

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	Burnsville Eagan Savage Public Schools
Total Grant Amount	

Identified Official with Authority

Name of official with authority to sign	Dr. Theresa Battle
Title	Superintendent
Address	200 West Burnsville Pkwy
City, State and Zip code + 4	Burnsville, MN 55337-2511
Phone Number and Email	(952) 707-2000

Primary Program Contact

Name of program contact	Amy Piotrowski
Title	Director of Student Support Services
Address	200 West Burnsville Pkwy
City, State and Zip code + 4	Burnsville, MN 55337-2511
Phone Number and Email	(952) 707-6261

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Please describe how your proposed activities for the teacher mentorship program have strengthened and/or supplemented your existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work.

Prior to our implementation of a district-wide mentorship program in ISD 191, our district supported new staff through the One 91 District Q Comp Plan (ProPay), which was created collaboratively by the district administration and the Burnsville Educator Association and approved by the Board of Education. It was designed to align with One91's Professional Learning Community process and School Improvement Plans in order to support staff growth and increase student outcomes. There are a total of eight Continuous Instructional Coaches (CICs) district-wide to support teachers and administration through the coaching process. In addition to the Continuous Improvement Coaches, we have identified site-based teacher leaders to serve as mentors.

The funds awarded to us by the PELSB grant were used to expand and enhance mentoring efforts in order to implement a comprehensive, effective, district-wide mentoring program. Our implementation of a districtwide ISD 191 mentoring program allowed us to provide an onboarding system for probationary teachers including training, modeling, mentoring, and direct assistance in order to improve their ability to effectively execute their job responsibilities.

Although all new teachers have had access to the coaching/support of the district CICs, both in the past and during the 2022-2023 school year, teachers in many licensure areas of need had additional responsibilities for which the CICs lack skill and/or training, therefore limiting their ability to support teachers with specific required job duties (i.e. specialist teachers, special education staff). The funds awarded to us through the grant provided us with the ability to pay stipends to mentors and pair new educators/mentees with mentors in their specific areas of specialty. Additionally, we had three lead mentors who, due to the monies secured by the grant, were able to receive stipends in order to oversee the mentoring program, including creating, organizing, and/or delivering the mentor training, initial mentee orientation, and New Educator Academy trainings. We were able to provide mentors with the [training](#) needed in order to become effective mentors and communicate with them throughout the school year in order to support them in meeting the needs of their specific mentees.

As a result of the combined monies provided through the grant and our district, we were able to provide more effective supports to our new educators and increase their level of success in our district. Our teacher mentors supported mentees in areas of cultural proficiency, using instructional materials and strategies to meet the unique needs of students, using effective behavior management skills, collaborating with teams, using technology, and more. Additionally, our implementation of a New Educator Academy provided mentees with training on a variety of topics, with trainings required as part of their contracts. We provided mentees with an initial [training](#) on September 13th to orient them to ISD 191's mentoring program. Our first New Educator Academy, held on October 26th, allowed our new educators to choose from a variety of sessions focused on Technology (Brief Overview of all Tools, EdPuzzle, PearDeck, Schoology Assessments/Tests/Quizzes, SpEd Forms, Schoology, Seesaw-Family Engagement, ML Tech Supports, Due Process, Information Literacy Tools). In November, our mentees received training on PBIS and Student Behavior. On January 23rd, 2023, our special education teachers attended a training

focused on setting students with IEPs up for success, while our general education teachers were able to choose from training sessions including Engaging Students, Engaging Multi-Lingual Students, and/or Tech (each differentiated based on early-childhood, elementary, or secondary). Feedback collected on these trainings was overwhelmingly positive.

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	0	0	0	1	0	0
Hispanic	1	1	0	0	1	0	0
Black	1	1	0	0	0	0	0
Other	32	5	3	0	32	0	28
Total	35	7	3	0	34	0	28

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	1				
Asian or Pacific Islander	0				
Hispanic	0				
Black	0				
Other	67				
Paid Mentors of color who received additional stipends	1		34		
Total	68	0	34	0	0

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.

Our progress monitoring criteria/outcomes include the following:

1. *Mentees will demonstrate an increased ability/level of comfort related to efficiently and effectively executing job responsibilities, as measured by an improvement of at least 20% in self-completed surveys.*

A self-completed surveys conducted at the end of the school year included the following statement to which mentees were to respond on a scale of 1-4 (1= Strongly Disagree, 4 = Strongly Agree): *The support of my mentor resulted in an increase in my ability and level of comfort related to executing my job responsibilities.* 4 mentees responded with a rating of 1 (Strongly Disagree), 6 with a rating of 2 (Disagree), 18 with a rating of 3 (Agree), and 39 with a rating of 4 (Strongly Agree), indicating 57/67 (85%) of mentees who completed the survey agreed that they had an increased *ability/level of comfort related to efficiently and effectively executing their job responsibilities as a direct result of the support provided by their mentors.*

2. *The district will increase retention of new teachers/staff, especially staff who are of color or who are Indigenous, by 25% after the first year of the mentorship program.*

In the first year of our special education mentor program (2021-2022), we retained 15 special education teachers/related service providers who were new to our district (1st year in ISD 191). Two teachers were released and one chose to apply for and was hired for a higher-level district. This school year, we had 73 new ISD 191 teachers, each of whom participated in our expanded, district-wide mentorship program. Of those, 64 will be returning for the 2023-2024 school year. Of those who are not returning, 9 were released by the district. 5/5 new educators of color were retained.

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
482.00	Resources/Office Supplies/Materials for Professional Development Opportunities	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Mentor/Mentee meetings with lead mentors	

201.00	Food/Meals	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Training of mentors and introduction of mentorship with new staff	
2,500.00	Extra Stipend for Mentors Paired with Mentees in a Different Building	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Additional compensation for mentors traveling between buildings	
1,176.00	Extra Stipend for Mentors who are of Color or Indigenous	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Check-in with Leads and Mentees	Mentor Reflections
41,756	Full Year Mentor Stipend	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Training/coaching mentees, with a focus on CPSS principles and strategies	Pre/Post Mentee Survey & Mentor Reflections
11,620.00	Lead Mentor Stipend	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Feedback for the professional development	PD Feedback surveys