

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 | Intermediate District 287 |
| Total Grant Amount | FY21 award carryover: \$6150 FY22 award: \$32,020.00 |

Identified Official with Authority

| | |
|---|-------------------------|
| Name of official with authority to sign | Sandra Lewandowski |
| Title | Superintendent |
| Address | 1820 Xenium Lane North |
| City, State and Zip code + 4 | Plymouth, MN 55441-3789 |
| Phone Number and Email | 763-550-7287 |

Primary Program Contact

| | |
|------------------------------|---------------------------------|
| Name of program contact | Jon Voss |
| Title | Director of Teaching & Learning |
| Address | 1820 Xenium Lane North |
| City, State and Zip code + 4 | Plymouth, MN 55441-3789 |
| Phone Number and Email | 763-550-7134 |

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship & Retention Grant has been an invaluable source of support for our newer and less experienced teachers. We currently serve students in the west metro area in special education, area learning centers and care & treatment programs. Most of our over 2,000 K-12 and transition (18-21 year old) students are referred to us from eleven member school districts. Our 1400 staff members serve the top 1% of students with the highest needs in the Twin Cities west metro. At the same time, we have a high number of teachers with limited or no formal teacher training due to the shortage of licensed teachers, particularly in special education. The needs of our students require Teacher and Educational Service Professional (ESP) teams to work together to ensure student success. This can be particularly challenging for our Tier 1 teaching staff who have minimal training on teaming (roles, responsibilities, planning together, effective communication, due process requirements and I.E.P. implementation). As an intermediate district, our funding does not include an established amount for professional development. Each year we dedicate a significant amount of time and funding to ensure that our teachers have a sufficient level of competence to be successful and continue in the field.

The data we reviewed for our grant applications focused on the racial and cultural identification of our students to compare with that of our licensed and nonlicensed staff. Our students come from widely diverse racial and cultural backgrounds, with 60% identifying as students of color, and 40% as white. The racial and cultural backgrounds of our licensed teachers are starkly opposite that of our students, with only 10% identifying as staff of color and 90% as white. However, our nonlicensed staff are more evenly diverse, with 50% identifying as staff of color and 50% as white. Cultural competency among our staff teams is thus critical for student success and teacher retention.

Our needs assessment helped us identify a key area of support and training for new teachers: understand the racial and cultural backgrounds of both students and staff in order to more effectively plan together in teams to meet individual student needs. We set about establishing a Culturally Relevant Teaching Model to develop cultural competency among our teachers and ESP's, and skill in developing culturally relevant instruction. Pilot versions were offered through our curriculum group sessions on professional learning days throughout the school year, with feedback collected from coaches and participants. At the end of the year we followed up with a series of special trainings for mentors and newer nontenured or out of field teachers, applying the culturally relevant teaching and learning model as a foundation for reflection and planning going into the coming year. Carryover funds from our FY21 grant award were used to pay mentors to participate in this training. Funds from our FY22 grant award were received in December. Due to a severe COVID outbreak in January, resulting in several sites closing for a week and all sites moving to virtual learning for a full week, followed by a gun violence tragedy at one of our sites, we elected to defer implementation of most grant funds from the FY22 award to the following fiscal year. This will allow us the time and capacity to apply these funds to providing mentors for second year teachers next year, in order to alleviate the disruption experienced this year in fully attending to improving their teaching skills with the support of a mentor.

We will also use this time to integrate the new culturally relevant teaching modules into our regular Orientation for new staff and the Extended Induction training developed under our previous (FY20) grant award. These award funds have been instrumental in establishing a solid sequence for beginning teachers—starting with our existing Orientation, enhanced with additional training on Culturally relevant teaching practices and access to a second year of mentoring, and reinforced by our existing mentor and coaching programs. Our Professional Learning Manager and teaming coaches can now support effective implementation of culturally relevant teaming among our teacher and assistant teams as a whole. By integrating these trainings into our mentoring and training outside of the grant to our Educational Service Professionals, who are primarily staff of color, they will have more and better opportunities to become licensed teachers.

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 | | 3 | | | 5 | | 1 |
| Other | 3 | | 2 | | 17 | | 1 |
| Total | 3 | 2 | 2 | | 22 | | 2 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Analysis of Data

As mentioned, we applied carryover funds from our FY21 grant award to offer a series of special trainings applying the culturally relevant teaching and learning model as a foundation for reflection and planning going into the coming year in response to health and safety crises experienced this year. The participants reflected in the data above represent a core group of mentors and teacher leaders who influence the broad range of new and less experienced teachers within our district.

The following data show the specific numbers of teachers in each of these categories throughout the district over the past 3 years. While grant funds have not directly been applied to paying all of them to participate in training, those funds have increased the capacity for support among the core leaders who participated in the training this year and the Extended Induction program the previous year. This has influenced other staff in similar positions throughout the district, enhancing our retention of all new and less experienced teachers.

Key to categories

- **New:** Teachers new to the district, significant for preparing to serve our unique student populations.
- **Int:** Internal to 287, showing how many positions are filled from within our own ranks
- **ESPs:** Educational Service Professionals, showing the number of paraprofessionals we support in moving into teaching positions
- **T1, T2, T3:** Tier 1 licensed, Tier 2 licensed, Tier 3 licensed
- **OFP:** Out of Field PLacements, showing the number of experienced teachers needing to take on a different role, particularly in special education
- **NSP:** No Special Permission, showing the number of teachers with Tier 4 or equivalent licenses new to their role
- **All Lic:** Total numbers of teachers new to the profession or district in the last 3 years
- **EFY21:** Employed in FY21 (2nd year of support)
- **EFY22:** Employed in FY22 (3rd year of support)

New and less experienced staff FY20, when we first began identifying these groups for our first grant application.

| FY20 | New | Int | ESPs | T1 | T2 | T3 | OFP | NSP | All | %/Tot | EFY21 | EFY22 |
|----------------|------------|------------|------------|------------|------------|-----------|------------|------------|-----------|-------|-------|------------|
| AI-AN | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0 | 0 |
| Asian or PI | 2 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 3 | 4% | 3 | 3 |
| Hispanic | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1% | 1 | 0 |
| Black | 7 | 6 | 6 | 7 | 3 | 1 | 1 | 1 | 13 | 15% | 11 | 9 |
| White | 39 | 28 | 22 | 14 | 5 | 6 | 14 | 28 | 67 | 80% | 54 | 48 |
| Total | 49 | 35 | 29 | 23 | 9 | 7 | 16 | 29 | 84 | | | 60 |
| %/Total | 58% | 42% | 35% | 27% | 11% | 8% | 19% | 35% | | | | 71% |

New and less experienced staff FY21, when the Extended Induction program was initiated under our first grant

| FY21 | New | Int | ESPs | T1 | T2 | T3 | OFP | NSP | All | %/Tot | EFY22 | %/Tot |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------|-----------|--------------|
| AI-AN | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% | 0 | |
| Asian or PI | 4 | 3 | 1 | 2 | 0 | 2 | 1 | 2 | 7 | 6% | 6 | 85.7% |
| Hispanic | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1% | 0 | 0.0% |
| Black | 3 | 14 | 8 | 4 | 9 | 2 | 1 | 1 | 17 | 15% | 14 | 82.4% |
| White | 31 | 58 | 27 | 16 | 15 | 15 | 12 | 30 | 88 | 78% | 76 | 86.4% |
| Total | 38 | 76 | 36 | 22 | 25 | 19 | 14 | 33 | 113 | | 96 | 85.0% |
| %/Total | 34% | 67% | 32% | 19% | 22% | 17% | 12% | 29% | | | | |

New and less experienced staff FY22, staff supported by mentors and coaches developing and undergoing cultural competency training and supported in response to health and safety crises.

| FY22 | New | Int | ESPs | T1 | T2 | T3 | OFP | NSP | All | %/Tot |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------|
| AI-AN | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| Asian or PI | 1 | 6 | 1 | 1 | 1 | 2 | 1 | 2 | 7 | 5% |
| Hispanic | 1 | 2 | 1 | 0 | 0 | 1 | 1 | 1 | 3 | 2% |
| Black | 2 | 15 | 8 | 2 | 9 | 3 | 0 | 3 | 17 | 13% |
| White | 24 | 78 | 28 | 13 | 14 | 27 | 12 | 36 | 102 | 79% |
| Total | 28 | 101 | 38 | 16 | 24 | 33 | 14 | 42 | 129 | |
| %/Total | 22% | 78% | 29% | 12% | 19% | 26% | 11% | 33% | | |

Over the past 3 years, a significant number of our newest hires are ESP's, internal paraprofessionals we support in becoming teachers. Facing shortages in licensed teachers, particularly BIPOC candidates and those licensed in special education, we are fortunate to be able to provide an increased level of support for candidates not yet fully trained and licensed. This is especially important for our ESP's, who represent a greater diversity of race and ethnicity than other licensed candidates. We have also seen significant retention among our candidates of color, in the 70-80% range.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Table 3: Grant Funds Expenditure

NOTE: These are *estimated* amounts for projected payments from activity through June 30. Exact amounts will be provided in the financial report following end of fiscal year financial reporting.

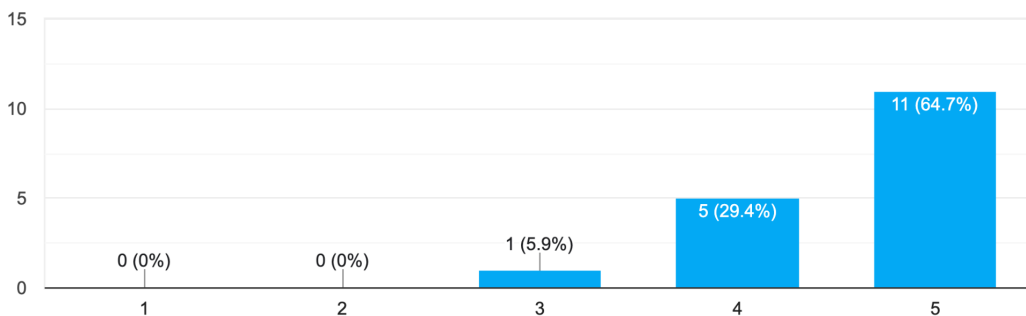
| Amount | Description of Use of Funds | Primarily Used for: | Method of Progress Monitoring | Data |
|---------|--|---|------------------------------------|---------------------------|
| \$5,059 | Training licensed mentors | <input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction | Participation in training sessions | 22 licensed staff trained |
| \$798 | Benefits associated with staff costs for FICA, Medicare, TRA | <input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction | Participation in training | Staff payroll |
| \$1,535 | Materials purchased for training | <input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction | Financial report | 60 books purchased |
| \$391 | Indirect costs (5% on FY21 award and 6.4% on FY22 award) | <input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction | Financial report | |
| \$7,783 | Total | <input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction | Budget and payroll | Budget reports |

Progress Monitoring

Surveys of staff who participated in training were conducted by the training facilitators, both to evaluate the training session and also to determine the level of teacher efficacy with the topics of the training sessions. An average rating of 4.59 was given on staff efficacy:

How would you rate your capacity for incorporating Culturally Relevant Teaching practices in your classroom as a result of this training?

17 responses



The training included mentors, coaches, licensed teachers, nonlicensed educational assistants and also administrators. All respondents rated it a 5 on a scale of 1-5 on recommending the training to others. Many participants indicated verbally that it would make a significant difference in student outcomes if all instructional staff and administrators were trained in this series.

Qualitative feedback from participants included the following:

- The most valuable thing that I learned was how to incorporate the student's learning as a whole. There were many, many valuable and culturally relevant materials that were presented during training. The most useful tool I will take back is the Mindset Check-in discussion and the O-T-Q Tool to provide teachers with a clearer understanding how to teach students at their highest potential.
- I learned to use modifications and scaffolds in order to achieve the project/idea that I'm looking for from a lesson.
- How to read MN State Standards and the difference between a standard and a learning objectives.
- I was able to really break down my learning intentions and learn how to appropriately do them!!
- The knowledge and content were provided in a way that connects abstract to concrete. The engagement and tools are easy to connect and replicate in classroom and with colleagues.
- Understanding framework for building a culturally responsive learning intention. And gave me working language to describe how we currently implement these practices with students
- How to create a clear/simple Learning Intention, which is extracted directly form the state standard.
- Learning to write meaningful Learning Intentions, incorporating EBP's, and all the amazing out-of-your-seat activities (collaboration) will assist me in creating curriculum that that is inclusive of culturally relevant materials (Zaretta Hammond), embedding the 5 Pursuits (Gholdy Mohammad), and scaffolding examples so each student will have a successful educational experience.
- It showed us the steps to prepare material and really modify the ways we use things with our students.
- It will help to provide better support and thus less "modifications" which will push the students one step forward instead of keeping them where they are at.
- It was amazing!! One of the best trainings I have been to through 287.
- This was very informative as a new staff and was nice to relearn different skills that I thought I mastered.
- I wish these session will be included in our PD days.

As we continue to implement the training and mentoring supports for new and less experienced teachers next year in a more consistent environment, we will supplement this data with additional measurements. Coaches will follow up with participants throughout the coming year to track the impact of support being provided to teachers participating in the training. Classroom walkthroughs will be conducted by building principals, district administrators, coaches and coaching facilitators to observe the practices taught in the training sessions and to determine the degree to which additional follow-up support may be needed. Teacher evaluations will be completed by building principals, using the McREL CUES framework for evaluation - items specifically relevant to the training sessions provided will be disaggregated and examined to establish impact. Nontenured teachers receive 3 observations over the course of a school year, so change over time can also be examined.

The combined impact of the Extended Induction support from our first grant award and the Cultural Competency and Culturally Relevant Teaching training from our second award have raised the level of optimism and confidence of our newer teachers going into the next year. They are in a much stronger position to benefit from the additional mentoring, training and curriculum guidance we are implementing with our subsequent awards. This is having a noticeable impact beyond those directly supported with grant funds, as other staff and leaders seek to participate in similar experiences and make visible changes in practice toward measurable improvements in student success.