

# Teacher Mentorship & Retention of Effective Teachers Grant Report Form

## Instructions:

Please send an electronic copy of the Teacher Mentorship & Retention of Effective Teachers final completed report by June 30, 2020 to [saba.teshome@state.mn.us](mailto:saba.teshome@state.mn.us).

## Report components:

- I. Coversheet
- II. Teacher Mentorship & Retention of effective Teachers Program Narrative – Please describe how you have strengthened and/or supplemented your existing mentorship and retention efforts and how the awarded funds allowed you to do this work. Additionally, describe any specific work done to support teachers new to the profession or district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, and/or experienced teachers in need of peer coaching. Finally, using the methodologies outlined in the “Progress Monitoring” portion of your original proposal, evaluate the effectiveness of the funded work.
- III. Program Data – Please provide data from the year funded by the grant. Please also describe how grant funding has impacted the data from the most recent reporting year. You are welcome to include graphs.
- IV. Additional Reporting Requirements – Please provide information on any additional funding that was used to support mentorship and retention efforts. Districts and schools must also provide information on retention strategies that were developed as a part of the grant program.
- V. Teacher Mentorship & Retention of effective Teachers Grant Funds Expenditure – Please list all awarded funds, differentiating between funds spent and funds yet to be spent this fiscal year. Fill in the “method of progress monitoring” and “data” columns based on the information in sections VI of your proposal.

## Teacher Mentorship & Retention of Effective Teachers Grant Report

### Grantee Information

Legal Name of Applicant Organization	Bluffview Montessori School 4001-07
Total Grant Amount	2363.06
Identify the category you applied under	<input checked="" type="checkbox"/> a school district <input type="checkbox"/> group of school districts <input type="checkbox"/> a coalition of school districts, teachers <u>and</u> teacher education institutions <input type="checkbox"/> a coalition of schools, teachers <u>or</u> non-licensed educators

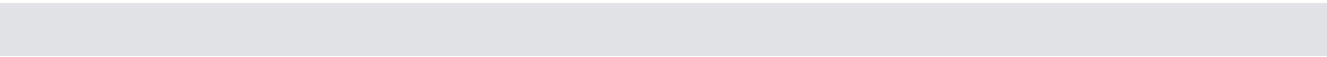
### Identified Official with Authority

Name of official with authority to sign	Henry Schantzen
Title	Head of School
Address	1321 Gilmore Avenue
City, State and Zip code + 4	55987-2459
Phone Number and Email	507-452-0287    hschantzen@bluffviewmontessori.org

### Primary Program Contact

Name of program contact	Henry Schantzen
Title	Head of School
Address	1321 Gilmore Avenue
City, State and Zip code + 4	Winona, MN 55987-2459
Phone Number and Email	507-452-0287    hschantzen@bluffviewmontessori.org

**Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative**



## Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Please provide the total expected numbers and percentages of total participants for each of the following groups that your program will involve. Numbers may reflect teachers in multiple categories being counted more than once. Each category's percentage is of the total number of teachers being mentored under this grant.

**Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.**

<b>Teachers Mentored Using Grant Funding</b>	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White	Other
Tier 3 Teachers new to the profession or district						
Tier 2 new to the profession or district				1		
Tier 1 teachers new to the profession or district					5	
Teaching residents*						
Teacher in license shortage areas					1	
Teachers with special needs						
Experienced teachers in need of peer coaching						
Total: All teachers supported by grant funding				1	6	

\*Teaching residents are those in a special in-service induction program, usually with a reduced instructional loads during the first year of employment and additional mentoring and/or professional development. For the purposes of this grant, residents are not pre-service candidates seeking initial licensure in their field and participating in a PELSB-approved residency program or student teachers completing other licensure programs.

**Table 2: Total number of mentors who were paid stipends under this grants for providing mentorship to teachers.**

<b>Mentor Demographics</b>	Paid a stipend as part of a larger mentorship program	Paid an additional stipend
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
Black		
White	7	
Other		
Total	7	

**Analysis of Data**



## Teacher Mentorship & Retention of Effective Teachers Grant Additional Reporting Requirements

### Retention Strategies

Per Minn. Stat. § 122A.70, a school district that receives a grant must negotiate additional retention strategies for teachers who are of color or who are American Indian in their beginning years of employment, such as financial incentives for working in the school/district for at least five years or providing collegial support through teacher placement. Please describe the strategies your organization developed.

We do engage in what I believe to be a strong mentoring program and teacher evaluation process. A new teacher is not only mentored, but also formally observed by their mentor, by a veteran peer teacher, and by an administrator. We are very careful to make these observations focused on professional growth. In order to help with retention, we are prepared to more than double the mentoring team in both the number of mentors and the number of years for mentoring. As long as the teacher is showing growth, the mentoring process may be extended for a length of time up to 5 years (it is normally 2 years). We may also provide additional on or off site professional development opportunities at District expense that would be strategically focused on the areas of individual need.

### Additional Funding

Please list any and all additional funding you used to support teacher mentorship and retention efforts. Specify if these funds were used to support teachers new to the profession or district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, and/or experienced teachers in need of peer coaching.

The Board of Directors recently approved a tuition reimbursement policy for teachers in areas of need to return to University and advance their educations. Upon successful completion of the program or license attainment, the teacher will be eligible to have up to \$12,000 worth of tuition reimbursed over 4 years. We currently have 2 teachers enrolled in the ABS Special Ed program at Winona State, and a Tier 2 teacher that is enrolled as he is working toward his Tier 3 license.

Beyond that, we don't have a blanket statement due to the fact that we mentor to the needs of individuals. If there is a need for behavior management, we pay for and enroll them in Crisis Prevention and Intervention training or something similar. They would also benefit from additional time with our Behavior Interventionist. The school pays travel costs for off site observations in parallel educational settings, and encourages staff to build a network of peers at other schools/districts.

## Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

**Table 3: Grant Funds Expenditure**

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
205.50	Update Mentor/Mentee binders/documentation	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Completed master document/binders	Task completion, documented hours worked
1869.80	Scheduled weekly Mentor meetings	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Time logs, admin presence at random meetings including virtual meetings during distance learning period	Was set to be growth (quantified data from the rubrics) from formal observation #2 to #3 as completed by admin, but we were unable to have a third formal observation due to Covid 19 school closure period.
287.76	Mentor observations	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Time logs	This was difficult during distance learning, but mentor teachers did observe planning, practice, and delivery of lessons as well as assist in all setup and preparations.
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		