

Teacher Mentorship & Retention of Effective Teachers Grant Report Form

Instructions:

Please send an electronic copy of the Teacher Mentorship & Retention of Effective Teachers final completed report by June 30, 2020 to saba.teshome@state.mn.us.

Report components:

- I. Coversheet
- II. Teacher Mentorship & Retention of effective Teachers Program Narrative – Please describe how you have strengthened and/or supplemented your existing mentorship and retention efforts and how the awarded funds allowed you to do this work. Additionally, describe any specific work done to support teachers new to the profession or district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, and/or experienced teachers in need of peer coaching. Finally, using the methodologies outlined in the “Progress Monitoring” portion of your original proposal, evaluate the effectiveness of the funded work.
- III. Program Data – Please provide data from 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. Additional Reporting Requirements – Please provide information on any additional funding that was used to support mentorship and retention efforts. Districts and schools must also provide information on retention strategies that were developed as a part of the grant program.
- V. 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	
Total Grant Amount	
Identify the category you applied under	<input type="checkbox"/> a school district <input type="checkbox"/> group of school districts <input type="checkbox"/> a coalition of school districts, teachers <u>and</u> teacher education institutions <input type="checkbox"/> a coalition of schools, teachers <u>or</u> non-licensed educators

Identified Official with Authority

Name of official with authority to sign	
Title	
Address	
City, State and Zip code + 4	
Phone Number and Email	

Primary Program Contact

Name of program contact	
Title	
Address	
City, State and Zip code + 4	
Phone Number and Email	

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

This Educators of Color Seminar focuses on retaining teachers of color and American Indian teachers working in K-12 settings, with an emphasis on supporting teachers in their first five years of practice. The course explores pertinent issues in the lives of practicing teachers of color in order to foster a classroom community that empowers us in our shared struggle to succeed and thrive within our profession. Given the severe shortage of teachers of color in classrooms across the country and in the state of Minnesota, school districts emphasize recruitment while often overlooking the teachers of color already employed in their schools and classrooms. This course centralizes the specific needs of teachers of color working in predominantly white workplaces for the purposes of creating networks of support to prevent teacher attrition. Course topics include: improving pedagogical techniques related to discussing race in the classroom; defining and resisting racial microaggressions through counter storytelling; understanding systems of oppression to better navigate school structures; outlining the important tenets of critical race theory, culturally relevant pedagogy, and social justice education. Within a shared affinity space comprised entirely of people of color, we take up these topics as a method for increasing our critical consciousness in a non-judgmental environment, where together, we can address the most pressing problems we face as educators of color.

The TMRG 2020 funding was used to support the redesign of the Educators of Color seminar for a fully online experience, and partially fund the participation of nine enrolled teacher participants in this course. The onset of the COVID-19 pandemic required this shift to a fully online course experience over an extended period, in which seminar participants gather for video conference based classes every two weeks from May through August, 2020. The pandemic has also led to the postponement of the planned reunion meeting with the three cohorts.

This year, the Educators of Color Seminar transitioned completely to an online format due to the health pandemic. This created challenges in terms of communication, access to texts, and teacher planning and facilitation. The instructors had to modify the curriculum to one that would be conducive to an online and virtual space. Presentation platforms such as Zoom and Google Classroom and Slides were incorporated into each class session, and assignments were submitted all online through Google Classroom. Perhaps, the most challenging adjustment was the absence of a physical space where students would have been able to connect emotionally and strengthen networking between our institutions and programs. Community building and mental health were indeed a valuable component of our program and work, especially during the unrest and social movements surrounding the death of George Floyd.

As instructors, we recognized the need to create and allow space for our teachers of color to be able to heal and process. In each class, we agreed to dedicate time for our students to dialogue and connect to the events around us. We believe that this strengthened our commitment to teaching as well as allowed us to see how to apply the theories and ideas that we were learning in the sessions. We began to recognize that as teachers of color, we provided another front line to the struggle for social justice and equity. Indeed, this was not an intended objective at the beginning of our class; however, it has become apparent that we, as teachers and educators of color, have an influential role in the struggle for equity.

Given the extended timeline of this year's course, formal program evaluation will begin in August with the conclusion of the course. Detailed surveys will be distributed to students at the conclusion of the seminar. Also, with permission, students will be recorded to give testimony and opinions. This information will be reviewed by the committee named above and discussed in regards to our stated goals and plans for future events.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Please provide the total expected numbers and percentages of total participants for each of the following groups that your program will involve. Numbers may reflect teachers in multiple categories being counted more than once. Each category's percentage is of the total number of teachers being mentored under this grant.

Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.

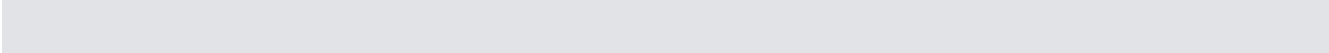
Teachers Mentored Using Grant Funding	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White	Other
Tier 3 Teachers new to the profession or district						
Tier 2 new to the profession or district						
Tier 1 teachers new to the profession or district						
Teaching residents*						
Teacher in license shortage areas						
Teachers with special needs						
Experienced teachers in need of peer coaching						
Total: All teachers supported by grant funding						

*Teaching residents are those in a special in-service induction program, usually with a reduced instructional loads during the first year of employment and additional mentoring and/or professional development. For the purposes of this grant, residents are not pre-service candidates seeking initial licensure in their field and participating in a PELSB-approved residency program or student teachers completing other licensure programs.

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

Mentor Demographics	Paid a stipend as part of a larger mentorship program	Paid an additional stipend
American Indian or Alaskan Native		
Asian or Pacific Islander		
Hispanic		
Black		
White		
Other		
Total		

Analysis of Data



Teacher Mentorship & Retention of Effective Teachers Grant Additional Reporting Requirements

Retention Strategies

Per Minn. Stat. § 122A.70, a school district that receives a grant must negotiate additional retention strategies for teachers who are of color or who are American Indian in their beginning years of employment, such as financial incentives for working in the school/district for at least five years or providing collegial support through teacher placement. Please describe the strategies your organization developed.

Retention Strategies

The class has facilitated a space for teachers to engage identity, curriculum and instruction, and school micropolitics in dynamic and critical ways. Teachers who participate can earn two graduate credits as well as continuing education credits. The past cohorts that have graduated from the class have gone on to create their own district affinity groups, participate in local and state union programming, and attend national conferences such as the Institute for Teachers of Color Committed to Racial Justice (ITOC). The relationships and network created in class has remained stable and continues to provide a source for strengthening one another in our work; for disseminating and receiving news on teaching; and for accessibility to resources.

Additional Funding

As host of the Educators of Color Seminar, Augsburg University will provide full planning and administrative support in-kind, including stewardship of the grant funds and meeting any reporting responsibilities. Stipends for the facilitators and adjunct professors are provided by way of the Bush Foundation, through Augsburg's Teacher Effectiveness Grant. Augsburg has received a pledge of financial support for educators of color, specifically the EAST Program, from a private foundation and continues to work with the Office of Institutional Advancement and the Office of Grants and Sponsored Programs to secure additional private funding for mentorship and retention efforts. Teacher participants and/ or their districts also contribute a portion of tuition dollars to insure the program is sustainable.

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