

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 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	Nevis Public School District #0308
Total Grant Amount	\$39,994.20

Identified Official with Authority

Name of official with authority to sign	Gregg Parks
Title	Superintendent
Address	210 Pleasant Street PO Box 138
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Phone Number and Email	218-652-0355 gparks@nevis308.org

Primary Program Contact

Name of program contact	Jodi Sandmeyer
Title	Academic Advisor
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Teacher Mentorship & Retention of Effective Teachers Grant 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.

This grant was very beneficial for Nevis School District teachers. Nevis Public School District had an informal New Teacher Mentoring program for many years. With funding provided through this grant, a formal New Teacher Mentoring program was implemented. In the past only one or two new teachers were hired each year. As a result, administration and veteran teachers could guide the new teachers with an informal progress. During the 2022-2023 school year, Nevis School had 14 non-tenured teachers participating in the mentoring program. With almost 33% of the Nevis teaching staff participating in the program as a mentee, Nevis School needed a formal process. Nevis School District was able to develop a formal process with clearly defined roles and expectations for both the mentors and mentees. A team met to develop the new program so it would provide the support teachers at Nevis School needed. The Nevis Mentor Program is now aligned with the teacher's evaluation and peer review processes.

The Nevis Mentor Program included multiple components throughout the year. First, a Fall Orientation where mentors and mentees worked together for three days before school staff development days in the fall was implemented. During this orientation, district staff and procedures, student management system, and curriculum and assessment processes were discussed. The mentors and mentees had time to work together in the classroom to prepare for the upcoming school year. They were able to gather classroom materials, plan lessons, work with grade-level or academic content standards, and more. This was the first time Nevis School District brought new teachers in before fall workshops in a formal program. The three days of staff development in August is planned to continue in the future.

Second, there were weekly meetings throughout the school year. All the mentors and mentees were expected to meet at least 30 minutes each week. Notes from these meetings were submitted to the Principal. Suggested topics were developed and included in the Nevis Mentor Program paperwork. That same list of suggested topics will be modified and included in the future mentoring program at Nevis. The weekly meetings were a time for check-in between the mentors and mentees. They could discuss the week's activities and plan for the upcoming week's activities.

A third component developed for the Nevis Mentor program was a peer review process. For up to one hour, two times per year, the mentor was provided a substitute, allowing the mentor to observe the mentee in the classroom. Plus, the mentee was provided a substitute for up to one hour, two times per year to observe the mentor. These observations were in addition to the Principal's three formal observations each year. We felt it was important for them to observe each other. The mentor was able to provide assistance and suggestions by observing the mentee. The mentee was provided an example of model teaching. The mentor and mentee focused on specific areas of need, i.e. classroom management, curriculum implementation, and classroom routines and expectations. All of the mentors and mentees participated in Peer Review. This practice was very informative and is planned to continue in the future.

Finally, Nevis School developed a list of trainings for Nevis Public School teachers to be prepared for the classroom. Elementary teachers participated in trainings for Responsive Classroom, reading curriculum, and NWEA assessments. The elementary Special Education teachers participated in System 44 training. And, Nevis High School teachers participated in PBIS training and subject specific trainings.

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				1		
Asian or Pacific Islander							
Hispanic							
Black							
Other	5	1	1		5		2
Total	6	1	1		6		2

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					

There were 11 mentors paid with funds through the grant. All 11 mentors were white, Tier 4 teachers. One mentor was male while the other ten mentors were female.

Analysis of 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.

2022-2023 - 14 Mentees, 11 Mentors

- 3 Mentees were Veteran Tier 4 teachers, new to the district
- 1 Mentee was a School Readiness teacher
- 3 Mentees were for Special Education
- 4 Mentees were elementary teachers, accounting for 1/3 of the school's staff
- 3 Mentees with OFP
- 2 Mentees will not be returning – one moved due to getting married
- 12 out of 14 of the Mentees are planning to return in 2023-2024 = 86% returning

2021-2022 – 13 Non-tenured teachers

- 1 Veteran Tier 4 teacher, new to the district
- 6 teachers with OFP
- 3 teachers left the district

2020-2021 – 13 Non-tenured teachers

- 3 were Veteran teachers needing one year of service to the district
- 3 teachers left the district – one went to private business
- 3 teachers with OFP

2019-2020 – 11 Non-tenured teachers

- 3 teachers with OFP
- 1 teacher left the district

2018-2019 – 9 Non-tenured teachers

- 1 teacher with OFP
- 1 teacher left the district

2017-2018 – 12 Non-tenured teachers

- 3 teachers left the district

2016-2017 – 9 Non-tenured teachers

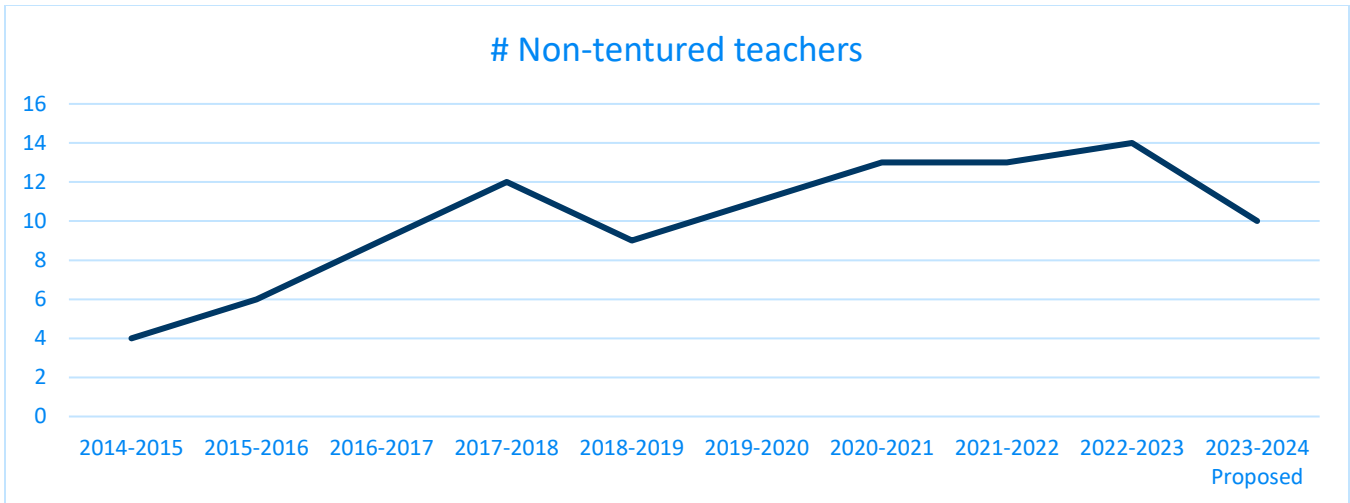
- 1 teacher left the district

2015-2016 – 6 Non-tenured teachers

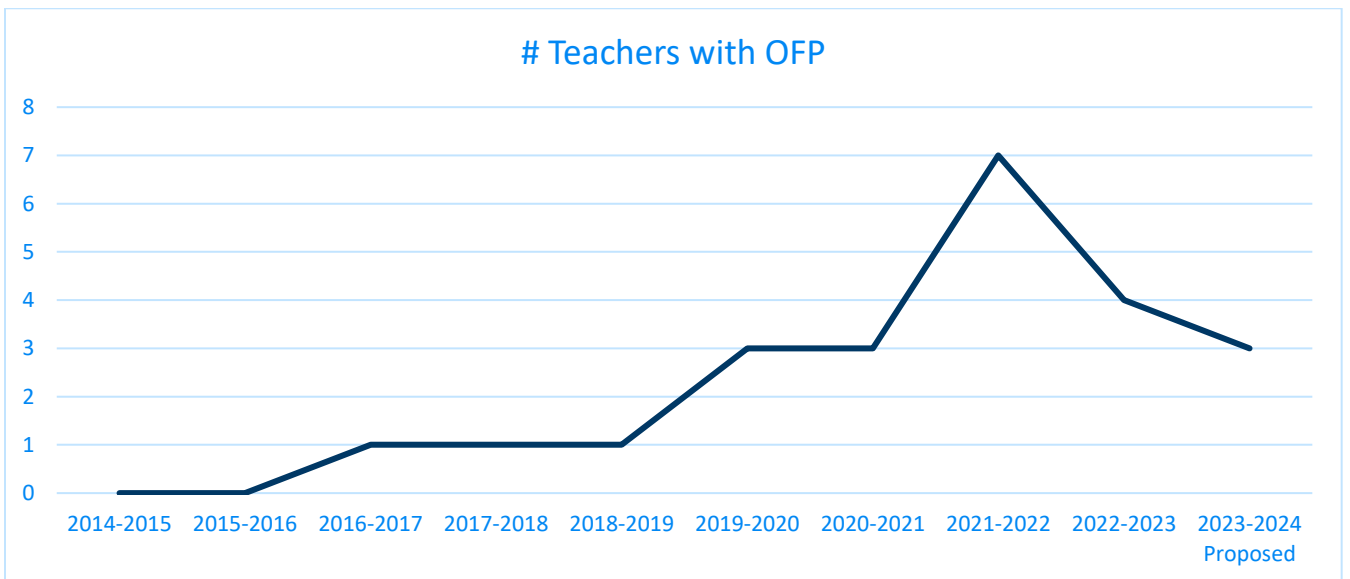
- 2 teachers left the district

2014-2015 – 4 Non-tenured teachers

- 2 teachers left the district

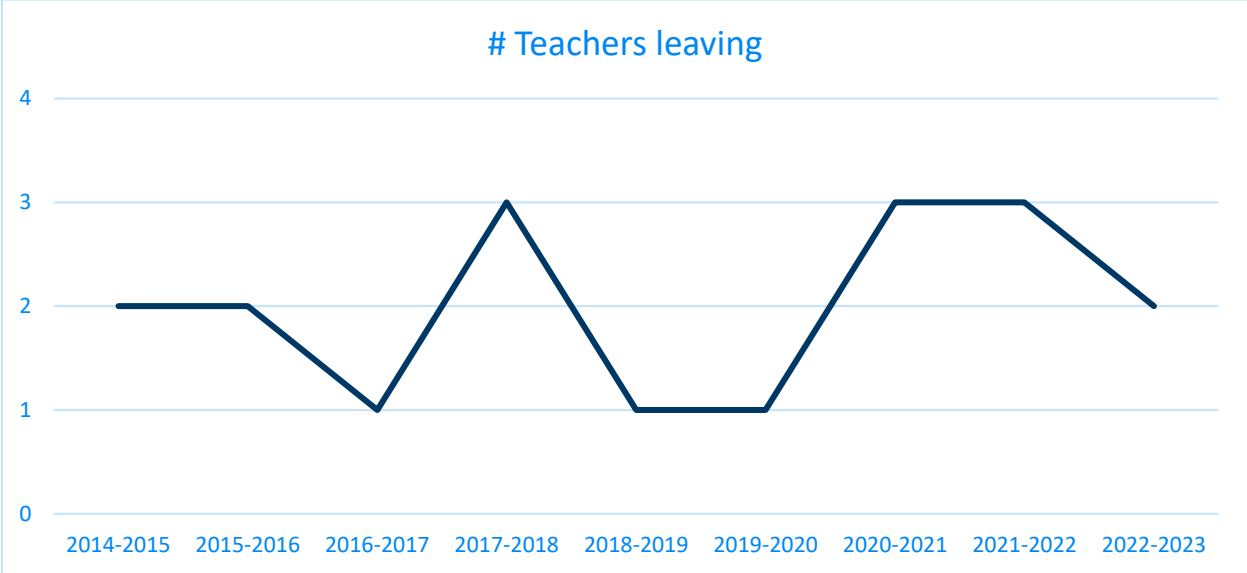


Prior to 2014, Nevis School District would have 0-4 non-tenured teachers each year. Since that time, many veteran teachers have been retiring. Plus, retention of teachers was becoming an issue. This resulted in an increase in the number of non –tenured teachers for many years. With the implementation of the Teacher Mentor program, the number of non-tenured teachers will drop to the 2018-2019 level for the 2023-2024 school year. And, if things go well, that number will drop again for the following year to 7 non-tenured teachers – a level Nevis has not seen since the 2015-2016 school year. The mentoring program was a large benefit in retaining teachers at Nevis School.



The number of teachers with an Out of Field Permission has been increasing since 2017-2018. With the Teacher Mentoring program, Nevis School District has been able to retain licensed qualified teachers. The three teachers needing an OFP for the 2023-2024 school year will be the school nurse who teaches a health careers class, an elementary teacher, and the music teacher who is licensed to teach band, but needs an OFP to teach vocal music. The health careers and vocal music position are both in teacher licensure shortage areas. Both of these teachers will need an OFP for the foreseeable future. The elementary teacher is working on her license. Therefore, this grant helped Nevis School keep licensed teachers.

During the 2023-2024 school year, the special education teachers will be licensed. One will still be non-tenured. However, this will be the first time since 2015-2016 that Nevis School has had all licensed special education teachers. The one non-tenured special education teacher has been working at Nevis School for the past couple years and was encouraged and supported through the schooling process to obtain special education licensure – Nevis Grow Your Own teacher.



In the past nine years, Nevis School has had between one and three non-tenured teachers leave the district each year. Reasons for leaving varied from moving to be with family and due to marriage to not being a good fit with the district and looking for another job or being asked to leave. The goal is for no more than one non-tenured teacher to leave the district each year due to moving to be with family. Continually training teachers is costly and tiring for the district staff. With the mentoring grant, Nevis School only had two non-tenured teachers leave the district with one of the teachers moving due to marriage. Hopefully, the trend down for the number of teachers leaving will continue in the future.

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
\$161.03	Substitute teachers for mentors to observe mentees and mentees to observe mentors	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Time-off requests were completed in TimeClock +.	Very few mentors or mentees requested the time off to participate in the peer review. Most of the staff completed the peer reviews during their prep times as documented in their portfolios.
\$12,520	Fall and Spring mentor stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Payroll Attendance was taken at fall trainings to receive the fall stipend. To receive the spring stipend, mentors were required to submit a portfolio.	All mentees were in attendance in the fall. All mentors were present for most of the days in the fall. All mentors turned in a portfolio which included notes from their weekly meetings with their mentees, notes on their peer reviews, and recommendations for their mentee.
\$1,174.05	FICA Mentor benefits	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Payroll	Payroll
\$1,374.15	TRA Mentor benefits	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Payroll	Payroll
\$15,443.88	Trainings	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Purchase Orders	Trainings were attended by staff – receipts attached
\$479.41	Elementary Classroom Supplies	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Purchase Orders	Two orders were submitted with supplies to be used by classroom teachers in implementing Responsive Classroom.

