

FY22 Teacher Mentorship & Retention of Effective Teachers Grant Report Form

Instructions:

Please send an electronic copy of the Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) final completed report by June 30, 2022 to Laura.Dyer@state.mn.us.

Report components:

- I. Coversheet
- II. Teacher Mentorship & Retention of Effective Teachers Program Narrative – Please describe how your proposed activities for the teacher mentorship program has strengthened and/or supplemented your existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work.
- III. Program Data – Please provide data from the past 3 years, as well as 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. 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	Osseo Area Schools ISD 279
Total Grant Amount	\$109,582.63

Identified Official with Authority

Name of official with authority to sign	John Morstad
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Phone Number and Email	763-391-7014/ morstadj@district279.org

Primary Program Contact

Name of program contact	Susan Hang
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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Osseo Area Schools (OAS) in partnership with Education Minnesota- Osseo Teachers of Color (TOC) Mentor Program is to be the prominent, influential catalyst for educational institutions to retain and support teachers of color in the state of Minnesota. The mission of the TOC Mentor Program aims to support, retain, and inspire probationary educators of color in the teaching profession.

Our TOC Mentor Program provides all probationary teachers of color the opportunity to join and have a mentor. Our 2021 - 2022 TOC Mentor Program included one district mentor, two mentor leads, 21 mentors and 26 mentees.

This year's proposed activities that were accomplished and strengthened our current program included:

- Providing stipends to leads and mentors for their mentorship and peer observations work
- Providing financial support for learning community spaces/professional development, professional development supplies and materials, non-district professional development and workshop opportunities,
- And providing financial support for activities to increase awareness, attraction, recruitment, and retention of teachers of color.

Other proposed activities such as providing more in-person professional development meetings and activities, peer observations; attending professional development opportunities for our lead mentors; and expanding our Grow Your Own pathway program were paused because of, the challenges of Covid-19 guidance and precautions, teacher substitute shortages, or lack of funding to expand our District's Grow Your Own program as we did not receive the Minnesota Department of Education Grow Your Own grants.

This year's program provided four professional development training, one mid-year check-in meeting event, one year end meeting event and three months of individualized time with our TOC Mentor Program's provided books and resources. Due to COVID-19 safety guidelines and precautions, most of our meetings were held virtually. In addition to the program's meetings, lead mentors provided guidance and check-ins with mentors throughout the year. Mentors were also expected outside of the program's meetings to connect with mentees, be available as resources and to provide observations of teaching models. New probationary teachers of color were given the opportunity to utilize the TOC Mentor Program as a resource for support and mentorship.

The program not only provided a programmatic schedule, but also resources such as books/novels, journal notebook and supplemental materials to assist them with their teaching. As teachers of color, it was important to stay current with books that center around issues of race and how it affects teaching and, ultimately, the students. There were picture books to be shared with students because it was crucial that students saw themselves reflected in the books they read and how they can make connections with the world. The goal for the books that were provided to mentees was to help teachers analyze and reflect on their own beliefs and help reflect on their own biases, teaching methods and to create a positive environment in the classroom. In addition, Osseo Area Schools professional development around equity, inclusion and diversity centered around helping White colleagues engage more with people of color. The book selection for our TOC Mentor Program focused on engagement within our various communities of

color. When teachers of color know each other's stories, it was easier to stand in solidarity with one another as educators of color working in Osseo Area Schools.

As part of this year's program, we held a mid-year check-in event in March to provide space for mentors and mentees to building community and reflect on the current school year and mentorship program. The following notes were from our two meeting activities with our mentors and mentees. The first activity was inspired by the *Permission to Pause A Journal for Teacher* by Dorothy VanderJagt book that was provided to all of our mentors and mentees as part of our program. Our second activity was to capture ideas and feedbacks for our program's continuous improvements. Based on this year's mid-year feedback, our mentors and mentees voiced the need and support for the continuation and growth of our impactful mentorship program.

Activity 1: Mentors and mentees were asked to reflect on the questions asked, and then to write and post their responses to the boards with its questions. The mentors and mentees came back as a large group and the responses were read out loud and discussed.

The question: What action will I take to become a more mindful educator?

The responses:

- "Pause, listen, validate, and support."
- "Support other fellow teachers by lending an ear and provide advice for possible solutions to problems."
- "Pause, Breathe."
- "Talk with other teachers!"
- "Create space for awareness and to listen."
- "Take time for myself."
- "Respect for all humanity."
- "I will listen to and be open and willing to learn from my students."
- "Reflect on my actions and teaching daily."

The question: What am I thankful for? Who am I thankful for and how can I show them?

The responses:

- "Family, friends, and coworkers. I can show them by being present often and listening. "
- "My colleagues at each of my schools."
- "YOU"
- "Thankful for family and friends. Take the time to show them."
- "Thankful for all the support and love I've received from my colleagues. I will show them by taking time to thank them."
- "I am thankful for my family."
- "Thankful for my approachable colleagues."
- "I'm thankful for my students. I tell them I love them."
- "I am thankful for a healthy pregnancy thus far. I am thankful for my co-workers, family, and friends. I can show them by saying thank you."
- "I am thankful for having a supportive husband and mentor."

The questions: How have I made a difference to someone? How can I continue to make a difference to my students and others around me?

The responses:

- “I’ve made a difference to someone by listening to them. I can continue to make a difference by pushing them and trying to connect with parents.”
- “I offered assistance as soon as I learned about the person’s difficulties.”
- “I hope I have made a difference by making sure I help my students when needed. Help them to navigate school, etc.”
- “Smile”
- “Advocate for students”
- “Be a good ear to others”
- “Advocate for our students, especially students of color who are referred for services.”
- “Being a voice and advocate for my students w/ disabilities.”
- “By listening with intent to listen, not to respond. “

Activity 2: Mentors and mentees were asked to reflect on the questions asked, and then to write and post their responses to the boards with its questions. The mentors and mentees came back as a large group and the responses were read out loud and discussed.

The question: What topics should the program cover in the future?

The responses:

- “Support other fellow teachers by lending an ear and provide advice for possible solutions to problems.”
- “More in depth explanations of teacher’s rights. (Continue to do so).”
- “How to help teachers with difficult demands of teaching? Splitting of classes, discipline, etc.”

The question: What would you suggest to continuously improve the mentor program?

The responses:

- “More food.”
- “Nothing. Keep up the great work.”
- “Continue the GREAT support!”

Also, we gathered program feedback at the yearend meeting event in May. The following notes were from the meeting activities with our mentors and mentees that captured the evidence that our program strengthened and enhanced. These positive impacts to our program were results of the awarded funds in supporting the activities and growth of our program.

The question: What are some successes this year?

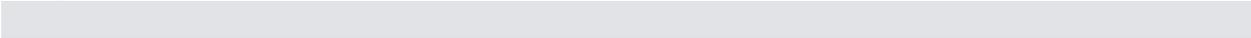
The responses:

- “Immediate community where I felt safe, could ask questions, and receive support.”
- “Getting to meet teachers of color from the TOC program. I appreciate the support and friendship from the TOC group.”
- “Getting to know mentors and mentees at different sites.”
- “Sharing information.”
- “Good communication of my boundaries, my wants and my needs!”
- “Check-ins with TOC.”
- “Mentee at the same site!”
- “A continuous collaboration with staff and families! Voices and perceptions are heard.”

The program and grant also provided support to three tenured teachers of color to plan, attend and provide the AFT professional training around the foundations of effective teaching.

Our District also created a webpage and testimonial video of our TOC Mentor Program to showcase the meaningful work and mission of our TOC Mentor Program, and can be viewed at <https://www.district279.org/careers/life-279/teachers-of-color>.

As we concluded another meaningful year of our TOC Mentor Program, we are excited for the upcoming year with our TOC Mentor Program. Our upcoming planning will include working together with a team of 2 lead mentors, district mentor, and 16 mentors; enhancing our professional development training; increasing awareness of the TOC Mentor Program and teaching careers through activities efforts such as recruitment tabling at our day 1 new teacher workshop and creating and having marketing materials and swags; and other efforts and engagements in recruiting and retaining our teachers of color during a competitive workforce.



Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native	0	1	0	0	1	0	0
Asian or Pacific Islander	2	2	1	0	5	0	5
Hispanic	0	0	0	0	0	0	1
Black	4	3	1	0	6	0	5
Other	0	0	0	0	1	0	1
Total	6	6	2	0	13	0	12

Table 2: Total number of mentors who were paid stipends under this grants for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district program	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching (Experienced teachers providing mentorship)
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	1	0	4
Hispanic	0	0	0	0	0	0	1
Black	0	0	0	0	7	0	10
Other	0	0	0	0	0	0	1
Paid Mentors of color who received additional stipends	0	0	0	0	2	0	4
Total	0	0	0	0	10	0	20

Analysis of Data

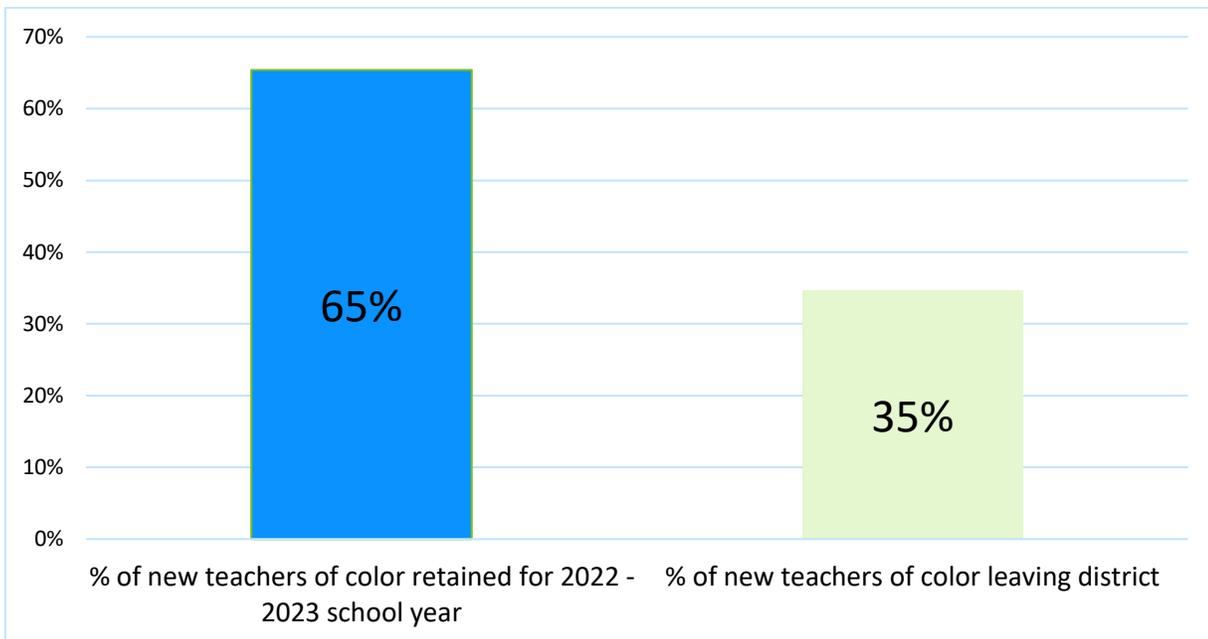
At Osseo Area Schools when we compare the number of teachers of color with the number of students of color, there is a striking, but not uncommon disparity is revealed. Our 2021 - 2022 data shows:

- 60.7% of our students (20741) are students of color
- 9.5% of our teachers (1749) are teachers of color

As we evaluate our District’s data around the percentages of teachers of color over the last six years (below table), our data shows that our District has made some progress in increasing our teachers of color; however, more work is still needed to recruit and retain our teachers of color to reflect our student population. With that being noted, our TOC Mentor Program, established in 2018, has not only been a key support and resource to our probationary teachers of color, but also provide leadership opportunities for our tenured teachers as a retention strategy.

Osseo Area Schools School Year:	2021 - 2022	2020 - 2021	2019 - 2020	2018 - 19	2017 - 2018	2016 - 2017
% of Teachers of Color of all our teachers:	9.5%	9.3%	8.3%	7.9%	7.2%	5.8%

For the 2021 – 2022 TOC Mentor Program, our data shows that:



- 2 probationary teachers of color mentees will become continuously contract teachers for the 2022 – 2023 school year.
- 1 probationary teacher of color mentee will become a continuously contract teacher and TOC Mentor Program mentor for the 2022 – 2023 school year.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Expenditure Items	Cost
Teacher Substitutes - salary/benefits	\$ 688.77
Staff Development Planning - salary/benefits	\$ 3,188.43
2 Lead Teacher Stipend Contracts	\$ 3,320.64
18 Teacher Mentor Stipend Contracts	\$ 23,317.82
Program Supplies – meeting supplies	\$ 66.79
Program Supplies - program attire	\$ 1,334.89
Program Supplies - general	\$ 1,318.40
Program food	\$ 828.37
Total:	\$ 34,064.11

Table 3: Grant Funds Expenditure

Please refer to the table above and the attached:

- “FY22 Exp Audit Report – GL Detail (PELSB Carryover – FIN 399) 7.1.21 – 6.27.22.pdf”
- “FY22 Exp Audit Report – GL Detail (PELSB Current Year – FIN 399) 7.1.21 – 6.27.22.pdf”

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
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