

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	Hiawatha Academies
Total Grant Amount	\$20,000
Identify the category you applied under	<input type="checkbox"/> [redacted] <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"/> [redacted] <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	Dawn Gunderson Taylor
Title	Senior Talent Officer
Address	3500 E 28th St
City, State and Zip code + 4	Minneapolis, MN 55406

Phone Number and Email	dgundersontaylor@hiawathaacademies.org 612-305-8272
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Primary Program Contact

Name of program contact	Dawn Gunderson Taylor
Title	Senior Talent Officer
Address	3500 E 28th St
City, State and Zip code + 4	Minneapolis, MN 55406
Phone Number and Email	dgundersontaylor@hiawathaacademies.org 612-305-8272

Teacher Mentorship & Retention of Effective Teachers Grant 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.

Hiawatha Academies was awarded \$20,000. The funds nearly covered the cost of a \$3,000 stipend to put in place seven department chairs at our Hiawatha Collegiate High School (HCHS) campus (grades 9-12).

The new Department Chair role expanded the HCHS Leadership Team's ability to provide coaching and development to all teachers and increased the frequency and strength of mentorship and guidance specifically to new teachers, teachers in license shortage areas, teachers who identify as BIPOC, and experienced teachers who were struggling to meet expectations and who could benefit from peer coaching.

HCHS Department Chairs acted as mentor teachers and peer coaches. Their full set of responsibilities were as follows:

- **School leadership.** The department chair openly participated in dialogue with members of the department, fellow department chairs, and school leaders to ensure that the goals and direction of the school were clearly stated and aligned with the mission of HCHS. The department chair supported a culture of healthy and open discussion about school issues, and fostered cohesion between instructional practices and school initiatives.
- The department chair served as a leader in **curriculum and pedagogy** in their respective department. In order to stay in "front of the curve" of new developments and the most current pedagogy in the respective subject area, the department chair maintains relationships with local, regional, and/or national associations of teachers of their respective subjects. The chair attended local, regional, and/or national conferences in the discipline or creates the opportunity for others to do so in order to disseminate new information to the department. Additionally, the department chair deepened their own content knowledge by regularly engaging with publications, journals, or other texts about best practice within their content.
- The department chair had a purposeful approach to developing his or her own **personal leadership and collaboration skills**. The chair participated in formal and informal efforts to strengthen and improve their own leadership skills and sought out feedback on their own leadership as often as possible.
- The department chair **modeled excellent instruction** in their class daily, demonstrating a "3" on the HCHS instructional development rubric.

Responsibilities:

- **Model excellent teaching** by using a variety of teaching techniques suitable to the subject and age group as well as by incorporating a variety of tools to reach students with a wide range of learning styles
 - Department chairs will teach at least two periods each day
- **Coach and manage** the teachers within your department
 - Work with teachers to celebrate and improve their teaching practice through coaching, professional development, modeling, and collaborative planning
 - Set clear, measurable outcomes based on observation and student data and provide targeted feedback that maximizes teacher effectiveness
 - Lead regular planning meetings, observation-debrief meetings, and data meetings with teachers and teams of teachers

- Ensure consistencies in instruction and practice among team of teachers
- Act as the mentor teacher of record to all Tier 1 teachers in their department, according to PELSB guidelines
- Note: department chairs will NOT be tasked with evaluating the teachers in their departments)
- Facilitate regular **department meetings** that promote participation from all department members and guide conversations about teaching and learning to ensure that rigor and innovation are being pursued and good practices are being followed. Use meetings to make sure school-wide initiatives are being attended to as well as to engage in meaningful conversation about teaching and learning.
 - Contribute to an effective, collaborative team of people jointly responsible for the attainment of school goals and committed to achieving excellence
- Lead annual (or more frequent) **curriculum reviews** in the department to ensure vertical continuity and appropriateness of standards, content, skills, and assessment.
- Support teachers in **setting up and managing gradebooks** for teachers within their department.
- Gather and analyze departmental **student learning data** on a regular basis and present student learning data to the Dean of Instruction, the department, and also the school leadership team on a quarterly basis.
- Participate in teacher **recruitment, hiring, and retention**.
- Be a **leader** on our team.
 - Build effective relationships with and among teachers, families, and the community to improve student success
 - Contribute to an effective, collaborative team of people jointly responsible for the attainment of school goals and committed to achieving excellence
 - Collaborate with fellow school leaders across HCHS and the Hiawatha Academies' network
 - Exhibit a high degree of professionalism in all elements of this position, while serving as a contributing member of the school team and a dedicated role model for other employees
 - Serve as a member of the HCHS Instructional Leadership Team, as well as the HCHS School Leadership Team
 - Model HCHS's core values - Grit, Curiosity, Optimism, and Gratitude - at all times; be a visible and highly engaged leader in the school community, relentlessly ensuring the school has an exceptional school culture.
 - Support teammates to hold all students and fellow teammates to high and consistent expectations

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					4	
Tier 2 new to the profession or district					1	
Tier 1 teachers new to the profession or district				1	2	
Teaching residents*						
Teacher in license shortage areas		1		4	24	
Teachers with special needs						
Experienced teachers in need of peer coaching				2	3	
Total: All teachers supported by grant funding		1	1	4	36	2

*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		
Hawaiian/Pacific Islander		
Hispanic		
Multiple Categories	1	
White, Not of Hispanic Origin	6	
Total	7	

Analysis of Data

SECTION 6. INTENDED OUTCOMES & PROGRESS MONITORING

What are your intended, measurable outcomes?
Leading Outcomes

- All new-to-profession teachers are matched with a mentor teacher through the Department Chair (9-12).
- SY2021 outcome: All seven new-to-network teachers were matched to a Department Chair at the HCHS campus. We did not have any new-to-profession teachers at the HCHS campus for SY2021.**

Lagging Outcomes

- **Staff Retention:** At least 80% of teachers will stay with us from year to year.
Outcome: 90% of HCHS teachers are retained from SY2021 to SY2122.
- **Staff Retention:** At least 80% of teachers of color and American Indian teachers will stay with us from year to year.
Outcome: 71% of teachers who identify as BIPOC at HCHS are retained from SY2021 to SY2122.
- **Staff Experience:** At least 80% of teachers agree/strongly agree:
- My campus leaders are intentional about creating an inclusive environment in which all staff can thrive.
- **Outcome for HCHS:**
 - **Fall: 63%**
 - **Spring: 77%**
- I feel like my identity, self, beliefs, and views are honored and have a place at Hiawatha.
- **Outcome for HCHS:**
 - **Fall: 74%**
 - **Spring: 86%**
- I would recommend a job at Hiawatha to a qualified friend or family member. (NG 80%)
- **Outcome for HCHS:**
 - **Fall: 68%**
 - **Spring: 57%**

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.

Additional retention strategies:

- Focus on coaching and development through weekly classroom observations and observation debrief meetings with manager/coach.
- Multiple leadership opportunities at campus and network level to ensure teachers are providing input and helping shape decisions of network (e.g. English Language Development Working Group, Discipline and Culture Working Group, Network Equity Council, HCHS Equity Council).
- Stipend leadership roles (listed below) to which teachers can apply.
- For SY2122, we are adding a \$2,000 annual stipend for special education teachers who hold Tier 3 and 4 licenses.
- Language stipend for teachers who are bilingual/multilingual in home languages of Hiawatha families.
- Two seats on Board of Governors reserved for teachers who are elected by staff.

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.

Additional funding used to support teacher mentorship and retention efforts:

Role	Annual Stipend Amount	Connection to Teacher Mentorship and Teacher Retention
Academic Program Content Lead	\$4,000 x 9 = \$36,000 total	Content Leads provided content development for grade band teachers and core content teachers. The role also provides additional leadership responsibilities to strong teachers across our network.
SpEd Due Process Content Lead	\$4,000 x 1 = \$4,000 total	Role provided additional capacity to special education teachers and enabled teachers to better focus on instruction.

Campus MTSS Leads	\$2,000 x 2 = \$4,000 total	Role provided leadership for MTSS at each campus, enabling teachers to follow centralized guidance for pull-out supports.
Elementary and Middle Grade Level Chairs*	\$3,000	Grade level chairs and specialist department chairs provided guidance to peers and created structures for collaboration across grades or within specialist subjects. The role also provides a leadership opportunity to strong teachers.
K-7 Specialist Department Chair	\$3,000 Total = \$62,000	
Language stipend	\$500 Total = \$27,000	Stipend provided to teachers who are bilingual/multi-lingual in languages spoken by families in our network. Stipend works to communicate value to teachers who are able to communicate with families in their home languages.
Grand Total	\$133,000	

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
\$20,000	\$3,000 stipend paid to seven Department Chairs at our high school campus	<input checked="" type="checkbox"/> Mentoring <input type="checkbox"/> Induction	See data analysis section above	See data analysis section above
		<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		