

# 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](mailto: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 | Wabasha-Kellogg Public Schools |
| Total Grant Amount                   | \$22,703.00                    |

### Identified Official with Authority

|   |  |
|---|--|
| Name of official with authority to sign | Jim Freihammer                                       |
| Title                                   | Superintendent                                       |
| Address                                 | Wabasha-Kellogg Public Schools, 2113 E. Hiawatha Dr. |
| City, State and Zip code + 4            | Wabasha, MN 55981-1781                               |
| Phone Number and Email                  | 651-565-3559   |

### Primary Program Contact

|                              |  |
|------------------------------|--|
| Name of program contact      | Stacy Schultz  |
| Title                        | Principal  |
| Address                      | Wabasha-Kellogg Public Schools, 2113 E. Hiawatha Dr. |
| City, State and Zip code + 4 | Wabasha, MN 55981-1781                               |
| Phone Number and Email       | 651-565-3559   |

## Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship & Retention of Effective Teachers Grant Program has allowed us to create a cohesive program for our newly hired teachers. It allowed our mentor teachers to meet regularly with their mentees and have meaningful conversations. In the past, we provided a mentor and asked them to make sure to go through a list of topics provided, but they often did not take that time. This left our mentees having to scramble and often feeling lost with different tasks and events in the school. Providing them with a book and checklist that covered topics in best practices also provided a springboard for the teachers to engage in conversations around best practices in teaching. 100% of mentors found the guides provided were helpful to their interactions with their mentee and I did find that the teams did not feel they needed to meet as many hours as I had planned for in the grant. 71% shared that they met regularly and 29% said not as often as they had hoped. Our survey data indicated that 100% of mentors and 91% of mentees felt the monthly professional development opportunities led to developing a positive relationship and deeper learning around several topics. It allowed them all to engage in discussion and activities that built culture between the entire group of mentors and mentees and developed their collective efficacy. The area that needs more development is the observations of teaching. Due to substitute shortages, it became very difficult for them to engage in this kind of learning. 86% said they did make time for at least 1 observation during the year. One mentee reported that they “liked the information that was presented and the ability to interact with peers. I thought the information that was presented was thoughtfully prepared and well organized with activities and discussions to support them.” Out of our 11 mentees, 3 indicated they would like to see the mentorship program continue next year, 5 said maybe, and 3 said no. There will be a professional development opportunity coming up June 8 & 9 for reading instruction. Several of our new teachers will be attending, so the expense will be split with the district to pay for the training. 10 out of 11 teachers will be returning to the district for the 23-24 school year. The individual who will not be returning is a cut due to needed budget cuts. I would like to request that the remaining funds be rolled into the 23-24 school year so that any new staff and all of our non-tenured staff may continue to benefit from this highly effective mentorship and teacher retention grant program. I would also request that an additional \$500 be reallocated into the supplies and snacks category from the mentor/mentee stipends. We were unable to attract any teachers of color or indigenous heritage, but we will continue to make efforts in that area. Overall, our data supports that our teachers felt much more supported, were provided meaningful professional development, and made deeper connections with their colleagues through this program than anything we had attempted prior to this. Funding is fundamental to retention as most districts are unable to fund these initiatives on their own. I will not be returning as Principal, so I would request that the remaining funds be rolled over to the person who takes the Principal position at W-K Public Schools. An amendment has been filed and attached.

## 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  | 2   |  | 3   |                    |                                   |                             | 6   |
| <b>Total</b>   |   |  |   |                    |                                   |                             | <b>11</b>                                     |

**Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.**

| <b>Number of Mentors by race or ethnic group</b>       | <b>Tier 3 Teachers new to the profession or district</b> | <b>Teaching residents</b> | <b>Teacher in license shortage areas</b> | <b>Teachers with special needs</b> | <b>Experienced teachers in need of peer coaching</b> |
|--|--|---------------------------|--|------------------------------------|--|
| American Indian or Alaskan Native                      |  |                           |  |                                    |  |
| Asian or Pacific Islander                              |  |                           |  |                                    |  |
| Hispanic   |  |                           |  |                                    | 1  |
| Black  |  |                           |  |                                    |  |
| Other  |  |                           |  |                                    | 9  |
| Paid Mentors of color who received additional stipends |  |                           |  |                                    |  |
| <b>Total</b>   |  |                           |  |                                    | <b>10</b>  |

## Analysis of Data

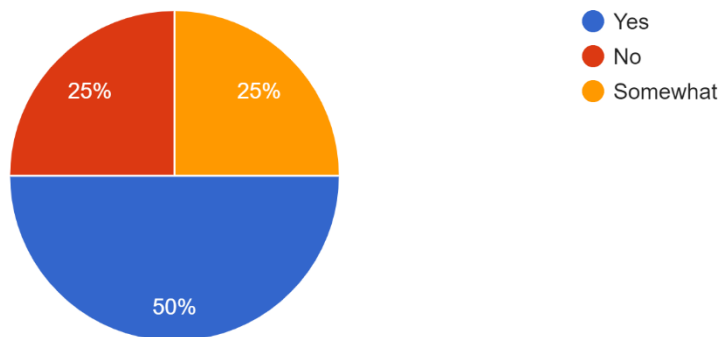
### Mentor Benefits

### Mentee Benefits

#### 21-22 New Teacher Survey results

Did you get your questions answered, or know who to contact with questions, before you officially started?

4 responses



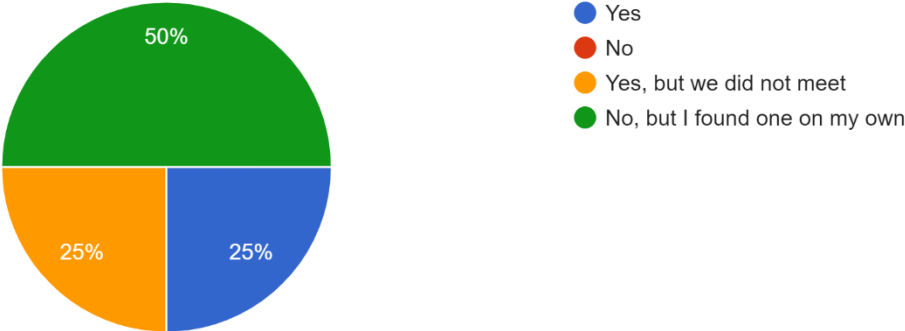
Did you start your teaching experience at W-K understanding what the expectations were for you as a teacher?

4 responses



Did you receive access to a mentor when you started at W-K?

4 responses



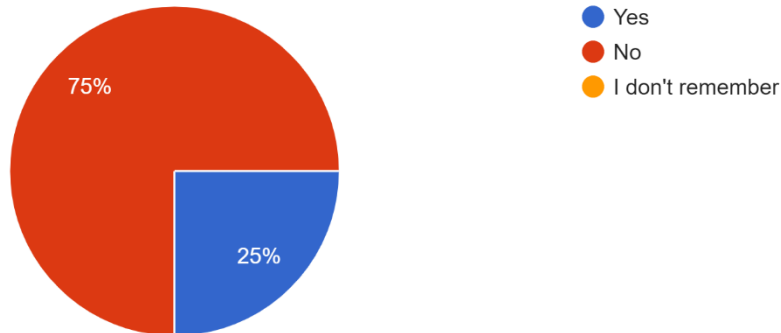
Did you receive helpful feedback from your peers on your teaching practice or preparation throughout your first 1-3 years?

4 responses



Did you understand how you would be evaluated as a teacher at W-K before the school year started?

4 responses



Did you receive any training on curricula or initiatives being used in the district/school?

4 responses



Comments:

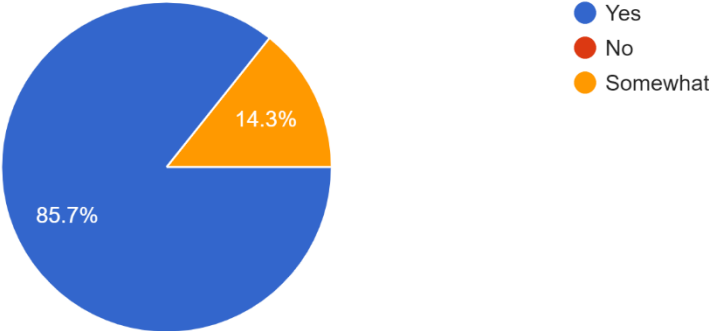
- Staff was very helpful in answering any questions I had, but there are so many things I learned about because I "stumbled" upon them. I didn't always know WHAT questions to ask.
- I had enough teaching experience to figure things out or I asked for help.
- My position was very different considering I was coming into a brand new position. However, since it was so new I think there was information that was not given to me in the beginning because it wasn't something someone had to do before.



**Mid-year Mentee Survey for the 22-23 school year**

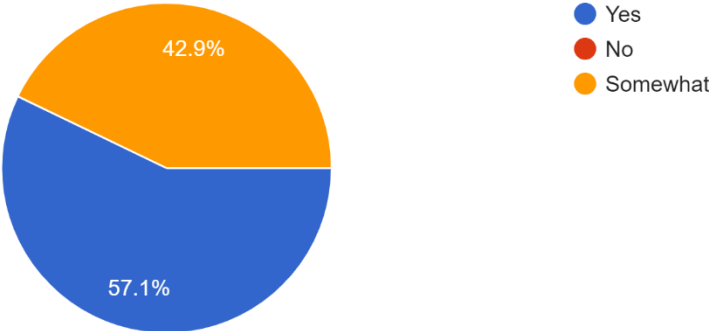
Did you feel welcomed when you were first hired?

7 responses



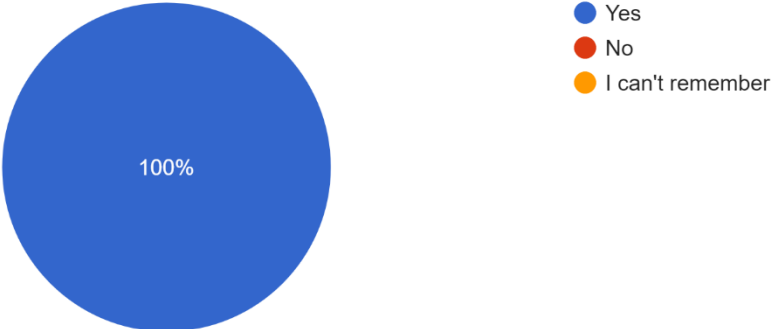
Did you get your questions answered, or know who to contact with questions, before you officially started?

7 responses



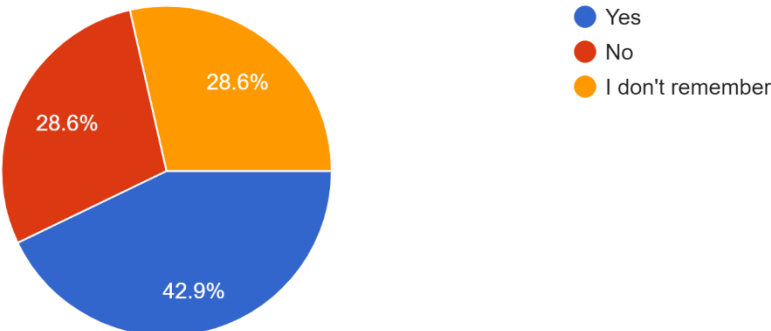
Did you receive orientation information at the start of your teaching experience at W-K?

7 responses



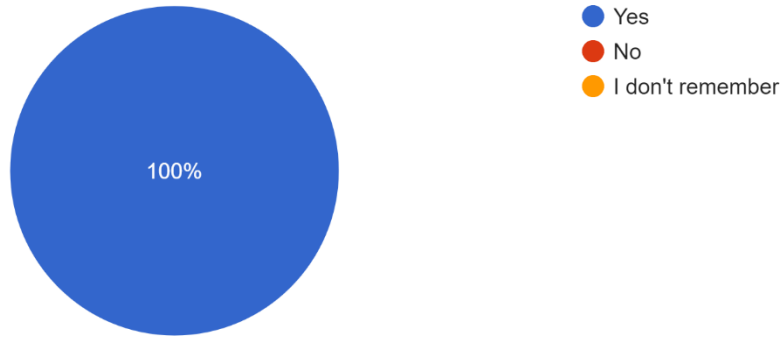
Did you understand how you would be evaluated as a teacher at W-K before the school year started?

7 responses



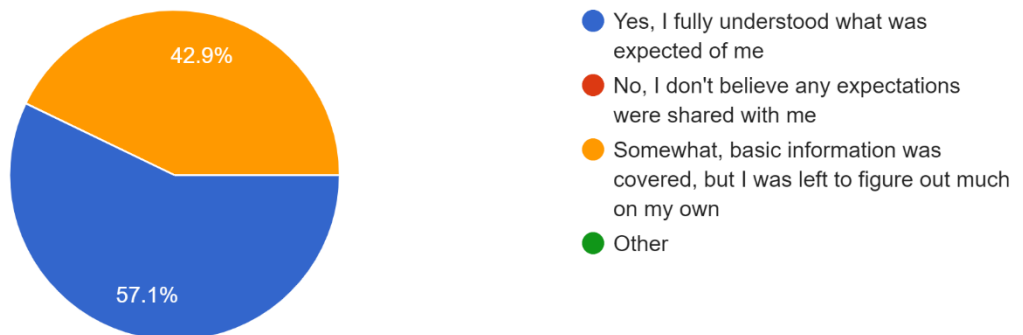
Did you receive information about non-educational policies and procedures as part of your orientation?

7 responses



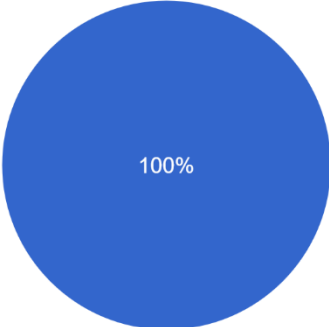
Did you start your teaching experience at W-K understanding what the expectations were for you as a teacher?

7 responses



Have you and your mentor met regularly?

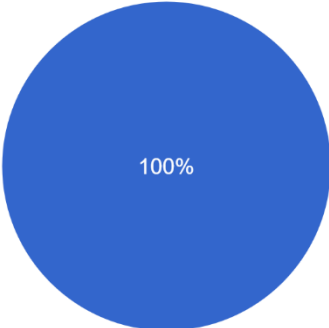
7 responses



- Yes
- No
- Not often enough

Have you found that your mentor/mentee meetings with your mentor have been beneficial?

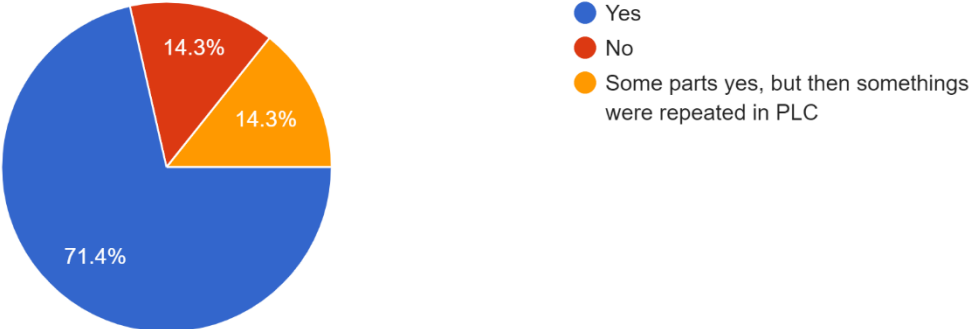
7 responses



- Yes
- No

Have you found the large group mentor/mentee meetings beneficial?

7 responses



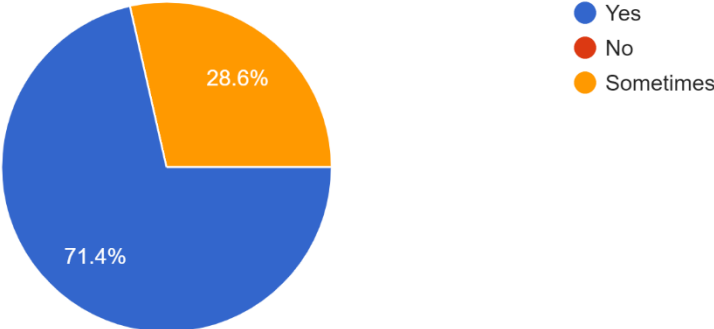
Have you received helpful feedback from your peers and/or mentor on your teaching practice or preparation?

7 responses



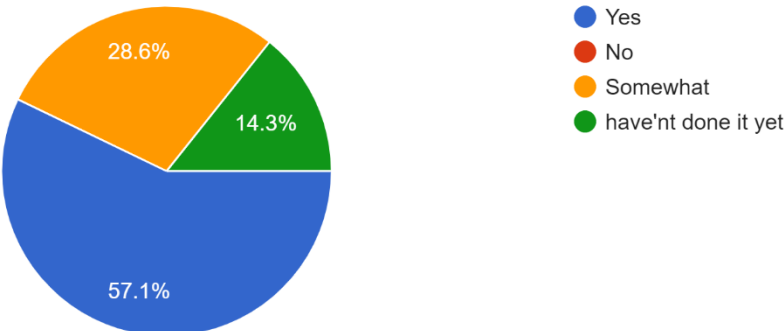
Have you found administration helpful in answering your questions?

7 responses



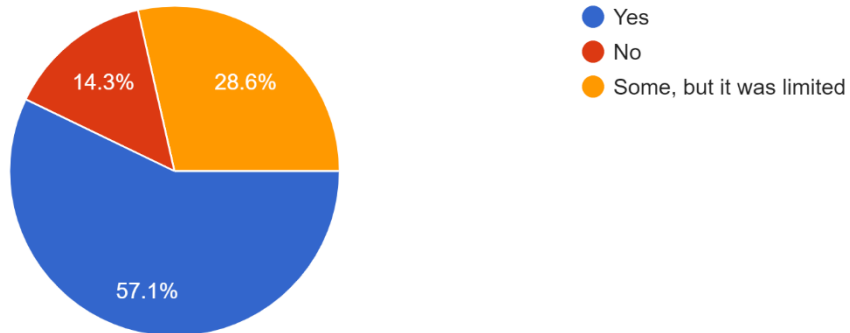
Have you found observing colleagues to be beneficial to your practice?

7 responses



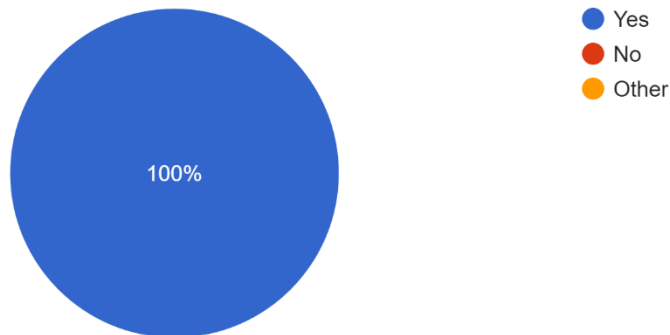
Did you receive any training on curricula or initiatives being used in the district/school?

7 responses



Do you have a person or group of people you feel comfortable going to for needed information throughout your week?

7 responses



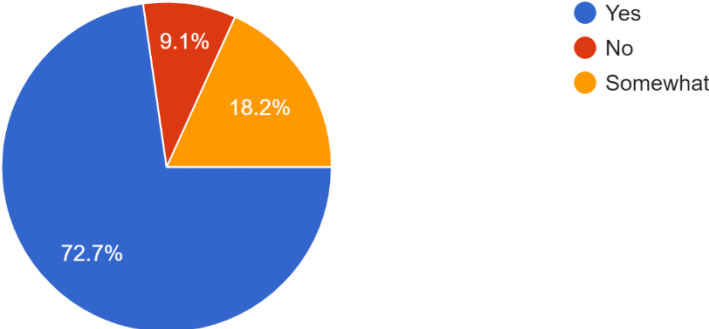
Comments:

- Our weekly mentor meetings are very beneficial
- Overall it has been a good experience. It's difficult to have a mentor who is not in the SPED field, but she is helpful with assisting on upcoming activities and what to expect with what will happen.
- My mentor has been very helpful and a great resource.
- I wish I would have more exposure to JMC during new staff orientation.
- maybe more classroom management tips

End of Year Mentee Survey Results for the 2022-23 school year

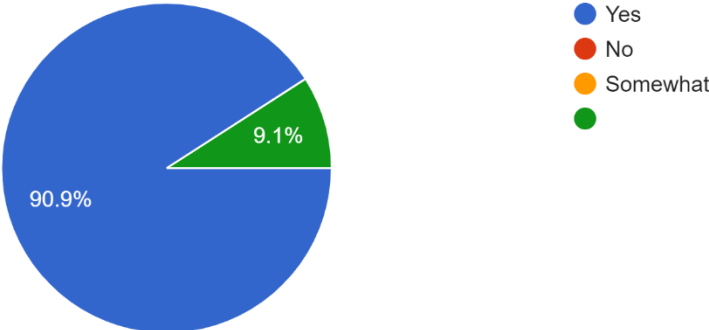
Did you feel the mentorship program allowed you to connect more deeply with colleagues?

11 responses



Do you have people in the district who you feel comfortable getting questions answered, or know who to contact with your questions?

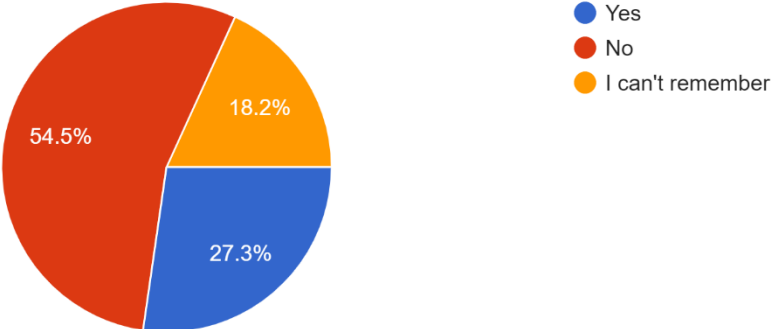
11 responses





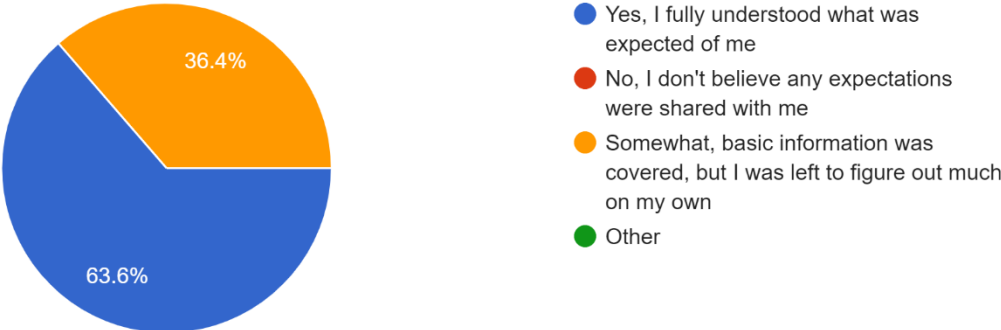
Are there other pieces of information you wish had been covered during your initial orientation?

11 responses



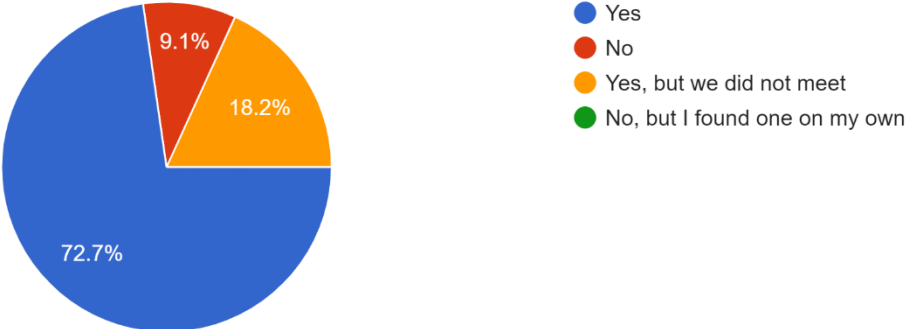
Did you start your teaching experience at W-K understanding what the expectations were for you as a teacher?

11 responses



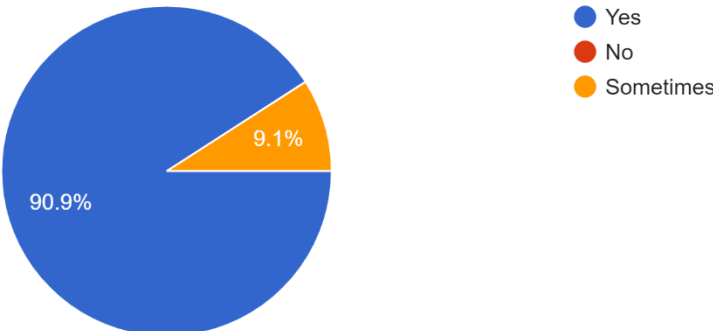
Did you find your mentor to be helpful to you and your adjustment to W-K schools?

11 responses



Did you find administration helpful to you in your adjustment to W-K schools?

11 responses



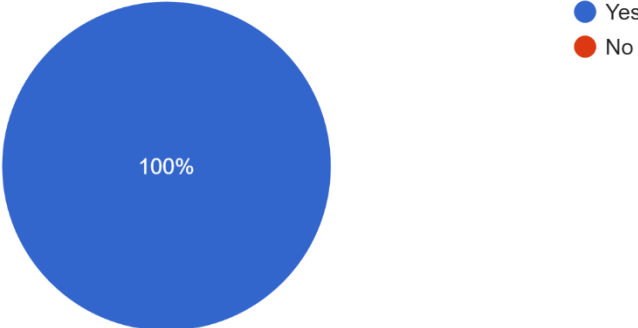
Did you receive helpful feedback from your peers on your teaching practice or preparation throughout this school year?

11 responses



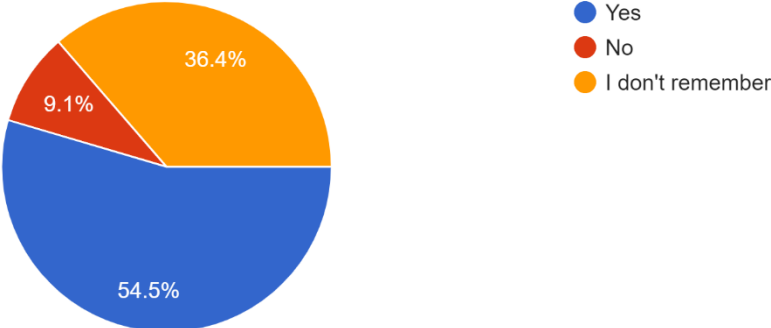
Do you think you were fairly evaluated by administrative staff?

11 responses



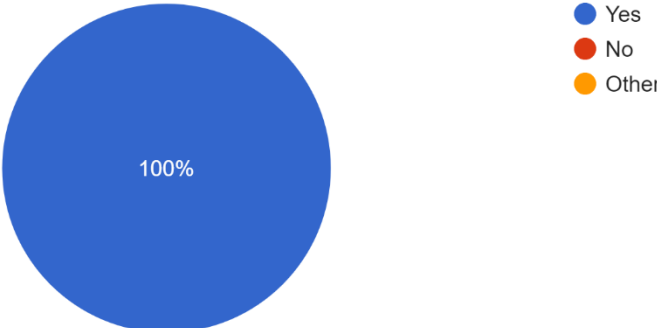
Did you receive information about non-educational policies and procedures as part of your mentor/mentee meetings?

11 responses



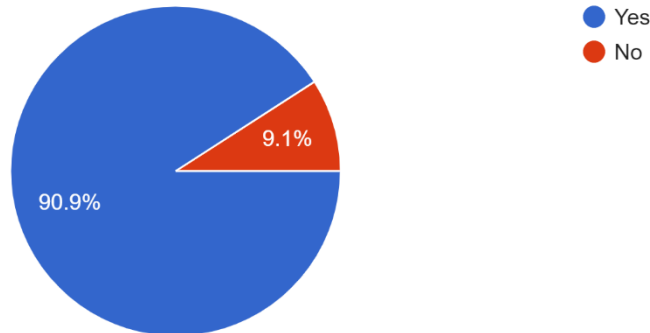
Did you have a person or group of people you felt comfortable going to for needed information throughout your week?

11 responses



Did you attend any new teacher meetings that were offered?

11 responses



Do you feel you would benefit from further mentorship?

11 responses



Comments:

- My mentor and I didn't meet on a regular basis but not for lack of trying. Schedules were just too busy. But I always knew where to find her if I needed something.
- No, our group was really beneficial
- Maybe something on grades and schoology
- Nope! Thank you for the mentorship!
- I would have liked someone from the business office to explain how to place an order. I realize I'm in a field in which staff have limited knowledge but it would have been nice to have someone who knew about SPED and the paperwork process and SPED forms. I did enjoy the program though, it was a nice way to connect.
- Thank you for offering this!
- I believe that this program was well designed and very helpful as it was presented. Thank you!

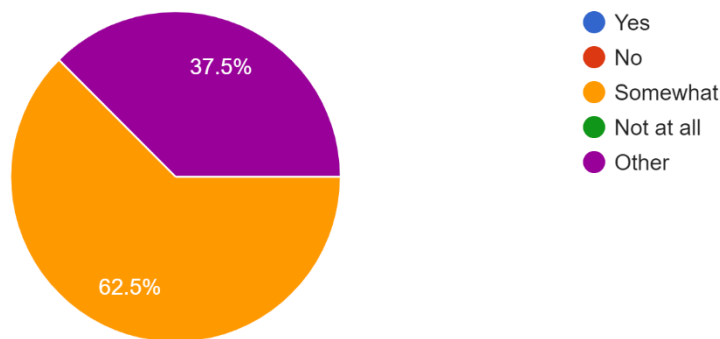
- I really enjoyed this mentorship program. It helped me to feel comfortable going to others to ask questions or bounce ideas off of someone. Meeting each week allowed all of our team to be on the same page and prepared for upcoming events, holidays, etc.
- I appreciate this program and I hope to see it continue.

## Book Study

### Mid-year survey question for mentees:

Did you find the book, *The First Days of School*, to be a good resource for you and your mentee to start professional conversations about the teaching practice?

8 responses



## Professional Development

See data presented in surveys from above. Many of the PD sessions were built into the entire program.

### Teacher Retention:

20-21 school year: 1 out of 4 returned to W-K

21-22 school year: 4 out of 6 returned to W-K

22-23 school year: 10 out of 11 returning to W-K (it would be 100%, but a staff member had to be cut due to budgetary restrictions)

## 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 |
|---------|-----------------------------|--|-----------------------------------|------|
| 2951.67 | Mentor Stipends             | <input type="checkbox"/> Recruitment<br><input checked="" type="checkbox"/> Retention<br><input checked="" type="checkbox"/> Induction | Surveys, checklists               |      |
| 2567.34 | Mentee Stipends             | <input type="checkbox"/> Recruitment<br><input checked="" type="checkbox"/> Retention<br><input checked="" type="checkbox"/> Induction | Surveys, checklists, evaluations  |      |
| 673.71  | Books                       | <input type="checkbox"/> Recruitment<br><input checked="" type="checkbox"/> Retention<br><input checked="" type="checkbox"/> Induction | Notes from mentor/mentee meetings |      |
| 449.19  | Supplies, Snacks            | <input type="checkbox"/> Recruitment<br><input checked="" type="checkbox"/> Retention<br><input type="checkbox"/> Induction            | None                              |      |
| 1200.00 | Professional Development    | <input type="checkbox"/> Recruitment<br><input checked="" type="checkbox"/> Retention<br><input checked="" type="checkbox"/> Induction | Surveys                           |      |