

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, 2021 to Grants.PELSB@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	Intermediate District 287
Total Grant Amount	\$ 25,648.74
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	Sandra Lewandowski
Title	Superintendent
Address	1820 Xenium Lane North
City, State and Zip code + 4	Plymouth, MN 55441-3789
Phone Number and Email	763-550-7287

Primary Program Contact

Name of program contact	Jon Voss
Title	Director of Teaching & Learning
Address	1820 Xenium Lane North
City, State and Zip code + 4	Plymouth, MN 55441-3789
Phone Number and Email	763-550-7134

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship & Retention Grant has been instrumental in supporting our newer and inexperienced teachers. We currently serve students in the west metro area in special education, area learning centers and care & treatment programs. Most of our over 2,000 K-12 and transition (18-21 year old) students are referred to us from eleven member school districts. Our 1400 staff members serve the top 1% of students with the highest needs in the Twin Cities west metro. At the same time, we have a high number of teachers with limited or no formal teacher training due to the shortage of licensed teachers, particularly in special education. The needs of our students require Teacher and Educational Assistant (paraprofessional) teams to work together to ensure student success. This can be particularly challenging for our Tier 1 teaching staff who have minimal training on special education teaming (roles, responsibilities, planning together, effective communication, due process requirements and I.E.P. implementation). As an intermediate district, our funding does not include an established amount for professional development. This puts us in the position of spending an inordinate amount of time and funding to ensure that our teachers have a base level of competence to be successful and continue in the field. In preparation for this grant application we surveyed our coaches, administrative staff and Tier 1 Teachers to learn about the greatest needs of our teachers.

Our needs assessment helped us determine the training and mentoring to develop and implement as an Extended Induction Program. Directing Educational Assistants (EAs) in the classroom was the highest need rated by principals and beginning teachers. Therefore we developed training that would help these teachers work with their EAs on the primary areas of need:

- Teaming for success
- Managing student behavior proactively
- Due process requirements and procedures
- Engaging instructional resources and planning

We provided an introduction to these topics during our regular Orientation for new staff. We also followed up through our existing mentor and coaching programs to reinforce the practices introduced at the outset. We also hired additional coaches to specifically focus on teaming between teachers and EAs. Our Professional Learning Manager worked with these teaming coaches to plan for effective implementation of the Extended Induction Program throughout the year.

In order to strengthen the understanding of these practices, our new teachers, EAs, coaches and mentors provided feedback to develop the Extended Induction Program mentoring and training. Over the course of the past year this training series was developed and previewed with our coaches, mentors, educational assistants (EAs) and new teachers. In June we held a 2-day mentoring and training session for all groups--new teachers, EAs, mentors and coaches--to share their learning over the course of the year and prepare for changes in practice for the upcoming year. The training focused on how to improve teaming, proactive behavior management, due process procedures and engaging instructional practices.

By developing training modules for teaming, due process, behavior management and instructional strategies to specifically support new teacher mentoring, we will be able to reach significantly more teachers with this support next year and in the future. The mentoring and training will become part of our Orientation and continuing coaching beyond the first-year mentors provide to all new staff. Moreover, by providing the same mentoring and training to our EAs, who are primarily staff of color, these staff will have more and better opportunities to become licensed teachers.

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		1	1	3	2	
Tier 1 teachers new to the profession or district		1		1	4	
Teaching residents*						
Teacher in license shortage areas		2	1	4	11	
Teachers with special needs						
Experienced teachers in need of peer coaching					5	
Total: All teachers supported by grant funding		2	1	4	11	

*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.

*Please note in your analysis if this data is a duplicated headcount, meaning teachers are counted in more than one racial/ethnic category.

Mentor Demographics	Paid a stipend as part of a larger mentorship program	Paid an additional stipend
American Indian or Alaskan Native		
Asian		
Black, Not of Hispanic Origin		6
Hawaiian/Pacific Islander		
Hispanic		
Multiple Categories		
White, Not of Hispanic Origin		12
Total		18

Analysis of Data

Teachers who were mentored as part of the Extended Induction training were primarily new teachers who elected to participate as a culmination of their year of support from coaches and mentors. Our regular mentoring program only provides a mentor for the first year, so we were able to extend the support to second and third year teachers through our coaches. The extended Induction training also included a number Educational Assistants (EAs), who helped mentor the teachers on teaming practices and developing implementation plans for the upcoming year that would involve EAs in regular classroom planning and instruction. These EAs will be in a crucial position to help mentor and train all EAs across the district, and to recruit them to consider becoming licensed teachers.

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 have provided financial incentives by offering a signing bonus for teachers in shortage areas.
- We have developed a “grow your own” program, our West Metro Partnership, to identify and recruit current non-licensed educational assistants of color with experience in our programs, and support their participation with tuition reimbursements for college programs.
- We have included negotiation proposals to mitigate the application of seniority and unrequested leaves of absence if their application would result in any violation of affirmative action, which shall include race, ethnicity and/or color, the loss of a licensed/certified employee in a shortage area, or the retention of a licensed/certified employee on an improvement plan.
- We have provided coaching to beginning teachers in core instructional and classroom management strategies. We are developing racial affinity groups, focus groups for staff of color, and recruitment of staff of color to leadership teams.

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 have received a grant from the Bush Foundation to provide training for teachers in developing skills in personalized learning to help students build upon existing curiosities, goals and passions for learning, as well as to build the skills and mindsets. The project would include equity training to build awareness of unconscious biases, stereotype threats, mental models, mindful inquiry, and ways to structure and support equitable learning opportunities for all students.

We have utilized funds from a state Staff Development Grant to initiate our equity and SEL efforts, and from a Striving Readers Comprehensive Literacy grant to establish training and coaching in evidence-based practices.

We have also been awarded a federal STOP grant to support debriefing of critical incidents to mitigate the potential for recurrence. The Extended Induction Program will utilize the training modules and practices developed through these grant projects to provide the additional supports needed for inexperienced teachers.

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"/> Mentoring <input type="checkbox"/> Induction		
		<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction		
		<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction		
		<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction		
		<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction		