# 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, 2022 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.

## Grantee Information

| | |
|---|---|
| Legal Name of Applicant Organization | Lincoln International Charter School |
| Total Grant Amount | 9100 approved, 9100 used |
| Identify the category you applied under | X☐ a school district<br><br>☐ group of school districts<br><br>☐ a coalition of school districts, teachers <u>and</u> teacher education institutions<br><br>☐ a coalition of schools, teachers <u>or</u> non-licensed educators |

## Identified Official with Authority

| | |
|---|---|
| Name of official with authority to sign | Manyi Tambe |
| Title | Director |
| Address | 2520 Minnehaha Ave |
| City, State and Zip code + 4 | Minneapolis, Minnesota 55404 |
| Phone Number and Email | 612-872-8690 manyit@lincolnihs.org |

## Primary Program Contact

| | |
|---|---|
| Name of program contact | Sam Wilhide |
| Title | Grant Administrator |
| Address | 2520 Minnehaha Ave |
| City, State and Zip code + 4 | Minneapolis, Minnesota 55404 |
| Phone Number and Email | 612-642-1749 samw@lincolnihs.org |

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

The most basic way the PELSB grant fund has helped us strengthen our existing mentorship and retention is through the creation of a new position: **mentor teacher.** These mentor teachers were very helpful in connecting new to district or struggling teachers to resources that could help them succeed. They also helped teachers go through the quality compensation program, meet deadlines for lesson and grade submission, access technology resources and much more.

All three mentor teacher positions were filled during the year. Mentor teachers were evaluated by teachers in the following rubric areas twice during the year:

- making time to meet and discuss issues with mentee teachers on a regular basis.
- Sharing resources, brainstorming ideas and helping mentee teachers with planning
- Serving as an advocate for mentee teachers
- providing mentee teachers with useful and constructive feedback
- encouraging mentee teachers to be innovative in their practice
- providing emotional support for professional issues
- being positive and encouraging about the teaching profession
- helped mentee teachers prepare for the next steps in their career goals

Ratings were "strongly disagree", "disagree" " neutral" "agree" "strongly agree" or "Not Applicable. Both mentor teachers received a threshold of positive ratings to receive their stipends.

The new teacher mentor positions have strengthened our existing retention efforts by enabling more support for new teachers and struggling teachers. The PELSB Grant has allowed more teachers to get help with individual questions and problems, mostly by funding additional mentor positions and remuneration of additional work by PLC Lead and Lead teachers such as preparing training and support resources.

**Technology mentoring:** Lead teachers, PLC Lead Teachers and Mentor teachers participated in technology mentoring for new teachers, including many topics but especially teaching with zoom, distance teaching and learning with a hybrid model, teaching with iPads, and preparing online lessons and

assignments with google classroom.

| Category | Teacher Numbers (percentages)<br><br>2020-2021 | Teacher Numbers (percentages)<br><br>2021-2022 |
|---|---|---|
| Teachers new to the profession or district | 5 / 15 (33%) | 5 / 15 (33%) |
| Teaching residents | 0 / 15 (0%) | 0 / 15 (0%) |
| Teachers of color and American Indian teachers | 7 / 15 (47%) | 7 / 15 (47%) |
| Teachers in license shortage areas | 8 / 15 (53%) | 8 / 15 (53%) |
| Teachers with special needs | 0 / 15 (0%) | 0 / 15 (0%) |
| Experienced teachers in need of peer coaching | 2 / 15 (13%) | 2 / 15 (13%) |
| Number of paid mentors | 5 / 15 (33%) | 6 / 15 (40%) |

| Teacher* | Classroom Goals Met (submitted Pre-test Results) | $70 per class | Student Satisfaction Survey $200 - 70% meets expectations | Q COMP PLC Lead or Working Group Surveys | Mentorship Grant 1/2 of the amount | Additional Funding Working Group Leads | Totals |
|---|---|---|---|---|---|---|---|
| LT | 2 | $140 | $200 | $1,250 | $1,000 | | $2,590 |
| EPC | 4 | $280 | $200 | | | | $480 |
| TOC LSA EPC | 11 | $70 | | | | | $70 |
| TOC LSA | 4 | $280 | | | | | $280 |
| TOC LSA | 2 | $140 | $200 | $500 | | $500 | $1,340 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| TOC LSA ND | 3 | $210 | $200 | | | | $410 |
| TOC LSA ND | 4 | $280 | $200 | | | | $480 |
| MT LSA | 5 | $350 | $200 | $500 | $250 | $500 | $1,800 |
| PLCLT | 5 | $350 | $200 | $750 | $500 | | $1,800 |
| PLCLT | 5 | $350 | $200 | $750 | $500 | | $1,800 |
| TOC | 5 | $350 | $200 | $500 | | $500 | $1,550 |
| MT LSA | | $0 | $200 | | $250 | | $450 |
| ND LSA | 5 | $350 | $200 | | | | $550 |
| TOC | | $0 | $200 | $500 | | $500 | $1,200 |
| PLCLT | 2 | $140 | $200 | $1,250 | $500 | $500 | $2,590 |

- **LT = Lead Teacher, PLCLT = PLC Lead Teacher, MT = Mentor Teacher, LSA = License Shortage Area, ND = New to District, TOC = Teacher of Color, EPC = experienced teacher in need of peer coaching,**

The above table shows how grant funds and additional funds were used to remunerate teacher performance and efforts by mentor and leader teachers to support new teachers.

**Progress Monitoring:** Our numbers and percentages show that we have maintained or increased diversity in our teaching staff, but we haven't yet succeeded in diversifying our teacher leadership and mentoring positions. We anticipate losing only one teacher of color in our staff next year, so our percentages should be similar to this year. We are also hopeful that we will find a teacher of color to fill our last remaining unfilled teacher mentor role.

## 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 | 0 | 1 | 0 | 0 | 0 | 0 |
| Tier 2 new to the profession or district | 0 | 0 | 1 | 0 | 0 | 0 |
| Tier 1 teachers new to the profession or district | 0 | 0 | 0 | 1 | 0 | 0 |
| Teaching residents* | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher in license shortage areas | 0 | 0 | 1 | 4 | 3 | 0 |
| Teachers with special needs | 0 | 0 | 0 | 0 | 0 | 0 |
| Experienced teachers in need of peer coaching | 0 | 0 | 0 | 2 | 1 | 0 |
| Total: All teachers supported by grant funding | 0 | 1 | 1 | 4 | 9 | 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 grant 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 | 0 |
| Black, Not of Hispanic Origin | 0 | 0 |
| Hawaiian/Pacific Islander | 0 | 0 |
| Hispanic | 0 | 0 |
| Multiple Categories | 0 | 0 |
| White, Not of Hispanic Origin | 6 | 4 |
| **Total** | 6 | 4 |

*Teachers paid a stipend include the four teachers in our q-comp leadership team (Lead teacher and three PLC Lead teachers) as well as the two new teacher mentors.

## Analysis of Data

The data show that overall we do a good job of retaining teachers of color, but we could do a better job of encouraging and rewarding teachers of color for taking on leadership roles in our school. The data also show that we could do more to ensure that our teachers of color meet their teaching quality and compensation goals during the year and receive their full possible remuneration for meeting these goals.

## 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 provide extensive collegial support through teacher mentoring, through our PLC groups and working groups. Weekly meetings and training supported teachers and created ample opportunities for mentorship. Members of our small teaching staff were in constant contact with mentors and mentees. Teachers new to district were paired with experienced teachers in their subject areas through the "working groups."

### 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 used money from our Quality Compensation program to support teachers meeting the above categories. These funds amounted to $245 per pupil. Teachers who met the requirements of our state-approved q-comp program received the appropriate amount of salary augmentation.

# 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 |
|---|---|---|---|---|
| $2000 | Remuneration for Lead teacher activities. | ☐ X Mentoring<br>☐ Induction | summary of teacher progress towards goals.<br><br>Evaluations from teachers. | See tables above. |
| $3000 | Remuneration for PLC Lead teacher activities. | ☐ X Mentoring<br>☐ Induction | summary of teacher progress towards goals.<br><br>Evaluations from teachers. | See tables above. |
| $1000 | Remuneration for Mentor teacher activities. | ☐ X Mentoring<br>☐ Induction | summary of teacher progress towards goals.<br><br>Evaluations from teachers. | See tables above. |