

# 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](mailto: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	St. Cloud State University
Total Grant Amount	\$59,127.36
Identify the category you applied under	<input type="checkbox"/> a school district <input type="checkbox"/> group of school districts <input checked="" 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	Claudia Tomany
Title	Associate Provost for Research
Address	720 4 <sup>th</sup> Ave S
City, State and Zip code + 4	St. Cloud, MN 56301
Phone Number and Email	320-308-4932; ResearchNow@stcloudstate.edu

### Primary Program Contact

Name of program contact	Dr. Teresa Washut Heck
Title	Executive Director, The Center for Co-Teaching and Educational Engagement
Address	720 4 <sup>th</sup> Ave S
City, State and Zip code + 4	St. Cloud, MN 56301
Phone Number and Email	320-308-17 42; twheck@stcloudstate.edu

## Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

This collaborative partnership between St. Cloud State University and St. Cloud Area School District #742 was incredibly successful and provided wonderful support for 40 new teachers from the St. Cloud School District. The CAMP (Community & Academic Mentorship Partnership) was held on the SCSU campus June 15-17, and was filled with fun and engaging activities.

District 742 currently offers a multi-faceted mentorship program that is part of a district wide New Teacher Academy. The program includes professional development in the summer, just prior to school starting and throughout the academic year. New teachers get on-site mentoring that has specific requirements for mentors and mentees, cognitive coaching cycles and outside professional learning requirements. The program supports new teachers for three years and teachers receive a stipend each year for completing the requirements of new teacher academy. The program provides a strong base for new teachers, however, during the COVID 2020-2021 academic year – many typically scheduled activities and supports had to be modified and or done online. Without a pandemic, new teachers would benefit from additional opportunities for reflection and community building, but given the isolation and stress of the pandemic it was even more important to provide support and community building for these new teachers.

The overall goal of the CAMP was to provide an opportunity for new teachers, teachers from diverse backgrounds and from underrepresented groups to have time to reflect, network and build communities. The activities and program for the CAMP provided multiple opportunities for new teachers to reflect on the past year and their current practices, and engage in ongoing conversations about best practice. Each day of CAMP had an overarching theme or focus: Day 1 - Identity; Day 2 – Community; and Day 3 – Action. Keeping with the CAMP theme, each participant was placed in a Campsite Group (based on grade level/content) and was guided, supported and facilitated by a Camp Coach (part coach, part colleague, and part friend). Participants also engaged in multiple “whole group” activities and collective learning at the Campground. The CAMP schedule provided opportunities for individual growth and reflection, networking and belonging; and engaging and fun activities to support them individually and to enhance their teaching practices.

Our summer CAMP schedule and program was developed collaborative by a team from St. Cloud State University and District 742. This collaboration provided insight from program coordinators, mentors, and teachers, and allowed our partnership to create a CAMP that merged the existing work being done through the district mentorship program with reflection, community building, connection with others, and support. All new teachers from diverse backgrounds were individually invited and encourage to participate. We had more than 60 applicants for our 40 available openings; we had 14 BIPOC teachers, and 19 teachers from licensure shortage areas (see table for details). One of our goals was to diversify the pool of teacher mentors (there were no BIPOC mentors), we were able recruit three outstanding teachers of color as camp coaches (facilitators/mentors).

Since our CAMP was just completed we have only initial exit survey data (see data section for results) on our ability meet the goals of the CAMP.

- Goal 1. Increase retention of new and underrepresented teachers by providing a healthy and supportive community and building a sense of belonging for new teachers.

- Goal 2. Provide opportunities and support for new teachers to engage in structured reflection leading to enhanced teaching practices.
- Goal 3. Facilitate purposeful planning using reflection to enhance future instruction.
- Goal 4. Facilitate the learning and enhancement of participant knowledge and understanding of current issues and trends in today's classroom.

We will be supporting these CAMP participants throughout the 2021-2022 academic year. This will provide us with an opportunity to assess the degree to which CAMP enhanced their practice, encouraged and support them to stay in the field, and determine if CAMP participants become teacher leaders or mentors in the future. We will also be able to encourage and support ongoing reflective practices; support the implementation of plans and strategies identified during CAMP; and collaborative support and identify professional development topics,

## 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.**

<b>Teachers Mentored Using Grant Funding</b>	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White	Unknown Total
Tier 3 Teachers new to the profession or district						9 9
Tier 2 new to the profession or district			3			1 2
Tier 1 teachers new to the profession or district			2			2
Teaching residents*						NA
Teacher in license shortage areas		1	4	1	11	2 19
Teachers with special needs						NA
Experienced teachers in need of peer coaching						NA
Tier 3 Teachers in their second year		2		1	9	12
<b>Total: All teachers supported by grant funding</b>		<b>3</b>	<b>9</b>	<b>2</b>	<b>26</b>	<b>40</b>

\*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.

<b>Mentor Demographics</b>	Paid a stipend as part of a larger mentorship program	Paid a stipend for their work in this project (CAMP)
American Indian or Alaskan Native	0	0
Asian	0	0
Black, Not of Hispanic Origin	0	3
Hawaiian/Pacific Islander	0	0
Hispanic	0	0
Multiple Categories	0	0
White, Not of Hispanic Origin	30	3
<b>Total</b> <b>There were only 3 that served as mentors in the district program that worked CAMP</b>	30	6

**Analysis of Data**

Participants of CAMP were asked to provide feedback related to the four identified goals as well as overall experiences related to content, belonging, and community. Feedback was collected in two ways; qualitative data related to goals was collected through an exit ticket format; a blend of quantitative and qualitative data was gathered through a google form.

A total of 37 participants submitted exit ticket feedback related to our four goals. Please see the attached feedback/survey analysis for details and specific comments from participants related to each goal.

Overall, our participants overwhelmingly felt a sense of welcome and belonging after participating in CAMP2021. Two

participants noted that this experience helped validate their career choice and choice of district. 93% of responding participants indicated that they were able to engage with structured reflection that will impact their teaching practice, with 92% indicating that they made plans that will enhance their teaching practice for next year. 85% of participants felt they expanded their understanding of current issues and trends that impact their classroom.

Quantitative data was collected through a google form using a 4 point scale, with 1 representing no and 4 representing a strong yes. A total of 41 participants submitted a digital feedback. Of those 41 responses,

- 100% of participants indicated a 3 or 4 for having the materials and resources that were needed for CAMP2021. Participants appreciated the reflective journal as a tool to both reflect and organize their thoughts in an effective way.
- 95% of participants indicated with a 3 or 4 that session topics supported their interests and needs as a new teacher. The field trips to community organizations as well as the student and teacher panels were widely valued, with requests for additional planning time for future camp experiences.
- Participants rated the community field trip as the most essential for future events, with the teacher panel, teambuilding, reflection, and student panel following closely behind.
- Participants also shared feedback related to their motivation to participate, prioritizing their desire to learn/grow and the stipends for participation as the most influential factors for their interest in CAMP2021.

Based on participant feedback, we believe that CAMP2021 met our initial goals of creating a welcoming and supportive environment for beginning teachers to reflect and plan for the upcoming school year. A collaborative planning process between SCSU and District 742 was a critical factor in developing a CAMP structure that not only provided essential content pieces for beginning teachers, but perhaps more importantly, created an environment that welcomed and validated all participants as members of the 742 teaching community. The CAMP structure provided opportunities for teachers to build positive relationships with their small groups, engaging with deeper reflection and solution-oriented thinking for teachers as they made plans for the upcoming year. Another meaningful aspect to CAMP included field trips to community organizations – participants were able to choose between the Southside Boys and Girls Club, the Islamic Cultural Center of St. Cloud, and the Rotary Community Outpost (known as the CopHouse.) These three organizations support many District 742 students with after school and extracurricular programs that support academic growth, social-emotional support, and community engagement. Participants wished they had more opportunities to learn about community organizations and many began to imagine new possibilities to build positive relationships with their students through community impact groups.

We are interested in continuing to develop new ways to support new to profession teachers through more collaborative and reflective learning structures. While participants identified interest in specific training and support in cultural and linguistically responsive teaching, racial equity, and instructional support, our participants shared greater interest in collaborative learning opportunities and community engagement. These types of professional development structures are often overlooked though traditional school induction and mentorship models; we see strong potential for continued partnership with District 742 to support new ways to support new to profession teachers. We will continue to assess the long-term influence of the first CAMP cohort to understand if there are notable differences in teacher retention over the next three years.

## 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.

CAMP2021 worked to support teacher retention strategies through a program design that prioritized relationships and cultivating a sense of belonging. This was especially important as teachers were working from a variety of different models - in person, hybrid, and distance learning and teaching – and creating and opportunity for human

connection and reflection after a period of isolated instruction was highly valued. Participating teachers were invited to participate through the New Teacher Academy with broad camp information as well as stipend and attendance expectations. The registration process involved learning about participant preferences – favorite snacks and beverages, preferred school supplies, “pump up” songs, motivational quotes, and memorable experiences from the school year. Based on their feedback, we were able to create a CAMP2021 experience that helped develop a sense of welcome and community from the beginning of CAMP2021. Teachers were strategically placed in groups with common work roles with mentors (Campsite Coaches) who were able to facilitate reflection and conversations related to CAMP topics. In addition to core content, we also prioritized team building activities and games to encourage participants to build positive relationships with each other – relationships that we believe will carry through into the next school year. The CAMP2021 experience was collaboratively designed specifically to create a sense of belonging with participants; while our post-CAMP data certainly supports our goals, we will continue to follow this cohort to understand the impact of their reflective practice and retention as a teacher in District 742.

### 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.

While navigating a global pandemic, this project was made possible and strengthened by leveraging experts and existing infrastructure at St. Cloud State University and St. Cloud Area Schools.

## 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
\$24,000	Scholarships; \$600 each for 40 participants.	X Mentoring <input type="checkbox"/> Induction		See Camp2021-Feedback_Survey Summary.pdf
\$6,758.62	Presenter costs for cultural experts, subject matter expert panelists and group facilitation.	X Mentoring <input type="checkbox"/> Induction		
\$10,955.60	Non-instructional salary and fringe for CAMP planning concluded by a coalition including school district teachers, and education experts.	X Mentoring <input type="checkbox"/> Induction		
\$12,805.59	Supplies, conference costs and administration to host CAMP; <i>Community &amp; Academic Mentorship Partnership</i>	X Mentoring <input type="checkbox"/> Induction	Participants given 1) Camp 2021 reflection booklet ( <i>see Camp2021.pdf</i> ) and 2) Coach Guide ( <i>see CampsiteCoach.pdf</i> )	
		X Mentoring <input type="checkbox"/> Induction		

Full detailed invoice submitted 7/12/2021 by SCSU Grants Accountant, Lorie Ortloff.