

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	Monticello Public Schools 0882-01
Total Grant Amount	\$63,441.00

Identified Official with Authority

Name of official with authority to sign	Eric Olson
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Primary Program Contact

Name of program contact	Cynthia Fasching
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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship and Retention of Effective Teachers Program grant provided the funds for the Monticello Public Schools to develop specific mentor program areas to retain high-quality teachers. The grant supported the efforts to fully implement our vision for an aligned, quality mentorship program in the 2022-2023 school year. The goal was to work with the mentors to adapt and refine materials throughout the school year, have a redesigned program by the end of the 2022-2023 school year, and implement it in 2023-2024. The program redesign will be a two-year process, engaging mentor leads, teacher leaders, administrators, and new certified staff.

During the 2022-2023 school year, 43 new teachers and 32 mentors, and at least 15 teacher leaders and administrators (approximately 18% of our certified staff) were impacted by this grant, gaining skills, knowledge, and dispositions for hiring and retaining high-quality TOC. One teacher of Color was mentored this past school year. All newly certified staff members were assigned a mentor upon hire. Mentors introduced the new district teachers to other staff and sat with them at their first few meetings. Mentors also touch base with new staff at crucial times, such as the first grading period, conferences, etc., to model procedures and answer questions.

This grant funded the redesign of the mentorship application and selection process. This application process outlined what it means to be a mentor. Teachers interested in being a mentor completed an application form. The Director of Teaching and Learning, District Mentor Teacher Leaders, and building Principals used the applications to select mentors and purposefully pair them with new teachers. Grant funds were used to develop a mentor commitment form that outlined the qualities and duties of the mentor and communicated what mentors needed to accomplish to earn the full stipend. Next year, we will establish a teacher mentorship committee to complete our restructuring process. Steps we will take in the 2023-2024 school year will include working with MDE staff to provide training to the mentorship committee members (10-20 hours). We will provide additional stipends to mentorship committee members, provide the MDE quality training, and pay for subs for mentors to attend committee meetings and trainings.

Grant funds enhanced Monticello's mentorship program for all new teachers by thoroughly preparing mentors for their roles. Mentor Teacher Leaders led an in-depth mentor training session in August to communicate the purpose of Monticello's Mentor Program and train mentors in essential mentor skills. Mentor Teacher Leaders provided five recurring mentor training sessions throughout the year. The training sessions focused on the mentor skills of coaching, collaborating, consulting, active listening, questioning, and paraphrasing. The sessions provided reflection opportunities and collaborative work time for the mentors.

Mentors had multiple opportunities to share program feedback by completing six Google Forms and engaging in discussions throughout the school year to help design mentor support materials. The feedback shared on these forms helped the Mentor Teacher Leaders make program adjustments to better meet the mentor and mentee's needs. Mentors also helped develop the monthly Mentor Program Discussion agendas to ensure the needs were met of all new teachers from multiple disciplines in our district.

Monticello had one mentor assigned to one to two new teachers. Members of this committee could earn \$1500 per year to engage in this critical work. Mentors met with their mentees twice a month. The grant money allowed for mentor stipends to increase to allow for increased expectations for additional support and more routine meetings. With increased expectations, our mentors:

- Meet one to two times per month with mentees for a total of 1.5-4 hours
- Had structured discussions, questions, and prompts for their mentorship meetings
- Worked on reflective practice and best-practice teaching and learning strategies.
- Collaborated with Mentor Teacher Leaders to support teachers’ instructional needs for improvement (6- 1.5 hour sessions)

Teacher Leaders led six new-to-district teacher workshops. The new teacher workshop/induction program aims to prepare and train teachers new to the district about current PD topics provided to certified staff, such as essential teaching and learning strategies, best practice reading instruction, curriculum, SEL resources, etc. We used teacher leaders to facilitate induction sessions in our initial training sessions and throughout the year. The themes of our collaborative sessions are Developing a positive learning environment, Learning Targets, Positive Behavior Strategies, Assessments, Gradual Release of Responsibility, Reflective Practice, and Technology Integration.

In addition to these grant funds, we used a portion of our A, and I funds to supplement the activities outlined in the grant application. We also used part of our Grow Your Own funds and MTSS grant funds to provide additional support and training in closing the achievement gap, culturally and linguistically responsive practices, second language and literacy strategies, DEI, working with diverse staff, and retention of staff of color. District staff development funds also supported these efforts for all non-certified support staff that worked closely with TOC and POC.

We have provided professional development to administrators to improve hiring practices, developmental continuums, cultural awareness etc. We will continue this and add retention of TOC as a focus for the 23-24 school year. Evaluators of TOC work closely with instructional coaches and the Director of Curriculum and Instruction to understand best practices and how to support teacher growth.

This grant helped us develop our capacity to retain teachers of color and also offer teachers of color additional support through mentoring. We anticipate more teachers of color becoming mentors and teacher leaders through the grant-proposed processes and activities.

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	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
Black	0	0	0	0	0	0	1
Other	16	0	0	1	10	0	15
Total	16	0	0	1	10	0	16

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	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
Black	0	0	0	0	0
Other	13	0	10	0	1
Paid Mentors of color who received additional stipends	0	0	0	0	8
Total	13	0	10	0	9

Analysis of Data

Data will be collected and monitored by the Teacher Mentorship Team, including:

- Director of Human Resources
- Director of Teaching and Learning
- Lead Instructional Coaches
- Mentor Program Lead

Progress monitoring criteria/outcomes	Methods for collection	Data used
To measure the efforts of the new mentorship program, 100% of new teachers participated in the mentorship program and provided mid-year and end of the year feedback on the program.	End-of-the-year surveys from new teachers seven surveys from mentors	The survey data was used to evaluate the effectiveness of the program in order to make improvements
To measure the effectiveness of the Mentorship Committee.	Meetings were kept. Evidence is the purpose statement of the Mentor Program, monthly agenda and action items recorded, and participation on the committee throughout the year will be monitored.	The evidence and data gathered was used to reevaluate the leadership of the mentorship program and the effectiveness of the team that made decisions and recommendations for improvement
100% of our teachers of color are retained going into the 23-24 school year. In spite of budget cuts, TOC will be prioritized to retain.	Mid year evaluation of new teachers was reviewed. Individual administrator training will be conducted as needed.	The data gathered, and priorities in place will be implemented to improve retention of teachers of color in our district

Program Item	Budget Amount	Narrative Description

Mentorship and Induction Stipend for a teacher leader	\$ 3600.00	\$5,000 plus up to 15 days of pay at \$30/hour (\$450) Coordinate programs with Directors Work with new teachers to connect with support systems.
Mentors for all New teachers	August 16 & 17 11,500 Sept. & Oct. 5,600 Nov-April 13,775 Final Stipends 11,155 FICA and TRA \$10,589	34 Mentors meet with mentees for 1.5- 4 hours per month. Mentors worked with Mentor Teacher Leaders, meeting six times during the school year. Mentors used research, discussion, reflection, and observation protocols in training and professional development
Total	\$ 56,219.51	

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
51,619.51	Mentor Stipends including FICA and TRA	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	<p>Workshops in August (8 hours); five 1-hour workshops in September, November, January, March, and May</p> <p>Monthly 1 hour mentor/mentee meetings with focused topics and activities</p> <p>Bi-weekly 30 minute check-ins with their mentee (topics chosen by mentor and mentee)</p> <p>Complete the monthly feedback forms</p> <p>Mentor Application</p> <p>Mentorship commitment form</p> <p>Mentor meeting agenda</p> <p>Mentor Certificate of Completion</p>	<p>Mentor Pairings</p> <p>Final Stipend</p> <p>March Mentor pay</p>
4,600	Mentorship Leadership stipends	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	<p>Mentor meeting agenda</p> <p>Mentor Certificate of Completion</p>	
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		

		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		