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.

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	Trustees of the Hamline University of Minnesota
Total Grant Amount	$30,000

Identified Official with Authority

Name of official with authority to sign	Marcela Kostihova
Title	Academic Dean
Address	1536 Hewitt Avenue
City, State and Zip code + 4	Saint Paul, MN 55104-1284
Phone Number and Email	651-523-2771 / mkostihova01@hamline.edu

Primary Program Contact

Name of program contact	Rebecca Neal
Title	Professor, Teacher Education
Address	1536 Hewitt Ave, MS-C1913
City, State and Zip code + 4	St. Paul, MN 55104-1284
Phone Number and Email	651-523-2170 / rneal01@hamline.edu

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Current Term Sept 29, 2021 to June 30, 2022

During the current grant term from September 29, 2021 to June 30, 2022, funds supported beginning teachers who are People of color, Indigenous American, teachers in critical shortage areas and beginning teachers who recently graduates from Hamline University with a similar background and working throughout the metropolitan area.

The continuance of mentoring and affinity group gatherings brings Hopkins staff and isolated teachers of color working throughout the Metropolitan area together with a structured format that models a restorative approach. The engagement sessions bring out teachers' voices and experiences to develop a deeper shared sense of belonging and support. Our previous experiences with this format and participant feedback indicate that there is also an ability and desire to include professional development in this process. With this iteration of our mentorship program, we plan to evolve the mentorship gathering to include co-experienced professional development that involves mentors, mentees, and the voices of scholars of color, many of whom are Hopkins scholars. One-to-one and small group mentoring sessions will continue, in addition to whole affinity group gatherings.

Award funds allowed for meaningful mentoring to continue beyond graduation. This funding will facilitate the creation of a coalition among Hamline University, Hopkins School District, Hopkins Education Association, and individual schools throughout the Metro area. The coalition will not only support beginning teachers of color and American Indian, but also teachers in critical shortage areas, as well as isolated teachers of color. Due to the ongoing impact of COVID 19 some grant activities were partially completed. Grant funds were used to both strengthen and supplement existing mentorship and retention efforts. Specifically, grant funds were used to:

- Maintain a community of strength and support for BIPOC teachers in Hopkins Public Schools and Hamline University program completers who are working in isolated learning settings throughout the metropolitan area;
- Support teachers' well-being and mental health;
- Help teachers with the increased impact of systemic racism and white supremacy culture that are endemic in our system;
- Maintain affinity groups that allowed participants to share experiences;
- Helping develop solutions and responses to challenges within the learning environment;
- Enhance district induction mentorship programs; and
- Improve retention and job satisfaction of BIPOC teachers.

Mentorship efforts for new teachers of color in Hopkins prior to the Teacher Mentorship and Retention Grant, (TMRG) included mentorship from district instructional coaches, assigned building mentors, occasional district meetings of new teachers of color, occasional district meetings of all staff of color, and informal networking amongst educators of color. Because this is our third year receiving the grant, participants really look forward to their affinity group experiences.

Utilizing grant funds, the Hopkins Educator of Color Mentorship Network, (HECM) was created in March 2020 and continues to present day. In addition to existing supports currently offered to new BIPOC teachers and staff, grant funds were used to support 48 BIPOC mentors and mentees. Important to mentees was mentors of similar race or ethnicity. This year there were 46 mentees in the program, of which 35 were BIPOC teachers. Creating more meaningful mentoring relationships, there was a total of 12 BIPOC mentors. Mentoring opportunities included affinity group gatherings and small mentorship groups. Mentor and mentee pairings were created based on new educator preferences regarding race, culture, language, educator role or goals, content or grade level, and the like. Affinity group gatherings occurred in October, December, February, March, April, May, and June. Lead mentors met more often to plan accordingly. The topics of interest were selected by mentorship program participants. Professional development topics of interest identified by participants, included: supports and barriers to becoming and remaining in education, identity and advocacy as educators of color, networking and isolation, pathways to careers in education, targeted professional development, addressing multiple forms of microaggressions, and the like. Affinity group gatherings during the 2021-2022 year were conducted in person and remotely. Some professional development was rescheduled for next fall due to scheduling conflicts with participants.

Recruitment efforts involved mentoring 6 BIPOC staff who are interested in teaching, but do not have a teaching license. Mentees and Mentors alike indicated they felt more connectedness because of the mentoring program. Similarly, participants indicated they developed more as an educator or became more interested in learning about the teaching profession. Importantly, participants shared sentiment they felt emotionally supported, more comfortable sharing their opinion, and a sense of self-worth, and professional validation.

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	2						
Asian or Pacific Islander	17	2		2	3		
Hispanic	9	1		2	3		
Black	20	1		2			
Other	12		3				
Total	60	4	3	6	6	0	0

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	4						
Hispanic	3						
Black	6						
Other	2						
Paid Mentors of color who received additional stipends							
Total	15						

Analysis of Data

Survey data from teachers and mentors provided insights into how the program was supporting teachers and also provided an area for participants to provide feedback on areas of improvement. Overall, teachers indicated they felt supported in the Teacher Mentoring and Grant program. They also shared that gained information was useful. Not much information was provided regarding how being part of the program increased teaching effectiveness, but most indicated they strongly agreed on the survey. With regard to teachers developing a deepened commitment, most indicated they agreed. Many teachers shared the affinity groups were very supportive and allowed for a much needed space for teachers to come together. Importantly, the majority of teachers expressed a desire to continue in the program for next year. The table below indicates progress toward each goal of the Teacher Mentoring and Retention grant. Data analysis of survey information follows.

Goal #1 - Provide professional development related to improving student achievement and daily lived school experiences **Activity 1.1** Engage in professional learning with students to explore, co-design and develop restorative practices **Reported Progress –** The co-design professional development was rescheduled for fall 2022
Goal #2 - Through professional learning improve teacher and student relationships **Activity 2.1** Engage in professional learning with students to explore and develop restorative practices and co-design **Reported Progress –**Professional development learning with students was rescheduled for fall 2022
Goal #3 - Increase sense of job satisfaction **Activity 3.1** Engage in professional learning with students to explore and develop restorative practices and co-design **Activity 3.2** Facilitate affinity group **Reported Progress –** Professional learning with students was rescheduled for fall 2022. Affinity groups occurred in October, December, February, March, April, May, and June
Goal #4 - Increased skill in implementing co-created restorative practices into classroom **Activity 4.1** Engage in coaching with Thrive Ed staff **Reported Progress –** The co-created restorative practices was rescheduled for fall 2022
Goal #5 - Provide meaningful and effective mentoring **Activity 5.1** Identify and pair mentors with mentees **Activity 5.2** Mentor and mentee meetings **Activity 5.3** Use of Mentoring log and mentee reflection journals **Reported Progress –** Mentee and mentor pairing was successfully accomplished. Mentor and mentee meetings occurred throughout the school year and were also a part of each affinity group gathering. Participants provided survey data in lieu of mentoring logs and reflections.
Goal #6 - Conduct Affinity Group gatherings **Activity 6.1** convening of BIPOC and Indigenous American educators and non-licensed professionals **Reported Progress –** Affinity groups occurred in October, December, February, March, April, May, and June
Goal #7 - Utilize assessment results to make program improvements and disseminate noteworthy findings **Activity 7.1** Use assessment results to identify especially effective strategies and limitations, adjust programming, prepare reports, and share findings **Reported Progress –** Teachers and mentors provided survey data regarding their participation in grant activities.

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
$6,000	Lead Mentors to mentor, lead, organize, plan, design, and implement mentoring program	x Mentoring x Induction	Creation of mentoring program and content	Affinity group attendance and mentor/mentee reflection logs
$12,880	BIPOC Mentors for BIPOC Teachers and aspiring BIPOC Teachers	x Mentoring x Induction	Disperse grant funds to grant participants	Affinity group attendance and mentor/mentee reflection logs
$7987.76	Mentee Stipend	x Mentoring x Induction	Disperse grant funds to grant participants	Affinity group attendance and mentor/mentee reflection logs
$3,051.24	PD, Materials, Mentor training books	x Mentoring ☐ Induction	Purchase of mentoring textbooks and PD planning	Survey of participants
		☐ Mentoring ☐ Induction		