

Continuing and Enhancing
the Tradition of Excellence

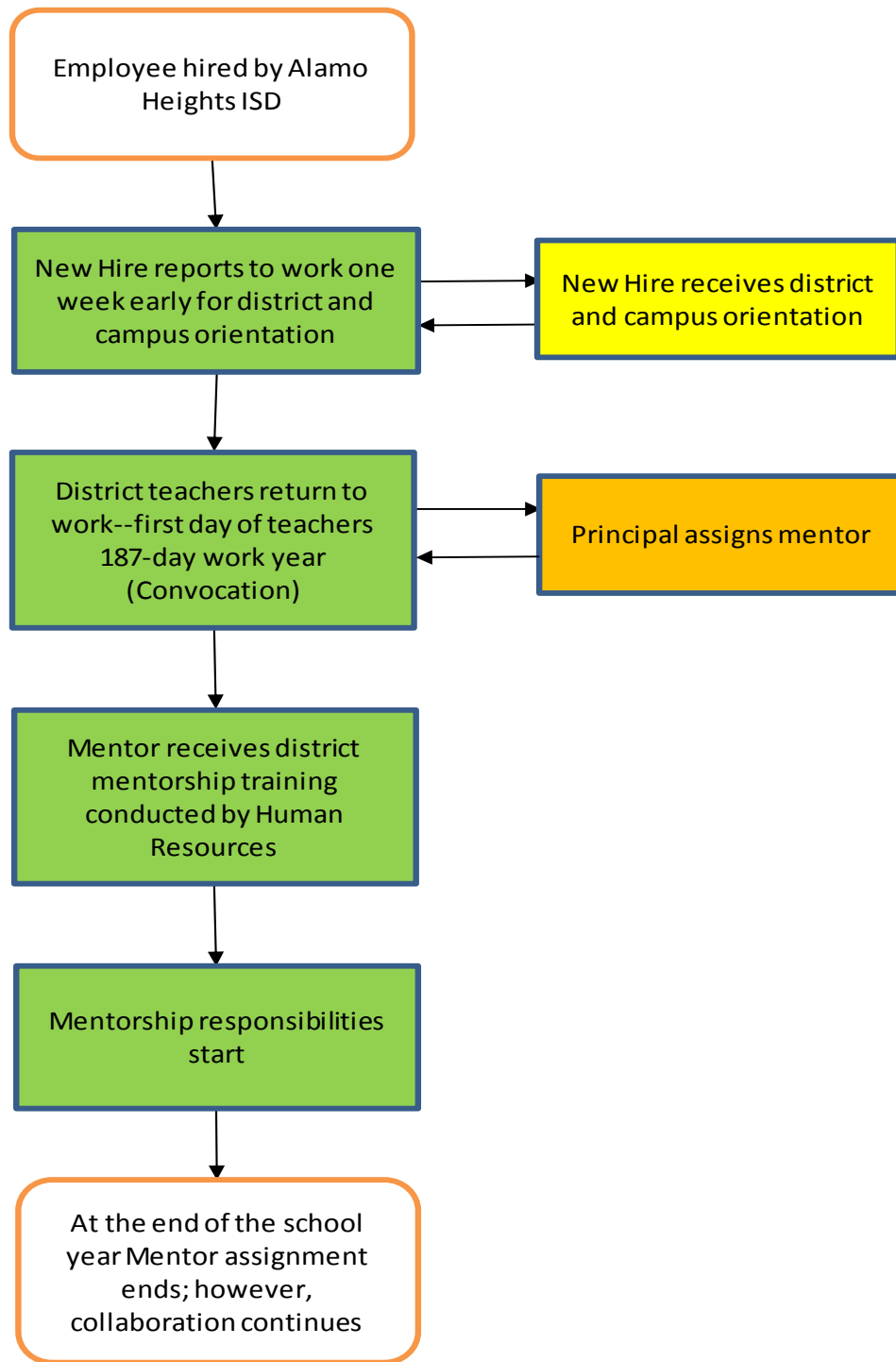


Mentor Handbook
2016-2017

Alamo Heights ISD

Live Honorably • Act Humbly • Model Dignity

MENTORSHIP PROCESS MAP



Overview of AHISD Induction and Mentoring Program

Mission Statement

AHISD recognizes the importance of new teachers in the continuation of the tradition of excellence in the district. In order to maintain and enhance the services provided to students, the district needs a standardized, comprehensive induction program that provides essential support to teachers new to AHISD. This induction program will provide incoming teachers with professional and personal support that will help to ensure their success and that of their students.

Background

These guidelines are offered to assist district administrators and mentors in understanding their responsibilities under the **Strategic Plan Strategy 5 initiative to** “implement a standardized mentorship program for teachers new to the district.” It was designed by a committee of administrators and teachers. A listing of team members responsible for development and review is located at attachment 5.

The purpose of the mentoring experience is to improve the skill and retention of new teachers as they transition from either academic preparation to their first professional appointment or move to the district from teaching experiences at another school district.

Teachers hired today are the teachers for the next generation—their success will determine the success of an entire generation of students. Their success can be further ensured by providing a comprehensive, coherent professional development induction program. Mentoring is an important component of the induction process (Wong, 2004).

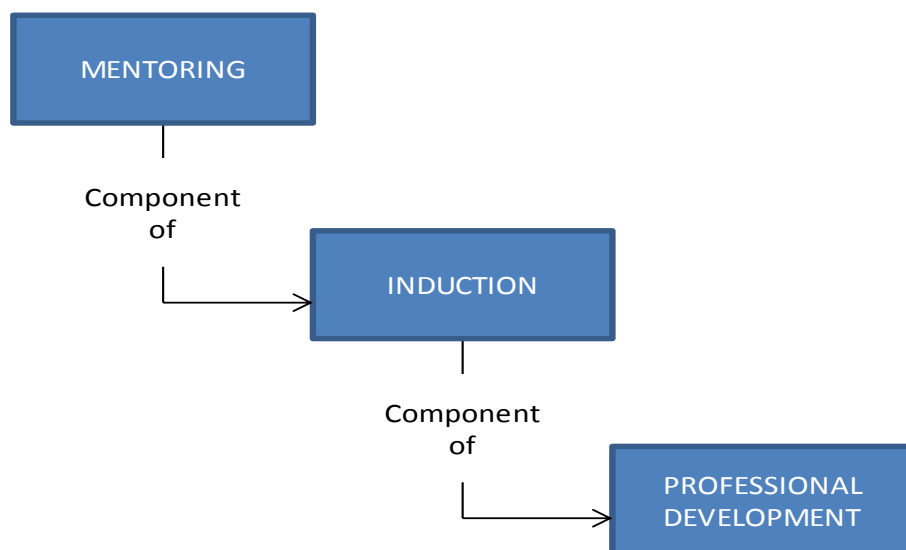
The mentorship program provides a framework and direction for standardizing the new teacher experiences required for successful acculturation into the district. Experiences of districts in pilot teacher mentoring projects in the late 1980s and 1990s point to the efficacy of this approach for achieving the highest quality, personalized support in welcoming new teachers to the profession and assisting them to practice effectively. Teacher mentorship programs have consistently shown to be effective in stemming teacher attrition (NYSED, 1991; Bullard, 1998). Further, teacher mentoring appears to significantly impact a beginning teacher’s movement along the continuum of skill development and self-confidence as a teacher (NYSED, 1989).

Mentors should be selected based on mastery of pedagogical skills, content knowledge, teaching experience, interpersonal skills and a willingness to serve as a mentor. Particular consideration should be given to teachers with “master teacher” credentials, or locally recognized as a teacher of excellence. Teachers with a positive attitude toward professional growth, self-confidence, enthusiasm for teaching, and the ability to see many different ways to accomplish a purpose or goal, are viewed as desirable in mentor candidates (NYSED, 1989). The quality of the relationship between the experienced teacher and the novice teacher is central to an effective and meaningful mentoring experience.

A mentor's function is to help a new teacher (Wong, 2004). As such, the mentor can fulfill a variety of roles for the novice teacher: guide, advocate, confidante, subject expert, "critical friend", champion, and reflective partner. However, the mentor's role is solely one of guidance and support.

Mentorship is a component of the larger induction process.

Mentoring, Induction, and Professional Development Relationship



(Wong, 2004)

This handbook, *Continuing and Growing the Tradition of Excellence—Mentor Handbook*, will serve as a resource to ensure that teachers receive the much-needed support system required for student success in their classrooms in a consistent and standardized manner. While general and specific monthly discussion topics have been outlined, in some cases, such activities as joint lesson planning, coaching, observations, reflection activities, or even curricula development around TEKS may be helpful. Knowledge of beginning teacher needs, conferencing skills, coaching techniques, reflective practice and establishing effective communication with parents and colleagues are all areas which are beneficial to include in mentor-mentee discussions.

Goals of the Induction Program

- Provide needed orientation identifying topics of importance for newly assigned teachers to improve their personal and professional well-being of new teachers to the district.
- Provide resources needed for new teachers to be successful in the classroom.
- Retain competent teachers and improve the education profession.

- Ensure the needs of all students are met by meeting the needs of new teachers.
- Ensure high academic standards are met through strong curriculum and instruction.

Mentoring Program Eligibility and Support Expectations

Each teacher new to Alamo Heights ISD will receive support at the campus level from a mentor. This mentor will be a trained, experienced teacher who has the expertise, commitment, and desire to support the new teacher during the first year of employment in the district. Mentors will provide support in the following ways:

- Provide information related to the guidelines and procedures of Alamo Heights ISD.
- Provide guidance and ideas related to student discipline and management.
- Assist with locating materials and resources.
- Provide information about meeting special education requirements and completing appropriate required paperwork.
- Provide information about teaching strategies and the instructional process.
- Offer support by listening empathetically and making the new teacher feel included and comfortable in school activities.
- Provide information about organizing and planning the school day.
- Help teachers new to the district understand “the Alamo Heights way” - the unwritten rules and customs associated with the district and community culture.

Roles of the Mentor

As professional educators, it is vitally important that we mentor and support new teachers into the profession. Public education is a calling for many people, but without the personal and professional support of more experienced educators, the role of teacher can lead to quick burnout or disillusionment with the profession. The role of the mentor is to provide a relationship of trust with teachers new to the district, helping to nurture them personally and professionally.

Personal Support

On a personal level, the mentor needs to be a good listener who is encouraging and provides support for each individual’s needs. Mentors are trusted people who can be confided in and may even need to allow new teachers to vent when things do not go their way. Introducing new teachers to staff and making them feel comfortable and included in school functions is critical as well.

Professional Support

Effective mentors will:

- Welcome new teachers into the profession and take a personal interest in the career

development and well-being.

- Have a genuine desire to share their knowledge, skills, expertise, experiences, and materials.
- Offer support, patience, and enthusiasm as they guide the new teacher to higher levels of effectiveness and competence.
- Serve as a model for all aspects of teaching excellence.

Responsibilities of the Mentor

1. Make a year-long commitment
2. Go the extra mile for another teacher
3. Attend the required Mentor Training at the beginning of the school year
4. Meet regularly with the mentee as designated and as needed
5. Attend meetings scheduled by the campus advisor and/or campus principal
6. Utilize this handbook as a resource

The mentor is NOT a supervisor or evaluator. Therefore, mentors should NOT act in this capacity.

Categories of Mentoring Support

Community: Provide information about the Alamo Heights community that will be helpful in order to be successful.

Instructional: Giving information about teaching strategies, the instructional process, or content.

System: Giving information related to procedures and guidelines of the school district.

Resource: Collecting, disseminating, or locating resources for use by the new teacher.

Emotional: Offering new teachers personal support through listening and encouragement.

Managing: Managing and organizing the school day.

Parental: Giving help and ideas related to conferencing or working with parents.

Disciplinary: Giving guidance and ideas related to managing children.

Important Terms

Teacher New to the District: Any teacher who has been employed in AHISD for less than 12 consecutive months.

Beginning Teacher: Any teacher in the district with less than one year of teaching experience.

Time Devoted to Mentoring

Time is probably the biggest obstacle to providing a successful mentoring program. The most effective mentors will provide the most support when teachers are at the busiest times of the year. The following are suggested times to meet:

Week Before School Starts and First Week of School

Meet daily with the mentee and sit with him/her during various meetings and luncheons. You may want to direct them to various resources on campus and remind them where things are (restrooms, parking, staff lounge, school schedule, etc.)

August: Meet at least every other day

September: Meet at least once a week

October: Meet once a week

November: Meet once every two weeks

Remainder of the year: Check in at least once a month

Shared Responsibility for Covering Initial Topics with New Employee

No one person can cover all of the priority topics that a new teacher needs to know as they navigate the first several weeks of school. Also, it is understandable that the new teacher may need clarification of topics presented. For August, we have divided out the topics that need to be covered among various functional areas.

Topics that are covered by **district administrators** during **New Employee Orientation** are highlighted in yellow. These topics are included in Attachment 1.

Topics that are covered by **campus administrators** during **New Employee Orientation** are highlighted in orange. These topics are included in Attachment 2.

Topics that are covered by **campus special staff members** during **the first week teachers return to work** are highlighted in blue. These topics are included in Attachment 3.

Topics that are covered by **campus mentors** during the **first week teachers return to work** and in the **beginning of September** are highlighted in green. These topics are located on pages 9-12.

Topics that are covered by the athletic department during the **first week coaches return to work** are highlighted in purple. This additional orientation is for athletic coaches only. These topics are included in Attachment 4.

August

Mentor-Mentee General Discussion Topics

Frequency: Check in with mentee at least every other day

District Dates: In-service, holidays, 1st day of school, staff development, conference days, T-TESS training.

Campus Dates: Back to School Night, field trips, meetings, faculty meetings, PTO, parent conference day, ARD meetings, SIT meetings, LPAC meetings, pre-staffing meetings, teacher cluster meetings, 504 meetings, etc.

Classroom: Set up classroom (supplies, chairs, textbooks, and bulletin boards), class roster, grade books, grade speed, attendance procedures, and campus orientation including schedules, arrival/dismissal, grading and homework procedures, location of materials, daily classroom schedule, procedures for ordering supplies, substitute folder, A.V. equipment, parent communication system, professional organizations available for membership.

Class Management: Rules (school, cafeteria, classroom, etc.), campus discipline system, classroom routines, Home Access Center, posting grades in E-School Plus, AWARE, classroom parent email listing, unique parent issues (custody, restrictions on release to other adult, anticipate challenging parent demands)

Lesson Planning: Texas Essential Knowledge and Skills (TEKS) and State of Texas Assessments of Academic Readiness (STAAR) objectives, curriculum guides, scope and sequence, grading and reporting policies, interdisciplinary units, modifying lessons, discuss grade level/departamental curriculum scope and sequence

Miscellaneous: Campus committees, purchase orders, *AESOP*, purchasing supplies, fire drill room exit plan, review of disaster preparedness plans (fire drills, lockdown, missing child)

In a separate meeting, discuss the following:

NEW EMPLOYEE CAMPUS ORIENTATION SPECIFIC TOPICS CHECKLIST	
COMPLETED DURING FIRST WEEK ALL TEACHERS HAVE RETURNED BY MENTOR	
Review School Calendar and Campus Important Dates	
Discussion of Classroom Issues Focusing on Issues Needed for Smooth Start-Up Prior to Student's Arrival	
Lesson Planning Campus Requirements	
Review Campus Discipline Referral Procedures	
Review Daily Schedule (Including Lunch/Cafeteria Procedures)	
Student Daily Attendance Schedule	
Faculty Meeting Schedule	
Lunch Schedules/Duties (if appropriate)	
Eduphoria Forms Space	
Personal Leave Request	
Request to Attend Professional Development	
Request for Absence due to School Business	
Transportation Request Form	
Work Order Request for Maintenance/Technology	
Eduphoria AWARE Orientation	
Parent/Teacher Conferences	
Work Room Procedures	
Campus Requirements Regarding Checking Teacher Individual Mail/Distribution Boxes	
Tracking Student Media Release Permissions	
Field Trip Approval Requirement	
Permission Slips	
Parking Lot Issues	
Faculty Parking Areas, Safety and Thefts	
Homework Guidelines Specific to Department/Grade Level	
Athletics	
Use of Employee ID Card for Home Athletic Events	
Review Workable System for Teacher to Track Student Special Education Modifications	
Answer Any Questions that may Remain from Other Orientation Sessions	

September

Mentor-Mentee Discussion Topics

Frequency: Meet once a week

District Dates: Holidays, progress reports and report cards, planning for parent conferences, parent communications via email, progress reports, and report card deadlines

Campus Dates: Open House/Back to School Nights

Classroom: As needed (refer to August)

Class Management: Review plans and procedures, discuss any particularly challenging student discipline situations (collaborate with New Teacher and Administrator, if necessary).

Lesson Planning: Collaborate with team/grade level, discuss campus/district vertical alignment, TEKS and STAAR objectives, disaggregation of student results on STAAR (if appropriate for the subject and grade levels taught), campus/department/grade level curriculum alignment and assessments

Miscellaneous: Open House preparation, planning for parent conferences, tutorials, planning for field trips, working with PTO regarding fund-raising, class parties, etc., check *AHISD News* in First Class for District happenings

Wellness: Employees can use high school weight room from 4:30 p.m. to 6:00 p.m. Monday - Thursday with employee ID card; Michelli Gomez Ramon is the District Wellness Coordinator and schedules monthly *Breaking the Silence* evening seminar discussions

In a separate meeting, discuss the following:

NEW EMPLOYEE CAMPUS ORIENTATION SPECIFIC TOPICS CHECKLIST	
COMPLETED BY THE END OF THE FIRST WEEK IN SEPTEMBER BY MENTOR	
Substitute Advanced Arrangement Scheduling	
T-TESS	
Goal Setting	
360 Degree Walk-Through Observations	
45-Minute Observations (Advanced Notice Provided)	
Central Office Learning Walks	
Grading Procedures	
Report Card Deadlines	
Citizenship Grades	
Timeliness of Entering Grades	
Eligibility for Participation in Extracurricular Activities	
Eduphoria AWARE Orientation (Follow Up to Technology Orientation)	
Curriculum Overview (Follow Up to Campus Administrator Orientation)	
Scope and Sequence Follow Up (What, When and Where Located)	
AHISD Best Practices Follow Up	
Work Room Procedures	
Request for Additional Supplies	
Lunch Schedules/Duties Scheduling Issues (if appropriate)	
Field Trips	
Campus Pre-Approval Requirement	
Student Permission Slips	
Examination Schedules	
Clubs	
Wellness	
District Wellness Coordinator and "Breaking the Silence" Evening Seminar/Lecture Series	
Deer Oaks Employee Assistance Program (EAP) Confidential Free Counseling Service	
Personal Wellness Goals	
Employee Use of High School Fitness Center (Weight Room)/Hours of Operation (Monday – Thursday, 4:00 p.m. – 6:00 p.m.)	
Athletics	
Use of Employee ID Card for Entry to Home Athletic Events	

October

Mentor-Mentee Discussion Topics

This is often a difficult month for new teachers. The excitement of the beginning of the year has worn off, and there is an understanding of the many needs that students have. The winter holiday is still a long way off. This may be a time for some personal encouragement.

Frequency: Check in with mentee once a week

District Dates: Grade submission deadlines for end of first reporting period, review campus report card procedures, remind teacher that he or she fulfilled their November Teacher Trade Days requirement for the first year during New Employee Orientation

Campus Dates: Review local campus scheduled events, T-TESS observation

Class Management: Review consistent discipline plan/procedures

Miscellaneous: Discuss identifying student who have a need for additional instruction, discussion of the culture and traditions in AHISD

November

Mentor-Mentee Discussion Topics

- Frequency:** Check in with mentee at least once every two weeks
- District Dates:** Thanksgiving Holiday, progress reports, report card deadlines
- Campus Dates:** Holiday festivities, T-TESS observations
- Class Organization:** Time management (effective use of conference period)
- Class Management:** Review class and campus discipline procedures, discuss individual needs in the classroom
- Lesson Planning:** Re-teaching/extending lessons for students who need it, lesson design qualities—engaging, authentic, knowing your WHO
- Miscellaneous:** Discuss tutoring programs at the campus for students who may need it (after-school, lunch, mentoring, etc.)

December

Mentor-Mentee Discussion Topics

Frequency: Check in at least once a month

District Dates: Holidays, final exams, progress and report cards, review spring calendar (especially Graham Ladensohn lecture and staff development upon return from Winter Break)

Campus Dates: Planning/preparation day, campus events for the month, field trips, and report cards

Class organization: Review grades, end of semester procedures, prepare roll and attendance for 2nd semester, review scope and sequence for 2nd semester

Lesson Planning: Modifications for Special Education students, GT students

Miscellaneous: Review emergency procedures, reporting suspected child abuse, requesting repairs/maintenance of equipment, clarify campus policies regarding winter celebrations

January

Mentor-Mentee Discussion Topics

Frequency: Check in at least once a month

District Dates: Staff development, Martin Luther King Birthday holiday, deadlines for Special Education referrals, and grade submission deadlines for end of second reporting period

Campus Dates: Staff development, local campus events, faculty meetings, T-TESS observation

Class organization: Review August calendar page, update substitute folder (if needed), review modifications/accommodations for Spring testing, collection dates for TELPAS/Modification Sheet, LPAC requirements

Class Management: Review expectations for the spring semester (suggest reestablishing them with students after Holiday Break), working with more challenging students

Lesson Planning: Plan for new students to the classroom, review progress on scope and sequence

Miscellaneous: Campus/district goals and improvement plans, applying for Alamo Heights School Foundation (AHSF) Innovative Grants, individual wellness goals

February

Mentor-Mentee Discussion Topics

- Frequency: Check in at least once a month
- District Dates: Staff Development /Student Holiday, STAAR testing dates,
- Campus Dates: Grading periods, campus events, field trip planning, review any campus benchmark testing
- Class Organization: Consider progress of students, make parent contacts
- Lesson Planning: Preparation for STARR tests
- Miscellaneous: Involvement opportunities in the campus, district, and community, discuss child study process

March

Mentor-Mentee Discussion Topics

Frequency: Check in at least once a month

District Dates: Spring Break and Good Friday holidays, report card deadlines, deadlines for Special Ed referrals

Campus Dates: Discuss grade submission deadlines for end of third reporting period, field trips, and local campus events

Class organization: Keep an eye out for students who have “spring fever”, discuss plans for the remainder of the year, contact parent about possible summer recommendations, and consider process of parent conferences and retention process

Lesson Planning: Preparation for STAAR tests, referrals for special programs

Miscellaneous: Discuss importance of fully understanding all STAAR testing requirements and protocols (TEA investigates all testing/proctor irregularities), discuss professional development for the summer, field trip procedures, retention issues—talk with parents now, not in May, EOY LPAC ELL placements

April

Mentor-Mentee Discussion Topics

- Frequency: Check in at least once a month
- District Dates: Holidays (Battle of Flowers), testing procedures (GT, Special Ed, STAAR, etc.), spring Induction/Mentoring assessment, teacher contracts for the next school year are issued after Board approval
- Campus Dates: Progress reports, report cards, local campus events, ordering supplies/instructional materials for next year, PTO, field trips, committees assignments for next year
- Class Organization: Review student records for possible retention/summer school; make summer plans, review summer school referrals and requirements
- Class Management: Discuss ways to keep students involved academically through the last instructional day even though summer is around the corner
- Lesson Planning: Completing scope and sequence for the year, STARR procedures, end of year units
- Miscellaneous: Plan for end-of-year awards, classroom celebrations/parties, and activities

May

Mentor-Mentee Discussion Topics

Frequency: Check in at least once a month

District Dates: Memorial Day holiday, summer staff development, final exams, report cards, graduation

Campus Dates: Discuss grade submission deadlines for end of fourth reporting period, cumulative folders, school closing checklist, local campus events, field trips, PTO events, faculty meetings

Class Organization: Storage of unused material, review of grades, goals for next year, check in appropriate supplies/materials (library, technology, etc.), textbook check-in, end of year procedures, closing out grade book, etc.

Class Management: Prepare end-of-year awards and recognitions

Miscellaneous: Celebrations, summer staff development plans, resting and refreshing yourself in the summer in preparation for the next school year

“The hardest part about being a good teacher is that you have to do it every day – even the last day.” - Harry Wong

LISTING OF TOPICS TO BE COVERED BY CENTRAL ADMINISTRATION

NEW EMPLOYEE DISTRICT ORIENTATION TOPICS	
COMPLETED DURING NEW EMPLOYEE ORIENTATION WEEK BY DISTRICT REPRESENTATIVES	
Introductions—Trustees, Assistant Superintendents, Directors, Principals, Assistant Principals	
AHISD Instructional Best Practices Overview	
Character Education Overview	
Human Resources Overview	
Compensation and Benefits—Salaries, Wages and Stipends	
Paycheck Schedule	
Pay Statements	
Direct Deposit--Electronic Transfer	
Payroll Deductions—Health, Dental and Life Insurance	
Cafeteria Plan	
Employee Assistance Program (EAP)	
Staff Development/Teacher Trade Days	
Professional Employment—Contracts	
Paraprofessional Employment—At-Will Status	
Performance Evaluations	
Work Schedules	
Name and Address Changes (<i>Eduphoria</i> Forms Space)	
Non-discretionary/Discretionary Leave	
Code of Ethics and Standard Practices for Texas Educators	
Copyrighted Materials	
Computer Use and Data Management	
Drug-Abuse Prevention	
Tobacco and Alcohol Prohibition	
Sexual Harassment	
Reporting Suspected Child Abuse	
Employee Handbook	
Curriculum and Instruction Overview	

E-series Board Policies	
Grade Level/Department Chair Focus	
Curriculum Documents	
Grading Procedures	
Homework Guidelines	
Special Education Overview	
Identification of Students	
Duty to Modify	
Strategies for Modification	
Communicated with Colleagues	
Student Issues Overview	
Student Discipline	
Student Code of Conduct and Student Handbook	
Alamo Heights ISD—Over 100 Years Strong: The Tradition of Excellence Continues on Through You	
District Technology Training	
Laptop Protocols	
<i>FirstClass</i> Training	
<i>Eduphoria</i> Training	
Teacher Access Center Training	
<i>SubFinder</i>	
<i>Moodle</i> Orientation	
<i>GoogleDocs</i> Orientation	
Mule Tube	
Document camera, projector, laptop carts, and other campus-specific technology equipment	
Bus Tour of District	

LISTING OF TOPICS TO BE COVERED BY CAMPUS ADMINISTRATION

NEW EMPLOYEE CAMPUS ORIENTATION TOPICS	
COMPLETED DURING NEW EMPLOYEE ORIENTATION WEEK BY CAMPUS ADMINISTRATORS	
Welcome Ice Breaker	
Assign Mentor	
Building Orientation/Tour	
Mailboxes	
Copier Location and Procedures	
Auditorium Procedures and Scheduling	
Lost and Found	
Bus Release Procedures	
Key-Pad Access Schedule	
Building Use After School Hours	
Keys and Security Access	
Strategic Plan—Campus Initiatives	
Mission and Beliefs	
Parameters	
Motto and Code of Character	
School Wide Expectations—Principal's Perspective	
Curriculum Overview	
Scope and Sequence (What, When, and Where Located)	
AHISD Best Practices	
School/Campus Calendar	
School Operating Schedule	
Procedures to Leave Early	
Conference Period Times/Expectations	
Teacher Handbook Highlights (if appropriate)	
Absence from Work	
AESOP Procedures	
P rearranged Lesson Plans	
Professionalism—Deadlines, Timelines and Meetings, Personal Use of Telephones	
Textbook Procedures	
Tutoring	
Classroom Students	
Tutoring for Pay	
Reporting Accidents	
Dress and Appearance	
Supervision of Students	
Student Accounting and Attendance Procedures	

Make-up Work/Approved Absence	
School Security	
ID Badges	
Visitor's Badge	
"Can I help you?" Approach when Confronting Unidentified Personnel on Campus	
Teacher Disaster Preparedness Plan	
Use of Emergency Call Button	
Fire Drills	
Parking Lot Issues	
Designated Areas	
Safety and Thefts	
Student Discipline Procedures	
Philosophy of School with Respect to Discipline	
Teacher Communication with Parents	
Non-Electronic Discipline Referral Forms	
<i>Eduphoria Student</i> Discipline Reporting	
ISS/DAEP Guidelines	
Hazing	
Mistreatment	
Reporting Child Abuse	
Communication Expectations	
With Parents (Includes Returning Phone Calls/Emails)	
District Email	
District/Campus Deadlines	
Distribution Mailbox	
Creating Engaging Schoolwork (Overview Schlechty Framework)	
PTO/PTSO Involvement	
Site-Based Committee Purpose and Protocols	
School Funds—Fundraising/Security/Deposits/Control of Money	

LISTING OF TOPICS COVERED BY CAMPUS SPECIAL STAFF

NEW EMPLOYEE CAMPUS ORIENTATION TOPICS	
COMPLETED DURING FIRST WEEK ALL TEACHERS HAVE RETURNED BY CAMPUS SPECIAL STAFF MEMBERS	
Campus Nurse	
Roles and Responsibilities	
Process for Referring Students	
Personal Wellness Goals	
Blood Borne Pathogen Protocols	
Employee Use of High School Fitness Center/Hours of Operation	
Guidance Services Orientation	
Roles and Responsibilities	
Process for Referring Students	
Special Education Orientation	
Accommodations, ARDS, Notification Procedures	
Library Services and Procedures Orientation	
Teacher Professional Resources	
Audio Visual Equipment Procedures	
Special Lessons	
ESC-20 Services	
Expectation of Teacher Presence	
Academic Support Center	
Instructional Technology Specialist (ITS) Support	
Troubleshooting Computer Problems	
Webpage/Email	
Expectations for Classroom Use	
Navigating Common Drives	

LISTING OF TOPICS COVERED BY ATHLETIC DEPARTMENT FOR NEW COACHES

NEW EMPLOYEE ATHLETIC DEPARTMENT COACH ORIENTATION TOPICS	
COMPLETED DURING FIRST WEEK COACHES HAVE RETURNED BY ATHLETIC DEPARTMENT MEMBERS	
Coaching Expectations/Philosophy	
Parent Issues/Relationships	
Budget	
Bus Requirements and Procedures	
Certificates	
	First Aid
	Defibulator
	CPR
Rules and Compliance	
Purchase Order Processing Procedures	
UIL Health/Safety Rules	
Emergency Plan Procedures	
Concussion Protocols	
Ejection Procedure Rules	

MENTORSHIP COMMITTEE MEMBERS

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