

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

The activity we were using the grant for was to pay a stipend to a mentor who may be a current or former teacher who has taught at least three years and is not on an improvement plan. Our mentorship program criteria states mentors must have 5 years of experience and 3 years in the district. This individual also demonstrates solid content knowledge; considers diverse student needs to personalize and differentiate instruction to promote achievement for all students.

This individual creates and manages a productive classroom learning environment and demonstrates a broad repertoire of instructional practices.

The mentor assesses student learning and modifies instruction to meet student needs mentoring knowledge and skills.

He/she understands beginning teacher development and adult learning theory and knows how to analyze instruction based on criteria of professional teaching standards.

This mentor understands the reciprocal relationships among educational theory, research, and practice. He/she uses an inquiry approach for problem-solving, continuous improvement, and professional growth model.

Selection of Mentors

1. Principal and 2 teacher reps will recruit Mentors as needed in each building.
2. Find Mentors that are highly regarded by their peers
3. Find Mentors that have the ability to develop long-lasting relationships.
4. Find Mentors that can communicate effectively, both written and spoken.

The mentor feedback is tied to the Danielson Framework for effective teaching practices. This is the framework we utilize for our teacher growth and development plan. Each mentor this year will be paid \$600 in June upon requirement completion. Provide grants supporting licensed and non-licensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students.

How:

1. Provide stipends to Mentors who are working with new teaching staff.
2. Provide strong professional development to all mentors and mentees.
3. Provide strong professional development to potential teachers of color.
4. Provide professional development in the area of cultural competency.

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					5	
Tier 2 new to the profession or district					5	
Tier 1 teachers new to the profession or district					1	
Teaching residents*					1	
Teacher in license shortage areas					3	
Teachers with special needs						
Experienced teachers in need of peer coaching			1			
Total: All teachers supported by grant funding			1		15	

*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	15	
Other		
Total		

Analysis of Data

As COVID sweeps the globe, this couldn't have been a better year to have mentors and mentees supports in place. A teacher's first year is difficult, but the challenges COVID brought are some teachers never have encountered before. It was interesting as the governors order came, to see our Mentee's and Mentors almost switch roles. Their tech saviness serviced experienced teacher well in lesson development for distance learning. The Mentor standards of a strong collaborative, respectful, instructional focused partnership became much clearer at this time of urgency. The discussion of equity became the center during this time and big discussions and solutions around inclusive learning became a focus.

The mentors met monthly to strengthen and advance their mentoring skills. We had a strong foundational practice for Mentors in place, grow the structural practice during COVID exponentially, and focused on equity and instruction in the virtual setting.

Everyone was thankful to have each other. Both mentor and mentee. There grew to be a strong parody and exchange of ideas of what is working, what is not working and how to make it better.

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 focused dollars from our Achievement and Integration dollars to provide Teachers of color payment of MTLE expenses and test prep fees for the testing that may have been needed.

School Year we will focus on having teachers of color matched up with other teachers of color across the state.

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.

We provided all new teachers with two days of induction. That was paid out of staff development funds. These two days of induction introduce staff to all district office staff, standard procedures, a tour of the community, paid lunches, breakfasts and snacks. Teachers were also walked through the contract, policies, and told about support provided to them. We also introduced new tech and career teachers to MDE's support for new teachers and provided time for teachers to connect with them that was paid. Teachers were paid when they needed time to work on standards, intervention planning, and support for new curriculum. All these payments were made out of staff development dollars. EL teachers and new EL teacher who has special needs were provided 20 hours of planning time over the summer to work on standards, and formative assessments. Those dollars came from Title III dollars. Those teachers along with our cultural liaison went to the MNTESOL conference which also came out of Title III dollars. Our cultural liaison met with several colleges to seek out what would need to happen for her to get her teaching license.

We also used Achievement and Integration dollars to create a pipeline of students of color to go into education. Students worked with teachers on staff to understand what it takes to become a teacher. They wrote a summary of their experience and were awarded credit for their time and learning that happened during the semester. Teachers were paid a stipend for working with students which came out of our Achievement and Integration aid.

We also utilized the NWSC's online cultural competency training during COVID-19 for teachers to work on that goal. That was paid out of Staff Development.

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
\$9000	Mentor and mentee meetings to discuss goals, professional development needs, and progress towards the goals. Peer input and support for new teacher's growth and development around their classroom goals. Training for Mentors .	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Teacher attendance and meeting logs.	They met on an average of 16 days over the course of the year. That did not include the 4 trainings with the mentor and mentee's attended. It also did not include cultural competency training of 10-12 hours. Some teacher's met more depending upon the need of the mentee.