

Effective Collaboration With AISD Mentoring Programs

Please read the following norms for collaboration. Sign and attach this to your application.

Effective collaboration means that New Teacher Support and Mentor Teacher Programs from outside AISD...

- demonstrate **professionalism** in communication, including confidentiality and addressing concerns with the goal in mind of achieving success for all.
- advise their mentors to participate in as many **AISD required mentoring activities** as possible.
- are **aligned with district initiatives**, including initial induction and on-going sharing of information.
- are **systematic in communicating** information about their support of novice teachers, including initial and on-going communication with principals, novice teachers, and mentors.
- **attend periodic meetings** to share information about their purposes, progress, and challenges.
- participate in an **on-going dialogue** with district personnel, including Educator Development, principals, novice teachers, and mentors at the campus level.
- **maintain a current record** through Educator Development of Mentoring Program contacts and personnel, as well as novice teachers and mentors they work with on campuses.
- **provide periodic summaries** about the status of Mentoring Programs, including evidence of progress and challenges at the campus levels.
- gather, analyze, and share **information regarding the impact** of their programs, including both retention data and perception data.
- use established criteria for effective mentors to match, monitor, and revise, as needed, **the relationship between individual novice teachers and their mentors.**

Effective collaboration means that Austin ISD . . .

- demonstrates **professionalism** in communication, including confidentiality and addressing concerns with the goal in mind of achieving success for all.
- is **systematic in communicating** information about district policies and initiatives that impact programs.
- **conducts periodic meetings** for all programs to share information about purposes, progress, and challenges.
- participates in an **on-going dialogue** with partner programs, principals, novice teachers, and mentors at the campus level.
- **maintains a current record** through Educator Development of Mentoring Program contacts and personnel, as well as novice teachers and mentors they work with on campuses.
- **provides periodic summaries** about the status of Mentoring Programs, including evidence of progress and challenges at the campus level to the district.
- gathers, analyzes, and shares **information regarding the impact** of programs operating within the district, including both retention data and perception data.
- uses **established criteria** help principals match new teachers and campus needs to available support programs.

I agree to collaborate with AISD within the guidelines as stated above.

Program _____

Name/Title _____

Signature _____

Date _____