



YOUNG WOMEN'S
LEADERSHIP
ACADEMY
AT ARNOLD

Mentoring Program 2021-2022

Things to Know About YWLA

Young Women's Leadership Academy is all girls 6th-12th STEM-focused curriculum campus that focus on college readiness, leadership, and wellness skills. We are part of the Young Women's Preparatory Network that was founded in 2002 by Lee and Sally Posey, and we are 1 of 9 sister schools across the state Texas. Through this partnership we are able to receive enhancements that provide unique opportunities for our students such as an on-site College Bound Advisor.

Vision

The Young Women's Leadership Academy will offer 6th-12th grade girls a dynamic learning experience that encourages critical thinking, inspires confidence and nurtures the intellectual and social development necessary for success in college, career, and life. Rigorous coursework, field-based exploration and personalized counseling help students transition from middle school to high school and to higher education and beyond.

YWLA Raking for Best High Schools by U.S. News & World Report

- National: Top 2% (#486 out of 24, 121)
- State: Top 3% (#73 out of 2, 075)
- Dallas Metroplex: Top 5% (#31 out of 398)

Demographics

- 80% Hispanic
- 10% African American
- 7% White
- 2% Asian American
- 1% Two or More Races
- 77% of the students qualify for free lunch and 10% qualify for reduced lunch pricing.

Programs of Study:

- STEM: Engineering
- STEM: Biotechnology
- Business, Marketing, and Finance
- Education and Leadership Preparatory Academy, partnership between GPISD and the University of Texas at Arlington
- Aerospace/Aircraft Technology

Mentor/Mentee List

*Room numbers may be subject to change.

Rayford

Room 618 ext. 7418
Conference: 1st Period
Dept. Chair: 8th Period
PLC: 5th Period

- Sunday- 8th
- Jacobs- 1st

Orozco

Room 818 ext. 7485
Conference: 1st Period
PLC: 5th Period

- Brice - 6th
- Thompson -6th

Coleman

Room 616 ext. 7416
Conference: 4th Period
Dept. Chair: 8th Period
PLC: 7th Period

- Harbin - 7th
- Brisco - 6th

Adile

Room 712 ext. 7455
Conference: 1st Period
PLC: 7th Period

- Ford- 7th
- Mandal-7th

Abbey

Room 712 ext. 7455
Conference: 7th Period
PLC: 3rd Period

- Mala

Chapman

Room 706 ext. 7455
Conference: 2nd Period
PLC: 7th Period

- Halepeska-2nd

Cavitt

Room 518 ext. 7489
Conference: 4th Period

- Childs- 2nd Period
- Spencer- 6th Period

Craft

Room 715 ext. 7456

- McNabb

People to Know

Administration

Janna Burns – Principal
Victoria Collins – Dean of Instruction
Daisy Carrion - Dean of Instruction
Michele Andrews – Assistant Principal
Katina Johnson-Assistant Principal

Instructional Support

Tamara Butler – Academic Facilitator
Ragina Taylor – STEM Facilitator
Amaris Robertson – Diagnostician
Madeline Lupton – GT Specialist
Sharon Thornton - Instructional Media Specialist
Stacey Corley – Instructional Media Aide

Counselors/Social Services/Nurse

Angela Gash – Social Worker
Patricia Simmons- Nurse
Rheatore Culclager – Counselor
Jessica Martinez – Counselor
Erika Gonzales – College Bound Advisor

Front Office Staff

Rebeca Trevino- Secretary
Maria Cordero- Registrar (PEIMS)
Blanca Garcia – Community Liaison
Alyssa Martinez- Attendance Clerk
Joselyn Miramontes – Receptionist
Veronica Acevedo- Finance Clerk

Department Chairs

Julianne Gaskin-ELA
Amy Rayford- Math
Deanna Chapman- Science
Alyssa Coleman- Social Studies
Chloe Kirkpatrick- Fine Arts
Sheila Mattox-Athletic Coordinator

YWLA Creed

Every morning during the morning announcements students and staff recite our YWLA Creed. This tradition serves as reminder of who we are and what we are continuously working towards.

I am YWLA.

I am a scholar.

I am a leader.

I am a young woman.

Respecting myself, my family, my peers, my community;

My image is of integrity, the portrait of pride.

I hope.

I dream.

I believe.

Maintaining the discipline to succeed and the courage to fail;

I am, you are, we are YWLA.

Mentor/Mentee/Admin Responsibilities

The purpose of the YWLA New Teacher Academy is to provide new teachers with a mentor who will guide, support, and provide information they will need to become a successful teacher at YWLA.

Administrator Responsibilities

- Initiate and maintain mentorship program
- Facilitate the use of resources for the mentorship
- Inform about the process and program
- Support the mentor and mentee

Mentor Responsibilities

- Encourage and support acculturation of mentee
- Maintain a relationship with the mentee consistent with the GPISD and the YWLA staff handbooks
- Model effective teaching strategies and facilitate mentee's classroom implementation
- Assist mentee in identifying strengths and planning for professional growth
- Assist the mentee with curriculum and instructional planning
- Guide mentee through challenges

Mentee Responsibilities

- Increase knowledge and use of best instructional practices
- Apply new knowledge and skills
- Become knowledgeable about the TTESS rubric and its application to reflective/effective teaching
- Develop active listening and consultation skills
- Maintain a relationship with the mentor consistent with the GPISD and the YWLA staff handbooks
- Ask for help when needed

Program Expectations

- Mentor and mentee are expected to **meet once a week** to discuss the following topics:

- Progress
 - Classroom Observations
 - Article/Video Study
 - Questions and Concerns
- Mentor, mentee, and administrator will **meet once a month** to discuss the following topics:
 - Progress
 - Classroom Observations
 - Questions and Concerns
 - Next Steps
- Mentors and administrators will **meet once every two weeks** to discuss the following topics:
 - Progress
 - Concerns
 - Ideas/Suggestions
 - Expectations
- The administrator will provide the following to help foster and facilitate the mentoring relationship:
 - Calendar Events/Expectations
 - Classroom Observations Dates
 - Article/Video Study Dates
 - Meetings
 - Article/Video Study
 - Guiding Questions
 - Classroom Implementation Guide
 - Follow-up Guide
 - Classroom Observation Guide/Rubric

**Remember, the administrator and your T-TESS evaluator will always be available for both the mentor and mentee for any questions/concerns that might arise.*

RESOURCES: The next few pages are resources you can use to help you started this school year.

1. *“It All Starts with Relationships”*
2. *“Instructional Strategy”*
3. *“My Portrait”*, give this page to all of your students to fill out. It serves 2 purposes: (1) you get to know your students and (2) you can find ways to incorporate the information into your lessons.

It All Start with Relationships

How can you build relationships?

- Be proactive:
 - Greet students at the door
 - Establish and maintain relationships
 - Use reminders and cues
 - Classroom seating
 - Give praise for specific behaviors
 - Set clear rules and procedures
 - Supervise and monitor
 - Be consistent

Notes:

1. Greet students at the door

- It will help you set a positive tone to the day.

Notes:

2. Establish and maintain relationships

- YWLA: Start with Good Things-have 3 students share

Notes:

3. Use reminders and Cues

- Reminders are helpful for older students:
- For example: if you anticipate students finishing an assignment early, remind them what you want them to do
- Cues:
 - a. Visual- flicking the lights to let students know to pay attention to you
 - b. Auditory- bell to let students know to turn in an assignment
 - c. Physical- using a hand signal to let students know to go back to their seat

Notes:

4. Classroom Seating

- Seating will optimize what you are trying to accomplish for that class period.
- Do not let students choose their seats.
- Having desk in rows is old school!!
 - o Instead use:
 - Groups
 - Pairs
 - U-shape or Double U-Shape

Notes:

5. Give praise for specific behaviors

- Praise students who are doing what they are suppose to be doing.
- For example:
 - “Mary, thank you for getting started on your assignment.”
 - “Alejandra, I like how you got in line quietly.”

Notes:

6. Set clear rules and procedures

- Set 4-6 Rules-posted
 - Explain why they matter.
 - Post them- Always reference back when correcting a student.
 - Frame them as a we statement:
 - We will be in our seats when the bells rings.
 - We will not talk when the teacher is talking
- Procedures
 - Review with students as needed.
 - Assignments
 - How you need them to do something?
 - Turn in assignments
 - Sharing with the whole class

Notes:

7. Supervise and monitor

- Be active: Do not sit at your desk.
- Students can easily get distracted.
- Move around the room.
- Check student progress.

- Ask questions.
- Use positive non-verbal cues.
 - Smile
 - Make eye contact

Notes:

8. Be Consistent

- Nothing we just went over will matter if you are not consistent
- How to be consistent:
 - Correct behavior
 - Correct errors when you see them, then refocus or reteach
- When you are consistent the students will know:
 - Hold them responsible
 - It applies to everyone
 - What to expect

Why consistency is important?

- Students will trust you and respect you.

Notes:

Instructional Strategy



Notes:

My Portrait

Student Name: _____ Student ID #: _____

Period	Class	Teacher	Room #
1			
2			
3			
4			
5			
Lunch	A B C. D	NONE	CAFETERIA
6			
7			
8			

My birthday is _____

Place of birth (city, state, country) _____

My friends like me because _____

I know how to _____

The best decision I've ever made was _____

My favorite food is _____

My worst habit _____

I am proud of _____

The worst disappointment in my life is/was _____

My favorite artist _____

My favorite music is _____

My ideal vacation would be _____

I regret _____

I am afraid of _____

I am happy when _____

In 5 years I will _____

