



## **Mentoring Frequently Asked Questions**

### **1. What is the primary job of the AISD REACH mentors?**

Teacher mentors are full-time mentors whose primary job is to provide high-quality, individualized professional development and support to beginning teachers.

### **2. How were the AISD REACH mentors selected?**

AISD REACH used an open application process to solicit applicants. This allowed us to cast our net broadly to ensure a high-quality pool of mentors. Pilot principals were invited to participate at each stage of the selection process. Mentors needed a minimum of five years successful teaching experience, two colleague recommendations and one administrator recommendation.

### **3. For how long will the mentors serve?**

Mentors will serve for a three-year term predicated on a successful evaluation each year. At the end of the three years, the mentors may apply for one more three-year term.

### **4. Who is supported by an AISD REACH mentor?**

A mentor supports novice teachers at a pilot school in their first through third years of experience.

### **5. What type of support will a novice teacher receive?**

Teachers in their first three years of experience will be supported through an individualized coaching model that includes collecting, analyzing and reflecting on student data, planning collaboratively, and setting professional goals. Mentors and novice teachers engage in a confidential, non-evaluative, learner-centered relationship with a focus on accelerating the development of the novice teacher's skills while supporting the campuses academic goals and vision.

### **6. With how many beginning teachers will a mentor work?**

Seven to ten novice teachers will partner with one mentor.

### **7. What kind of training do AISD REACH mentors receive?**

AISD REACH mentors are trained in new teacher development. They receive extensive training from The New Teacher Center from the University of California at Santa Cruz, as well as participate in ongoing professional development sessions with the mentor coordinator. Because mentors support campus academic goals and initiatives, they will participate in campus- or district-level training to better assist in their work with the novice teachers.

### **8. What is taken into consideration when matching AISD REACH mentors with the beginning teachers?**

The mentor's experiences, in terms of grade level, subject area and previous school assignments, as well as principal preferences were taken into account when matching the mentor with the beginning teachers.

### **9. How will mentors work with other campus instructional leaders?**

Mentors work with principals and other campus instructional leaders to support the campus academic goals. The mentors' work supplements the work of department chairs, instructional coaches and specialists to build novice teacher capacity.

### **10. How will AISD REACH mentors be evaluated?**

The evaluation of the mentors' performance will include the beginning teachers, principals, the REACH mentor coordinator, and the mentor themselves.

***For questions about AISD REACH Mentoring, please contact:***

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