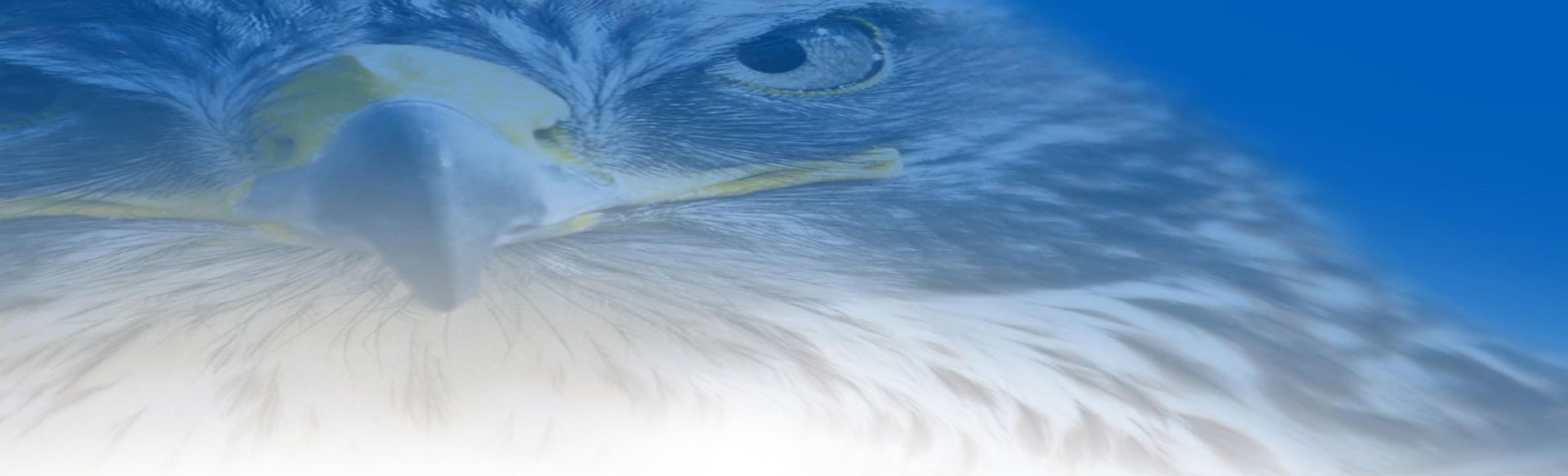




District Mentoring Steering Committee

Building a Culture of Support, Growth, and Retention

July 16, 2026



Steering Committee Membership

Administration Team

- Dan Posthumus, Superintendent
- Joel Foss, FHS Principal
- Peter Wittmer, FIS Principal
- Adam Kluver, FES Principal
- Nancy Plante, SPED Supervisor

MPC Leadership Team

- Kristie Rahm, District Lead
- Michele Gross, FHS Lead
- Richard Thomas, FIS Lead
- Ashley Stuckmayer, FES Lead
- Kelsey Harps, RTS Mentoring Coach

Note: Steering Committee meets annually to provide strategic direction for the district mentoring program



Our Vision, Mission, and Goals

Our Vision:

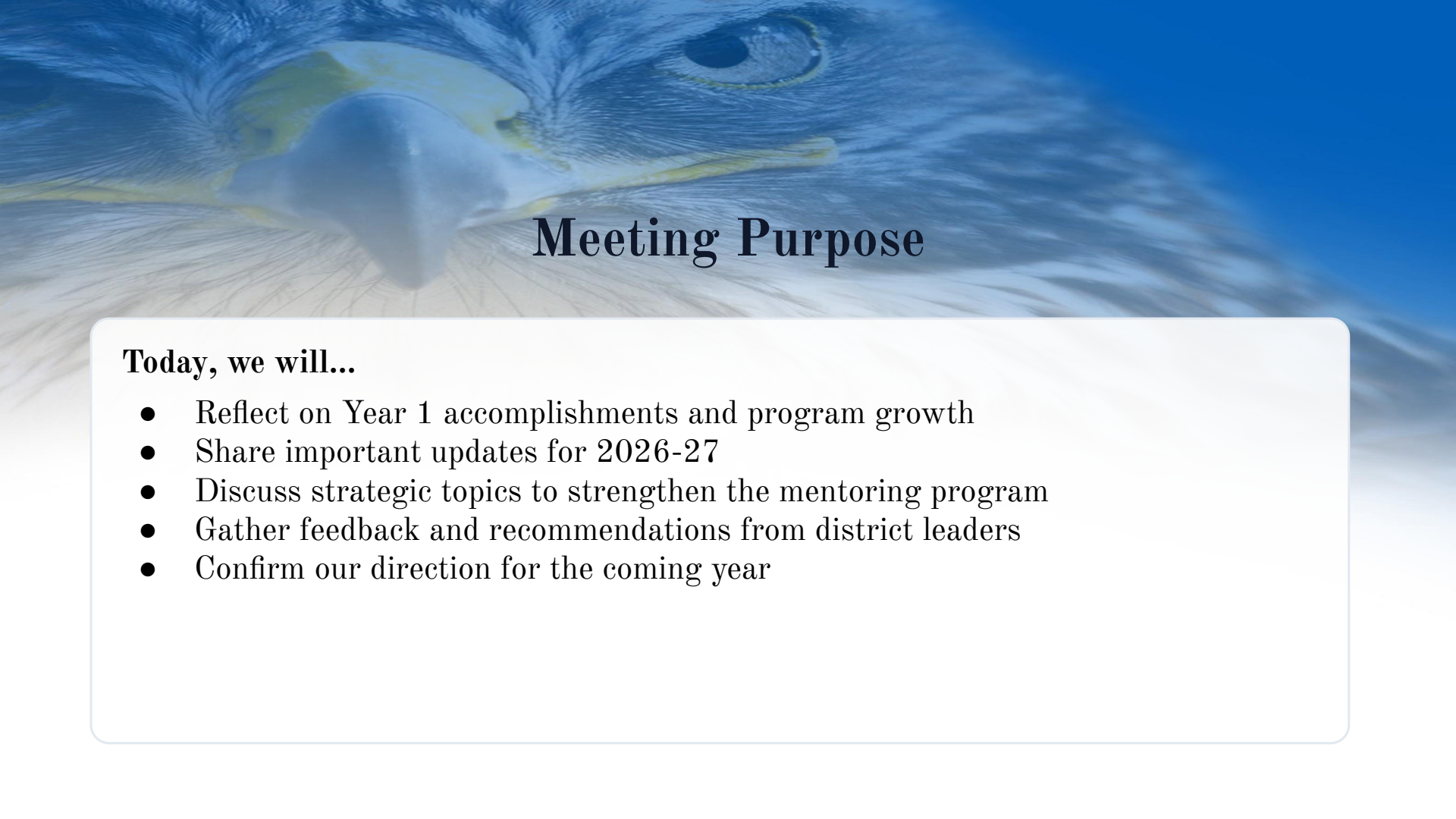
Every new teacher experiences a strong start, meaningful professional growth, and a sense of belonging through high-quality mentoring that strengthens instruction, supports teacher retention, and positively impacts student learning.

Our Mission:

Develop effective, reflective educators through meaningful mentoring relationships that positively impact student achievement.

Our Goals:

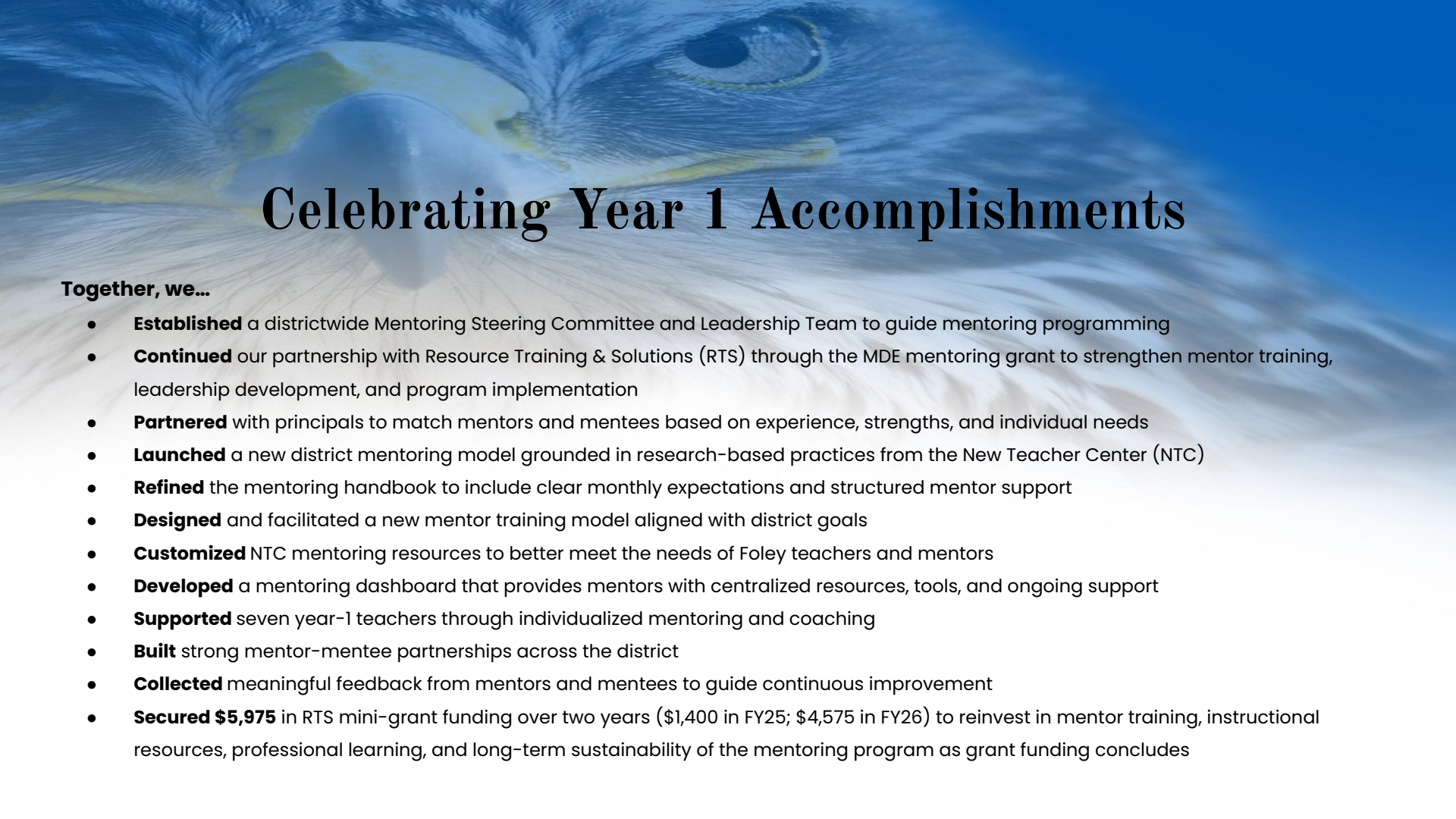
- Foster professional growth through reflection and dialogue
- Strengthen teaching and learning
- Build collaborative professional relationships
- Encourage continuous instructional improvement
- Recruit, develop, and retain high-quality educators for Foley Public Schools



Meeting Purpose

Today, we will...

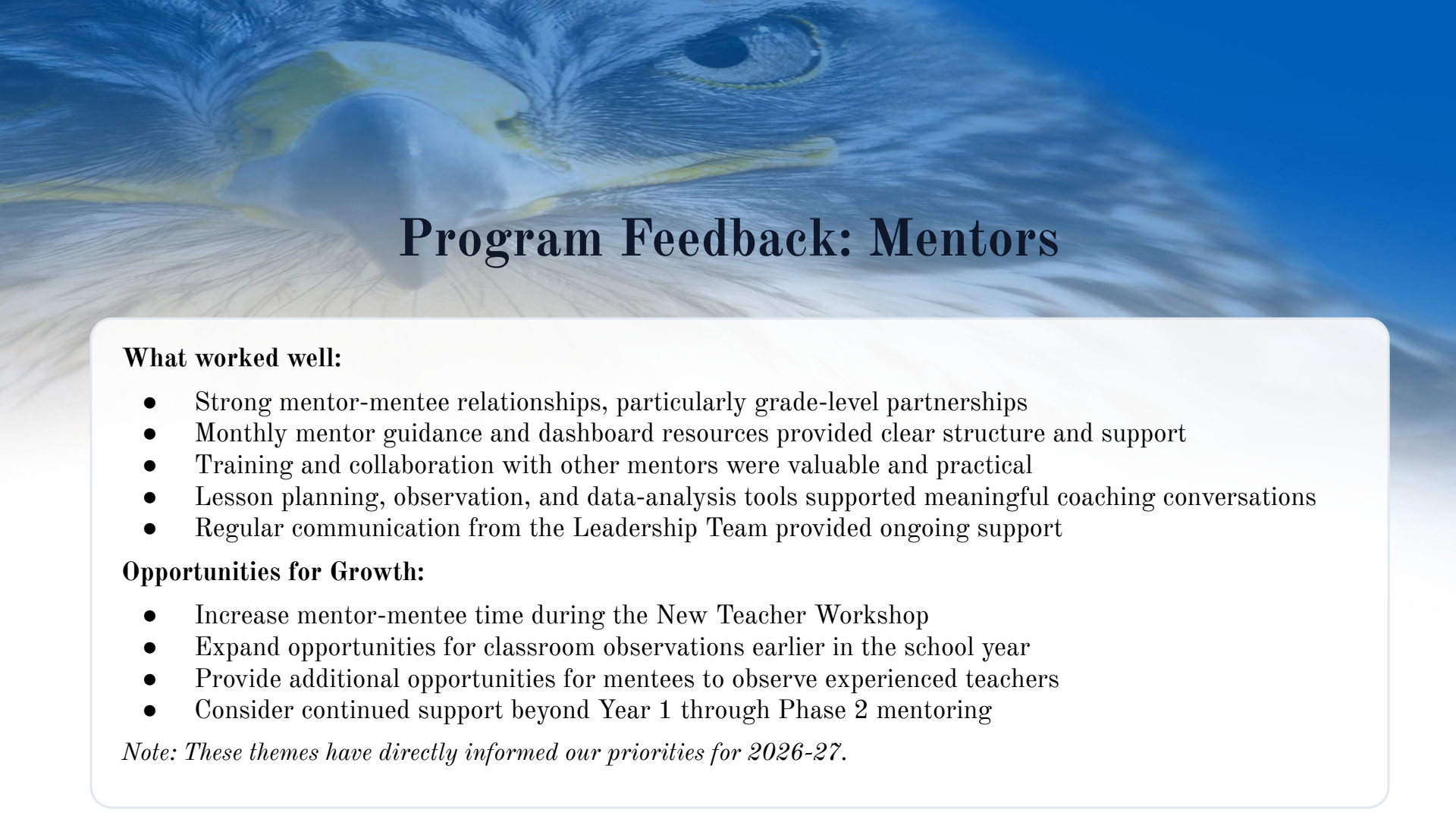
- Reflect on Year 1 accomplishments and program growth
- Share important updates for 2026-27
- Discuss strategic topics to strengthen the mentoring program
- Gather feedback and recommendations from district leaders
- Confirm our direction for the coming year



Celebrating Year 1 Accomplishments

Together, we...

- **Established** a districtwide Mentoring Steering Committee and Leadership Team to guide mentoring programming
- **Continued** our partnership with Resource Training & Solutions (RTS) through the MDE mentoring grant to strengthen mentor training, leadership development, and program implementation
- **Partnered** with principals to match mentors and mentees based on experience, strengths, and individual needs
- **Launched** a new district mentoring model grounded in research-based practices from the New Teacher Center (NTC)
- **Refined** the mentoring handbook to include clear monthly expectations and structured mentor support
- **Designed** and facilitated a new mentor training model aligned with district goals
- **Customized** NTC mentoring resources to better meet the needs of Foley teachers and mentors
- **Developed** a mentoring dashboard that provides mentors with centralized resources, tools, and ongoing support
- **Supported** seven year-1 teachers through individualized mentoring and coaching
- **Built** strong mentor-mentee partnerships across the district
- **Collected** meaningful feedback from mentors and mentees to guide continuous improvement
- **Secured \$5,975** in RTS mini-grant funding over two years (\$1,400 in FY25; \$4,575 in FY26) to reinvest in mentor training, instructional resources, professional learning, and long-term sustainability of the mentoring program as grant funding concludes



Program Feedback: Mentors

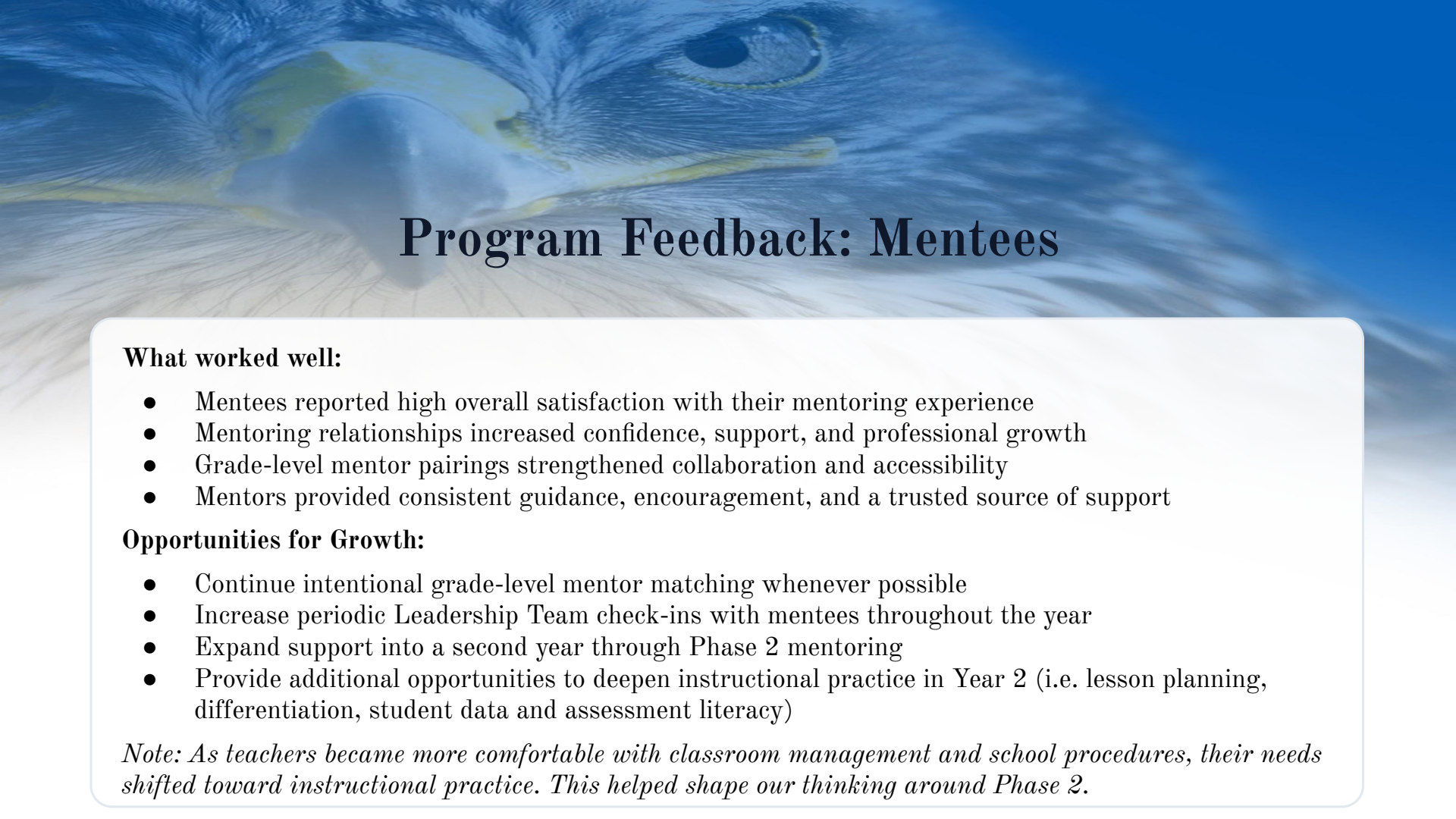
What worked well:

- Strong mentor-mentee relationships, particularly grade-level partnerships
- Monthly mentor guidance and dashboard resources provided clear structure and support
- Training and collaboration with other mentors were valuable and practical
- Lesson planning, observation, and data-analysis tools supported meaningful coaching conversations
- Regular communication from the Leadership Team provided ongoing support

Opportunities for Growth:

- Increase mentor-mentee time during the New Teacher Workshop
- Expand opportunities for classroom observations earlier in the school year
- Provide additional opportunities for mentees to observe experienced teachers
- Consider continued support beyond Year 1 through Phase 2 mentoring

Note: These themes have directly informed our priorities for 2026-27.



Program Feedback: Mentees

What worked well:

- Mentees reported high overall satisfaction with their mentoring experience
- Mentoring relationships increased confidence, support, and professional growth
- Grade-level mentor pairings strengthened collaboration and accessibility
- Mentors provided consistent guidance, encouragement, and a trusted source of support

Opportunities for Growth:

- Continue intentional grade-level mentor matching whenever possible
- Increase periodic Leadership Team check-ins with mentees throughout the year
- Expand support into a second year through Phase 2 mentoring
- Provide additional opportunities to deepen instructional practice in Year 2 (i.e. lesson planning, differentiation, student data and assessment literacy)

Note: As teachers became more comfortable with classroom management and school procedures, their needs shifted toward instructional practice. This helped shape our thinking around Phase 2.



Building on What We Learned...

Our feedback affirmed many of the structures we implemented during Year 1 while also identifying opportunities to deepen support for mentors and early career teachers.

The following proposals are designed to build on those successes.