

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.

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	
Total Grant Amount	
Identify the category you applied under	<input 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	
Title	
Address	
City, State and Zip code + 4	
Phone Number and Email	

Primary Program Contact

Name of program contact	
Title	
Address	
City, State and Zip code + 4	
Phone Number and Email	

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Upon award of this grant, all teachers in their first three years of teaching in Columbia Heights Public Schools were surveyed about the areas and types of additional support they were interested in receiving. Most teachers were interested either in coaching, additional hours with their mentor teacher, or time to observe and debrief with a veteran teacher.

We began the process of arranging for additional support in teachers' self-identified areas of interest. Unfortunately, the COVID 19 pandemic interrupted most of these plans. In addition to our existing mentorship efforts, we were able to provide observation and coaching for one new teacher, and additional mentorship hours for two new teachers.

School closures due to COVID 19 also affected our Progress Monitoring plan. We planned for the Teaching and Learning Department to monitor student achievement in regards to new teachers; however, the end-of-year state and local assessments that would typically be used were not administered this year. The other portion of our Progress Monitoring plan was for the Human Resources Department to collect data around teacher retention. In this area, we were able to monitor. We retained 81% of our new licensed staff overall, and retained 64% of our new teachers of color.

We will continue to collect this data in the coming years to analyze the effectiveness of our teacher retention efforts and make adjustments as needed to make these efforts more effective.

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.

Teachers Mentored Using Grant Funding	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						
Tier 1 teachers new to the profession or district						
Teaching residents*						
Teacher in license shortage areas						
Teachers with special needs						
Experienced teachers in need of peer coaching						
Total: All teachers supported by grant funding						

*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.

Mentor Demographics	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		
Other		
Total		

Analysis of Data

Grant funding was used to offer additional hours of mentorship and support for licensed staff in their first three years in the district. Teachers were excited about this opportunity and expressed interest in taking advantage of additional support. Due to COVID 19, our efforts were interrupted. We ended up being able to provide additional hours of mentoring to three new teachers. Of these three teachers, two are teachers of color. These two teachers will be returning to the district.

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.

Prior to this grant, our retention efforts focused mainly on a teacher induction program and a teacher mentorship program. The induction program, Scaling the Heights, occurs the week before all teachers return at the beginning of the school year. Scaling the Heights is a three day induction program that provides new licensed staff with an overview of the community, district, and schools, with a focus on academics and equity. Licensed staff who are new to Columbia Heights Public Schools also receive at least one hour of time per month to meet with a mentor teacher. Due to budget constraints, prior to this grant we have only been able to provide mentoring hours for teachers in their first year in Columbia Heights Public Schools.

Through this grant, we were able to expand these efforts to provide additional hours of mentoring for teachers who are of color or who are American Indian, as well as additional hours of mentoring for teachers in their first three years of teaching in Columbia Heights Public Schools.

As described above, these efforts were interrupted by school closures due to COVID 19. We plan to continue this work in the coming school year.

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.

Funding for teacher mentorship and retention efforts are taken from our Professional Development funds. These funds are used to support all teachers who are 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.

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
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		