

APPLICATION FOR A MINNESOTA BOARD OF TEACHING TEACHER MENTORSHIP PROGRAM GRANT

Eligible applicants are a public school district, a group of school districts, or a coalition of districts, teachers, and teacher education institutions. This grant application represents program participation by the following school district or group of districts.

Intermediate District 287 **287**

 Name of school district(s) + Name of specific school site(s) if not district wide District number(s)

This application is for a/an (check ONE of the following)
 Planning Grant (Planning grant applications must complete pages 12-17)
 Implementation Grant (Implementation grants applications must complete pages 12 & 18-24)

Name of cooperating teacher education preparation institution(s).
University of Minnesota

This proposal has been reviewed by me and has district support.

John Peltola **287** **4/24/00**
 (Superintendent's signature*) (District #) (Date)

Teachers are aware of this application and participated in its planning

Doris Sloan *Intermediate Dist 287* *4/19/00*
 (Bargaining Unit Representative's signature*) (District #) (Date)

Provide the name, address, telephone number, and position of the person(s) to contact regarding this application.

Jane Holmberg, Director K-12 Academics	Ken Johnson, Consultant
Intermediate District 287	Intermediate District 287
1820 Xenium Lane North	1820 Xenium Lane North
Plymouth, Minnesota 55441-3790	Plymouth, Minnesota 55441-3790
763-550-7152	763-550-7148

Provide the name, address, telephone number, and position of the person(s) who will serve as program coordinator(s).

John Ondov, Executive Director
LifeLabs Learning Institute
4915 West 35th Street, Suite #2000
St. Louis Park, Minnesota 55416
952-920-7858

* If more than one district is involved, please add additional signatures on separate page.

For additional signatures, please see Appendix A.

Implementation Grant Applicants complete this section, pages 18-24 Permission is granted to reproduce the following pages, for ease of completion, using district wide compatible software. (Print size must be minimum of a size 10 font and be legible.)

Teacher Mentorship Handbook or other documented planning mentoring materials must be submitted with this application to describe your mentoring program. **Please see Appendix B.**

Check items that describe your program:

- it is operational district-wide
- * there are defined procedures for identifying mentors
- participation by mentees is voluntary
- modeling effective practice through observation and providing feedback is an important program aspect
- mentors and mentees actively participate in peer coaching cycles
- the program is strongly supported by teachers
- the program is strongly supported by administration
- * mentors are selected based on their abilities to model effective practice
- * mentors are matched with beginning teachers based on their availability and location proximity

***at local district level**

For each participating district, provide as accurately as possible, information related to the teaching staff for 2000-2001. This estimate provides the numbers of teachers to be directly served by the mentorship grant during the 2000-2001 school year.

District(s) Name/Number	Total # District Teachers	Designated Teacher Residents	Teachers New to the Profession			Experienced Teachers New to District This Year
			First Year	Second Year	Third Year	
Bloomington #271	661	0	150	115	54	78
Brooklyn Center #286	131	0	35	20	8	15
Eden Prairie #272	710	0	36	11	9	38
Edina #273	450	0	98	49	46	21
Hopkins #270	814	0	92	52	51	59
Minnetonka #276	500	0	25	30	25	25
Orono #278	Not available	on 4/26/00.				
Osseo #279	1500	0	45	45	45	100
Richfield #280	320	0	26	16	4	44
Robbinsdale #281	Not available	on 4/26/00.				
St. Louis Park #283	375	0	20	60	51	not available
Wayzata #284	Not available	on 4/26/00.				
Westonka #277	171	0	10	31	10	1
St. Anthony #282	112	0	8	4	0	8
TOTALS	5744	0	545	433	303	389

Budget

UFARS BUDGET ACTIVITY	GRANT FUNDING REQUESTED	ADDITIONAL FUNDING	
		SOURCES	AMOUNT
Salary and Wages		Participating Districts (in-kind)	\$20,000
Employee Benefits		Participating Districts (in-kind)	\$5,200
Travel		Participating Districts (in-kind)	\$3,000
Purchased Services	\$12,000	Participating Districts (fee for service)	\$13,000
Supplies	\$3,000	Participating Districts (fee for service)	0
Other		Participating Districts (fee for service)	\$2,000
TOTAL = \$58,200	\$15,000		\$43,200

Budget Narrative

In-kind:

- Salaries and benefits:** 100 participants x 2 days x \$100.00 per day plus benefits.
- Travel:** \$3,000 for travel by mentors and trainers to academy and other ongoing training.
- Purchased Services:** \$13,000 for developing and offering ongoing mentor training at District 287, including leadership training on a fee for service basis to member and/or other districts for master mentors (training of trainers) and training in assessment.
- Other**—\$2,000 for incidental costs related to mentor academy and ongoing training.

Grant Request:

- Purchased Services**—\$12,000 for planning, promoting, and producing Fall Mentor Academy—includes direct costs based on 100 attendees (room rental, lunch, communication materials, speaker fees, a/v equipment); for organizing and digitizing professional development content from participating districts and installation of website.
- Supplies**—\$3,000 for printing of communication materials and training supplies.

1. Committee: The committee will be made up of the following persons, who will implement the activities described in this application: Intermediate District 287 will provide project leadership and oversight, and serve as the fiscal agent, LifeLab Learning Institute (LLI) will provide project coordination, the University of Minnesota will assist with training development and ensure that a high educational standard is maintained in all aspects of the project, and participating school district representatives will bring their “in the trenches” experience as well as serving to communicate the activities and opportunities from the project back to their colleagues within the participating school districts. Since the Minneapolis Public School system is currently engaged in a similar project, they will collaborate and provide their expertise.

Name	Role
1. Jane Holmberg, Director Academic Services Intermediate District 287	District 287 Representative
2. Ken Johnson, Consultant Intermediate District 287	District 287 Representative
3. John Ondov, Executive Director LifeLab Learning Institute	Project Coordination
4. Ann Betz, Associate Director LifeLab Learning Institute	Project Coordination
5. Deanne Magnusson, Ph.D. Director, Continuing Education University of Minnesota	U of M Liaison
6. Lynn Nordgren, Director of Professional Development, Minneapolis Public Schools	Mpls. Public Schools Liaison
7. Jenni Norlin Weaver, Director of Professional and Organizational Development, Edina School District	School District Representative
8. Mike Andert, Coordinator of Teacher Education and Development, Minnetonka School District	School District Representative
9. Debbie Ondov, Staff Development Mentor Coordinator Hopkins School District	School District Representative
10. Susan Manikowski, Lead Associate for Professional Development & Teaching/Learning, Robbinsdale School District	School District Representative

2. Need for the Mentoring Program

"Oh, this learning, what a thing it is!"

- The Taming of the Shrew, William Shakespeare -

We no longer believe that a student can just finish school and then go to work. And it's more important than ever that teachers continue to sharpen their skills as the worlds of learning and work evolve. Lifelong learning is both a realistic response to, and a life-management strategy for, living successfully in the ever-changing and competitive 21st century. The world has high expectations for schools, teachers, and students today. Professional development has evolved as the best means to meet this challenge.

In fact, over the last decade, professional development has proven itself to be the most manageable, sustainable, and effective strategy for education change. It is certainly the best place to model both the attitude toward and the behavioral benefits of lifelong learning. Indeed, a career educator never stops learning and will always be in the process of becoming a better teacher. One of the best ways to encourage honest, progressive, and constructive individual teacher growth is through the nurturing and mutually beneficial relationship between one teacher and another—a mentoring relationship. The master/mentor and mentee/teacher relationship mirrors the dynamics of the peer/counselor/advisor and fellow student relationship: both enhance and support a positive environment in the learning community. And both of these relationships further support the evidence that when we share our experience and knowledge with another, we have reinforced the learning in ourselves.

With the above assumptions in mind, in September, 1999, Intermediate District 287 approached the professional development leaders, directors, and coordinators of its member school districts to discuss how the best practices, experience, and mentorship programs could be shared with each other. It was quickly acknowledged that professional development was a dynamic and evolving education reform and enhancement strategy. Member districts have a staff development and mentorship program and

are willing to share information and ideas through this project which will be coordinated by Intermediate District 287.

In October of 1999, a survey was sent to all participating districts to identify professional training and development resources and needs. In November, the results of the survey were tabulated and the data shared and reviewed in a follow-up meeting with the member district professional development coordinators. It was the unanimous recommendation of these professionals that District 287 launch a project that would include a comprehensive Mentor Academy inaugural event, a web-based mentorship and professional development network/resource center, and an ongoing "train the trainer" center for research, continuing education, and mentor certification initiatives. The implementation of this multi-district Professional Development and Mentorship Program is underway. The project is also timely as regards teacher retirement. Current and projected teaching staff turnover supports the need to leverage recruitment, retention, and ongoing professional development strategies. The project will also support academic excellence and student performance. Quality instruction correlates directly to student achievement, and teachers perform at their best when they are actively engaged in their craft. This grant will add to a convergence of resources aimed at the above objectives.

3. Working Relationship with a Teacher Education Institution

District 287 Mentorship and Professional Development Program will work closely with the University of Minnesota (U of M) as a higher education partner. District 287 has enjoyed a long and mutually beneficial relationship with the U of M, along with other public and private teacher preparation institutions. The U of M is currently working with District 287 in the design of an innovative "Fifth Year Licensure" program. Deanne Magnusson, Ph.D., Director, Continuing Education, and Jennifer York-Barr, Associate Professor, Educational Policy and Administration at the U of M, will be primary project partners and in-process evaluators for the Mentorship and Professional Development Program. Specifically, the partnership with the U of M will add credibility and capacity-building potential of the Mentorship Academy first-year event. It will provide national context, content, and distribution networks for the web-based Mentorship and Professional Development Program resource center; and support District 287's on-site training center with the ability to design customized professional development and mentorship courses, provide blueprints for the development of individualized professional portfolios for each participant, and encourage deep and rich academic excellence in the delivery of all program components. As importantly, the U of M College of Education will have access to the best practices of the member districts through an efficient and integrated central resource—District 287.

National research has shown that prospective mentoring teachers are already highly involved, well prepared, busy, and contributing to their profession above and beyond contract expectations. However, to become effective mentors, they must also be trained, affirmed, given incentives, and certified by an appropriate institution of higher learning. The U of M will partner with District 287 in several "train the trainer" initiatives. Through the on-site District 287 training center, the U of M will work with mentor teacher prospects from several districts and across grade levels and teaching disciplines. The Mentorship Academy event, the web-based resource center, and the on-site professional development center will integrate these rich, individual, and creative professional experiences into a larger framework for multi-district mentorship training and mentee match-ups. Throughout, the U of M will provide important in-process evaluation to ensure that the District 287 Mentorship and Professional Development Program will get better along the way. In fact, District 287 and the U of M will invite non-participating districts and higher education partners to share and collaborate with this project as it grows. The web site will be an effective and interactive resource for all parties. Finally, the U of M will be invited to use this project for upper-level educational research.

4. How Minnesota Standards Will Be Used

Minnesota Standards for Effective Practice for Teachers comprise a significant portion of the platform upon which the District 287 Mentorship and Professional Development Program will be built. Several of the participating thirteen Independent School Districts' Mentoring Handbooks use the following definition of the mentoring process, generally attributed to Anderson and Shannon (1988):

Mentoring is a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's personal and/or professional development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the mentee.

Mentoring, in the context of professional development, can impact every aspect of a teacher's contribution to a learning community. The ten Standards set forth for Minnesota teachers will provide both a comprehensive guide for individual teacher performance and assessment, but will also serve as a framework around which the District 287 web-based mentoring resource will be designed. The standards will also be present as a major theme in the agenda for the inaugural Mentor Academy, and will inform the curriculum and coursework to be pursued by teachers and instructors at the on-site district professional development center.

The challenge and the opportunity is to bring the Standards to life through the creative use of multi-media, electronic communications, live events, and engaging face-to-face experience and instruction offered through this program. Participating teachers will become learners themselves as they search and find the means through which they can achieve professional growth and enhanced student achievement. For instance, the Standards will be cross-referenced to best practices highlighted throughout the web-based resource center. The Standards will also form the basis for experiential, contextual, and applied coursework and field assignments through the professional development training center. And, the Standards will be promoted and integrated into live events, like the inaugural Mentor Academy, where we will celebrate the value in committing oneself to the daily and ongoing process of becoming a better teacher.

5. Assessment

The member districts comprising District 287 have existing mentoring programs with some that include assessment. The activities outlined in this plan will enable those districts to share their ideas and tools through our mentoring website. These existing tools will also help us with the development of web-based, interactive, cross-district assessment tools based on the INTASC standards. Since we believe that effective assessment and improvement must take place on a number of levels, these tools would be designed for use in self-assessment (both mentee and mentor) as well as for the mentor to assess the mentee.

The assessment tools will be segmented so that individualized mentee and mentor development plans can be determined. Mentees and mentors will be directed to the appropriate professional development resources, such as further training, peer coaching, and web and print materials.

6. How we will ensure that skilled mentors are provided.

We see this as a multi-dimensional approach, including a) web-based tools; b) conferencing and networking; and c) ongoing training, including development of peer coaching skills and train the trainer offerings.

- a) **Web-based tools:** The challenge is not to create something new, but rather to make best practices available across—and outside—District 287. The member districts have expressed a need to more

readily have access to what each other is doing and learning, and today's technology gives us a easily accessible way to do this. We propose the development of a mentoring website, which would not only include information from our member districts on the components of their programs, but would also provide best practices in mentoring from national sources. Since the Minneapolis Public School system is engaged in a similar project, we plan to collaborate with their efforts. In addition, this website format will enable us to provide resources for differentiated audiences, including new and experienced teachers, teachers of color, and teachers with special needs and concerns. The website will ultimately be expanded to include a wide array of professional development resources, so that mentors and teachers could access just-in-time help for a variety of issues, such as classroom management and working with special needs children, etc. We also plan to develop web-based assessment tools (self and other) for use by mentors and mentees.

- b) **Conferencing and networking.** We propose to hold a Mentor Academy in September, 2000, with new and experienced mentors from the member districts. The Academy would be organized with small group sessions for each school district to do training and orientation with their own mentors, as well as large group sessions where the broader concepts of mentoring would be discussed. We will also provide opportunities for mentors to meet across districts by content or specialty area. One example of this is the expressed need for mentoring with special education teachers due to the high burn out working with this population. We feel that bringing all the districts together in a large gathering will enable the mentors to link and learn not only within their own district, but across districts. It also has the potential to generate a great deal of excitement among the mentors, as they get a sense of the scope of mentoring across the districts. In addition, we feel strongly that networking and informal coaching among the mentors can be a valuable tool. However, in today's busy world, this can be difficult to fit in. Therefore, we plan to provide electronic forums for networking (e-mail and web-based bulletin boards), where mentors can go with a question, comment, or story, and receive feedback and advice from peers. (In our experience, this can be an effective tool if people have had the chance to meet face-to-face in a forum such as our Mentor Academy first.)
- c) **Ongoing training.** Working with the University of Minnesota, we plan to offer ongoing training at District 287, open to mentors from all member districts. Topics will include training of master mentors to be mentor trainers within their district; help with observation and assessment of mentees; and working effectively with the INTASC standards. At the fall academy, we will also conduct focus groups with mentors to gather input on website content and additional training offerings.

7. Relationship between mentoring program and other district professional development efforts. District 287 Mentorship and Professional Development Program is, by definition and vision, a multi-faceted initiative to leverage and share the experience and best practices of K-12 school systems. The committee sees this proposal as enhancing, not supplanting mentoring programs within the member districts. Other districts that already purchase services from District 287 will be invited to participate as well.

Our goal is to provide the individual professional educator with an accessible electronic network that is on-going and immediate. The network will invite mentor and mentee teachers to explore the professional development wisdom of their colleagues across member school districts and from selected state and national resources. The inaugural Mentor Academy event will showcase keynote presentations by qualified leaders in professional development from Minnesota and through national centers for professional development like the Association for Supervision and Curriculum Development (ASCD) and others. Each participating member district will be encouraged to share the best of the best from their mentoring programs, curriculum development offices, instructional design leaders, classroom management experts, special education stars, and academic-excellence standard

bearers. The academy will be an exciting and sustaining environment to “train the trainers” —a place to recruit, equip, and support quality teachers as mentors. School administrators will have access to case studies of colleagues who have created learning communities conducive to professional development. First, second, and third-year teachers, along with career-change new educators, will know that they are supported and that their ideas and feedback are essential to the rest of the system. Student perspectives on good teaching practice will be integrated into the program at several levels. Most of all, the program will allow individual participants to customize their own approach to professional development. Individualized career portfolio development and management will be modeled as part of the project. District 287 will serve both as a collection and distribution resource for quality mentorship and professional development opportunities.

8. Action Plan

Events/Activities	Timelines	Person(s) Responsible	Resources and Source	Evidence of Results
1. Hold Fall Mentor Academy for new and experienced mentors from 13 districts. Academy will provide training and networking opportunities as well as gathering participant input on web-based materials	Sept. 2000	Design Team, District 287, LLI	\$10,500 from grant, release time and travel from participating districts	100+ mentors are identified and participate, 75% of participants: a) express interest in networking electronically with each other; b) express interest in ongoing training; and c) state that they will use web-based materials when available. Participants will receive resources on Minnesota and national mentorship models and professional development best practices.
2. Produce an overview of existing mentoring programs within the 13 school districts. (This overview is critical to the organization and integration of the web-based materials)	Sept. 2000	LLI	\$2,000 from grant	Hard copy of mentoring overview will be available at fall Academy.
3. Website installed	Dec. 2000	LLI	\$2,500 from grant	Website is up and running and all basic architecture is in place by end of 2000.
4. Develop ongoing training to be offered through District 287	Dec. 2000	Design Team, District 287, LLI	\$2,000 from participating districts	Training offerings are publicized for 2001; by end of December, at least 50 mentors are signed up for further training
5. Ongoing training	Jan-June, 2001	District 287, U of M	\$8,000 from participating districts	At least eight additional training sessions offered with a total of at least 100 new mentors and 10-20 master mentors participating.

Appendix A
Intermediate District 287
Additional District Signatures

Bloomington District 271:

President of Local Teacher's Union *Kevin McInerney* Date: 4/19/00
Superintendent of Schools *[Signature]* Date: 4/19/00

Brooklyn Center District 286:

President of Local Teacher's Union *Jolene Moore* Date: 4-19-00
Superintendent of Schools *Antoinette Johnson / [Signature]* Date: 4-19-00

Eden Prairie District 272:

President of Local Teacher's Union *Michael M. Holt* Date: 4/17/00
Superintendent of Schools *William R. Jordan* Date: 4/17/00

Edina District 273:

President of Local Teacher's Union *[Signature]* Date: 4/19/00
Superintendent of Schools *[Signature]* Date: 4/19/00

Hopkins District 270:

President of Local Teacher's Union *[Signature]* Date: 4/18/00
Superintendent of Schools *[Signature]* Date: _____

Appendix A
Intermediate District 287
Additional District Signatures

Minnetonka District 276:

President of Local Teacher's Union *William D. Subert* Date: 4/24/00
Superintendent of Schools *[Signature]* Date: 4/24/00

Orono District 278: Not available on 4/26/00.

Osseo District 279:

President of Local Teacher's Union *Allen Grant* Date: 4/17/00
Superintendent of Schools *[Signature]* Date: _____

Richfield District 280:

President of Local Teacher's Union *Mary Supple* Date: 4/14/00 R
Superintendent of Schools *Barbara S. Devlin* Date: 4/14/00

Robbinsdale District 281: Not available on 4/26/00.

St. Anthony District 282:

President of Local Teacher's Union *Barbara A. Steil* Date: 4-24-00
Superintendent of Schools *[Signature]* Date: 4/24/00

**Appendix A
Intermediate District 287
Additional District Signatures**

St. Louis Park District 283:

This proposal has been reviewed by me and has district support.

Barbara P. [Signature] St. Louis Park #283 4/20/00
(Superintendent's signature*) (District #) (Date)

Teachers are aware of this application and participated in its planning

Barbara Divinski 283 4/20/00
(Bargaining Unit Representative's signature*) (District #) (Date)

Wayzata District 284: Not available on 4/26/00.

Westonka District 277:

President of Local Teacher's Union *Royce A. [Signature]* **Date:** 4/25/00
Superintendent of Schools *Samuel [Signature]* **Date:** 4/24/00