

**MENTORING**

**AND**

**PEER COACHING**

**HANDBOOK**

**FOLEY PUBLIC SCHOOLS**  
**District 51**

**July 2013**

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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 have experience working with a peer coaching partner for a complete cycle in the last three years. A cycle shall consist of at least two observations in which each of the teachers has visited the other's classroom.

**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.

**Peer Coaching:** Peer coaching is the opportunity to practice skills and teaching techniques with colleagues in order to provide constructive feedback to enhance the growth of two experienced teachers working as a team. (Experienced=not first year teacher)

**Peer Coaching Cycle:** A cycle shall consist of at least two observations in which each of the teachers has visited the other's classroom, not including observations completed during training.

## MENTORING HANDBOOK

### Mission

The mission of the Mentorship Program is to assist teachers in developing skills that help them become more effective and successful professionals who positively impact student achievement. The professional growth and development of mentors and mentees benefits students, staff, and the school climate.

**THIS HANDBOOK WILL BE GIVEN TO MENTORS AND TO MENTEES.**

### 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

## **Mentorship Goals**

### **As Provider of Information**

- Meet as needed with mentee to discuss everyday concerns (discipline, schedules, procedures, where to get materials, etc.)
- Inform mentee about professional opportunities (in-services, college classes, renewal unit opportunities, staff development, etc.)
- Help mentee make connections to the community of Foley

### **As Collaborator**

- Help the mentee with goal setting and data analysis (SMART, professional, personal)
- 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

## **Mentee's Responsibilities**

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

## **Mentorship Program Expectations**

### **Core Program Requirements:**

The following core items must be completed together with mentor and mentee: At least two meetings per month are required and the core program requirements count toward this two per month expectation. (See Appendix C mentoring log and calendar)

### *A. Teacher Practice*

1. Orientation meeting (See APPENDIX A)
  - a. The objective is to introduce the new teacher to the mentoring process
  - b. Principals, Mentors, Mentees and FUE Representative, Superintendent
  - c. The mentor handbook is provided as a resource, mentor/ mentee contract (APPENDIX - To be provided separately.)
2. Campus tour and meet key staff (See APPENDIX B)
  - a. First day tour and secondary tour two to four weeks later
3. Technology Support
  - a. The Director of Technology will meet with mentees to show the district's general guidelines of technology implementation and available curriculum programs
    1. Group Time - district programs (JMC, AESOP, Computers, etc.), ID and Passwords, iPads, Google Docs, Microsoft applications, etc.
    2. Individual Mentee time - Curriculum materials and individual room capabilities
  - b. DTTI will meet with mentee/mentor to establish a baseline of technology knowledge and begin to develop an integration plan and staff development needs that can be supported by DTTI
    1. Timeline for DTTI
      - a. Follow up in two weeks
      - b. Follow up in four weeks
      - c. Follow up in six weeks
        1. Will result in an observation with DTTI coaching for support
4. Sharing start of the year items
  - a. Classroom Expectations
    1. Classroom procedures
    2. Classroom behavior guidelines
    3. Instructional guidelines posted
  - b. Posted lists and outlines
  - c. Conversation around best practices in managing student behavior and engaging students in meaningful instructional practice
  - d. Timeline
    1. Mentor/Mentee Day
    2. Follow up in the first four weeks
    3. Follow up in the first eight weeks
5. Survey at beginning of the year and end of the year (See APPENDIX E)

6. Discussion on Danielson's 4 domains and the district evaluation rubric with the building principal - Orientation meeting (See APPENDIX A)
7. One classroom observation focusing on Domain 3 completed by the end of 3<sup>rd</sup> quarter

#### **B. Student Achievement and Growth**

1. Discussion and reflection on data analysis
2. Discussion on the use of data in the district professional growth, reflection, and evaluation plan
3. Discussion on goals - district, building, and classroom

#### **C. Student Engagement**

1. Discussion on the difference between students being engaged and the teacher engaging students and how to use data from the 4 student centered questions: how do I feel, am I interested, is this important, can I do this.
  - a. Mentor and mentee will discuss the difference between Domain 3c and Domain 5 in Teacher Evaluation model
  - b. By the end of the first nine weeks
  - c. Written reflection and discussion on Domain 5 in your classroom
2. One observation focused on student engagement
  - a. Mentee to be observed by Mentor using PGRE
  - b. Before Holiday Break

### **Optional activities that can be completed during the year:**

1. Observe another teacher
2. Meet off-site 2 to 3 times during the year
3. Participate in a professional development activity together
4. Read and study a professional book together (i.e. The First Days of School by Harry Wong)
5. Visit another school to observe another teacher in similar subject or grade level
6. Suggest an activity to enhance professional growth; mentor should secure approval from building principal
7. Access a professional library in one of the building Media Centers

### **Mentor Compensation**

For the professional assistance given to a new teacher during the year, a stipend of \$500 will be paid to each identified mentor during the month of May. Partial year mentors will be pro-rated (i.e., 1 semester = \$250) from Staff Development.

## **Mentor Expenses and Release Time**

Need to be coordinated through the building principal due to different billing codes.

## **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 following committee members: Lori Wolfram (Elementary), Sylvia McLean (Intermediate), or Barb Koester (High School). That member will share the concern with the program coordinator, Kathi Sims, or the building principal to help seek possible solutions.

## **PEER COACHING HANDBOOK**

The mission of the Peer Coaching Program is to assist teachers in developing skills that help them become more effective and successful professionals. The professional growth and development of each teacher benefits students, staff, and the school climate.

## **Confidentiality**

- Peer Coaches provide a confidential and supportive environment that gives the psychological and professional support necessary to help new teachers stay committed to teaching.
- Peer Coaches develop and maintain an atmosphere of trust and good faith.
- All communications and materials relating to this process shall become the sole property of each peer coach.

## **Peer Coaching Goals**

- Promote personal and professional growth through reflection and dialogue
- Improve the quality of teaching and learning

- Increase collaboration among teachers to reduce isolation
- Explore and refine educational belief systems

### **Peer Coaching Preparation**

- 10 hours of classroom training (usually in the summer)
- \$300 training stipend (As established in the Master Agreement under Extended Duty Pay page 35) for completing the 10 hour training course

### **Peer Coach's Responsibilities**

- Actively involved in Peer Coaching Cycle by conducting a pre-observation conference, and post-observation conference
- Take notes during the observation. All notes become the property of the observee
- Complete year end survey to include number of exchanges, type of data collected, observation focus

## **APPENDIX A**

### **Mentor/Mentee Orientation meeting Agenda**

1. Agenda for Mentor/Mentee Orientation Meeting- Day One
  - a. 7:30 am FIS Media Center - All Mentors/Mentees/Principals/FUE Co-Chairs/Supt.
    1. Welcome by the Superintendent
    2. Introductions of Staff
    3. Superintendent Comments
    4. FUE Co-Chair Comments
  - b. 8:00 am Building Agenda
    1. Get to know you activity-Principal Choice
    2. Building Goals-Principal
    3. Observation Process
      - a. Google format
        1. Pre-observation meeting
        2. Observation process
        3. Teacher reflection
        4. Principal reflection
        5. Post-observation meeting



- 6. Final document/signatures
- 4. Look fors
- 5. Student Achievement Plan---Practice for first semester
- 6. Questions
- c. 10:00 am Tour with Mentor
  - e. 11:30 am Lunch
  - f. 12:30 pm Student Achievement Evaluation
  - g. 2:00 pm Work in classroom Mentee only
  - h. 5:00 pm Social
- 2. Day two: Mentees only
  - a. 8:00 am Check in with Building Principals
  - b. 8:30 am Technology Training
  - c. 12:00 pm Lunch as a group
  - d. 1:00 pm Work in classrooms
  - e. 2:30 pm Check in with building principal
  - f. Remainder of the day work in classroom

## APPENDIX B

### Campus Tour Checklist

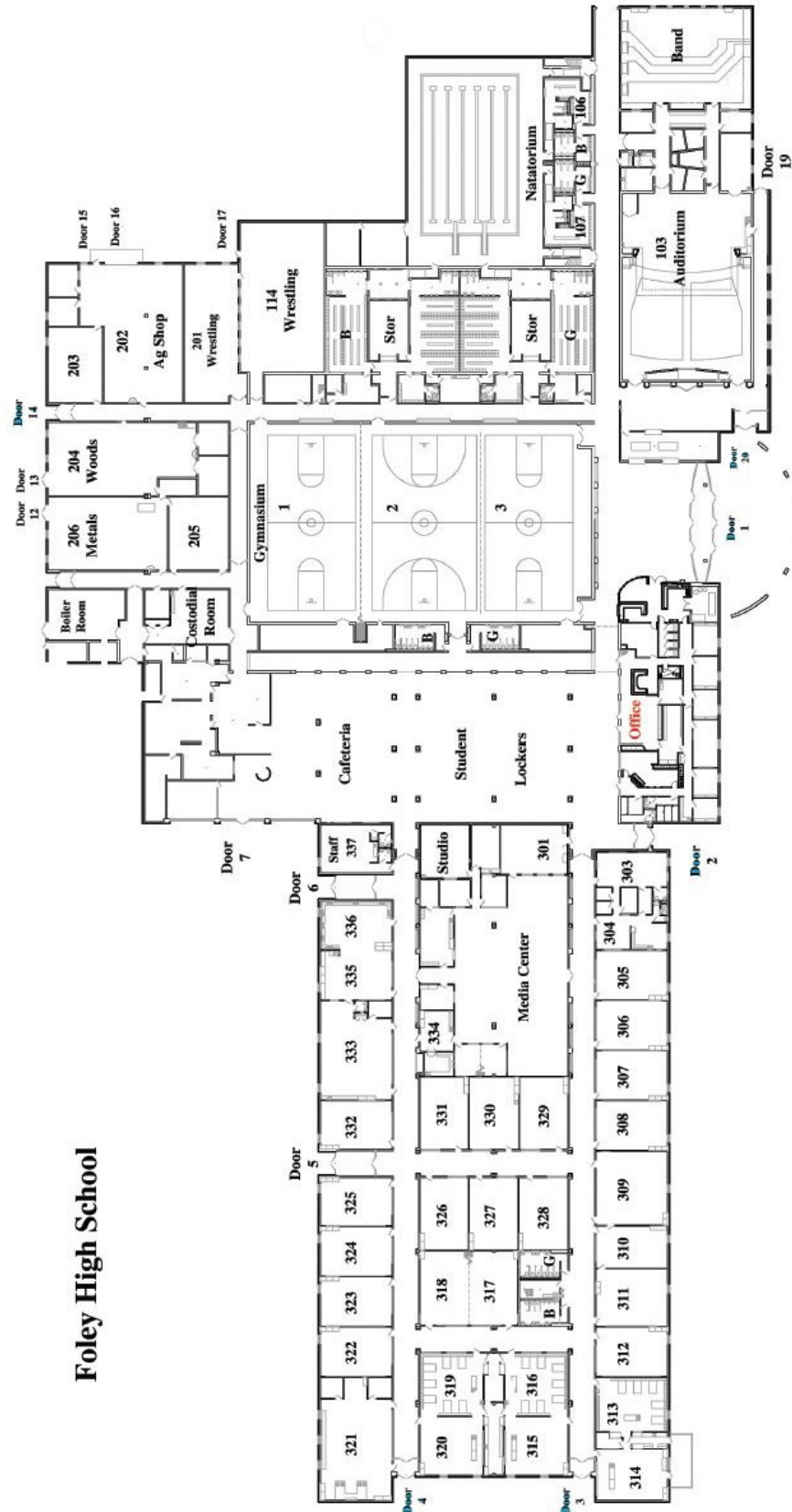
- 1. Day 1 Tours: Mentor and Mentee
  - a. In building hired
    - 1. Office
    - 2. Grade Level Rooms FES/FIS Department rooms FHS
    - 3. Specialist Area
    - 4. Art/Gym/Music/Ind. Tech
    - 5. Media Center/Professional Library
    - 6. Computer Labs
    - 7. Faculty Lounge
    - 8. Kitchen/Cafeteria
    - 9. Custodial
  - b. District wide
    - 1. Food Service
    - 2. Offices in other two buildings

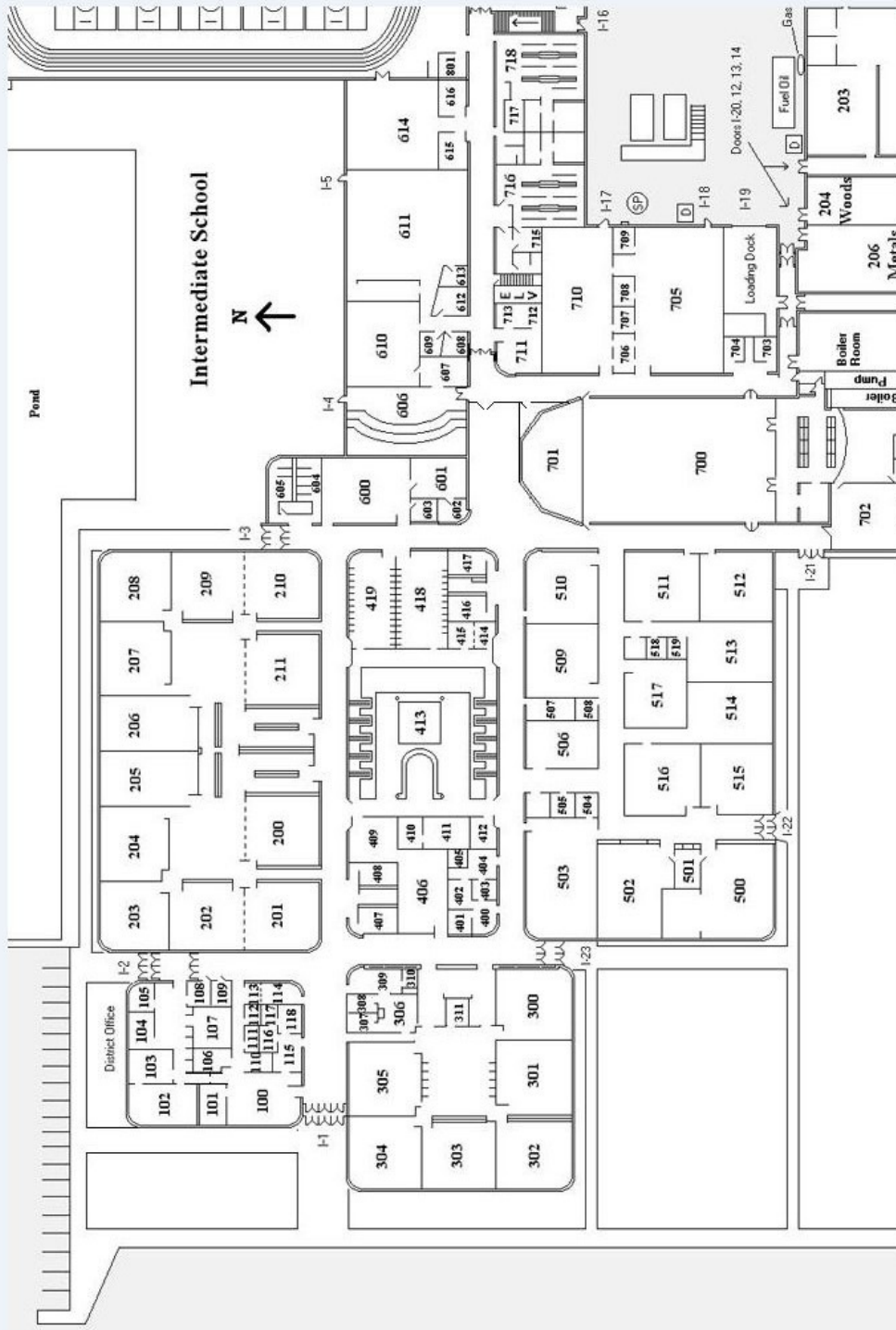
2. Secondary Tour
  - a. In building hired
    1. Special Education case managers
    2. Media Center personnel
    3. Subject area teachers
  - b. District wide
    1. Transportation Director

NOTE: Payroll meeting date – Tour by district office staff prior to orientation meeting

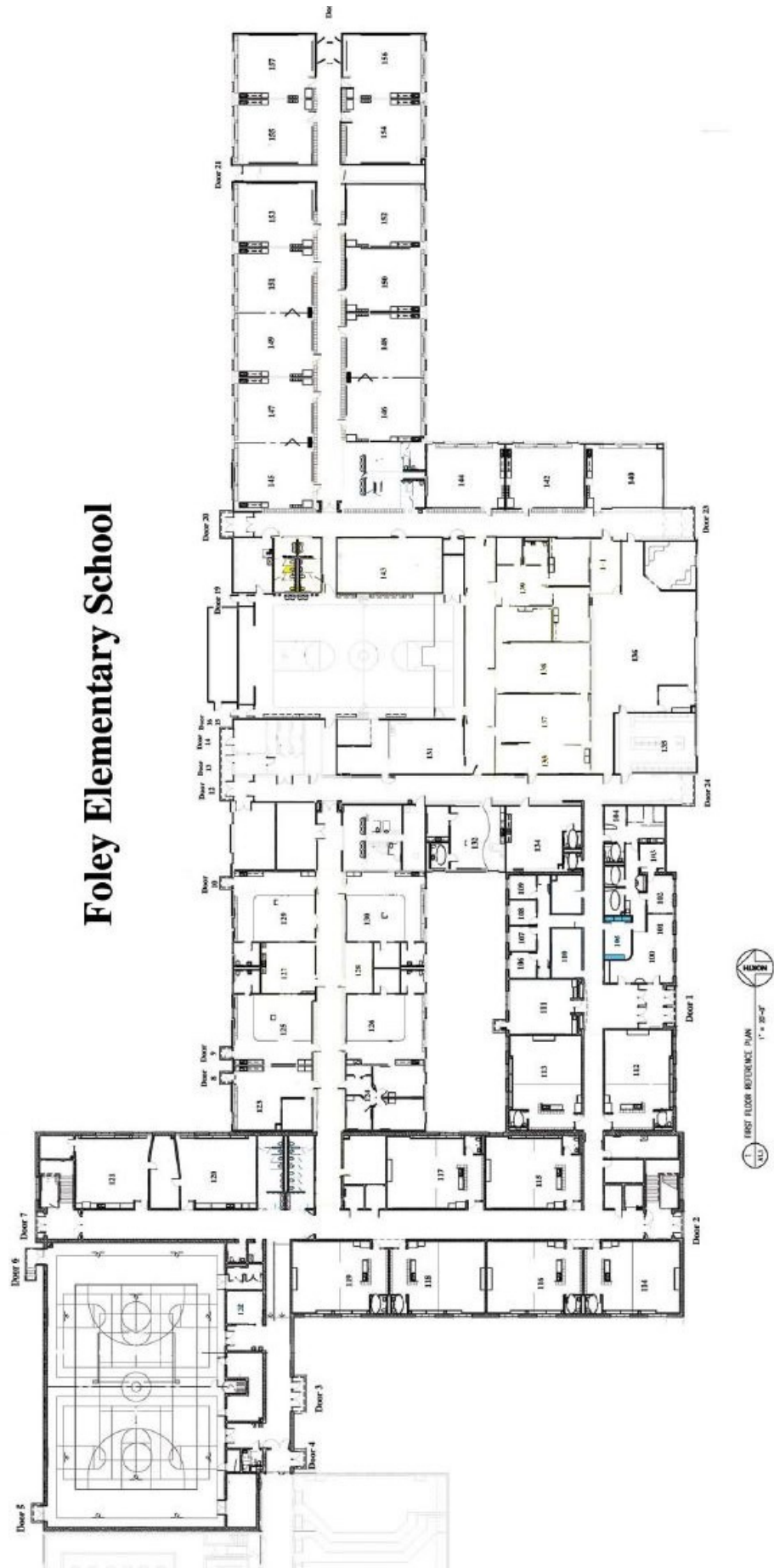
1. District Office
  2. Buildings and Grounds
  3. Community Ed/Gifted and Talented
  4. Activities Director
  5. Technology Director
  6. Fitness Center/Field House
- The district web address is [www.foley.k12.mn.us](http://www.foley.k12.mn.us)
  - School day times and schedules may be found in the Student-Parent Handbook published on the district website.
  - The district phone directory may be obtained by contacting the Director of Technology.
  - Maps of the campus are included in APPENDIX B.

# Foley High School

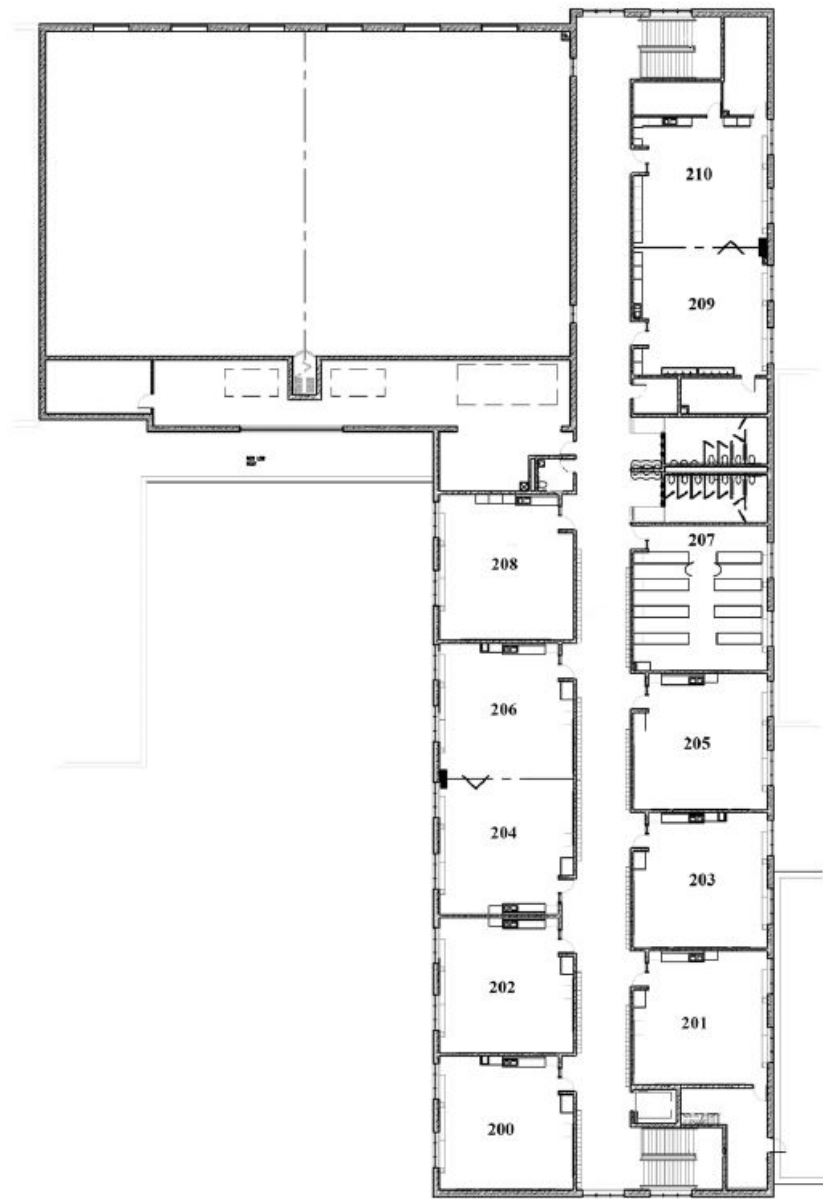




Foley Elementary School



## FES 2<sup>nd</sup> Floor



1  
A1.2

SECOND FLOOR REFERENCE PLAN

1/16" = 1'-0"



## APPENDIX C

**Mentoring Event Log – the completed log is returned to program coordinator at end of the year.**

**Name of Mentor:** \_\_\_\_\_

**Name of Mentee:** \_\_\_\_\_

**School Year:** \_\_\_\_\_

### Mentoring Log

Date	Event
	Payroll Meeting and Tour (Mentee Only)
	Day 1 Orientation Meeting
	Day 1 Tours
	Secondary Tour
	Meet with Director of Technology
	Meet with DTTI-Follow up in 2 weeks
	Meet with DTTI-Follow up in 4 weeks
	Meet with DTTI-Follow up in 6 weeks
	Classroom Expectations-Mentor/Mentee Day
	Classroom Expectations-Follow up in 4 weeks
	Classroom Expectations-Follow up in 8 weeks
	One Observation Focused on Student Engagement
	One Classroom Observation Focusing on Domain 3
	Discussion and Reflection on Data Analysis
	Discussion on the Use of Data in the District Growth, Reflection and Evaluation Plan
	Discussion on Goals – District, Building, and Classroom
	Discussion on Student Engagement
	Discussion of the Differences Between Domain 3c and Domain 5
	Written Reflection and Discussion on Domain 5 in Your Classroom

Mentoring Log (Initial: Mentor\_\_\_\_ Mentee\_\_\_\_) Page \_\_\_\_ of \_\_\_\_

## Mentoring Log

[illegible]



## Mentor/Mentee Event Calendar

With Mentor/Mentee Program Events (Highlighted in Peach)						
	School Calendar 2013/14 Version 2.1 (Includes 4/11/13 snow day make up for teachers)					
	8 days at Christmas, 2 days for Spring Break, out 3 days after Memorial Day					
		No School Student or Teacher			Make-Up Days: 4/21, 5/30, 6/2	
		First day of quarter				
		Last day of quarter				
		Teacher workshops				
		Conferences and open houses				
		Early Dismissal - Teacher curriculum work				
	<b>M</b>	<b>T</b>	<b>W</b>	<b>TH</b>	<b>F</b>	
2013						
August			1st Day: Orientation Meeting; Mentor/Mentee Tours 2nd Day: Meet with Technology Director			
	19	20	21	22	23	
	26	27	28	29	30	
September	2	3	4	5	6	Two week point; Survey at the beginning of the year; Orientation Follow up; Meet with DTTI
	9	10	11	12	13	
	16	17	18	19	20	Four week point; Classroom Procedures Follow up; Meet with DTTI
	23	24	25	26	27	
	30					
October		1	2	3	4	Meeting/Observation with DTTI Staff by Oct 1; Six weeks
	7	8	9	10	11	
	14	15	16	17	18	Classroom Procedures Follow up Student Engagement by the end of the first nine weeks
	21	22	23	24	25	
	28	29	30	31		
November					1	
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	

December	2	3	4	5	6		
	9	10	11	12	13		
						One observation focused on student engagement before break	3rd Quarter meeting/ Domain 3
	16	17	18	19	20		
	23	24	25	26	27		
	30	31					
2014							
January			1	2	3		
	6	7	8	9	10		
	13	14	15	16	17		
	20	21	22	23	24		
	27	28	29	30	31		
February	3	4	5	6	7		
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
March	3	4	5	6	7		
	10	11	12	13	14		
	17	18	19	20	21		
	24	25	26	27	28		
	31						
April							4th Quarter meeting: Student Achievement Eval and End of Year Preparation
		1	2	3	4		
	7	8	9	10	11		
	14	15	16	17	18		
	21	22	23	24	25		
	28	29	30				
May				1	2		
	5	6	7	8	9		
	12	13	14	15	16	Survey at the end of the year	
	19	20	21	22	23		
	26	27	28	29	30		

## APPENDIX D

### Start of the Year Survey

#### Getting to Know You (Peer Mentor/Mentee)

During the past few months, I have been:

I do this in my spare time:

My family consists of:

My memories of school days:

Favorites:

Challenges:

My unique skills and talents are:

I think this makes a classroom/gym a positive place to learn:

I am hoping a peer mentor will:

I like such things as:

Favorite foods, snacks and drinks

Thank you!

## APPENDIX E

### Mentee Survey on Orientation

- 1) The information provided at the 7:30 am Orientation Meeting on day one with all mentors, mentees, principals, FUE co-chairs, and superintendent was:
  - A. Crucial information
  - B. Helpful
  - C. Didn't hurt
  - D. Don't need
- 2) The information provided on building goals by the principal was:
  - A. Crucial information
  - B. Helpful
  - C. Didn't hurt
  - D. Don't need
- 3) The information provided on the observation process, Google format and "Look fors" was:
  - A. Crucial information
  - B. Helpful
  - C. Didn't hurt
  - D. Don't need
- 4) The information provided during the tour with the mentor was :
  - A. Crucial information
  - B. Helpful
  - C. Didn't hurt
  - D. Don't need
- 5) The information provided on student achievement evaluation was:
  - A. Crucial information
  - B. Helpful
  - C. Didn't hurt
  - D. Don't need
- 6) The information provided during the social with the board was:
  - A. Crucial information
  - B. Helpful
  - C. Didn't hurt
  - D. Don't need

- 7) The information provided during technology training was:
- A. Crucial information
  - B. Helpful
  - C. Didn't hurt
  - D. Don't need
- 8) I found discussion of the start of the year items as a mentor/mentee team helpful:
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
  - E. Did not discuss
- 9) I found discussion of classroom procedures as a mentor/mentee team helpful:
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
  - E. Did not discuss
- 10) I found discussion of classroom behavior guidelines as a mentor/mentee team helpful:
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
  - E. Did not discuss
- 11) I found discussion of instructional guidelines posted as a mentor/mentee team helpful:
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
  - E. Did not discuss
- 12) Do you feel you are knowledgeable about the district mission?
- A. Completely
  - B. Mostly
  - C. Somewhat
  - D. Not really

- 13) Do you feel you are knowledgeable about the district goals?
- A. Completely
  - B. Mostly
  - C. Somewhat
  - D. Not really
- 14) Do you feel you are knowledgeable about the building goals?
- A. Completely
  - B. Mostly
  - C. Somewhat
  - D. Not really
- 15) Do you feel there has been sufficient time for you to meet with your mentor?
- A. Yes
  - B. No
- 16) Is the mentoring handbook helpful?
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
- 17) Are there any items that you consider to be “essential information” that mentees should have more training on?
- 18) Give us some feedback regarding your personal/professional growth as a result of your mentoring experience.
- 19) Do you have any suggestions to make the mentoring program better?

## Mentor Survey on Orientation

- 1) The information provided at the 7:30 am Orientation Meeting on day one with all mentors, mentees, principals, FUE co-chairs, and superintendent was:
  - A. Crucial information
  - B. Helpful
  - C. Didn't hurt
  - D. Don't need
  
- 2) The information provided on building goals by the principal was:
  - A. Crucial information
  - B. Helpful
  - C. Didn't hurt
  - D. Don't need
  
- 3) The information provided on the observation process, Google format and "Look fors" was:
  - A. Crucial information
  - B. Helpful
  - C. Didn't hurt
  - D. Don't need
  
- 4) The information provided during the tour with the mentee was :
  - A. Crucial information
  - B. Helpful
  - C. Didn't hurt
  - D. Don't need
  
- 5) The information provided on student achievement evaluation was:
  - A. Crucial information
  - B. Helpful
  - C. Didn't hurt
  - D. Don't need
  
- 6) The information provided during technology training was:
  - A. Crucial information
  - B. Helpful
  - C. Didn't hurt
  - D. Don't need

- 7) I found discussion of the start of the year items as a mentor/mentee team helpful:
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
  - E. Did not discuss
- 8) I found discussion of classroom procedures as a mentor/mentee team helpful:
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
  - E. Did not discuss
- 9) I found discussion of classroom behavior guidelines as a mentor/mentee team helpful:
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
  - E. Did not discuss
- 10) I found discussion of instructional guidelines posted as a mentor/mentee team helpful:
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
  - E. Did not discuss
- 11) Do you feel you are knowledgeable about the district mission?
- A. Completely
  - B. Mostly
  - C. Somewhat
  - D. Not really
- 12) Do you feel you are knowledgeable about the district goals?
- A. Completely
  - B. Mostly
  - C. Somewhat
  - D. Not really



- 13) Do you feel you are knowledgeable about the building goals?
- A. Completely
  - B. Mostly
  - C. Somewhat
  - D. Not really
- 14) Do you feel there has been sufficient time for you to meet with your mentee?
- A. Yes
  - B. No
- 15) I find the mentoring handbook helpful:
- A. Strongly agree
  - B. Agree
  - C. Disagree
  - D. Strongly disagree
- 16) Are there any items that you consider to be “essential information” that mentors should have more training on?
- 17) Give us some feedback regarding your personal/professional growth as a result of your mentoring experience.
- 18) Do you have any suggestions to make the mentoring program better?

## APPENDIX F

### Mentoring/Mentee Contract

I agree to be the mentor for \_\_\_\_\_ during the 2013-2014 school year as outlined in the Foley Mentoring Handbook (2013). For meeting the expectations of this program, I will receive a stipend to be determined during negotiations for the 2013-2015 master contract to be paid by May 15<sup>th</sup>, 2014.

\_\_\_\_\_  
(Mentor Signature)

\_\_\_\_\_  
(Date)

I agree to participate in and fulfill the expectations of the Foley Public Schools Mentoring Program during the 2013-2014 school year as outlined in the Foley Mentoring Handbook (2013).

\_\_\_\_\_  
(Mentee Signature)

\_\_\_\_\_  
(Date)