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.

Report components:

I.   **Coversheet**

II.   **Teacher Mentorship & Retention of Effective Teachers Program Narrativ**e – 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	Mahtomedi Public Schools
Total Grant Amount	$27,230

Identified Official with Authority

Name of official with authority to sign	Barb Duffrin
Title	Superintendent
Address	1520 Mahtomedi Avenue
City, State and Zip code + 4	Mahtomedi, MN 55115-1907
Phone Number and Email	651-407-2001 barb.duffrin@isd832.net

Primary Program Contact

Name of program contact	Jennifer Reichel
Title	Director of Teaching and Learning
Address	1520 Mahtomedi Avenue
City, State and Zip code + 4	Mahtomedi, MN 55115-1907
Phone Number and Email	651-407-2013 jennifer.reichel@isd832.net

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

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	22				20		
Total	**22**	**0**	**0**	**0**	**20**	**0**	**0**

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					
Paid Mentors of color who received additional stipends					
Total	0	0	0	0	0

Mentor stipends were paid for with district funding; grant funding paid for start-up costs and professional development in cognitive coaching.

Analysis of Data

Our first goal was to train 100% of our mentor in cognitive coaching within 5 years. Given that we hire between 15 and 20 new teachers per year and we trained 32 teachers in cognitive coaching in the first year (19 in the first session and 13 in the second session), we have made significant progress. The pairing of mentors with new teachers is dependent on context so we plan to continue offering cognitive coach training to staff after this grant cycle using district dollars.

Our second goal was to have at least 85% of mentors participate in at least 6 learning sessions each year and within 3 years, we intend for all of the base lessons to be developed and each subsequent year, the Mahtomedi Induction Planning team will engage in a review process so that there is a cycle of continuous improvement. Our focus for this year was to dig into the research-based texts that were purchased with grant funding and begin designing both our mentor checklists and lessons for mentor learning sessions. Our team created monthly checklists for each month September – May that offered helpful supports outlined in the text. Here are examples of a few mentor checklists:
- August/ September
- November
- February

Our third goal was, "at least 85% of new teachers report that the New Teacher Network has been a positive experience." We administered beginning, mid, and end of year surveys to our new teachers seeking their feedback and evaluation of our mentoring program. Our intention is to use their end-of-year feedback to refine our programming for the 23-24 school year and beyond. We did not have the internal capacity to host monthly new teacher network meetings during the 22-23 school year but, because we have hired three teacher leaders to organize and facilitate the mentor and induction program, we will have the capacity and are developing plans for this network to begin in the 23-24 school year.

Our final goal was, "At least 85% of mentors report that mentoring a new teacher has been a positive experience." Feedback from the pre, mid and end of year surveys shared positive feedback for the mentor checklists which provided much needed structure, expectations and accountability to the mentoring program. Feedback also suggested that our next steps will be to differentiate the checklists for new to profession teachers and new to the district (but experienced) teachers. Further, there was feedback requesting differentiation for general education and special education new teachers.

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
$3000 Print Resources	We ordered 20 copies of each of the following: • The First Years Matter: Becoming an Effective Teacher, • Leading the Teacher Induction and Mentoring Program, • Modern Mentor: Reimagining Mentorship in Education, • Supporting New Teachers: A How-To Guide for Leaders, • Why Didn't I l Learn This? And 10 copies of: • Mentoring in Action: Guiding, Sharing, and Reflecting with Novice Teachers	☐ Recruitment X Retention X Induction	These texts were used to support the development of monthly mentor checklists as well as the foundation for formulating our new approach to mentoring.	We created mentor checklists for each month of the school year. Additionally, we have articulated a more coherent plan for the role of the mentor moving forward including agreed-upon definitions as well as monthly expectations and a draft plan for ongoing training expectations.
$11,700 Curriculum Writing Time	• We paid 7 teachers their hourly rate on 7/25 for 2 hours to meet and initially determine the intended changes to our mentor program for the 22-23 school year and brainstorm ideas for changes for the 23-24 school year and beyond. • 6 teachers on 8/8 for 2 hours to draft the September mentor checklist. • 2 teachers on 9/27 for 1.5 hours to draft the October & November mentor checklists • 2 teachers on 11/15 for 1.5 hours to draft the December and January mentor checklists • 1 teacher on 1/26 for 1 hour to draft the February and March mentor checklists • 3 teachers (newly hired as mentor/ induction leaders) 1 hour each on 4/5, 4/17, and 5/8 to draft enhanced	☐ Recruitment X Retention X Induction	We articulated that within 3 years, we intend for all of checklists to be created and base lessons for ongoing mentor training to be developed.	We created mentor checklists for each month of the school year. Additionally, we have articulated a more coherent plan for the role of the mentor moving forward including agreed-upon definitions as well as monthly expectations and a draft plan for ongoing training expectations. Additionally, we gathered formal and informal feedback

	plans for the 23-24 and beyond mentorship program • 6.42 teachers a stipend of $1300 (plus benefits) for mentor work			throughout the year and a majority of the mentors offered positive feedback about the checklists. We have made significant progress toward our 3-year goal.
$10,530 Cognitive Coaching	We paid 19 teachers their hourly rate on 8/10 for 6.25 hours to participate in Cognitive Coaching training; the participants were slated to be mentors in the 22-23 school year or intended to be mentors in upcoming years. 3.26 teachers a stipend of $1300 (plus benefits) for cognitive coaching work	☐ Recruitment X Retention X Induction	Making progress toward having all mentors trained in cognitive coaching skills; our goal was to meet this expectation within 5 years.	Given that our typical pool of new hires is between 20 and 25 teachers and by the end of the summer of 2023, we will have trained 33 teachers, we have made significant progress toward our goal.
$0 Affinity Group for BIPOC teachers	We did not hire any BIPOC teachers so we were not able to make use of these funds.	☐ Recruitment ☐Retention ☐Induction		
		☐ Recruitment ☐Retention ☐Induction		