

# 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](mailto: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	Osakis Public School
Total Grant Amount	\$14,890

### Identified Official with Authority

Name of official with authority to sign	Randy Bergquist
Title	Superintendent
Address	500 First Ave. E.
City, State and Zip code + 4	Osakis, MN 56360
Phone Number and Email	320-859-2191 rbergquist@osakis.k12.mn.us

### Primary Program Contact

Name of program contact	Melanie Stier
Title	Teacher
Address	500 First Ave. E.
City, State and Zip code + 4	Osakis, MN 56360
Phone Number and Email	320-859-2191 mstier@osakis.k12.mn.us

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

The programs and opportunities funded by this grant have been crucial in helping our new teachers to feel supported and welcomed in our school. Having mentors assigned to our new teachers has been a great way for them to be able to have their questions answered, advice given, and even just a listening ear. Being able to pay these mentors has assured us quality mentorship and support for these new teachers.

For our new teachers to have the opportunity to attend Professional Development has been a great way to support them. Each of them were able to find trainings that applied to their area and assisted them in continuing to become the best quality educator, therefore being able to best teach and support our students. For these teachers to also be able to take the time to observe a quality, veteran educator, was a really great way to learn best practices and discuss various other ways to better support their students. Being in a small district with not very much diversity, this also allowed our teachers to observe and experience more diversity and learn ways to be inclusive to students of color who are in our district.

The supplies we were able to purchase for these new teachers were a crucial way for them to feel supported and to make sure they had the best tools possible for supporting their students. Teachers often pour so much of their own money into their classrooms that it is nice to have the opportunity to purchase items and resources you may not have been able to purchase otherwise. The teachers were able to purchase resources, books, or anything else that may have been needed.

Perhaps the part of the grant that was the most obviously impactful was bringing the entire staff together to meet our new staff at the beginning of the year and then again to continue supporting the new staff part way through the year. When we brought the whole staff together for meals, I observed teachers checking in with our new staff to see how their year is going, asking questions about the new staff to get to know them better, and a general feeling of comradery and teamwork. The new staff members felt supported and necessary to our school. We don't often have the time to check in with our co-workers, so it was a great opportunity to get together and show support.

Without the grant money, our school would have been able to fund some of these opportunities, but definitely not all of them. The grant allowed us the freedom to pursue all of the best ways to support these teachers, and not have to limit ourselves. We will continue to support our mentorship program for our new teachers and hopefully continue with some of these newer opportunities and programs as well.

## 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							
Asian or Pacific Islander							
Hispanic							
Black							
Other	13	1	2	0	16	8	8
Total	13	1	2	0	16	8	8

**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							
Asian or Pacific Islander							
Hispanic							
Black							
Other	16	0	0	0	0	0	0
Paid Mentors of color who received additional stipends							
Total	16	0	0	0	0	0	0

### Analysis of Data

In current times, where many teachers are leaving the field of education, we need to make sure we are intentional about welcoming new staff and giving them the support they need. During the school year of the grant funding, we had welcomed 13 new staff because of many retirements and a few additional positions being added. Of the new staff, 12 out of the 13 staff members are staying in our district, which is 92%. This data tells me our mentoring program and grant implementation have been successful. We not only want teachers to stay in the field of education, but ideally we want them to feel welcome and stay at our school. All of the new staff commented how welcome they felt and really appreciated the relationships they built over the last school year. In previous years, we have had good retention of teachers, but I feel the intentional relationship-building, support, and conversations were really what encouraged these new teachers to stay in our district.

## 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
\$3,875	Mentor Stipend	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	We met with the new staff and mentors on a monthly basis to check in and find out how the year was going and what we could do to support them.	The mentors and new staff reported feeling supported and found the mentorship program to be necessary.
\$4,992	Professional Development	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	We met with the new staff after they attended their professional development and asked for feedback on how it went and how they will implement the new information into their classroom.	The new staff felt it was great to be able to attend professional development opportunities and continue becoming an effective teacher.
\$2,600	Out of district classroom visits	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	We met with the new staff after their visits to find out what they learned from their observations and how they plan to utilize anything in their classroom.	Observing other high-quality educators in their classrooms was a great way for our teachers to better their own teaching and gain knowledge and ideas for their own classrooms.
\$1,643.93	All-staff gatherings	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	We checked attendance at the gatherings and observed	All of the teachers attended these luncheons and commented how nice it was to spend time and learn more about the new teachers. The new teachers appreciated the opportunity to feel

				welcomed and get to know a lot of other staff.
\$1,756.75	Classroom supplies	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	We checked in with new staff to see how they were able to use their new materials to better their teaching.	All of the new staff commented how nice it was to be able to purchase these items, instead of either going without the materials or purchasing it themselves.