

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 Isle Public School District	
Total Grant Amount \$6540	
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	Dean Kapsner
Title	Superintendent
Address	730 5 th Ave S P.O. Box 25
City, State and Zip code + 4	Isle, MN 56342-0025
Phone Number and Email	320-676-3146 dkapsner@isle.k12.mn.us

Primary Program Contact

Name of program contact	Dean Kapsner
Title	Superintendent
Address	730 5 th Ave S P.O. Box 25
City, State and Zip code + 4	Isle, MN 56342-0025
Phone Number and Email	320-676-3146 dkapsner@isle.k12.mn.us

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

This funding was used as originally stated in our application to mentor and support teachers new to Isle, and/or new to the profession. A new teacher induction was held in August 2020 prior to our general staff in-services and workshops. The purpose of this induction was to welcome new teachers to our district, introduce them to their veteran mentors, and acclimate them to Isle by covering district information like demographics, programs, academic data, staff and community profile, handbooks, etc.

We presented each attended with a New Teacher Handbook in electronic and hardcopy form to support their work. One half day was then provided for mentees to meet individually with mentors and/or departmental colleagues to establish a familiarity with curriculum, course syllabi, and schedules along with previewing class lists. Stipends were paid to both mentees and mentors for this work. Additional grant funding was budgeted for professional development experiences for the new teachers and their mentors during the school year. Due to the COVID-19 pandemic many of the planned PD experiences were cancelled or postponed. In some cases the teachers had subs in their classroom to allow them to observe colleagues, or meet with departmental staff to review and write curriculum.

Progress monitoring of grant activity effectiveness occurred in multiple ways. Formal evaluations of all new teachers were conducted by a licensed administrator three times during the school year. The post evaluation conference always included a reflection of how the year was going and how the teacher had adjusted to the position. Mentor and Mentee conferencing happened at various intervals throughout the year. These meetings also provided an opportunity to check on mentoring effectiveness along with how the new teacher was feeling as the year went on. Local and statewide academic achievement data was also reviewed as a way to measure teacher effectiveness. Generally speaking this data did not vary much from similar data of more veteran staff. Teacher evaluation data supported that the new teachers in Isle enjoyed a successful year. I am happy to report that all of these staff members will be returning this fall!

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

*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		
White, Not of Hispanic Origin		5
Total		5

Analysis of teacher mentoring and retention efforts revealed that teachers supported by these funds and our program overwhelmingly felt supported, included, and acclimated in the school district. They enjoyed confidence and comfort knowing that not only would they be periodically meeting formally with their mentor, but that informally they could contact the mentor anytime and part of the mentors compensated assignment was to support new teachers.

Academic data was difficult to disaggregate due the age if students and content taught by the teachers in the mentoring program. The five who participated were elem P.E., secondary FACS, secondary industrial tech, secondary language arts and secondary math. The language arts and math teachers each taught multiple sections of an entire grade level so comparing academic data to colleagues in the school who administered the same assessment was not possible. End-of-year interviews with these staff indicated that they felt supported and had a successful year. They are all returning this fall!

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.

N/A: All new teachers last year were white, non-hispanic

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.

N/A

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
\$1907.22	Employee stipends for induction training day and mentor/mentee work time.	Mentoring X Induction	Timesheets for participation, mentor/mentee meetings, teacher evals	Exit interview and Danielson evaluation rubric
\$299.62	Math Dept. mentoring day in-service	X Mentoring <input type="checkbox"/> Induction	Completion of curriculum collaboration and mapping.	Curriculum maps
\$1881.43	Annual stipends for mentor work throughout school year.	X Mentoring <input type="checkbox"/> Induction	Verification of mentor/mentee meetings at reg. intervals.	Informal conferences and end-of-year exit interview.
\$4088.27 of \$6540.00 award spent- \$2451.73 remaining to be spent in FY 22 per approved grant extension.		<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction		
		<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction		