

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	St Cloud Area School District #742
Total Grant Amount	

Identified Official with Authority

Name of official with authority to sign	Amy Skaalerud
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Primary Program Contact

Name of program contact	Kimberly McVay
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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 teacher shortages and academic loss as a result of the pandemic and struggles with isolation and stress prioritized a need for reflection and community building for new to profession teachers.

The overall goal of the CAMP23 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 – Out- Our Community ; Activities included a keynote reflection, multiple meanings of community , a field trip and campsite connections. Day 2 – In- From we to me; Activities included identity markers, Health and resiliency workshop, honoring self and student identity that included a student panel., Day 3 – Action Activities included a teacher panel , problem solving unconference and planning for 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 and build community.

This is the third year of CAMP, we made revisions based on feedback from prior participants. Teachers participated in one community instead of two “field” trips” so they would have more time to reflection on what they learned about community organizations who support with the District 742 students and families: Promise Neighborhood, Anna Marie’s , Boys and Girls Club, and United Way. 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. A representative from St Cloud state camp to a district New Teacher Academy follow-up session to introduce the CAMP to first year teachers. CAMP23 planned for 80 participants; the original “save the date” RSVP had almost 65 teachers indicated interest. While we had significant initial interest, summer programming was more competitive this year with options for teachers to support Summer school which and the new Teach MN program.

Our total participation included

We had more than 61 teachers pre-registered for CAMP in April and 45 teachers attended in June. We had 9 BIPOC teachers, and 27 teachers from licensure shortage areas (see table for details). We were able retain two outstanding teachers of color as camp coaches (facilitators/mentors) from the previous 2 years. We also had 2 previous camp coaches from the previous CAMPs and 3 new CAMP coaches. Two of the new coaches were in special education, which is our biggest area where we have a shortage of teachers. One of the new camp coaches included a previous participant which fulfills one of our previous goals for CAMP participants to become teacher leaders or mentors in the future. We plan to encourage more participants to become coaches in the future and will look for more teachers of color to become coaches or participate on the teacher panel. In the future we also plan to increase the number of teachers of color that are participants. We lost several teachers of color and other teachers that pre-registered due to several non-renewals as a result of district restructuring and the new Teach Minnesota program and summer school that started the same week.

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	0	0	0	0	0	0	0
Asian or Pacific Islander	1	1	0	0	1	0	0
Hispanic	0	3	1	0	3	0	0
Black	1	1	0	0	2		1
Other	20	8	9	0	21		3
Total	22	13	10		27		4

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

Analysis of Data

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
2022-2023	210	45	21%
2021-2022	220	34	15%
2020 - 2021	221`	41	19%
2019 -2020	202	N/A	N/A

CAMP23

Feedback/Survey Analysis

Section 1: Meeting Camp Goals

A total of 39 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.

Do you feel a sense of welcome and belonging after participating in CAMP23?

39 recorded responses

- 39 reponses - Yes (100%)
- 0 responses - No
- 0 responses - Maybe (3%)

Comments Sample:

- I felt welcomed and valued.
- It was so great to reflect and discuss our experiences and perceptions.
- It was so great to reflect and discuss our experiences and perceptions.
- Love and Laughter. It was a tough year and I needed the reminder to breathe and remember why I

LOVE teaching. Hearing others laugh and smile.

- Yes, everyone used my name when talking to me and valued my opinion
- I definitely made some meaningful connections and relationships through CAMP2023.
- I learned we are NOT alone, we all face similar struggles
- Yes, I feel like I got to know quite a few colleagues much better

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

39 recorded responses

- 34 responses - Yes (87.1%)
- 0 responses - No
- 4 responses - Maybe (10.2%)
- 1 responses - Did not answer (2.5%)

Comments Sample:

- I really enjoyed listening to so many teachers in various grades
- this provided me with ample opportunities to reflect on my teaching strategies
- Yes. Sharing out to a group is super hard for me, but I loved hearing from others.
- I was able to reflect on the last year and think of ways I can do things differently next year
- I put my all into this and I've got questions that I want to pursue
- I'm usually introverted but I tried my best
- Really appreciate the book to keep all my notes. All the reminders to pull out of my book in August to refresh.
- reflection with my campsite group really helped. We have had multiple insightful convo that I will definitely use in my teaching
- Deep breathing - does that count as "structured reflection?"
- I had great one-on-one conversations but my campsite group was pretty negative overall so I didn't get much out of it.
- I learned skills, tips, and tricks to help me elevate my identity as a teacher

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

39 recorded responses

- 38 responses - Yes (97.4%)
- 0 response - No (0%)
- 1 response - Maybe (2.5%)

Comments Sample:

- plans that will allow for self reflection
- Yes - going in next school year with a different mindset
- Don't sweat the small stuff, reach out to people, look into more SPED
- I did. I am so excited for the goals.
- Not specific plans
- Yes, with my co-teacher. We were glad to do it together
- I will focus on my why and use smart goals to help me see the progress
- Tips and hints. Already thinking of all the things I want to prep for next year.
- build student connections, build classroom community. Cultivate intrinsic motivation.

Explicitly

teach routines and procedures

- Lots of culturally inclusive things to help with community
- Skeleton plans but yes
- Yes, I have multiple ideas I am adapting to my classroom

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

39 recorded responses

- 36 responses - Yes (92.3%)
- 0 responses - No (0%)
- 1 responses - Maybe (2.5%)
- 2 responses - Did not answer (5.1)

Comments Sample:

- Loved the student/teacher panels. Those could have definitely been longer.
- putting even more focus on my kids needs/lives/interest/culture
- Yes, but would have been beneficial to have younger student voice as well.
- Yes, I have a better understanding of some family culture
- I don't know.
- It was useful to hear students point of view on topics they care about.
- all of the panels helped as well as the unconferences
- One of the most helpful and practice aspects of CAMP was the mental health session and teacher panel.
- It was nice to hear that other people had similar problems.
- I think I am more educated in the act of teaching.

Section 2: Participant Expectations and Logistics

A total of 38 responses.

Did CAMP23 meet your expectations?

Nailed it: 4 24 responses (63%)

3 14 responses (37%)

2 0 responses

Nope: 1 0 responses

Comments Sample:

- Loved it. Can I come back next year?
- Maybe change up the panels and unconference a little more
- I expected it to be relaxed, and it was.
- I didn't really know what to expect coming in. I hadn't heard much about the activities before.
- Was a lot more fun than I expected to had!
- Fabulous. Best thing ever. Thanks for not making us submit all kinds of reflection stuff...
- We were told no new learning but we had 2 PD talks.
- Better then I thought

How were the facilities?

Nailed it: 4 34 responses (%)

3 4 responses (%)

2 0 responses (0%)

Nope: 1 0 responses (0%)

Comments Sample:

- Clean and fresh
- I love SCSU.

- Technical issues
- Its too cold in the rooms...
- Beautiful... a few tech issues, and a few temperature issues.
- Welcoming to everyone
- I actually liked the Education building better. The ISELF building was fancy but not as ideal in my opinion.

- Great location and clean facilities.

How were the snacks and meals?

Nailed it: 4 33 responses (87%)

3 4 responses (10.5%)

2 1 responses (2%)

Nope: 1 0 responses (%)

Comments Sample:

- They had enough of everything.
- Loved the come and go about it
- Yummy! Thank you for all the amazing treats and for including food allergies.
- Maybe some snacks in each campsite to help with transitions
- Had a little bit of everything that everyone enjoyed
- Loved having unlimited snacks and different options!
- Labels for allergens included in each food would be helpful and inclusive for those with food allergies.
- I don't like sambusa
- So many options, you went above and beyond. Thank you

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

Nailed it: 4 31 responses (81.5%)

3 7 responses (18%)

2 0 responses (%)

Nope: 1 0 responses (%)

Comments Sample:

- Loved the notebook with all the things in one place
- Regular pens
- Please email out the power point from Wednesday's speaker on self care.
- Supported us where we didn't have to worry about anything
- LOVE the swag bag!
- Great. Y'all nailed it!
- Great quality materials and prizes/free stuff in bags

Section 3: CAMP Content and Structures

A total of 38 responses.

Did the session topics support your interests and needs as a new teacher?

Nailed it: 4 24 responses (63%)

3 13 responses (34%)

2 1 responses (2%)

Nope: 1 0 responses (0%)

Comments Sample:

- I love that I was able to connect with all types of teachers
- Yes. Loved it
- Loved the table discussions

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
\$30,630	Stipends for Camp Participants	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Camp Counselors Took attendance	Signed attendance form
\$10,647	Stipends for Teacher Panelists	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Staff showed up and performed the tasks agreed to	Signed stipend form
\$58,835	Consultant Costs for CAMP	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Signed contract between ISD 742 and SCSU	Invoice for CAMP
\$14,853	Administration Expenses	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Administrative costs	Admin. Staff's salaries who facilitated the CAMP
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		