

**Mentors attend mentor training- Role of the Mentor Webinar August 28, 2020
4:00-4:45 Mentor only**

- 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 2 weeks of school.
- Decide on a consistent time and place to meet on a weekly basis starting in September.
- 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.).
- Schedule Classroom Observations-1 period (mentee visits mentor's classroom-focus on classroom organization, and paperwork)**
- Complete Google Form**

September

**Mentor/NT training- Support during the first days of school Webinar
September 4, 2020 (1 hour) Mentor only 4:00-4:30 Mentee only 4:30-5:00**

**Mentor and Mentee Full Day Training (Request subs) and
Webinar-Classroom Management, Role of Listening, and prioritizing work
September 16, 2020 (8 hrs.) 7:30-4:00**

- 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 the mentee is in need of more guidance.
- 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.
- Mentors should leave a motivational note for their mentee.
- Schedule Classroom Observations- 1 period (mentor visits mentees classroom-focus on classroom management)**

- Complete Google Form

October

Mentor and Mentee Managing Difficult Students and parent situations Webinar October 22, 2020 (1 hour) 4:30-5:30

- 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 to help mentees with parent contacts/conferences.
- Work together to analyze available student data.
- Mentors should leave a motivational note for their mentee.
- Mentor and mentee review items required for T-TESS (Texas Teacher Evaluation Support System).
- Schedule Classroom Observations Mentee visits, focus- managing difficult student behavior.**
- Complete Google Form

November

Mentor and Mentee Training ½ day (Request Subs) and Live Webinar-Dealing with stress, campus instructional rounds, November 4, 2020 (4 hours) 7:30-11:30

- 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.
- Schedule Classroom Observations Mentee visits classes that administration recommends.**
- Complete Google Form

December

- Continue to meet at least once a week.
- Team Planning: Re-think expectations, reflection/encouragement.
- 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 should encourage Mentees to take a well-deserved break.

January

Mentor and Mentee Full Day Training (Request subs) and Webinar-Instructional Tools and Strategies January 13, 2021 (8 hrs.) 7:30-4:00

- 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.
- Mentor and mentee review items required for T-TESS (Texas Teacher Evaluation Support System).
- Schedule Classroom Observations (Mentee visits mentor's classroom, focus using different instructional tools and strategies)**
- Complete Google Form**

February

- Meet at least once a week.
- Discuss professional development opportunities available for the summer. If possible, plan to attend a training together (e.g. Holiday Exchange).
- Mentors should offer to help their mentee with parent contacts/conferences
- Mentors should discuss the upcoming TAKS/EOC/STAAR tests and offer any guidance their mentee may need concerning test administration anxiety.
- Work together to analyze student data.
- Mentor and mentee review items required for T-TESS (Texas Teacher Evaluation Support System).
- Discuss TELPAS, training, what it will look like, and writing samples
- Complete Google Form

March

Mentor and Mentee Training ½ day (Request Subs) and Live Webinar-Problem of Practice March 24, 2021 (4 hours) 7:30-11:30

- Meet at least once a week.
- Discuss professional development attended this year, and verify required training is 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.

April

- Continue to meet at least once a week.
- Mentors should discuss the upcoming May STAR/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.
- Complete Google Form

May

Mentor and Mentee Training- End of year tasks, mentor plans for next year Webinar **May 19,2021 (1 hour) 4:30-5:30**

- 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 Google Form

June

- Continue to meet at least once a week.
- If not addressed during May, 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.
- Discuss professional development opportunities available in the summer.
- Finalize all end of year requirements at the campus, completing the checkout process required.
- Mentors should celebrate their mentee's accomplishments with the campus!

**YOU MADE IT! Congratulations on your 1st year with
"THEDISTRICT"**

Helpful Numbers

- **BTIM Director of Mentoring and Teacher Quality**
Sheri Pellicotte
 - **Office (915) 434-0801**
 - □ **Cell (915) 549-9977**
 - E-mail: spellicotte@yisd.net**
- **Academic Language Programs**
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- **Comprehensive Care Center**
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 - Rosie Damian, Secretary (915) 434-7210
- **Elementary Education**
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- **Human Resources**
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 - Jiovana Gutierrez, Director (915) 434-0431
 - o Carol Bitar, Administrative Assistant (915) 434-0448
 - Secondary Personnel
 - Dr. Blanca Lopez Director (915) 434-0439
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 - o Leticia Rodriguez, Administrative Assistant, (915) 434-0671
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 - o Mari Rico, Administrative Assistant, (915) 434-0601
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 - Dr. Diana Otero, Executive Director (915) 434-0905
 - o Martha Salas, Administrative Assistant, (915) 434-0902