

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	Burnsville-Eagan-Savage Public Schools
Total Grant Amount	

Identified Official with Authority

Name of official with authority to sign	Dr. Theresa Battle
Title	Superintendent
Address	200 West Burnsville Pkwy
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Phone Number and Email	(952) 707-2000 TBattle@isd191.org

Primary Program Contact

Name of program contact	Amy Piotrowski
Title	Director of Student Support Services
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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

- II. The purpose of the grant was to establish a mentoring program which would provide an onboarding system for probationary special education teachers, including training, modeling, mentoring, and direct assistance in order to improve teachers' ability to effectively execute their job responsibilities, resulting in improved individualized student programming, increased student achievement, and increased retention of teachers in the field of special education. This was accomplished by the following:
- Because of the grant, we were able to establish a mentoring program specific to the needs of special education teachers. Activities included the following:
 - Providing professional development to the mentors ([January 10, 2022](#))
 - Providing meet and greet with team building activities for the mentors/mentees ([January 20, 2022](#))
 - Due Process Training ([January 24, 2022](#))
 - Due Process & Management of Educational Assistants & Team Collaboration ([March 10, 2022](#))
 - Wrapping up the school year ([April 25, 2022](#))
 - Mentor/Mentee End of the year Reflection ([May 17, 2022](#))
 - Lead mentors provided monthly individual check-ins with Mentees and Mentors. This allowed the leads to gather feedback on additional professional development new teachers needed. Most often, the supports needed depended on the time of the year. For example, progress report writing was needed in January. In April, mentees needed professional development on how to wrap up the school year.
 - Lead mentors also collaborated with building principals to release mentees to be able to observe other classrooms that were in their similar roles. Some mentees requested to observe specific lessons on teaching the curriculum. Other mentees asked for mentors to observe their classroom behavior management and provide feedback. Because of the relationships that were built early on between the mentor and mentees, this vulnerability was not a barrier for the majority of the new mentees.

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	0	0	0	0	0	0
Asian or Pacific Islander	1	0	0	0	1	0	0
Hispanic	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0
Total	1	0	0	0	1	0	0

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
American Indian or Alaskan Native	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0
Paid Mentors of color who received additional stipends	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0

Analysis of Data

Previous to the FY 22 Mentorship & Retention Grant, the district did not have a mentorship program with professional development specific to new teachers. This is the first year the district has been able to fund and provide professional development with activities focused on new teachers to special education on specific dates. There is no data for the past 3 years to share. The following data only pertains to the current school year starting January, 2022.

The grant greatly impacted the ability of the district to retain new special education teachers new to the district.

Typically, four to five teachers are released due to ineffectively executing their job responsibilities. This year, out of 18 new special education teachers, we released two teachers who participated in the mentorship program.

- One teacher did not consistently participate in the mentoring program.
- One teacher did consistently participate in the mentoring program, but did not participate in the weekly check-ins with the mentor teacher.

According to pre and post survey data, mentees report making growth in many of the skills specific to special education teachers.

Mentee Pre and Post Survey Results: BES Table 1

What is your comfort level with the following?	Pre-Survey scoring 4/5	Post-Survey scoring 4/5
General Due Process (Timelines, requirement, etc)	40%	94.50%
Writing IEPs	50%	94.50%
Role in Evaluation Process	40%	70.50%
District Assessments	0%	27.80%
Behavior Management	30%	66.70%
Managing Educational Assistants	40%	55.60%
Communicating with Parents and Families	70%	100%
Collaborating with Teacher and Service Providers	80%	94%
Finding and Using Available Resources	20%	66.70%
Accessing and Using Technology (Seesaw, Schoology, Viewpoint, Synergy, etc)	50%	61.10%
Using Curriculum	30%	61.20%
Scheduling	60%	83.40%
Lesson Planning	60%	83.40%
Employing Time Management Techniques/Strategies	40%	66.70%
Planning for Subs	40%	77.80%
Setting Up a Positive Learning Environment	70%	100%

The Mentor Reflection also provided information on the growth the mentors experienced as they reflected on the mentorship program.

Mentor Reflections: BES Table 2

What impact did the mentoring program have on YOU? (i.e. professional growth, positive relationship building, learning new skills/strategies from your mentee, etc.)	What supports were most beneficial to you as a mentor? (i.e. initial mentor training, communication with lead mentors, weekly emails with resources, etc.)	What did you find most difficult about being a mentor? (i.e. finding time to meet, providing adequate support, attending trainings, developing a relationship with mentee, etc.)

<p>It impacting me in a sense that I used my years of experience to share with my mentee in hopes to help her to have a more smooth transition in her teaching.</p>	<p>I think the most beneficial piece of the program was the resources that were compiled as well as getting together with all mentor/mentees.</p>	<p>I think the most difficult part was just the ability to schedule in meeting together both in school as well as the meetings held outside of school, but it was all worth it.</p>
<p>I loved the relationship that developed.</p>	<p>Communication with lead mentors for sure, but also the presentations which were great for reviewing due process information.</p>	<p>Honestly, it was pretty easy. I didn't find any of requirements or expectations to be difficult.</p>
<p>I loved really getting to know a high school teacher (relationship building) and connecting with another adult that our FEST students will be transitioning to. It just makes it that much more of a smoother transition for the students. I enjoyed that I got to learn new skills/tricks/websites/technology tips from my mentee as well.</p>	<p>weekly email with resources, initial mentor training. Providing the supplies so we could send two notes to our mentee</p>	<p>I felt like I couldn't provide the adequate support I wanted to because we were in different buildings. I could answer specific questions about IEPs and paperwork, but most of the day to day, behind the scenes mentoring that is so beneficial was hopefully provided by her team. The after school trainings were difficult as it was outside of the school day and I had to make extra childcare arrangements.</p>
<p>The mentor gave me more experience with leadership. It also helped me build relationships with my co-workers.</p>	<p>The most beneficial thing given to me was TIME to spend with my mentees. I could have used more.</p>	<p>Finding time to meet was definitely the most difficult thing! If we do not have matching preps, it's very hard.</p>
<p>learning from each other(mentee to mentor) and learning and getting suggestions from others in the group, helpful learning and reminders about paperwork, positive relationships</p>	<p>joint trainings, communication between mentor/mentee and the emails with resources</p>	<p>finding time to meet and when in a different building - not forgetting about meeting!</p>
<p>The different professional developments in person were helpful, helped me improve my practice and help other co-workers who were not part of the mentor program.</p>	<p>Everything! The in person professional developments and just time to connect and work together were great. Also really liked the weekly emails with resources and the google folder with all the different shared resources were extremely beneficial.</p>	<p>Difficult to meet, develop a relationship and observe one another since we were in different buildings.</p>
<p>It was great to connect with a teacher in a different building and building and build that relationship. I think it will make for smoother transitions for students as they move from setting to setting since my mentee and I can connect personally about students. I also appreciated the fact that I learned technology tips from my mentee.</p>	<p>Initial mentor/mentee meeting, the weekly emails with resources, and that materials were supplied so that mentors could send cards to their mentees.</p>	<p>Providing adequate support, especially because we weren't in the same building. Attending the trainings that were scheduled for after school hours.</p>
<p>The mentoring program was helpful because it allowed me to have time to try to carve out time with my mentor and to discuss many</p>	<p>The most beneficial was to have group communication with lead mentors, particularly</p>	<p>The most difficult thing was to find the time to meet. Teaching 5 classes, with many different</p>

<p>facets. Mostly, she helped me with issues related to paperwork.</p>	<p>the meetings which allowed time to delve into other topics, mostly related to due process.</p>	<p>preps involved since I co-teach with 3 teachers and teach a class of my own, the requirements are intense. Time if the main issue.</p>
<p>It was nice to carve out time to reflect on the evaluation process Renee and I work together on. Through the reflection we found ways we can improve our process. It also helped me reflect on how I interact with others.</p>	<p>Communicating with the lead mentors was very helpful! It was nice to talk and brainstorm ideas to support my mentee.</p>	<p>Renee and I work very closely so I feel like the lines between being coworkers and being mentor/mentee were blurred and it was challenging to find time to really focus on just being a mentor/mentee.</p>
<p>Jennifer, my mentee, teaches at the high school. I had to relearn some of the sped protocols for students moving towards graduation. The trainings and discussions with my mentee about due process helped me to renew my commitment to write better IEPs. Our due process trainings also helped me to support other case managers in my building. Through the program, I've learned much more about establishing a good workable relationship with another teacher which allowed my mentee and I to freely talk about professional concerns and issues. We also learned about many personal things about each other which strengthened our relationship. I think one of the skills that was strengthened from working with my mentee is the importance of having concern for students' personal lives outside of the school building and the impact of what they are experiencing has for them when they are at school.</p>	<p>For me the most beneficial supports were the initial training and the being able to freely communicate with the lead mentors. For many of us who have been teaching for some time forget how it was to be in the initial stages of your teaching career. The initial mentor training set the stage for me to understand better the concerns and needs of mentees and the most critical supports they will need to successfully move forward. I appreciated being able to discuss any concerns with the lead mentors and that those concerns would stay within our circle. This went a long way to help resolve some issues. I felt the lead mentors were hugely supportive!</p>	<p>I think the most difficult thing I encountered was mentoring a teacher at a different building and that teacher working with a higher grade level of students. Although I had previous experience with both, it has been a few years. If my mentee was in the same building as me and was working with the same level of students, we could have more easily been able to more frequently meet, resolve issues, and celebrate successes. However, we did make it work out fairly well with frequent Google Meet conversations, emails back and forth, and meeting in person a few times.</p>
<p>Allowed me to slow down and really focus on more details in my own work. Built positive relationships with others in different buildings. Really enjoyed being a part of this program.</p>	<p>Initial Mentor training, weekly emails and resources to help with our mentees. Ideas to help support our mentees, check in meetings were great.</p>	<p>Finding time to meet with my mentee and additional trainings for us.</p>
<p>Helped me form a better relationship with my mentee, learned more about our inclusion program and got advice on students skills and if those students were ready for inclusion.</p>	<p>Check-in's with lead mentors and clearly stated expectations</p>	<p>Providing adequate support and answering questions that my mentee had (didn't always know the answer right away and then felt bad about having to have my mentee wait while I found the answer)</p>
<p>It helped with professional growth, specifically how I want to model positive mindset and self-reflection.</p>	<p>The initial training, as well as individual meetings with lead mentors.</p>	<p>I wish I had more time in the day to prepare, or be given topics in advance to make sure I was addressing. Our communication was often about the same things but from different scenarios/situations and I feel like I couldn't cover so much of what</p>

		was important outside of those few issues.
It built a nice sense of community and support that I feel like was crucial as a first year teacher. I learned about how to structure my goals better and align them clearly with the objectives that was really helpful.	The resources were great!	N/A
It was good to establish deeper working relationships with the new teachers. New teachers always come with a lot of good ideas that we can learn from, and having time specifically set aside to work with them (without them feeling like they are burdening us with so many questions) is really great.	Probably the initial mentor training - just knowing what the program was intended to be.	The communication log. So much of our time was done on the fly - 5 minute conversations here and there - that it was difficult to think about then going into the document and making a record of them. We largely failed in that. I think that assigning this task specifically to the mentee would be better than making it a joint effort, because writing down what they got out of the interaction would be more helpful to their learning, and it would be clear who was doing the recording.
relationship building, refresher on different strategies,	communication with lead mentors, and emails with resources	feeling like I was providing adequate support. Trainings after work day.

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
\$367.34	Mentor/Mentee relationship building activities	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Pre Survey	Mentee Action Plan
\$85.66	Food reimbursement for food ordered for evening PD	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Mentor/Mentee meetings with lead mentors	
\$10,000	Lead Mentor Stipend (\$5000x2)	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Feedback for the professional development	Mentor Feedback Survey
\$10,000	Mentor Stipend (\$2500x2 & \$1000x12)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Feedback for the professional development	See BES Table 2
\$8000	Mentee Stipend (\$500x16)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Check-Ins with Lead Mentors	See BES Table 1
\$1000	Mentee of Color (\$500+\$500)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Check-Ins with Lead Mentors	See BES Table 1