

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	St. Cloud Area School District #742
Total Grant Amount	\$133,732.82

Identified Official with Authority

Name of official with authority to sign	Amy Skaalerud
Title	Executive Director of Finance & Business Services
Address	1201 2 nd Street S
City, State and Zip code + 4	Waite Park, MN 56387
Phone Number and Email	320-370-8025 Amy.Skaalerud@isd742.org

Primary Program Contact

Name of program contact	Laura Steabner
Title	Director of Curriculum-Elementary
Address	1201 2 nd St S
City, State and Zip code + 4	Waite Park, MN 56387
Phone Number and Email	320-370-8063 Laura.Steabner@isd742.org

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 36 new teachers from the St. Cloud School District. The CAMP (Community & Academic Mentorship Partnership) was held on the SCSU campus June 14-16, and was filled with fun and engaging activities.

District 742 currently offers a multi-faceted induction 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 receive 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 the challenges of COVID response/recovery as well as struggles with isolation and stress prioritized a need for reflection and community building for new to profession teachers.

The overall goal of the CAMP22 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.

In the second year of CAMP, we made revisions based on feedback from prior participants. Teachers participated in two community “field trips” to learn more about community organizations who support with the District 742 students and families: Islamic Cultural Center, SCPD Cop House, Boys and Girls Club, and Salvation Army. CAMP was highly focused on building community and exploring the complexities of identity while connecting with colleagues and planning for the next year.

The 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. CAMP22 planned for 80 participants; the original “save the date” RSVP had almost 70 teachers indicate interest. While we had significant initial interest, summer programming was more competitive this year with options for teachers to support ESY and credit recovery

programs. District 742 had 158 staff working in summer programs, many of them new to profession teachers.

Our total participation included

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.

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

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		1					
Asian or Pacific Islander	1				1		
Hispanic			1		2		
Black					1		
Other	3	1	6		13		3
Total	4	2	7	0	17	0	3

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			2				
Other			4				
Paid Mentors of color who received additional stipends							
Total			6				

Analysis of Data

CAMP is an opportunity provided for teachers completing their first, second or third year in District 742. The first year, we conducted CAMP we had space for 40 participants. This year, we had hoped to expand to 80 participants, but were able to fill 34 spots. In 2021, our district had limited summer programming for students, therefore limited opportunities for teachers to work. This year, we noted that our initial preregistration indicated 68 interested teachers, but as other opportunities for work became available, many teachers opted for options that provided several weeks of income.

Total Staff Working in Summer Student Programs

Program	Total Staff
Elementary Targeted Services	30
Credit Recovery	40
Middle School Targeted Services	12
Extended School Year/Recovery Services	70
Rising 10 th grade program	7
EL Summer Program	3
Total	167

CAMP is a choice for teachers, we aim to provide enhancements to our required New Teacher Academy and Mentorship program, so that CAMP does not create a learning gap for new teachers, but rather offers experiences that extend beyond the critical content identified by the district for new teachers.

Percentage of New Teachers Attending CAMP

Year	Total Teachers in Years 1-3	Teachers Attending CAMP	Percentage
2021-2022	220	34	15%
2020-2021	221	41	19%
2019-2020	202	NA	NA

At the completion of CAMP, we collect feedback from participants to identify how well we met our goals. Here is a summary of the results of our exit survey.

A total of 33 responses. Did not include yes, no, or maybe unless feedback specifically indicated this response; comments that implied this but didn't concretely indicate a yes/no/maybe were not included but the comments were noted.

Section One: CAMP GOALS

Do you feel a sense of welcome and belonging after participating in CAMP2022?

31 recorded responses

- 32 responses - Yes (97%)
- 0 responses - No
- 1 responses - Maybe (3%)

Comments Sample:

"Yes, it was great connection with other teachers from different schools and grade levels."

"No. It would be nice to have a different group each day. Felt welcome in my group but not by the large group."

"Everyone was so welcoming and made me feel supported. I feel even more connected than last year."

"This is something I have looked forward to since last summer."

"Yes, I do. Everyone was kind, and I felt a sense of community."

"Yes, all the reflection time in campsite groups allowed for conversation and vulnerability."

Did you engage with structured reflection that will impact your teaching practice?

33 recorded responses

- 30 responses - Yes (90.9%)
- 0 responses - No
- 3 responses - Maybe (9.1%)

Comments Sample:

"I found it helpful for time to write down/talk through activities either by myself or with the group."

"I think so. I liked writing the letter to our future selves and writing what makes me, me."

"Yes, thinking of how to do things and how others do has helped me thinking of what works/what does not."

"I learned so much from everyone's reflection. The questions provided opportunities to grow my knowledge and understanding."

"I was reminded to be kind to myself and that I am trying hard."

"I believe so. Hearing how others build positive relationships with their students have given me great ideas."

"Yes - but sometimes it felt rushed (like post-trips.)"

"Somewhat, but there was too much of it."

"Reflection on each part allowed to think about how to put new ideas into practice."

Did you make plans that will enhance your teaching practice for next year?

33 recorded responses

- 30 responses - Yes (90.9%)
- 1 response - No (3.0%)
- 2 response - Maybe (6.1%)

Comments Sample:

"I plan on trying to make more connections with students as well as parents."

"I took a lot of the advice the student panel gave me."

"A little more ideas than actual plans."

"Absolutely. I keep learning and what I learned from others will shape the way I teach."

"No. I already do everything that was brought up."

"I have plans for not only teaching practice but also classroom management"

"I did some. By 3rd year, I feel like I've made a lot of growth."

"I think so, I need to continue to absorb all the impact camp had. Time to process."

Yes! I will use a lot of the time management strategies and focus on identities."

Did you expand your understanding of current issues and trends that impact your classroom?

31 recorded responses

- 26 responses - Yes (83.9%)
- 2 responses - No (6.5%)
- 3 responses - Maybe (9.7%)

Comments Sample:

"I hope I can take what I learned and apply them to the classroom."

"Yes - including cultural mirrors and community members."

"Thought of more ways to connect to students/families."

"Yes. Understanding my culture and my student's culture will help me better connect with them."

"Yes - but also I would like more issues paired with problem solving."

"Yes. I want to use the identity iceberg to reflect as I teach."

Yes! The camp helped me see St. Cloud and the population we serve from a different perspective.”

“No - I’m aware of them, but there was no solutions to solve the problems.”

“Yes. The student panel was so informative for that.”

“Yes. I was nice to hear that I am not the only one struggling with certain issues.”

Section Two: Participant Expectations and Logistics- A total of 28 responses.

Did CAMP2022 meet your expectations?

Nailed it: 4	16 responses (57.1%)
3	8 responses (28.6%)
2	3 responses (10.7%)
Nope: 1	1 responses (3.6%)

Comments Sample:

“I was expecting it to be textbook type learning. Instead, it was relaxing, inspiring, and engaging development”.

“Such a great time to process and problem solve together, especially as new teachers!”

“I originally thought this would be more tools to bring to your classroom and ideas of how to approach this. I didn’t feel this connection as much until the last day.”

“I really enjoyed the talking and thinking points. The collaboration was great. I also really enjoyed the field trips.”

“I wanted useful, implementation ideas.”

“I had a wonderful time! Lots of vital information for a second-year teacher it was really nice to meet up with teachers in a neutral space. It’s a great way to end the school year.”

“This camp truly enhances and broadens the knowledge I had of this district. It makes me want to stay and make a difference.”

“Thought it was great. I would be ok with being with more grade level rather than just always with SPED and being across grade levels.”

“This is not what I was expecting but it was great”

How were the facilities?

Nailed it: 4	19 responses (67.9%)
3	9 responses (32.1%)
2	0 responses (0%)
Nope: 1	0 responses (0%)

Comments Sample:

“Wish there was a camp 🏕️.”

“Great!”

“Kind loud but it was not your fault.”

“Fabulous space, lots of room, felt welcomed”

"I love Saint Cloud State"

Did you have all the materials and resources that you needed?

Nailed it: 4	23 responses (82.1%)
3	3 responses (10.7%)
2	1 responses (3.6%)
Nope: 1	1 responses (3.6%)

Comments Sample:

"I love the bottle they gave me. The journal was also organized based on what we were going to do. That made note taking easier."

"Loved the paper mates pens and stickers!!"

"Materials provided were wonderful"

"It was nice to have others to relate and share experiences with."

"I had so many things to look back at great way to put it together."

"Definitely...I appreciate the new bag and all of the free supplies included."

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
\$22,637.58 – Paid 6/30/22	Stipends for Camp Participants	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Camp Counselors took attendance	Signed Stipend Form & PR Records
\$2,165.58 – Paid 06/30/22	Stipends for Camp Focus Groups & Teacher Panelists	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Staff showed up and performed the tasks as agreed to	Signed Stipend Form & PR Records
\$64,684.30 – To be paid	Consultant Costs for CAMP	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Signed Contract between ISD742 & SCSU	Invoice for CAMP from SCSU
\$14,328.52 – Paid 06/30/22	Administration Expenses	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Administrative Costs calculated at 12% (discounted from DHHS F&A rate of 33.4%)	Admin. Staff's salaries who facilitated the CAMP
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		