

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	Jane Sorensen
Total Grant Amount	\$38,000
Identify the category you applied under	<input type="checkbox"/> a school district X <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	Jeff Elstad
Title	Superintendent
Address	515 West Bridge Street
City, State and Zip code + 4	Owatonna, MN 55060
Phone Number and Email	507-444-8600; jelstad@isd761.org

Primary Program Contact

Name of program contact	Christina Picha
Title	Director of Human Resources
Address	515 West Bridge Street
City, State and Zip code + 4	Owatonna, MN 55060
Phone Number and Email	507-444-8602; cpicha@isd761.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Activity 1: Expanding 1:1 Mentoring in the beginning teachers second year of teaching allowed our district to provide two consecutive years of support with a focus on increased use of equitable teaching practices and increasing teacher retention. (fully completed). We were also able to **expand our mentor pool with mentor teachers of color** and provide new teachers of color a mentor who also identifies as a person of color. Fully funding the second year of mentoring through a mentor stipend allowed us to achieve this goal at 100% participation (Outcome 2, met). All teachers in the Year 2 Mentor Program were paired with a highly trained mentor. 100% of mentors and mentees engaged in at least 2 interactions per month during the school year. (Activity 1B met)

We also recruited 3 new mentor teachers of color to our mentor pool, with 1 mentor teacher and 2nd year teacher, both self-identified as people of color, being matched (Outcome 3 met). One new teacher who identified as a person in an underrepresented group, declined to participate in the matching process and selected a mentor in their content area. Our trained mentor pool increased from 0 to 3 of non-represented mentor teachers. While our goal was to add 5 mentors of color, 4 were eligible and recruited. One of the 4 teachers declined to become a mentor. 3 mentor teachers of color have been added to our trained mentor pool list for future pairings (Outcome 1, partially met). New teachers of color will continue to be given an opportunity to be matched with a mentor teacher of color and/or someone specific to their content and teaching location. As teachers are supported and move to continuing contract status, we will recruit and train additional mentors from this group, providing another pathway to leadership in our district. We will continue to recruit teachers of color to mentor and provide new staff who identify as a person of color to select both a mentor in content area/ grade level and a mentor who identifies as a person of color. Our feedback this year indicated that there is a need for support in both areas, skill and culture.

Owatonna Public Schools continues to deliver a robust 3-year mentorship program. We were able to expand mentoring to all Year 2 teachers with the grant funding. 100% of second year teachers were matched with a highly trained mentor (Outcome 2, met) The Owatonna Mentor Program components have been funded through district staff development funds and will continue to be funded this way. This grant provided a pathway to gather and present strong data to support a second year of mentoring for new teachers. The district has decided to fully fund a Year 2 program with mentors next year. The grant also pushed us to build our trained mentor pool to include more staff of color as mentor's /teacher leaders and allow new staff of color to have a voice in who is selected as their mentor. We are now realizing that our newest staff need to have a voice and choice in how they are supported. Also, mentor teachers of color need to be provided intentional training, support and pathways to become mentors and leaders in our district. Transparent conversations will lead to a culture of everyone feeling valued and heard.

Teacher retention for the SY2020-21 showed a 5% increase from 90% to 95%. As we stated in the grant application, Owatonna Public Schools truly believes that retention of our teachers begins with the first contact with the teacher which is typically the application process. OPS specifically focused on four areas in our teacher retention efforts which helped us increase our teacher retention rate:

1. Clear and timely communication with several touchpoints with candidates via email and virtual or in person 1:1 meeting throughout the recruitment, selection and hiring processes. Our goal is to welcome the candidates, build a strong, trusting relationship, and let the candidate know that we value them as a teacher and person. The communication process is continuous with our candidates starting with recruitment and continuing throughout their entire employment with OPS.
2. Information rich process including information about the school district, the school building, co-worker backgrounds, community events, co-curricular opportunities to get involved, grade level curriculum, our challenges and fun facts about the district administration. We wanted to make sure the candidates felt confident in their decision in selecting OPS and know their purpose for being on our team.
3. Strong mentoring engagement and practices in order for our new teachers to be successful. Our past surveys evidenced that our teachers strongly perceive their mentoring experience as an important and significant element in maintaining a positive attitude towards teaching and affected their retention decision with OPS.
4. Providing consistent and relevant professional learning and leadership opportunities for our principals and new teachers. Professional development of our principals is important because principals are doing the everyday work to develop their teachers and maintain a positive culture which retains their teams. OPS is focused on training our principals to have conversations with intentionality and empathy; to develop their ability to deepen relationships so we can meet each educator where they are at; and to help principals continue their equity journey. Professional development for our new teachers assures them that they are valued and supported in their growth. Our professional development opportunities have designed peak moments for our teachers to share their stories and the purpose of their work. Our professional development opportunities help our new teachers develop new relationships with their peers.

Throughout our four components of new teacher retention, building relationships is embedded in each area. Schools are ultimately about relationships: between students and their teachers; between colleagues; between teachers and administrators; and between parents and teachers. Our mentorship and retention efforts help teachers feel a part of something greater than themselves. We want our new teachers to know we are committed to helping them grow and make a difference in the lives of our students. We were successful in SY2020-21 in demonstrating our commitment as evidenced by the increase in our retention rate.

Activity 2: CLEAR Training- NOT FUNDED THROUGH GRANT (Denied)

Activity 3: Affinity Groups (fully completed activity). All staff who identified as a person of color were invited to participate in an affinity group experience. Dr. Natalie Rasmussen, PhD- Assistant Professor at MSU Mankato, facilitated all Affinity Group meetings. All meetings were held virtually due to the pandemic. An initial 6-hour meeting was held at the start of the year followed by five 2-hour sessions. A pre and post job satisfaction survey was given to all participants at the start and completion of the series of meetings.

FY 2020-21 is a benchmark year for our Affinity Group participants in a pre and post job satisfaction survey. Overall, Owatonna Public Schools learned that as a district, we are at the beginning of our equity journey. The survey responses indicate that several of our current school policies, practices and systems are inequitable and need to be reviewed with an equity lens. The survey highlights that the majority of the

participants feel valued by their supervisors; find their work meaningful and satisfied with their current job duties; and plan to stay in Owatonna Public Schools in the foreseeable future. Additionally, the survey highlights that the majority of the participants don't feel their voice is being heard nor taken seriously; that they have a healthy work culture; that they have experienced racism and/or felt racially uncomfortable; and they believe the district needs to increase their efforts toward racial equity.

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				1 (4%)	23 (82%)	
Tier 2 new to the profession or district					2 (7%)	
Tier 1 teachers new to the profession or district					1 (4%)	
Teaching residents*					0	
Teacher in license shortage areas					3 (11%)	
Teachers with special needs					1 (4%)	
Experienced teachers in need of peer coaching					0	
Total: All teachers supported by grant funding	0	0	1 (4%)	0	27 (96%)	0

*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	0	0
Asian	0	1
Black, Not of Hispanic Origin	1	1
Hawaiian/Pacific Islander	0	0
Hispanic	0	2
Multiple Categories	0	0
White, Not of Hispanic Origin	26	0
Total	27 (1 mentor received 2 stipends for mentoring 2 People)	3

Analysis of Data

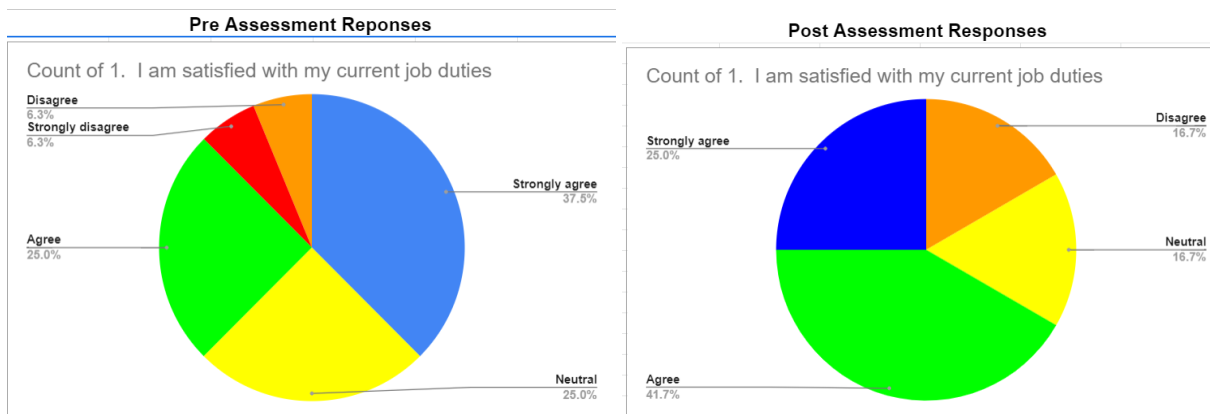
Graphs and data are included here.

Year 2 Program Job Satisfaction Results

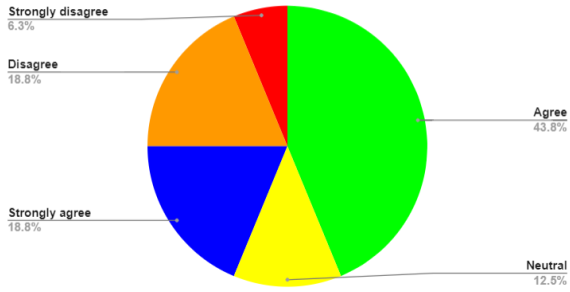
(Outcome 4; Partially completed) The self-reported job satisfaction data was completed by 19 of 28 participants or 68% of our 2nd year program staff receiving mentors through the grant. Results indicated that 84% of respondents were satisfied with their current job duties. 79% felt the district had a healthy work culture and felt valued and supported. Only 2 (11%) of respondents did not feel supported by their mentor nor did they feel their mentor was a key component to their growth. We noted that 21% or 4 respondents were not satisfied with the racial equity work in the district and this respondent suggested, "While I think Owatonna Schools are making great strides in equitable education, there's a heavy focus on the conceptual/theoretical side, and I would like to see more of the applications side." Several participants commented on issues pertaining to special education and equity for all. The data indicates that our district will need to continue to implement job-satisfaction surveys and routine check ins with our new staff and mentors to ensure that all teachers needs are being heard and met. While not every concern can reach the desired outcome, it is important for staff to have a vehicle to voice concerns when it comes to how one is supported through mentoring. There is a need for an "opt out" or change of a mentor when the pairing is not working. A transparent process will need to be adopted and communicated in the mentor program.

Owatonna Affinity Group Results

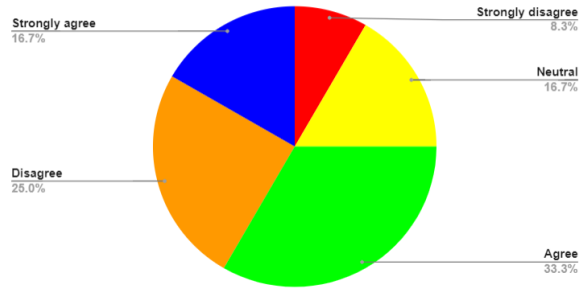
(Activity 3; Outcome 1) The data collected from the survey will help with our efforts for mentoring and retaining our staff; particularly our staff of color with a deliberate focus on equity. The data clearly indicates that despite our best efforts, our staff of color have experienced unconscious biases and micro aggressions from colleagues, administrators, parents and community members. The Affinity Group provided our staff of color with a safe and confidential space to discuss their experiences and address and problem solve the inequities in our systems, policies and procedures and to deepen their connections with other staff of color. Owatonna Public Schools will continue to work in partnership with the Affinity Group so it can continue its work to provide a voice for the staff of color; hopefully grow its membership through staff recruitment and retention; and assist the district in its equity journey.



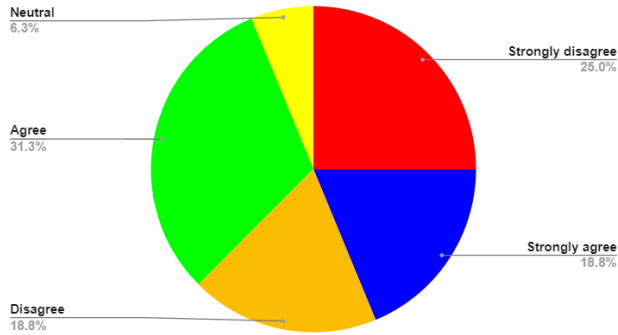
Count of 2. I have a voice to express my concerns to leadership



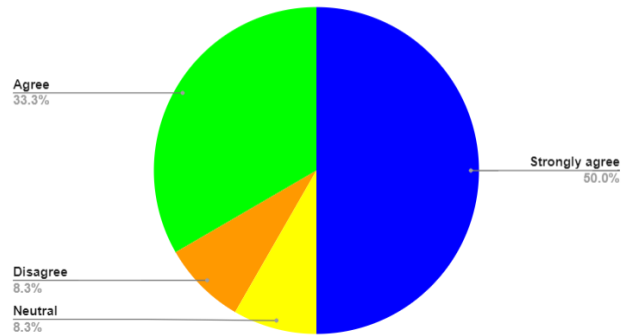
Count of 2. I have a voice to express my concerns to leadership



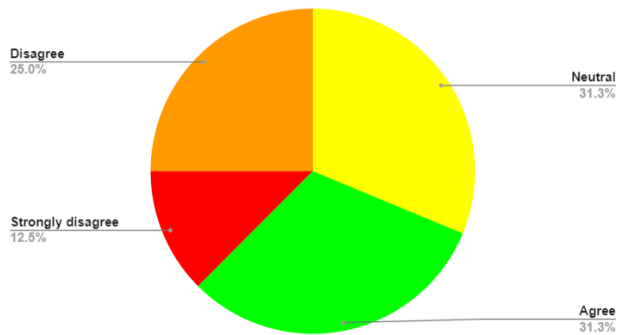
Count of 6. I have experienced racism on my job



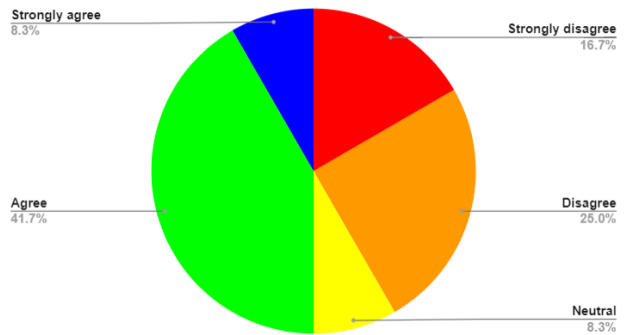
Count of 6. I have experienced racism on my job



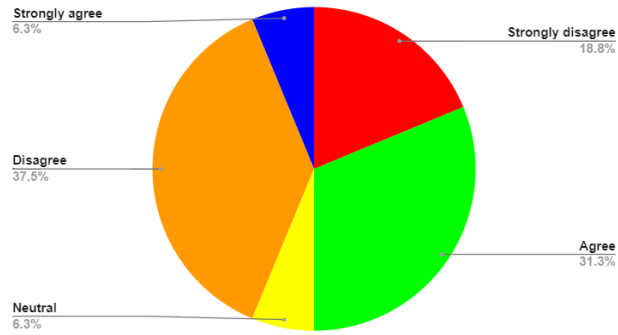
Count of 8. I am comfortable bringing up issues of race at work



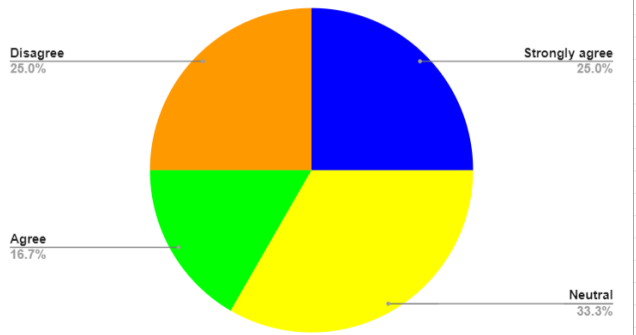
Count of 8. I am comfortable bringing up issues of race at work



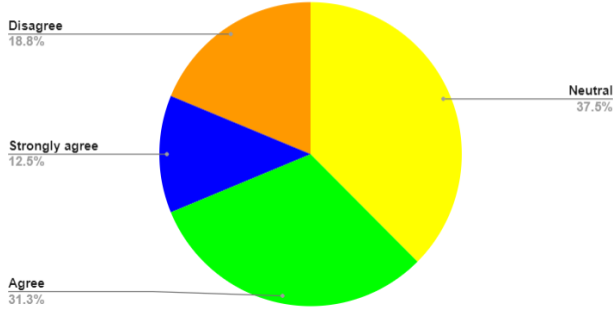
Count of 10. I have felt racially uncomfortable on my job



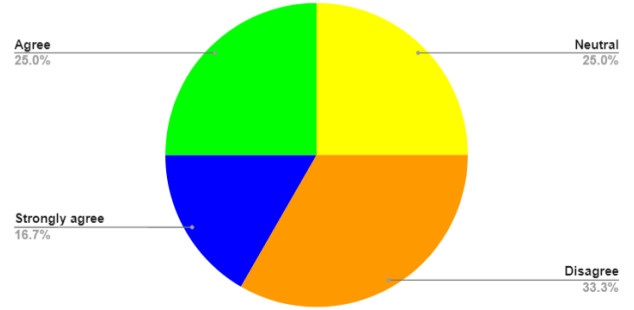
Count of 10. I have felt racially uncomfortable on my job



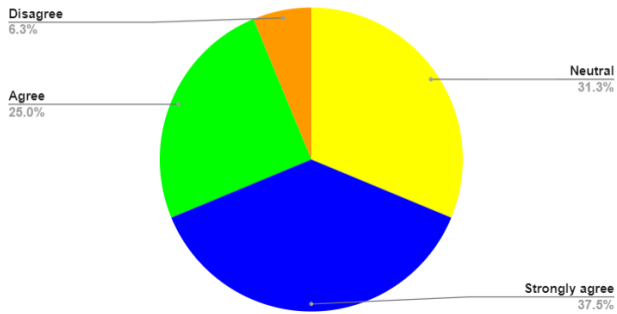
Count of 13. I am satisfied with the district's efforts toward racial equity



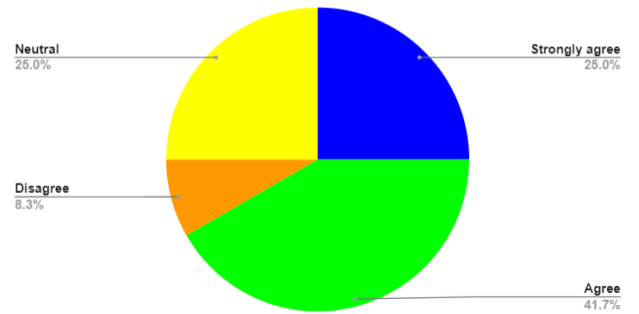
Count of 13. I am satisfied with the district's efforts toward racial equity



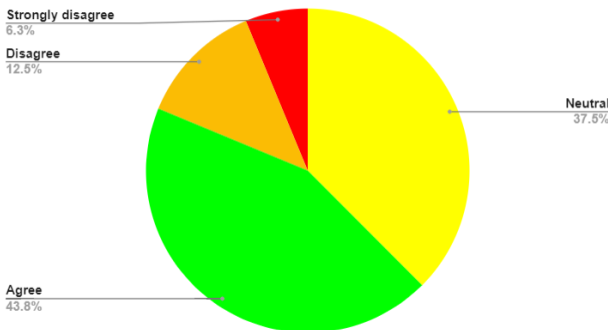
Count of 12. I plan to stay in Owatonna Public Schools for the foreseeable future



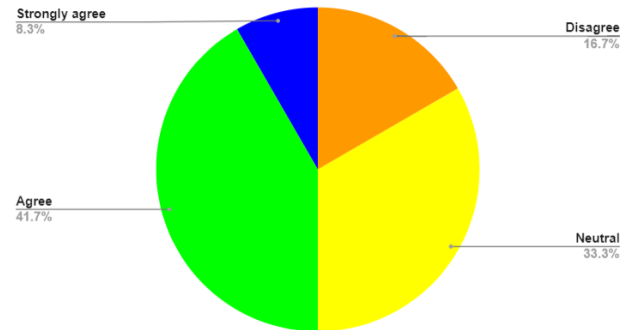
Count of 12. I plan to stay in Owatonna Public Schools for the foreseeable future



Count of 7. I feel connected to my co-workers



Count of 7. I feel connected to my co-workers



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.

Owatonna Public Schools did not negotiate additional retention strategies or financial incentives with the local bargaining unit. We already have negotiated financial incentives for supporting our new teaching staff through the mentor program. We indicated this in our initial application. Bargaining will soon begin for the SY2021-22 and SY2022-23 contract. We will move forward with additional money for mentor stipends and staff development rates of pay.

Our retention strategy was to provide an additional year of mentoring to all Year 2 teachers, add additional trained mentors to our mentor pool, specifically, mentor teachers of color and provide a majority experience for underrepresented groups through an affinity group. Affinity groups also provided input into new and existing policies in our district.

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 came from district staff development funds for the end of the year celebration of our learning for all participants, mentors and district leaders. Staff development funds were used for the original purposed Activity 2, including 12 additional hours of paid professional development around culturally relevant teaching practices, including building teacher capacity to implement these practiced into their classrooms/work environments all while being supported in a mentoring relationship. Stipends for facilitators was also paid through the district staff development budget.

In addition to what the grant funded and our staff development budget, we also leveraged our partnership with Minnesota State University Mankato by engaging school leaders to attend equity training throughout the year. The partnership provides high quality professional development around racial equity and mentoring. Release time and stipends are funded through the staff development budget.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Table 3: Grant Funds Expenditure (\$38,000 awarded)

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$19,463.61	Mentor Stipends 28 Mentors @ \$710/mentor (includes FICA, TRA, WC)	X Mentoring Induction	2 Interactions per month Job Satisfaction Survey	100% second year teachers were paired with a 1:1 mentor.
\$1,026.80	New Mentor Training 1 @ 12 hours 2 @ 6 hours	X Mentoring Induction	Sign In Sheets for Aug. 6 (6 Hours) for 3 new mentor training and 6 additional PD hours for 1 paired mentor	Vouchers were processed by payroll. 3 POC were trained and added to the mentor pool. 1 mentor POC was matched with a second year POC.
\$8,110.70	Affinity Group Stipends	<input type="checkbox"/> Mentoring X Induction	1. Pre and Post Survey- 2. Ongoing Dialogue during meetings with facilitator.	See charts in Analysis of Data section above.
\$1,650.00	Facilitator Stipend	<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction	Not needed	See Invoice below which includes PELSB
		<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction		

RECEIVED MAR 11 2021

JM V154818



Natalie D. Rasmussen, PhD

115 Hampshire Ave. N.
Golden Valley, MN 55427

Date	To	Address
March 10, 2021	Owatonna Public Schools	515 West Bridge Street Owatonna, MN 55060

INVOICE 210310

Quantity	Description	Unit Price	Total
	Professional Development & Consulting Services	\$100/hour	
4.5 Hours	Owatonna Community Leaders October 2, 2020 – 1.5 Hours November 20, 2020 – 1.5 Hours January 15, 2021 – 1.5 Hours	<i>E:01-005-020-786-000-305</i>	\$450.00
3.0 Hours	Owatonna Public Schools Staff December 2, 2020 – 3 Hours	<i>Staff development 01-005-690-0-316-305</i>	\$300.00
16.5 Hours	Owatonna Employees Affinity September 30 – 6.5 Hours October 29, 2020 – 2 Hours November 12, 2020 – 2 Hours December 10, 2020 – 2 Hours January 28, 2021 – 2 Hours March 4, 2021 – 2 Hours	<i>PESBE Grant 01-005-605-788-0-305</i>	\$1650.00
3.0 Hours	OHS Critical Race Theory January 21, 2021 – 1.5 Hours February 22, 2021 – 1.5 Hours	<i>Grow your Own Grant 01-330-211-790-0-305</i>	\$300.00
Grand Total			\$2700.00

Michelle Krell

Thank you for your business!

JR

Make all checks payable to Natalie Rasmussen. Remittance kindly due in 30 days.

Email: nataliedrasmussen@gmail.com
Phone: 612.940.2461
Web: nataliedrasmussen.com