

MENTORING HANDBOOK

**FOLEY PUBLIC SCHOOLS
District 51**

Revised 2026

Mentoring and Peer Coaching Leadership Representatives:

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DEFINITIONS:

Mentee: A probationary teacher, who collaborates with an identified mentor teacher.

Mentor: A continuing contract teacher with a minimum of three years of teaching experience in the Foley Public School District, chosen by application, for the purpose of teaching, counseling, sponsoring and encouraging a mentee. This teacher will be trained in peer coaching and mentoring.

Mentorship: Mentorship is the expected experience for a mentee to work with a mentor to complete the core requirements of the mentoring program for a minimum of one year.

Peer Coach: An experienced teacher who has been trained in the peer coaching process.

MENTORING HANDBOOK

Mission:

The mission of the Mentorship Program is to assist teachers in developing the skills needed to become effective, successful professionals who positively impact student achievement. The professional growth and development of both mentors and mentees benefit students, staff, and the overall school climate.

THIS HANDBOOK WILL BE GIVEN TO MENTORS AND TO MENTEES.

Mentorship Goals:

- Promote personal and professional growth through reflection and dialogue
- Improve the quality of teaching and learning
- Increase collaboration among teachers while reducing professional isolation
- Encourage continuous reflection and refinement of instructional practice
- Recruit, develop, and retain high-quality educators at Foley Public Schools

As Mentor:

- Help the mentee with goal setting and data analysis
- Demonstrate effective teaching techniques and/or arrange for observations of other teachers to maximize teacher's growth and development
- Meet with mentee formally and informally
- Meet the expectations of the mentoring process
- Encourage participation in the school community outside the classroom
- Keep track of all mentee meetings via Mentor Log (posted at the bottom of each monthly task sheet)

Mentoring Confidentiality:

- Mentors provide a confidential and supportive environment that gives the personal and professional support necessary to help new teachers stay committed to teaching
- Mentor and mentee develop and maintain an atmosphere of trust and good faith
- All communications and materials relating to this process shall become the sole property of the mentee

Mentee's Responsibilities:

The Mentee has the responsibility to fully participate and be receptive to the mentoring process.

Mentorship Program Expectations:

Mentors are expected to fulfill the responsibilities outlined in the monthly task schedule (see below). This includes attending required training sessions, actively participating in quarterly meetings, and guiding mentees through designated tasks.

Monthly Tasks:

August

Training / Event Dates:

- **New Teacher Workshop & Mentor training**
 - Tuesday, August 25, 2026
 - Wednesday, August 26, 2026

Focus: Building Relationships and Establishing a Successful Start

- Attend New Teacher Workshop Days in August
- Mentor Training held during New Teacher Workshop Days
- Meet with your mentee
 - Introductions - pick some questions from the [Adapted Knowing Teachers Tool](#)
 - Share Contact Information
- Visit your mentee in their classroom and support with ideas for classroom set up, organization, developing procedures
- Check In
- Possible Mentor Tools
 - [Adapted Knowing Teachers Tool](#)
 - [Optimal Learning Environment](#)
 - Setting Up your Classroom
 - [Collaborative Assessment Log \(CAL\)](#)
- Check In / Meet at least once during workshop week

Record your mentoring interactions date, duration and focus

Date	Duration (in Minutes)	Focus / Content
8/25/26		Choose your Focus from the dropdown menu ▾
8/26/26		Choose your Focus from the dropdown menu ▾
		Choose your Focus from the dropdown menu ▾

- ☐ Add your mentoring interactions to the [Foley Mentor Event Log](#)

September

Training/Event Dates: N/A

Focus: Getting to Know Students and Establishing Effective Classroom Systems

- Complete one [Collaborative Assessment Log \(CAL\)](#) (CAL) to determine entry points for the work with your mentee. Note: The [Optimal Learning Environment](#) and [Indicators at a Glance](#) may help you determine an area of focus for your work.
- Visit your mentee's classroom to introduce yourself and briefly get to know their students. This will support future collaboration.
- Classroom Expectations-Follow up in 4 weeks
- Possible Mentoring Tools
 - Continue Knowing Teachers
 - [Collaborative Assessment Log \(CAL\)](#)
 - [Optimal Learning Environment](#)
 - [Indicators at a Glance](#)
 - [Knowing Students](#)
 - [Planning Conversation Guide](#)
- Check In / Meet at least once per week for the first month with at least one 30 min meeting. Others could be an email, brief 10 - 15 min conversation, etc.

Record your mentoring interactions date, duration and focus

Date	Duration (in Minutes)	Focus / Content
		Choose your Focus from the dropdown menu ▾
		Choose your Focus from the dropdown menu ▾
		Choose your Focus from the dropdown menu ▾
		Choose your Focus from the dropdown menu ▾

- ☐ Add your mentoring interactions in the [Foley Mentor Event Log](#)

October

Training/Event Dates:

- **Mentor ONLY Meeting on October 23rd @ 7:20-7:50 AM**

Focus: Planning High-Quality Instruction

- Conversation about what Mentee would like to observe in Mentor's classroom in November (i.e. classroom management, focused lesson)
- Plan a lesson together
- Classroom Expectations-Follow up in 8 weeks
- Possible Mentoring Tools
 - [Tools to Support Teaching and Coaching](#)
 - [Planning Conversation Guide](#)
 - [Lesson Planning Guide and Template](#)
 - [Knowing Students](#)
 - [Collaborative Assessment Log \(CAL\)](#)
 - [Optimal Learning Environment](#)
- Check In / Meet at least twice this month. Could be an email, brief 10 - 15 min conversation, etc.

Record your mentoring interactions date, duration and focus

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November

Training/Event Dates:

- Observations- November 12th or 19th (Thursday - date dependent upon sub)
- Mentor Only Meeting - November 30th @ 7:20-7:50

Focus: Strengthening Instruction through Observation and Reflection

- Hold mentor observation
- Continue conversations around lesson planning and delivery
- Possible Mentoring Tools
 - [Tools to Support Teaching and Coaching](#)
 - [Collaborative Assessment Log \(CAL\)](#)
 - [Planning Conversation Guide](#)
 - [Optimal Learning Environment](#)
 - [Lesson Planning Guide and Template](#)
- Check In / Meet at least twice this month. Could be an email, brief 10 - 15 min conversation, etc.

Record your mentoring interactions date, duration and focus

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December

Training/Event Dates:

- No Meetings or Additional Events Scheduled

Focus: Reflecting on Growth and Celebrating Successes

- Complete a [Collaborative Assessment Log \(CAL\)](#) to reflect and celebrate the growth and success from your work together this fall
- Sign up for an observation slot ([link schedule here](#))
- Discuss strategies for getting prepared for the week back so everyone can disconnect during the winter holiday
- Possible Mentor Tools
 - [Tools to Support Teaching and Coaching](#)
 - [Foley Observation Toolkit](#)
 - [Collaborative Assessment Log \(CAL\)](#)
 - [Knowing Students](#)
 - [Indicators at a Glance](#)
 - [Selective Scripting](#)
- Complete December mentoring reflection form to be sent from mentorship team
- Check In / Meet at least twice this month. Could be an email, brief 10 - 15 min conversation, etc.

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January

Training/Event Dates: N/A

Focus: Reestablishing Routines, Setting Goals, and Identifying New Focus Areas

- Hold mentee observation and follow-up conversation
- Complete a [Collaborative Assessment Log \(CAL\)](#) to determine what your mentee wants to focus on for your work together
- Possible Mentor Tools
 - [Collaborative Assessment Log \(CAL\)](#)
 - [Optimal Learning Environment](#)
 - [Selective Scripting](#)
- Check In / Meet at least twice this month. Could be an email, brief 10 - 15 min conversation, etc.

Record your mentoring interactions date, duration and focus

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February

Training/Event Dates:

- **Mentor ONLY meeting on February 22 @ 7:20-7:50**

Focus: Collaborative Conversations, Planning, and Instructional Refinement

- Use [Collaborative Assessment Log \(CAL\)](#) to choose a focus area and determine where to begin the cycle
 - Planning a lesson with chosen focus
- Possible Mentor Tools
 - [Collaborative Assessment Log \(CAL\)](#)
 - [Planning Conversation Guide](#)
 - [Coaching Indicators at a Glance](#)
 - [Analyzing Student Learning](#)
- Check In / Meet at least twice this month. Could be an email, brief 10 - 15 min conversation, etc.

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March

Training/Event Dates: N/A

Focus: Using Student Learning Evidence to Inform Instruction

- Analyze student learning
- Use student learning analysis practice to support lesson planning
- Possible Mentor Tools
 - [Collaborative Assessment Log \(CAL\)](#)
 - [Knowing Students](#)
 - [Analyzing Student Learning](#)
- Check In / Meet at least twice this month. Could be an email, brief 10 - 15 min conversation, etc.

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April

Training/Event Dates:

- **Mentor ONLY Meeting on April 26th @ 7:20-7:50AM**

Focus: Responding to Student Needs and Sustaining Growth

- Use the [Analyzing Student Learning tool](#) to reflect on student progress with current standards and develop ideas and strategies for relooping concepts
- Complete a [Collaborative Assessment Log \(CAL\)](#) to determine what your mentee learned during the spring mentoring cycle
- Possible Mentor Tools
 - [Knowing Students](#)
 - [Analyzing Student Learning Tool](#)
- Check In / Meet at least twice this month. Could be an email, brief 10 - 15 min conversation, etc.

Record your mentoring interactions date, duration and focus

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May

Training/Event Dates:

Focus: Celebrating Growth and Planning for Continued Success

- Complete a [Collaborative Assessment Log \(CAL\)](#) focusing on the growth of the teacher, new strategies, ideas, and practices they developed over the year
- Reflect on the mentor-mentee partnership highlighting growth and progress you made as a pair. Share how the mentoring program will look for teacher the following year (if applicable)
- Complete mentoring log by May 15th. MPC Leadership team will submit for pay on this date.
- Possible Mentor Tools
 - [Collaborative Assessment Log \(CAL\)](#)
 - [Optimal Learning Environment](#)
- Check In / Meet at least twice this month. Could be an email, brief 10 - 15 min conversation, etc.

Record your mentoring interactions date, duration and focus

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Mentor Compensation:

For the professional assistance given to a new teacher during the year, a stipend of \$1000 will be paid to each identified mentor in May or June. Partial year mentors will be prorated (i.e., 1 semester = \$500) from Staff Development.

Mentor Selection Process:

1. All qualified FUE members are asked if they are willing to volunteer to be a mentor.
2. All qualified teachers who indicate willingness to mentor are then considered by the committee.
3. Committee determines partnerships.
 - a. The selection of the mentor will occur at a committee meeting during the summer months – after hiring is completed but before plans are set for the fall opening of school. Partial year mentors will be determined mid-year as needed by program coordinators and building principals with Superintendent approval.

Problem Solving:

If either the mentee or mentor has a concern about the mentoring process, he/she should contact one of the program coordinators: Ashley Stuckmayer (Elementary), Richard Thomas (Intermediate), Michele Gross (High School), or Kristie Rahm (District-wide). That member will help seek possible solutions.

Mentoring/Mentee Contract:

I agree to be the mentor for _____ (print first and last name clearly) during the 2026-2027 school year as outlined in the Foley Mentoring Handbook . For meeting the expectations of this program, I will receive a stipend according to the master contract to be paid by June 30, 2027.

(Mentor Signature)

(Date)

I agree to participate in and fulfill the expectations of the Foley Public Schools Mentoring Program during the 2026-2027 school year as outlined in the Foley Mentoring Handbook. I agree to work with _____ (print first and last name clearly).

(Mentee Signature)

(Date)