

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, 2021 to Grants.PELSB@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	Sejong Academy
Total Grant Amount	\$14,900
Identify the category you applied under	<input checked="" 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	Grace Lee
Title	Board Chair
Address	1330 Blair Avenue North
City, State and Zip code + 4	St. Paul, MN 55104
Phone Number and Email	763-300-0609, glee@sejongacademy.org

Primary Program Contact

Name of program contact	Brad Tipka
Title	Executive Director
Address	1330 Blair Avenue North
City, State and Zip code + 4	St. Paul, MN 55104
Phone Number and Email	651-330-6944, btipka@sejongacademy.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Pay a stipend to a mentor who may be a current or former teacher who has taught at least three years and is not on an improvement plan. See below.

Provide additional stipends as an incentive to mentors of color or who are American Indian. See below.

(1, 2) We provided stipends to mentors - current teachers with 3+ years of experience and not on an improvement plan. We provided additional incentive if they were mentors of color.

We offered a mentorship program. We had 2 senior mentors train other mentors. Then the expectation was that the mentors meet with mentees once a month during one of their prep times or after school. They were mentored on many aspects of teaching: pre and post evaluation items, feedback on lesson plans, classroom management, how to adjust to being a new teacher, etc. This was aligned with our teacher evaluation and peer review process and would give mentees more feedback and guidance. The goal was also to build relationships, so mentees had someone to go to for questions and support.

Financially support professionally learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year.

(3) As a Korean Immersion Charter School, we have an affinity group for Korean Language teachers. It is difficult to find curriculum and resources in the US. So, they meet to once a month to support one another, review curriculum and brainstorm ideas to improve the program. We financially supported this committee to purchase books and resources to better support Korean Language teachers.

We also have an affinity group for teachers concerned with race equity. This group met weekly and gave 4 presentations to the whole staff to help support teachers of color and help promote a culture and school climate more conducive to race equity and people of color.

Financially support programs for induction aligned with the district or school mentorship program during the first three years of teaching, especially for teachers who are from underrepresented racial and ethnic groups.

(4) Due to COVID, we were not able to conduct teacher induction and/or team building activities in person at the beginning of the year. Therefore, we celebrated our mentorship program once school was in-person. We gave appreciation t-shirts and had an end-of-year mentorship celebration lunch. This helped to build collegiality, show appreciation, and strengthen connections for support amongst each other during these challenging times.

In a nutshell, all these activities strengthened and supplemented our mentorship program and retention efforts by enabling us to provide financial incentives for teacher participation. We are a small charter school, with this grant, we were able to provide such financial incentives. Through these activities, we believe our teachers have become better connected and equipped.

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					3	
Tier 2 new to the profession or district						
Tier 1 teachers new to the profession or district		15				
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		15			3	

*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 grant for providing mentorship to teachers.

*Please note in your analysis if this data is a duplicated headcount, meaning teachers are counted in more than one racial/ethnic category.

Mentor Demographics	Paid a stipend as part of a larger mentorship program	Paid an additional stipend
American Indian or Alaskan Native		
Asian	9	
Black, Not of Hispanic Origin		
Hawaiian/Pacific Islander		
Hispanic		
Multiple Categories		
White, Not of Hispanic Origin	1	
Total		

Analysis of Data

The second year of mentorship program was successful, as we were able to support more teachers of color who were in their first years of teaching. We conducted 3 surveys throughout the school year via a 4- point

Likert scale Google form. Overall, the feedback has been very positive. The teachers wanted such mentorship programs to continue and further suggested to hold a few whole group mentors and mentees meetings to build a stronger community.

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.

The majority of our teachers are teachers of color.

We have a salary guide that incentivizes teachers to stay longer. We also worked with the school board to approve more robust benefits for the following school year, as well as a policy specifically for teachers of color who are going through the immigration process for permanent residency.

Through this grant, we were able to better develop a more robust and formal mentorship program, where we pair many teachers of color in their beginning years of employment with mentors who are experienced and have been successful at our school. We were also better able to support our affinity groups - Korean Language teachers, which have a majority of teachers of color, serving a majority of students of color, as well as our affinity group for teachers interested in race equity.

Despite COVID, we were able to promote and hold some celebratory programs to build community and collegiality amongst our staff through a few staff appreciation meal/events.

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.

We used Q -comp funds to support mentorship meetings with the Lead Teacher and PLC Leads. Some of these teachers were new to the profession and district, including teaching residents, teachers of color and teachers in license shortage areas and experienced teachers in need of peer coaching.

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
(9,400 + 1,710) = \$11,110	Stipends for Mentors. Mentors met with mentees to mentor on specific needs of their choice = 9,400 (\$20 additional stipend to mentors of color – 1,710)	X Mentoring <input type="checkbox"/> Induction	Google doc Google form surveys	3 surveys via google form (beginning of year, mid-year and end of year)
\$1,400	Financial support of PLC affinity group: Working Group for Race Equity. This group met weekly and gave 4 presentations to the whole staff to help support teachers of color.	<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction X Affinity Group	Meeting agenda & minutes	Google meet report
\$781	Financial support of PLC affinity group: Korean Language Teachers (books and resources)	<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction X Affinity Group	Receipt	Receipt
\$1,609	Teacher Induction Program (moved from beginning of year induction to end of year celebration due to COVID)/ End of Year Mentorship Appreciation event: T-shirts (\$506) Lunch (\$1,101.89)	<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction X Teacher appreciation	Receipt	Receipt
		<input type="checkbox"/> Mentoring <input type="checkbox"/> Induction		

All awarded fund of \$14,898.89 was spent during the 20-21 school year.

Thank you! 😊