

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	Lakes International Language Academy
Total Grant Amount	25,160.00

Identified Official with Authority

Name of official with authority to sign	Shannon Peterson
Title	Executive Director
Address	19850 Fenway Avenue North
City, State and Zip code + 4	Forest Lake, MN 55025-1823
Phone Number and Email	651-252-6704, SPeterson@mylila.org

Primary Program Contact

Name of program contact	Shannon Peterson
Title	Executive Director
Address	19850 Fenway Avenue North
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Phone Number and Email	651-252-6704, SPeterson@mylila.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

MENTORSHIP PROGRAM

The LILA Mentorship Program has evolved organically, out of necessity, as our attempts to impart vast amounts of knowledge to teachers in a pre-service format had been floundering. As a charter school, LILA must often hire a preponderance of teachers who are new not only to the school but also to the profession (if they're native English speakers) or to the country (if they're not). It has become clear that they need ongoing mentorship that is aligned with our teacher evaluation and our peer review processes.

By formalizing the program using grant funds to evaluate and revise it, we will strengthen it, thereby having a direct impact on LILA's overall retention and particularly that of our newest BIPOC teachers in future years.

Though this was only the first year of formally assigning mentors, the retention data show success in LILA's efforts to improve teacher retention for first- and second-year teachers, BIPOC teachers, and first-year international teachers. The mentor program, was only mildly successful in its attempt at better helping first-year teachers, retaining approximately the same percentage of first-year teachers (72%) compared with last year's 71.88%. LILA achieved a more significant increase in the retention of second-year teachers, increasing from 37.5% retained last year to 55.17% retention this year. More importantly, this grant has allowed our staff to devote time to assess the components of the mentoring program, make adjustments, and implement improvements to the program for the 2022-23 school year.

RESPONSIVE CLASSROOM/DEVELOPMENTAL DESIGNS

In addition, we will broaden the scope of our retention efforts to include all teachers in their early years at LILA by evaluating, then updating our existing "Responsive Classroom—LILA Style" and "Developmental Designs—LILA Style" professional development programs, designed to help teachers new to LILA develop and maintain safe and supportive learning environments in their classrooms. We used survey data and information learned in focus groups to determine the strengths and needs of the programs at both the Upper and Lower School campuses. These evaluations have been completed and improvements will be implemented in the 2022-23 school year.

"HINT" PROGRAM

Next, we focused on reducing the anxiety of international BIPOC teachers related to getting settled and adjusting to life in the US by assigning each new teacher and their family members a "mentor" for their personal lives. We called this type of mentor a Helper for International New Teachers (HINT). Their job was to assist newly arrived international teachers and their families in meeting their housing, transportation, insurance, and communication needs. HINTs continued to check in weekly with their assigned new teacher to help them and their family members handle their ongoing culture shock and adjustment

needs so the teacher can remain focused on their students. We believe that if teachers are not worried about how to get their Minnesota driver's license, they can be more attentive to the children in their classroom and thereby, have a more positive experience at LILA. The first year's data have borne this out. LILA has increased the retention of first-year international teachers from 50.0% last year to 69.3% this year.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: Number of teachers new to the profession or district who 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 teachers 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	1	0	0	0	0	1	0
Asian or Pacific Islander	1	0	0	0	1	0	1
Hispanic	1	10	7	0	4	2	4
Black	0	0	0	0	0	0	0
Other	11	0	3	0	5	4	3
Total	14	10	10	0	31	7	8

Table 2: Number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 3 Teachers	Tier 2 Teachers	Tier 1 teachers	Teaching residents	Teachers in license shortage areas	Teachers with special needs
American Indian or Alaskan Native	0	0	0	0	0	0
Asian or Pacific Islander	6	0	0	0	1	0
Hispanic	9	0	0	0	0	0
Black	1	0	0	0	0	0
Paid Mentors of color who received additional stipends	0	0	0	0	0	0
Total	15	0	0	0	1	0

Table 3: Retention Rates from 2018 - 2022

LILA has only recently begun tracking retention data. When we were finally able to afford an experienced HR professional a few years ago, she focused her energy on ensuring compliance and creating procedures to move us forward, legally, efficiently, and effectively. When 2022-23 hiring is completed, she may have time to research historical retention data prior to June 2021.

Teacher Group	June 2019	June 2020	June 2021	June 2022
BIPOC Teachers retained		86.15	81.54	86.79
1st-Year International Teachers			50.00	69.30
New to LILA (Years 1 - 5) Teachers				90.00
First Year Teachers			71.88	72.00
Second Year Teachers			37.50	55.17

Analysis of Data

MENTORSHIP PROGRAM

For the 2021-22 school year, we had a total of 35 mentors and 39 mentees, including 8 mentees in their second year at LILA. Groups were split about evenly between the Upper and Lower School campuses.

Sixty-six percent of the mentors participated voluntarily in the feedback session and completed the survey. This group included both Upper and Lower school mentors.

Forty-three percent of the mentees participated in either the feedback session, completed the surveys, or both.

What did we learn?

The mentors were given a job description but were also trusted with the freedom to decide when and how to best support their mentees. This turned out to be an advantage for most mentees, but less than ideal for a few. From the end-of-year meetings and surveys, we learned that mentors

helped with a great range of topics. The frequency of meetings between mentors and mentees also varied.

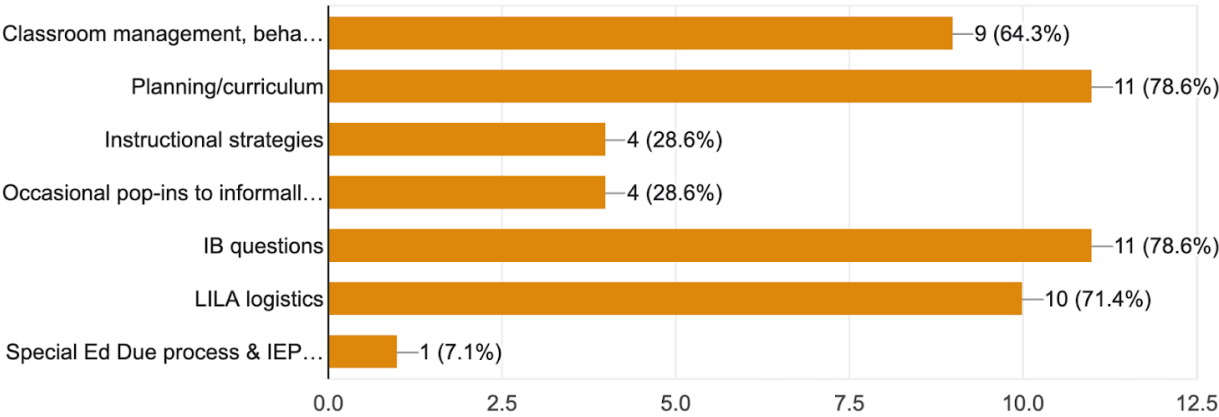
Most mentors who participated in the program would like to do it again. Some have expressed a need for more clarity regarding their role, but are careful to include that this does not mean they want a certain number of meetings or prescribed times specified. Having the flexibility to choose when to meet was greatly appreciated.

Mentors also shared that being in this role has helped them reflect on their own practices and review procedures in order to better assist their mentees.

Mentors provided support for new teachers in multiple areas: International Baccalaureate guidelines, curriculum, and school logistics being the top three. See survey excerpts below:

Upper School:

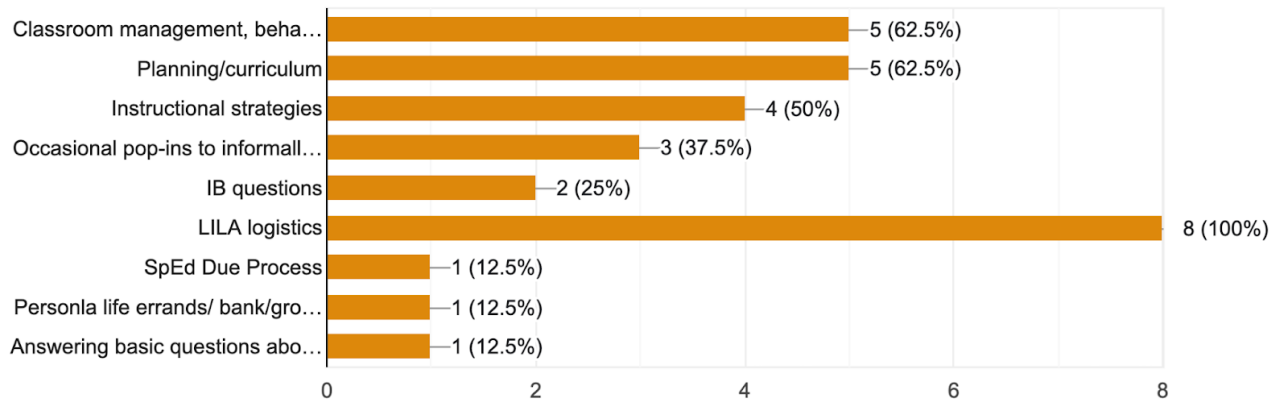
How would you describe the ways in which you have supported your mentee’s development as a teacher this year so far? Check as many options below that apply, and feel free to add an additional note.
14 responses



Lower School:

How would you describe the ways in which you have supported your mentee's development as a teacher this year so far? Check as many options below that apply, and feel free to add an additional note.

8 responses



What can we continue to work on?

These are some of the suggestions provided by teacher mentors:

- Clearer expectations regarding the role and its responsibilities.
- Build in time for mentors to meet with their mentees if necessary. Not necessarily mandatory.
- At Upper school it may not be necessary for mentors and mentees to belong to the same academic department.
- Combining the roles of HINT and Mentor could be beneficial when working with international teachers. They already have the relationship and it centralizes the information.
- At Lower school, mentors and mentees should be in the same grade when possible.
- Opportunities for mentors to collaborate with Team Leaders and PLC facilitators.

Next steps:

The 2022-23 mentor program assessment team will ensure a good start to the 2022-23 school year by doing and/or passing on the following steps to the leadership team at each campus.

- Share the revised job description with leadership teams at both campuses.
- Share precise expectations of the role with all mentors.

- Consider pairing international mentees with international mentors who have been successful in the US.
- Consider combining the HINT and Mentor roles when it makes sense.
- Make sure LS mentors and mentees belong to the same grade level.
- Consider finding a space/time for all mentors/mentees to gather and share experiences. E.g. Informal? Social?
- Assess the success of the program mid-year, so we can make adjustments.
- Differentiate the various support roles at LILA. Assign specific topics to specific roles: i.e.
 - PLC/IB leaders: curriculum and unit planners;
 - DD LILA Style: behavior, parent communication;
 - Building Instructional Leader: observations and demos of engagement and instructional practices;
 - Team Leader: observations and 1:1 coaching on engagement and instructional practices
 - Mentor: 1:1 support of all of the above, plus the logistics of LILA practices and protocols

“HINT” PROGRAM

The HINT program itself was not formally evaluated. Anecdotally, the program was very well received by those international staff who arrived in the fall of 2022 for their initiation to the US, to Minnesota, and to our school. In addition, the retention rate of first-year international teachers increased from only 50.0% at the end of the 2020–21 school year, to 69.3% at the end of the 2021–22 school year.

We will certainly continue the program. In addition, while evaluating the Mentor Program, we learned that it may be advantageous when possible to assign the same teacher as both HINT and mentor to a new international teacher.

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
18,600	Mentor annual stipends, 31 first-year teachers	<input type="checkbox"/> Recruitment X Retention <input type="checkbox"/> Induction	Staff retention data from HRIS system	Retention of 1st-year teachers increased from 71.88% in June 2021 to 72.00% in June 2022.
2,400	Mentor annual stipends, 8 2nd-year teachers	<input type="checkbox"/> Recruitment X Retention <input type="checkbox"/> Induction	Staff retention data from HRIS system	Retention of 2nd-year teachers increased from 37.5% in June 2021 to 55.17% in June 2022.
1,200	Responsive Classroom and Developmental Designs Debrief & Planning Time	<input type="checkbox"/> Recruitment X Retention <input type="checkbox"/> Induction	Has activity been completed?	Yes
960	Mentorship Refinement Debrief Time	<input type="checkbox"/> Recruitment X Retention <input type="checkbox"/> Induction	Has activity been completed?	Yes
960	Mentorship Refinement Planning Time	<input type="checkbox"/> Recruitment X Retention <input type="checkbox"/> Induction	Has activity been completed?	Yes
1,040	Partially funded: HINT Welcome Program Staff Stipends for 8 international staff	<input type="checkbox"/> Recruitment X Retention <input type="checkbox"/> Induction	Staff retention data from HRIS system	Retention of new international teachers increased from 50.0% in June 2021 to 69.3% in June 2022
25,160	Total			