

FY21 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.

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	Minnesota Association of Agriculture Educators
Total Grant Amount	\$30,000

Identified Official with Authority

Name of official with authority to sign	Ms. Jessica Daberkow
Title	President, MN Association of Agriculture Educators
Address	44331 860 th St
City, State and Zip code + 4	Lakefield MN 56150
Phone Number and Email	651-356-5543

Primary Program Contact

Name of program contact	Ms. Lavyne Rada
Title	Director, MN Teacher Induction Program
Address	146 Ruttan Hall; 1994 Buford Ave
City, State and Zip code + 4	Saint Paul, MN 55108
Phone Number and Email	605-695-1861; rada@umn.edu

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

This project is a teacher retention program for early-career agriculture, food, and natural resources (AFNR) sciences and work-based learning (WBL) teachers, with emphasis on BIPOC teachers, those in their second and third year of teaching, and those in need of mentoring.

This teacher retention project is led by the Minnesota Association of Agriculture Educators, including the teachers in the 209 schools that compose its membership. It is also in collaboration with the Minnesota Teacher Induction Program at the University of Minnesota, and Agricultural Education teacher education programs at University of Minnesota – Twin Cities, UMN – Crookston, and Southwest Minnesota State University. Our project targeting a teacher licensure shortage area is in partnership with the Minnesota Department of Education – Office for Career and College Success, Career and Technical Education, the Minnesota Agricultural Education Leadership Council, and the Minnesota FFA Foundation.

Minnesota Association of Agriculture Educators members teach at and represent 209 schools and districts. Minnesota Association of Agriculture Educators has partnered with the Minnesota Teacher Induction Program to develop a phase-two program focused on teacher growth and retention, particularly as Agricultural Education (as well as Career and Technical Education as a whole) is a licensure shortage area and the profession has a critical need for non-traditional teachers (i.e., teachers of color and teachers who are American Indian).

Due to lingering effects of COVID-19, we rescheduled our program for November 2021 and January 2022. In the fall of 2021, twenty-four high school Agriculture, Food and Natural Resources (AFNR) teachers participated in the DELTA conference, the kick-off event for the Resources for Professional Learning program. Throughout the conference, participants received instruction, support, mentorship, and coaching from their peers and from experienced teachers and program staff. All of the participants hold a Minnesota Tier 1, 2, 3, or 4 teaching license in Agriculture, Food and Natural Resources (a licensure shortage area). At the conclusion of the program, participants and mentors for Collaborative Inquiry Groups (CIGs) which met throughout the fall and winter to focus on areas of support and need. CIGs focused on a variety of topics: classroom management and engagement; experiential learning and work-based learning; inquiry instruction differentiated instruction; diversity, equity, and inclusion in AFNR education classrooms and the FFA; interactive notebooks in a virtual/hybrid classroom; developing community advisory boards; and building/developing an AFNR education program. CIGs met throughout the school-year and shared developed resources with other participants. In January of 2022, twenty-two AFNR teachers participated in the eXcellence in Leadership for Retention (XLR8) professional development program. This program focused on professional development related to increasing overall longevity and satisfaction of participants with their chosen career of teaching agriculture. 98% of the participants were retained for the 2022-2023 school year, and the one teacher not retained in secondary SBAE is moving to a postsecondary/adult agricultural education role.

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	2				2		
Black							
Other	28	2			44		14
Total	30	2			46		14

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							
Paid Mentors of color who received additional stipends							
Total					10		

Analysis of Data

There is a teacher shortage at both the national and Minnesota levels in Career and Technical Education. School-Based Agricultural Education (i.e., licensure field codes 010100 and 160000) faces a shortage of teachers entering teacher licensure programs and retention needs due to current teachers leaving the profession (Minnesota Office of Higher Education, 2019; Smith, Lawver, & Foster, 2019). Of the graduates enrolled in a preparation program, approximately 50% pursue a teaching position, mediated by competitive pay and flexibility offered by the industry (Smith, Lawver, & Foster, 2019). Of those who do teach, 20% to 33% of novice agriculture teachers leave the profession within the first three years due to inadequate support, pay, and frustration with the school system (Blazer, 2006; Ingersoll, 2001; Ingersoll, Merrill, & Stuckey, 2014). Specifically in Minnesota, 28% of SBAE teachers left the profession between years 1-3 and 17% between years 4-9 (Rada & Haddad, 2021). More than 33% of Minnesota SBAE teachers had fewer than four years of teaching, and 40% of teachers left the profession before reaching ten years (Rada & Haddad, 2021). The purpose of this program is to provide

mentorship and support to these teachers beyond year one as an existing program (the Minnesota Teacher Induction Program) has provided support to first-year teachers for nearly 25 years and has a high retention rate.

A rising amount of research supports the idea that teacher induction programs can increase novice teachers' efficacy, job satisfaction, and retention (Holloway, 2001). High levels of attrition are responsible for the largest share of annual teacher demand as hundreds of thousands of teachers leave the profession each year. School-based AFNR education had more than five percent of teachers leave the profession in 2017 (Smith, Lawver, & Foster, 2018). Reducing attrition would reduce the projected shortages more than any other single factor (Sutcher, Darling-Hammond, & Carver-Thomas, 2016); therefore, it is especially important to focus on how to keep teachers in the classroom. Additionally, an EdWeek survey asked teachers about the stress during the COVID pandemic, and "more than a quarter of teachers said job-related stress leads them to think often about quitting, and 16 percent said they dread going to work every day" (Will, 2021, para. 16). While it is difficult to know the long-term impacts of the pandemic on teacher attrition now, in a January 2022 National Education Association survey, 90% of respondents indicated that feeling burned out is a serious problem (Jotkoff, 2022). Up to 55% of educators indicated they were ready to leave the profession earlier than planned (Jotkoff, 2022). New entrants comprise about half of the annual teacher supply (Gray, Taie, & O'Rear, 2015; Smith, Lawver, & Foster, 2018). Moreover, new teachers leave at greater rates than others in the pre-retirement period with national estimates of somewhere between 19% and 30% over their first five years of teaching (Darling-Hammond & Sykes, 2003; Gray, Taie, & O'Rear, 2015); therefore, this is the logical group on which to focus to meet our teacher supply needs as reducing attrition could virtually eliminate overall shortages.

The Resources for Professional Learning program targeted School-based AFNR teachers who have completed at least one year in the classroom. In year one of the program, twenty-six teachers participated in the program and 100% of them were retained in the program to completion and for the 2020-2021 school year. 12% of the participating teachers were Tier 2 teachers, 31% were Tier 3, and 100% were in a teacher licensure shortage area and in need of mentorship and peer coaching. Of those participants, 96% were retained for the 2021-2022 school year and 92% plan to return to the classroom for the 2022-2023 school year.

In year two, forty-six teachers participated in the program and 100% of them were retained in the program to completion and for the 2021-2022 school year. Of the participants, 98% of them plan to return to the classroom for the 2022-2023 school year. The one teacher who was not retained in secondary SBAE is transitioning to postsecondary/adult agricultural education. 4% of the participating teachers were Tier 2 teachers, 65% were Tier 3, and 100% were in a teacher licensure shortage area and in need of mentorship and peer coaching. This accomplished the first objective. 100% of participants accomplished objectives two, three, four and five by:

- implementing differentiated instruction and learning methods,
- using concepts of Context, setting/environment, closure, and assessment to better student learning,
- sharing content and curriculum to support the development of Agriculture, Food and Natural Resources and WBL courses and state-wide frameworks, and
- learn methods of planning that are more efficient and effective.

All participants participated in the professional development programming as well. Collaborative Inquiry Groups shared their findings and developed resources in January 2022 at the Minnesota Association of Agricultural Educators winter conference following the XLR8 professional development event.

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
\$7,024.91	Meals for Professional Development Conferences	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and participant tracking	46 participants, mentors plus facilitators and staff
\$6,465.83	Lodging and facilities for Professional Development Conferences	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense and participant tracking	46 participants, mentors plus facilitators and staff
\$1,466.61	Printing and Supplies for Professional Development Conferences	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense	46 participants, mentors plus facilitators and staff
\$5,689.93	Facilitator Expenses and Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense	46 participants, mentors plus facilitators and staff
\$6,527.17	Mentor Expenses and Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipt of expense	46 participants, mentors plus facilitators and staff