

# 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. **Cover Sheet**
- 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	Columbia Heights Public Schools ISD #13
Total Grant Amount	\$47,444.90

### Identified Official with Authority

Name of official with authority to sign	Zena Stenvik
Title	Superintendent
Address	1440 49th Ave NE
City, State and Zip code + 4	Columbia Heights, MN 55421-1939
Phone Number and Email	763-528-4503 stenvikz@colheights.k12.mn.us

### Primary Program Contact

Name of program contact	Tara Thukral
Title	Director of Teaching and Learning
Address	1440 49th Ave NE
City, State and Zip code + 4	Columbia Heights, MN 55421-1939
Phone Number and Email	763-528-4533 thukralt@colheights.k12.mn.us

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

Columbia Heights Public Schools received the Teacher Mentorship and Retention of Effective Teachers grant to support three main areas. These areas included Affinity Groups, mentorship for first year teachers, and professional development for non-licensed staff focused on increasing achievement for students of color and American Indian students.

Affinity groups were started in Columbia Heights Public Schools through the support of this grant. This grant allowed staff of color and/or American Indian to meet monthly. Meetings were facilitated by a lead teacher of color. The BIPOC Affinity Group has grown in many ways this past year. The group set goals in various areas, including recruiting and retaining BIPOC staff. To support the Affinity Group's goals, the leader and various members would meet with department leads and the Superintendent. The group was able to influence recruiting practices at the district and building level.

The impact of the Affinity Group for staff of color and/or American Indian has been evaluated both informally and formally. Informally, members shared the importance of supporting each other and collaborating with the district on goals such as hiring more staff of color. Formally, all district staff were invited to take the Equimetrics survey which looks at district staff perceptions of the work around equity. Scores on this survey from participants in the Affinity Group were significantly higher than those not participating. Scores of BIPOC staff continued to increase at a greater rate than other staff in the district.

As learning has changed drastically in the last few years, mentorship has been an important method in supporting new teachers. New teachers met with their mentors at least monthly, and many met several times a month. Through the grant, the district was able to support the meetings between mentees and mentors. It also supported additional time for the mentor to support with grading, conferences, and starting up the year. Mentorship gave teachers support and opportunities to grow throughout the year.

Through this grant, the district was also able to offer non-licensed staff the opportunity to join professional development on district in-service days. This professional development was focused on creating equitable conditions in learning to ensure each and every student is successful, as well as literacy with an equity lens. Staff also participated in additional cultural competency professional development to support personal and professional development. This is key to ensuring our students are able to succeed in our classrooms. Additional professional development was offered throughout the year to support the academic success and social emotional well being of our students of color.

Non-licensed staff reported the impact the trainings had on their positions. They shared the importance of learning alongside other school staff as it truly takes all to support each and every student. The grant has allowed the district to build more systems of support for licensed and non-licensed staff, especially staff of color and/or American Indian.

## 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  Previous=Total in the 3 years prior to 2022-203  Current = 2022-2023	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  (includes Tier 4, new to district teachers)
American Indian or Alaskan Native	Previous:0 Current:0	Previous:0 Current:0	Previous: 0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0
Asian or Pacific Islander	Previous: 1 Current: 1	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0
Hispanic	Previous: 2 Current: 1	Previous: 0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0	Previous:0 Current:0
Black	Previous:0 Current: 2	Previous: 2 Current:0	Previous:0 Current: 1	Previous:0 Current:0	Previous: 1 Current: 1	Previous:0 Current:0	Previous:0 Current:2
Other	Previous: 31 Current: 13	Previous: 9 Current: 4	Previous: 0 Current: 1	Previous:0 Current:0	Previous: 9 Current: 1	Previous:0 Current:0	Previous: 0 Current: 10
<b>Total</b>	<b>Previous: 34 Current: 17</b>	<b>Previous: 11 Current: 4</b>	<b>Previous: 0 Current: 2</b>	<b>Previous: 0 Current:0</b>	<b>Previous: 10 Current: 2</b>	<b>Previous:0 Current:0</b>	<b>Previous: 0 Current: 12</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 <i>(Includes Tier 1 and Tier 2 teachers)</i>	Teachers with special needs	Experienced teachers in need of peer coaching <i>(includes Tier 4, new to district teachers)</i>
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	1	0	1	0	0
Hispanic	0	0	0	0	0
Black	1	0	0	0	0
Other	14	0	9	0	10
Paid Mentors of color who received additional stipends	0	0	0	0	0
<b>Total</b>	<b>16</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>10</b>

## Analysis of Data

Mentorship plays a vital role in teacher success, retention, and effectiveness. As many studies have shown, mentorship can impact student achievement as well as support the retention of new teachers. This grant allowed Columbia Heights Public Schools to support mentors and mentees.

To support a strong mentorship program, Columbia Heights Public Schools supports mentors with training, resources, check-ins, and materials. Mentors received at least monthly check-ins to support them with resources, ideas, and requirements. This was important in the program to ensure new teachers received guidance and information.

In addition to mentor check-ins, the grant allowed mentees the opportunity to observe the mentor and other effective educators. The mentee was able to meet with the mentor before and after observations to discuss questions and learning. This learning was very impactful. Through new teacher check-in meetings, mentees shared the impact of visiting classrooms. The impact was so strong that a leader in the district continued the model with other staff to support learning from colleagues.

Mentees met with mentors at least monthly. They also had the opportunity to meet with district and/or building staff monthly for support and learning. These meetings were new at all sites this year to support building a strong mentorship program that was evident from all areas of the organization.

The grant allowed Columbia Heights Public Schools to strengthen the previous mentorship program. With a teacher shortage and many leaving the profession, it is and was vital to ensure each and every staff member has the right support. This is especially important with the focus on diversifying and retaining our BIPOC staff.

Terada, Y. (2017, June 28). *The case for mentors grows stronger*. Edutopia.

<https://www.edutopia.org/article/case-mentors-grows-stronger-youki-terada/#:~:text=Providing%20high%2Dquality%20mentors%20to,students%2C%20a%20new%20study%20finds.&text=Past%20research%20has%20shown%20that,out%20and%20leaving%20the%20profession.>

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

**Table 3: 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.

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$1763.77	<b>Licensed Affinity Group</b> Teachers of Color and/or American Indian met throughout the year to support each other, meet with district leaders, and inform decisions.	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Check-In meetings with Leads Equimetrics Annual Survey	The data showed teachers of color increased the number of items they strongly agreed with in the survey compared to last year. The survey shows satisfaction with the equity work in the district.
\$27,206.91	<b>Mentorship Stipend</b> Experienced teachers were paid a stipend to support teachers new to the profession and/or district. Mentorship included monthly meetings, support, and check-ins.	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Check-Ins with New Staff Survey for Mentors	Check-ins with mentees and mentors showed the importance of support by colleagues for new teachers. Support provided guidance, resources, and collaboration.
\$3380.21	<b>Additional Mentorship Hours</b> Additional hours were provided to mentors to provide support, focused on teachers of color.	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Staff Evaluation Process	Building administration continued evaluations, walk-throughs, and check-ins with teachers to support progress and feedback. There was evidence of progress.
\$724.42*	<b>Non-Licensed Hours for PD</b> Non-licensed staff were invited to join district professional development to support academic achievement for students, especially BIPOC students.	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Informal Surveys	Staff shared the impact of these professional development opportunities. Continued student impact data is being collected.
\$0.00	<b>Non-Licensed PD</b> Professional Development opportunities to support academic achievement and overall success for BIPOC students.	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Informal Surveys	No funds were used this time as internally trained staff were able to lead the training.

\*There may be additional expenditures in this category as the final payroll for 2023-2024 school year will run after June 30.\*