

# FY23 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, 2023** 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	Pine City Schools
Total Grant Amount	\$36,980

### Identified Official with Authority

Name of official with authority to sign	Cindy Stolp
Title	Superintendent
Address	1400 Main St S
City, State and Zip code + 4	Pine City, MN 55063
Phone Number and Email	(612) 390-5590

### Primary Program Contact

Name of program contact	Cindy Stolp
Title	Superintendent
Address	1400 Main St S
City, State and Zip code + 4	Pine City, MN 55063
Phone Number and Email	(320) 629-4010 cstolp@isd578.org

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

Pine City Public Schools is committed to fostering a diverse and inclusive environment for its staff, providing them with the necessary support to feel confident and empowered throughout their tenure at the school. The Mentorship program strongly emphasizes ensuring employees receive comprehensive onboarding and continuous support, ultimately reducing turnover and improving daily instruction over the three-year program.

Traditionally, Pine City Public Schools assigned mentors to teachers based on grade level or department, which has proven to be a valuable connection. However, feedback and performance evaluations have highlighted the need for additional support specifically related to instructional practices and the Art and Science of Teaching framework. To address this, we introduced an enhanced mentorship structure that includes grade-level or department mentors, administrators, and additional district-level support. This tiered support system aimed to provide teachers with a well-rounded and comprehensive mentoring experience.

Successful implementation of the mentorship program will result in an environment where all embrace continuous learning, application, and reflection. This holistic approach not only supported educators in their professional growth but also contributed to the overall success and cohesion of the school community.

Due to unforeseen circumstances, the number of new staff in the district was considerably higher than anticipated. The effort to shift to support to address instructional practices was a helpful and timely strategy.

2022-23 school year - The district employed 34 new teachers, including 13 in designated shortage areas.

2021-22 school year - The district employed 9 new teachers, including 2 in teacher shortage areas.

2020-21 school years - The district employed ten new teachers, including 3 in teacher shortage areas.

## 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	Tier 2 new to the	Tier 1 teachers new to the	Teaching residents	Teacher in license		Experienced teachers in

	profession or district	profession or district	profession or district		shortage areas	Teachers with special needs	need of peer coaching
American Indian or Alaskan Native							
Asian or Pacific Islander							
Hispanic			1				
Black							
Other	11	3	5		13	1	14
<b>Total</b>	<b>11</b>	<b>3</b>	<b>6</b>		<b>13</b>	<b>1</b>	<b>14</b>

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

Number of Mentors by race or ethnic group	Tier 3 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	5		11		2
Paid Mentors of color who received additional stipends					
<b>Total</b>					

## Analysis of Data

Using the Marzano Framework for evaluation, the evaluation rubric stages of teacher development starts with Beginning, Developing, Applying, and Innovative. The average score for the 2022-2023 school year for the new teachers was 2.64. The scores indicate the support provided is moving the teachers from a beginning stage to a developing stage, indicating an appropriate level of support for growth. Further data indicated that 55% of the teachers were at the “applying” stage and 36% were at the developing stage.

This grant was particularly helpful during our time of need. Our district has weathered significant lows in the past couple of years that impacted the culture and turnover rate. This grant helped to realign and redefine support to retain high-quality staff. As of today, only 5 of the 35 staff will not return to the district in the fall. During exit interviews, the staff indicated that mentorship support was valuable; however, the salary was higher in the private sector, or a Tier 1 teacher indicated that teaching was not what they expected,

**Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure**

**Table 3: Grant Funds Expenditure**

<b>Amount</b>	<b>Description of Use of Funds</b>	<b>Primarily Used for:</b>	<b>Method of Progress Monitoring</b>	<b>Data</b>
4125.10	Building Mentor	<input type="checkbox"/> Retention <input type="checkbox"/> Induction		
6613.27	Teacher Mentor Stipends	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
12518.90	Mentor - Induction Days	<input type="checkbox"/> Induction		
13722.72	Mentees - Induction Days	<input type="checkbox"/> Induction		