



Chinese Language Teachers Association of Minnesota

Teacher Mentorship & Retention of Effective Teachers Grant Report

06/2020

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Chinese Language Teachers Association of Minnesota
Total Grant Amount	6500
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 checked="" type="checkbox"/> a coalition of schools, teachers <u>or</u> non-licensed educators

Identified Official with Authority

Name of official with authority to sign	Yue Cheng
Title	Director
Address	1948 Glenfield Ct
City, State and Zip code + 4	Eagan, MN, 55122
Phone Number and Email	612-402-1565

Primary Program Contact

Name of program contact	Yue Cheng
Title	Director
Address	1948 Glenfield Ct
City, State and Zip code + 4	Eagan, MN, 55122
Phone Number and Email	612-402-1565 yuepearlcheng@gmail.com

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Chinese Language Teachers Association of Minnesota promotes Chinese language teaching and learning and supports licensed and non-licensed teachers at K-16 level. The mentor program helps retain teachers in shortage area (World language Chinese) and meet needs of experienced teachers who request peer coaching. Since Feb. 2020, we have 7 mentors and 7 mentees participated in this program including new graduates from University of Minnesota Teachers licensure program, first year teacher at public school districts, and a community expert teacher who is working toward a full license in Chinese language. The mentors in the program are all teachers currently teaching or have three years teaching experience in Minnesota, Hmong College Prep Academy, Hopkins public school district, Minnetonka public school district, White Bear Lake public school district, ISD 196 public school district.

100 percent of the teachers in CLTAMN are teachers of color who are lacking in support due to the facts that Mandarin Chinese teaching is one of a license shortage area. There are only a few Mandarin teachers in the same district to share experiences with. Many teachers are lacking in support in prep. In fact, most of the full time Mandarin language teachers need to teach five levels which requires five different curricula planning. In some schools, levels are combined because of student enrollment and funding. All the teachers in our group are identified as Asian in race which represents students of color in schools. Retaining teachers of color and American Indian teachers encourages students of color to choose education as careers in the future. In addition, most of the teachers in our group are immigrants who represent the immigrant community in Minnesota. The Teacher Mentorship & Retention of Effective Teachers Grant enables CLTAMN to develop, improve, and support qualified teachers and effective teaching and in the State of Minnesota. The grant serves as a great incentive to encourage more participants. CLTAMN Mentor Program will not be able to run without the grant.

Mentors who are assigned a mentee teacher must complete 8 hours Q/A Sharing and 4 hours classroom observation no later than May 1, 2021 in order to receive the mentor stipend. Due to COVID-19, the Q/A sharing are conducted by online meeting or phone call. The classroom observation is replaced by teaching videos.

The 2020-2021 mentor program starts from Feb. 24, 2020 to May 1st, 2021. Program details can be found in the CLTAMN Mentor Program 2020-2021 handbook. Observation notes and mentoring reflection conducted during Spring 2020 are also provided. Due to COVID-19, mentors are working on remote learning and it's not easy to recruit mentors. The rest of the mentoring activities will continue till May 1st, 2021.

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.

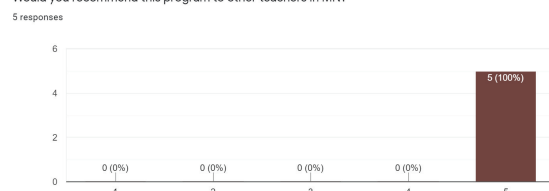
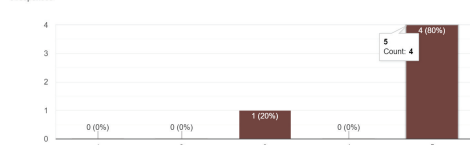
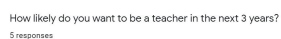
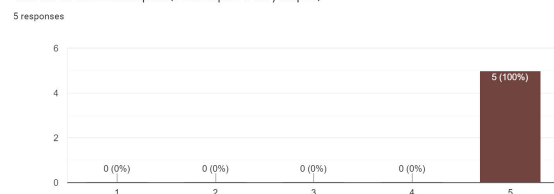
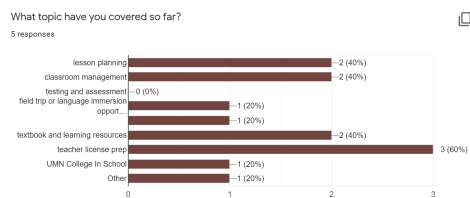
Teachers Mentored Using Grant Funding	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White	Other
Tier 3 Teachers new to the profession or district		2				
Tier 2 new to the profession or district						
Tier 1 teachers new to the profession or district		1				
Teaching residents*						
Teacher in license shortage areas		7				
Teachers with special needs						
Experienced teachers in need of peer coaching		1				
Total: All teachers supported by grant funding		14				

*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	7	7
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.

We have built networks in Minnesota and shared online professional development with Chinese language teachers. We supported teachers during COVID-19 by sharing online teaching tools and assisting teachers with technology resources.

Additional Funding

Please list any and all additional funding you used to support teacher mentorship and retention efforts. Specify if these funds were used 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.

All the teachers benefit from the program are teachers of color. Additional funding is needed for recruiting more potential teacher candidates and affinity group events in the future.

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
\$1800	stipend	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	qualitative journals and class observation notes	
		<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		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		

2020-2021

**CHINESE LANGUAGE TEACHERS ASSOCIATION
OF MINNESOTA**

Mentor Handbook



Contents

Mission for Mentoring in CLTA-MN	4
Definitions of a Mentor.....	4
Definitions of a Mentee	5
Needs of New Teachers	5
2020-2021 CLTA-MN Mentor Commitment	6
Frequently Asked Questions (English Version)	7
Frequently asked questions (Chinese Version).....	9
Substitute Folder/Emergency Plans Checklist	12
Conducting an Observation	13
Directions:	13
Mentee Teacher’s Observation of Mentor: Pre-Observation Conference	14
Mentor Teacher’s Observation of Mentee: Pre-Observation Conference	15
Observation Record	16
Mentee Teacher Questionnaire (by April 2021)	17
Mentor End-of-Year Feedback (by April 2021)	18



Congratulations on being selected as a CLTA-MN 2020-2021 Chinese Language Teacher Mentor!

It has often been said that the most significant factor in the success of a new teacher is the new teacher-mentor relationship. As Chinese language being one of a critical language taught in the U.S, the role of the mentor teachers will be even more crucial. The extent to which new teachers keep high education standards and develop the necessary knowledge, attitudes, and skills to help us realize our vision will depend in no small part on you, your words, and your actions. The mentor commitment you have been asked to sign attests to the importance of your work.

Many of the conversations with your New Teacher will need to focus on being an effective teacher in language classroom, as well as the technical skills and teaching methods needed to get there. All learning experiences have been designed to provide you with tools to effectively and efficiently assist your New Teacher. We also need your feedback to strengthen our Induction process for years to come.

Please complete the feedback form online and respond to surveys and focus on affinity group opportunities throughout the year.

Sincerely,

Yue Cheng

Director

Chinese Language Teachers Association of MN

Mission for Mentoring in CLTA-MN

Successful teachers have a deep understanding of Chinese language and culture, use appropriate instructional methods, and apply various classroom assessment strategies. These teachers participate in sustained, intellectually rigorous professional learning in second language acquisition by which they assess student progress in achieving high academic standards.

The Chinese Language Teachers Association Program strives to provide on-going, quality learning experiences that:

- support mentors and new teachers
- develop instructional leaders at K-16 private or public schools.

Definitions of a Mentor

In order to focus upon the role of mentors in CLTA-MN, it is important that a definition for the role be established.

- A mentor is a current or former teacher who has taught at least three years and is not on an improvement plan.
- A mentor is a current or former teacher who express commitment to retain teachers of color and teachers who are American Indian.
- A mentor is a teacher leader who shares ACTFL language teaching standard and school's vision.
- A mentor is an experienced, successful and knowledgeable professional who willingly accepts the responsibility of facilitating the professional growth and support of a colleague through a mutually beneficial relationship.
- A mentor is a teacher leader who possesses a friendly and positive attitude.
- A mentor is an experienced teacher who is willing to assist and support mentee teachers to reach career goals.

Definitions of a Mentee

- A teacher new to the profession
- A teacher new to holding a full license
- An experienced teacher in need of peer coaching
- A new hire for a public or private school if the teacher had not taught in that control of school in the previous year (A teacher who moves from a public to private or a private to public school is considered a new hire).

Needs of New Teachers

In order to effectively impact student achievement and retain quality teachers, mentoring must address the critical needs of new teachers. These needs include the following:

- knowledge of school and district culture, including demographics, timelines, and curriculum.
- accessibility to supportive, informative colleagues/mentors who will guide and assist with academic and personal needs.
- accessibility to and open lines of communication with all administrative staff.
- sensitivity of administrative staff regarding new teacher assignments and workloads.

2020-2021 CLTA-MN Mentor Commitment

- ❖ **Mentor's name:**
- ❖ **Mentee's name:**

Recognizing the need to provide new teachers with support, CLTA-MN created this list of important attributes for mentors:

Demonstrates leadership qualities

Express commitment to retain teachers of color and teachers who are American Indian

Easily establishes relationships with students and teachers

Has a clear understanding of ACTFL standards and the school's vision

Is interested in what is best for students

Is a good communicator, collaborative and collegial

Is committed to mentoring and spending time to help new teachers

Learns continuously

- ❖ **Expectations for Mentors**
Attend the Pre-program Meeting

The pre-program meeting includes:

- Mentor & mentee introduction
- CLTA-MN Mentor Handbook information
- Questions regarding the program
- Mentee's Career Goals: _____

Record Mentor--Mentee Conversations

The Mentor Handbook is a guide to document reflective questions, conversations, and experiences. Mentors are expected to record their work with the mentee Teacher.

- ❖ **Stipend:** Mentors who are assigned a mentee Teacher must complete 8 hours Q/A Sharing and 4 hours observation no later than May 1, 2021 in order to receive the mentor stipend. Plan your time accordingly.
Provided all the above expectations are met, mentors will receive a minimum of \$600 for mentoring a new teacher.
- ❖ **Mentor's Statement of Commitment:**
I have read the mentor guidelines outlined above. I understand what I should do with my mentee Teacher, the program expectations, and the stipend stipulations. I agree to focus my work with my mentee Teacher according to the objectives of the program and to meet the expectations outlined above.

_____ Mentor's Signature	_____ Mentee's Signature	_____ Date
------------------------------------	------------------------------------	----------------------

Sign and submit a copy to yuec@clta-mn.org

Keep a copy for your file

Frequently Asked Questions (English Version)

- 1.What are the unique characteristics of our students and neighborhood?
- 2.How do I find out about professional learning opportunities?
- 3.How do I obtain teacher editions, curriculum guides, and software?
4. How do I select textbooks?
5. What technologies are available to help me engage my students?
6. What is the teacher dress code (Homecoming week, special events or parent conference)?
7. What are the procedures for lunch/recess?
8. What are the policies for collecting money from students?
9. How do I report maintenance problems?
10. What are the policies when I need to leave my classroom?
- 11.What are the procedures for the library?
12. Where do I get office supplies?
13. What are the procedures for having materials copied?
- 14.What can or can't I copy?
15. What is the school policy concerning leaving campus for workshop or conference?
- 16.What is the policy for field trips with students?
17. What are field trips opportunities in Minnesota for Chinese Learners?
- 18.What is the procedure for referring a student who seems to have a learning problem?
- 19.Where do I park? Does my car need a special sticker?
20. Is there a building map? How to find the location of emergency evacuation for students?
21. What duties will I have outside my classroom?
22. What emergency procedures should I know?
23. Where do students go in the morning before school starts?
24. Do I need to meet students at a particular location?
25. Is there a homework policy or test policy?
26. What are the confidentiality procedures?
27. What do I do with substitute folders?
28. What is the textbook accountability system?
29. What do I do if a student loses a textbook or does not return it?
30. What suggestions do you have regarding grade books?
31. How to use the school management systems (for example: Schoology, Infinite Campus, Canvas, Moodle, Google Classroom. etc)?
32. How are attendance and tardies recorded?

33. What are the procedures for sending post grades to parents?
34. When are the district-wide parent conferences?
35. What are the policies and procedures for using regularly-scheduled, written communication with parents?
36. What is my responsibility for conferencing with parents?
37. How can I establish positive relationships with parents? When do I inform parents regarding their child's performance?
38. How do parents serve as volunteers at school during the school day?
39. What services are provided by Communities in Schools/Parent Liaisons to benefit students?
40. Where do I obtain students' records that will give me a better understanding of my students?
41. Under what conditions may students be allowed to leave school during the school day?
42. What is expected of students regarding permits to class, hall passes, tardy permits, etc.?
43. Whom do I call if I must be absent? How to request or assign a substitute online?
44. At what time does my workday begin and end?
45. What if I am going to be late or leave early?
46. What forms do I complete when I am absent or when I am on professional leave?
47. How and when are teachers evaluated?
48. What are the expectations for my classroom management?
49. What are the school procedures for handling discipline problems?
50. Where and how do I obtain the Student Handbook and the Student Code of Conduct?
51. What are the homework and testing procedures?
52. What activities can Chinese Club and Chinese Honor Society do?
53. What resources, application process and regulations are there for China Study Tours and Host Family Short-term Exchange Programs?
54. How to introduce Chinese Language Program and make it available for all the students who are interested?
55. How to involve parents in Chinese teaching?

Frequently asked questions (Chinese Version)

- 1.我们的学生和社区的独特特征是什么？
- 2.如何找到有关专业学习机会的信息？
- 3.如何获取中文教材的教师版本，课程指南和软件？
- 4.如何选择教材？
- 5.哪些游戏和活动可以帮助我吸引学生注意力？
- 6.老师的着装要求是什么？
- 7.午餐/休息时间有哪些程序？
- 8.从学生那里收钱的政策是什么？
- 9.如何报告教室维修问题？
- 10.当我需要离开教室时有哪些政策？
- 11.图书馆的程序是什么？
- 12.我在哪里可以得到办公用品？
- 13.复印复制材料的程序是什么？
- 14.我可以复制或不能复制什么？
- 15.关于离开校园参加工作培训和教研会的学校政策是什么？
- 16.与学生进行实地教学的政策是什么？
- 17.明尼苏达州有哪些关于中文的实地教学机会？
- 18.推荐似乎有学习问题的学生的程序是什么？
- 19.我在哪里停车？我的车需要挂特殊牌子吗？
- 20.有教学楼建筑图吗？紧急疏散学生的位置怎么找？
- 21.我在教室外面有什么职责？
- 22.我应该知道哪些应对突发事情的程序？

23. 学生每天早上第一节课前去哪里？
24. 我需要在特定位置见学生吗？
25. 是否有家庭作业政策或考试政策？
26. 什么是保密程序？
27. 我如何给日代课老师准备文件夹？
28. 什么是教科书责任制？
29. 如果学生丢失或不归还教科书怎么办？
30. 关于成绩统计单，您有什么建议？
31. 如何使用学校管理系统（例如：Schoology, Infinite Campus, Canvas, Moodle, Google Classroom 等）？
32. 考勤如何记录？
33. 向父母发送成绩的程序是什么？
34. 地区范围的家长会议何时举行？
35. 与父母定期进行书面交流的政策和程序是什么？
36. 我与父母会面需要做什么？
37. 如何与父母建立积极的关系？我什么时候通知父母他们孩子的表现？
38. 在上学期期间，家长如何在学校担任志愿者？
39. 学校/家长联络人可以为学生提供了哪些服务？
40. 我从哪里获得学生的信息，可以使我对学生有更好的了解？
41. 在上课期间可以允许学生在什么条件下离校？
42. 对于上课许可证，大厅通行证，迟到许可证等，对学生有什么要求？
43. 如果必须缺席，我该打电话给谁？如何在网上预约并且指定日代课老师？

44. 我的工作时间什么时候开始和结束？
45. 什么是登录和退出程序？
46. 如果我要迟到或早退怎么办？
47. 请假或请假时应填写哪些表格？
48. 学生如何以及何时评估教师？
49. 对我的课堂管理有什么期望？
50. 学校处理纪律问题的程序是什么？
51. 我在哪里以及如何获得《学生手册》和《学生行为守则》？
52. 中文俱乐部和中文荣誉学会可以做哪些活动？
53. 中国游和中美寄宿项目有哪些资源，申请流程和注意事项？
54. 如何介绍中文课程并将其提供给所有感兴趣的学生？
55. 如何让家长参与中文教学？

Substitute Folder/Emergency Plans Checklist

- ___ 1. Daily plans made out in enough detail
- ___ 2. Weekly and daily schedule of classes
- ___ 3. List of students' names and seating chart(s)
- ___ 4. List of students in special programs and schedules
- ___ 5. List of supervisory responsibilities such as duty
- ___ 6. Copy of class rules
- ___ 7. Fire drill and other emergency procedures
- ___ 8. Important or unusual information about special students (physical or medication)
- ___ 9. Textbooks, manuals, workbooks, and worksheets in an accessible place
- ___ 10. Name and location of another teacher who can answer questions
- ___ 11. Lunch schedule
- ___ 12. Attendance procedures
- ___ 13. Emergency lesson plans on file per campus policy

Conducting an Observation

Directions:

Mentors should use the following questions as they prepare for observations. The questions are designed to facilitate a peer coaching relationship between the mentor and the mentee.

MENTEE TEACHER OBSERVES THE MENTOR TEACHER

Phase 1: Pre Observation Review:

The mentor and the mentee discuss what might be helpful for the mentee teacher to observe. Consider what will be modeled: lesson content, instructional format (teaching strategies), demonstration of procedures, behavior management, etc.

Questions Mentor May Ask:

- When do you want to observe: date and time?
- What strategies and teacher behaviors do you want to observe?
- What student behaviors do you want to observe?
- What do you want to learn from this observations process?
- As you observe, would you be willing to take data on the following...?
- Do you have any additional requests of me before the observations?

Phase 2: Observation: It is recommended that an entire lesson be observed.

Phase 3: After Observation Review: The mentee and mentor reflect upon what was observed. The conference should focus upon specific strategies observed and any data teacher collected.

THE MENTOR OBSERVES THE MENTEE follows the same procedures.

Mentee Teacher's Observation of Mentor: Pre-Observation Conference

To be completed by the Mentor

Mentee's Name: _____ Mentor's Name: _____

Date: _____

ACTFL Standards-- Alignment with Curriculum	Learning Goals
Activities-- Evidence of Learning	Dynamics of Class--- Classroom Environment

Mentor Teacher's Observation of Mentee: Pre-Observation Conference

To be completed by the Mentee

Mentee's Name: _____ Mentor's Name: _____

Date: _____

ACTFL Standards-- Alignment with Curriculum	Learning Goals
Activities-- Evidence of Learning	Dynamics of Class--- Classroom Environment

Observation Record

Instructor 's Name_____ Date_____

Observer's Name_____ Campus_____

Assignment_____ Grade level_____ # of students_____

Lesson Objective/Purpose_____

Based on the goals set during the pre-observation conference, what specific data is collected in the following areas?

Classroom environment_____

Classroom management_____

Instructional strategies_____

Evaluation/assessment strategies _____

Two positive aspects of lesson

Ideas for improvement_____

Comments

Mentee Teacher Questionnaire (by April 2021)

Name/Date_____

Part 1: Please circle the number that best indicates your level of mastery in each area.

1=Little/None

2=Some

3=Moderate

4=High

5=VeryHigh

1. Maintaining student discipline 1 2 3 4 5
2. Organizing and managing my classroom 1 2 3 4 5
3. Managing my time and work 1 2 3 4 5
4. Completing paperwork 1 2 3 4 5
5. Communicating with the principal and other administrators 1 2 3 4 5
6. Communicating with other teachers and staff 1 2 3 4 5
7. Obtaining instructional resources and materials 1 2 3 4 5
8. Evaluating student progress 1 2 3 4 5
9. Motivating students 1 2 3 4 5
10. Assisting students with special needs 1 2 3 4 5
11. Dealing with individual differences among students 1 2 3 4 5
12. Understanding the curriculum 1 2 3 4 5
13. Communicating with parents 1 2 3 4 5
14. Understanding my legal rights and responsibilities as a teacher 1 2 3 4 5
15. Dealing with stress 1 2 3 4 5

Part 2: Rank the following in order from greatest concern/problem=10 through least

concern/problem=1 (Leave the item blank if it doesn't apply to your assignment).

- _____ Instruction: planning and preparing lessons
- _____ Instruction: instructing and assessing
- _____ Managing time
- _____ Managing materials and paperwork
- _____ Managing student behavior
- _____ Dealing with difficult students
- _____ Dealing with parents and families
- _____ Physical / emotional stress
- _____ License application/Minnesota Teacher Licensure Exam
- _____ Feeling supported as a new teacher

Mentor End-of-Year Feedback (by April 2021)

Your feedback helps CLTA-MN to improve next year. Please response the form that most accurately describes your mentoring experience (4 being strongly agree, 3 being agree, 2 being disagree, and 1 being strongly disagree) and return this form via email to Yue Cheng at yuec@clta-mn.org by May 1, 2021.

Campus: _____

I. CLTA-MN mentor coordinator:

(1) was accessible to me

4 3 2 1

(2) is knowledgeable about teaching methods and strategies and mentoring

4 3 2 1

(3) was helpful when I had mentoring questions

4 3 2 1

(4) facilitated communication between mentors/mentees teachers very well

4 3 2 1

(5) helped me serve as a mentor more successfully

4 3 2 1

(6) was timely

4 3 2 1

II. Mentor Handbook

(7) was beneficial

4 3 2 1

III. Curriculum and Professional Development

(8) was accessible and helpful when I needed assistance on curriculum and professional development

4 3 2 1

IV. My Mentoring Experience

(10) was successful

4 3 2 1