

# FY22 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, 2022 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	El Colegio Charter School
Total Grant Amount	15,000

### Identified Official with Authority

Name of official with authority to sign	Katie Groh de Aviña
Title	Executive Director
Address	4137 Bloomington Ave
City, State and Zip code + 4	Minneapolis, MN 55407
Phone Number and Email	612-728-5728, avina@el-colegio.org

### Primary Program Contact

Name of program contact	Katie Groh de Aviña
Title	Executive Director
Address	4137 Bloomington Ave
City, State and Zip code + 4	Minneapolis, MN 55407
Phone Number and Email	612-728-5728, avina@el-colegio.org

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

The primary activity which occurred through this grant was a BIPOC affinity group of 32 educators. This group attended professional development facilitated by the Acosta Educational Partnership. The professional development primarily took the form of four virtual sessions, each consisting of two hours facilitated by Dr Acosta and his colleagues. The sessions focused on humanizing the classroom as well as the pedagogy of ethnic studies.

In the culminating event of the cohort's time together, Dr Acosta came in person to Minnesota and highlighted the depth of their time together in an event open to other educators who primarily serve Latine/Latinx students. This also served as a foundational conversation which tied to another training for white ally educators.

The services provided by the Acosta Educational Partnership were \$9,000. Another \$6,050 was used to provide stipends to the participants of the BIPOC affinity group.

The educators from the BIPOC affinity group shared valuable feedback about their experiences participating in the program, some excerpts are shared below:

*"One thing that I learned that was profound and reaffirming to me was using asset-based pedagogy. To begin to see students' culture as a strength rather than believing that students are achieving because of deficiencies in their lives and/or their culture. As an educator this will guide in viewing my students cultural and self strengths and bringing them in the classroom to use them. This also guides me to stop thinking that they would be more successful if they had a family that was there to support them, if they had parents with more education, or more books, or more exposure to academic experiences, etc. In practicing asset-based pedagogy, students will learn more because it will remove the teachers mentality of I can't "fully" teach them because they are lacking this or that" instead it will give the teacher the opportunity to learn more about the student's background and bring their culture into the classroom. Resulting into no more limits in learning and empowering students to learn."*

*"I think from the PD session I was reaffirmed about making sure that when working with youth in educational spaces it is a learning and unlearning process. As part of a system, which education is, we have been conditioned to view excellence and smartness as defined by the white supremacist system. Thus, have left our BIPOC children down and have not acknowledged the greatness that they bring from their community and themselves. It starts with the funds of knowledge and reaffirming their power, resiliency and strength. Where we in turn can highlight their voice, identity and build their confidence in themselves and community. We have teaching shame instead of collaborating and acknowledging that we have a lot more to learn from our communities we serve."*

*"Todo lo que aprendí durante estas horas de desarrollo profesional fue información muy valiosa. Mi parte favorita fue el poema In Lak'Ech ya que creo que este poema nos ayuda a ser mejores seres humanos pues nos recuerda lo importante que es tratar a los demás de la misma manera que nos gustaría ser tratados. Otros de los temas que me encanto fue "Funds of knowledge" escuchando las voces de los estudiantes. Y cómo podemos conectar con nuestros estudiantes usando nuestro espacio para cultivar una relación interpersonal con ellos. Prender sobre Tezcatlipoca (Self reflection) también fue profundo para mi porque para ser una buena maestra es importante ser a reflective teacher y reflexionar sobre mis acciones para poder hacer un mejor trabajo con mis estudiantes."*

In the past three years, we have not been able to provide the same level of continued professional development. Oftentimes due to funding, it is a one-time opportunity, and our educators consistently tell us they want more followup to continue what they were presented with or had the opportunity to learn. Additionally, this was also

the first time El Colegio was able to provide stipends to our educators for attending sessions outside of the regular work day.

For reference, of the 32 educators who participated, 4 of them are new to the profession. Nine of the participants were experienced teachers who were perhaps not in need of peer coaching per se, however needed reinvigoration in order to support retaining them in the field.

**Teacher Mentorship & Retention of Effective Teachers Grant Program Data**

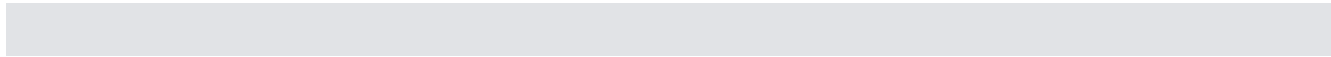
**Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.**

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							
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Number of Mentors by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district program	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							
Paid Mentors of color who received additional stipends							
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Analysis of Data**



## 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
9,000	Professional Development	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction		
6,050	Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Attendance of the sessions both virtually and in-person.	32 educators participated. They were paid \$50 per session.
		<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		