******

**Sample district Q & A for prospective mentors and mentees**

***What is mentorship?***

Mentoring is the process by which colleagues share their experience, knowledge, and skills for personal and professional growth. Mentoring relationships are reciprocal and non-evaluative. The mentoring relationship offers personalized support, and facilitates reflective, purposeful educational practice.

***How will a mentorship relationship strengthen my practice?***

Mentoring relationships build confidence, encourage reflective practice, develop proactive problem solving, affirm skills and capacities, help focus participants on student learning, provide different points of view, model instructional strategies.

***Who is mentorship for in our district?***

The mentorship program is for teachers transitioning into the profession within their first five years of practice, and for teachers transitioning into new assignments. TTOC’s may apply.

***How will the mentor/mentee relationship look for me over the next year of teaching?***

Mentor and mentee will each have four full days of release to meet and collaborate together over the course of the school year. The time can be used flexibly and should be designed by the partnership to best meet the learning goals of the mentee. The time can be used for focused conversation, review of resources, exploration of student work, classroom observation, and collaborative planning and teaching.

***As a mentee, what will my responsibilities be?***

To work with a mentor, mentees need to be prepared to share their teaching aspirations, reflect on daily practice and identify professional goals. You need to be open and willing to work constructively with others as you inquire into your practice. Commitment to continuous learning and openness to consider formative feedback is a core requirement. Mentees must be able to commit to attending all professional workshops for mentee support (at least three days throughout the school year).

***As a mentor, what will my responsibilities be?***

Mentoring requires both informal and formal interactions with your new colleague. Informally, you will be expected to connect with your mentee weekly, face-to-face or electronically, to listen and respond to the questions, needs, orientation and provide affective support to help your mentee thrive. You will also be asked to plan for more formal interactions which involve facilitating learning-focused conversation and goal setting, model effective teaching and learning strategies, conduct observations and provide evidence-supported feedback. The mentor supports his/her new colleague to become part of a community of practice. Mentors will participate in at least 3 days of mentor training and development throughout the year.

***How will partnerships be formed?***

*In the application form, mentees can request two possible colleagues they would like to work with as partners. The District Mentorship Steering Committee will consider these requests and confirm who is able to commit to the mentoring relationship. Alternatively, the committee will attempt to pair the mentee with a colleague whom they consider is best able to support the mentee’s learning goals.*

***Is a mentorship relationship worth the time and effort?***

Teachers who have participated in the New Teacher Mentoring Project unanimously say YES! The structure provided opportunities for teachers to think, plan, and work together in ways that may not have been as effective through informal mentorship.

***What is the district support for mentorship?***

*The mentorship program is overseen by a district steering committee that includes participation from the Teacher’s Association, the district office, school adminstrators, and an experienced teacher participant from within the mentorship program. This committee meets four times a year to plan and guide the program based on participant feedback.*

AD:wl/tfeu

