

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	New Century School and Friendship Academy of the Arts
Total Grant Amount	\$46270

Identified Official with Authority

Name of official with authority to sign	Ahmed Ali
Title	Executive Director, New Century School
Address	1380 Energy Lane, #108
City, State and Zip code + 4	St. Paul, MN 55108
Phone Number and Email	651-478-4535, ahmed.ali@newcenturyschool.net

Primary Program Contact

Name of program contact	Ahmed Ali
Title	Executive Director
Address	1380 Energy Lane, #108
City, State and Zip code + 4	St. Paul, MN 55108
Phone Number and Email	651-478-4535, ahmed.ali@newcenturyschool.net

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship & Retention of Effective Teachers Grant Program provided two schools with an opportunity to form a consortium to collaboratively provide an effective mentoring program. New Century School and Friendship Academy of the Arts are the two schools that participated in the program and implemented the project programs and activities.

The Grant supported the implementation of various programs and created resources for teacher development. The project participants engaged in various activities in the course of the year. The following list shows the programs and activities supported by the grant.

- All mentors and mentees participated in various relevant professional development activities
- All schools received grant-funded books and other professional and instructional materials
- Mentors and mentees took part in a year-long collaborative mentoring partnership. Mentors and mentees met regularly for individual and small group mentoring, observed each other's class, and attended trainings together.
- All mentors completed a self-evaluation
- All mentees completed a self-assessment
- All mentors met with mentees twice per month to support, listen and learn
- All schools purchased books to read for mentors and mentees
 - Mali, Taylor (2013): *What Teachers Make: In Praise of the Greatest Job in the World*
 - Wong, H.K & Wong, R. T. (2018): *THE First Days of School: How to Be an Effective Teacher*
 - We also have a mentoring library for teachers
- The grant provided the teachers with the flexibility to attend trainings, observe each other classes and engage in co-instructional planning
- Teachers from the two schools participated in joint professional development presented by outside consultants. For example, the mentors and mentees as well as the school leaders attended the following training:
 - Bondo N. (3/25/22): *Coaching from Pandemic to Endemic (What Comes Next)*

The following information are specific examples of the activities and events that teacher mentors and mentees engaged in during the course of the year:

- After school meetings (2-6 times per month)
 - Mentoring text discussions: "What Teachers Make," by Taylor Mali.
 - Informal check-ins as needed
 - Needs/Concerns/Celebrations
 - Meetings took place in person and/or online via. Google meet/Zoom (during distant learning)
- 3-5 informal observations
 - Mentors provided constructive/beneficial feedback in 30 minute lessons (reading, math, science, ELL collaboration, intervention)

- Mentees were given the opportunity to observe 30 minute lessons led by mentor teachers in reading/ELA, math, science, social studies, etc.
- Teacher mentors followed a specific observation form adapted by leadership/partnering school leaders for feedback
- Mid- Year team meeting
 - Agenda:
 1. Review of the program
 2. Pairs Review
 3. Benefits/highlights/proud moments
 4. Possible ecus/ opportunities for meeting
 5. Book- “What teachers make,”- required text
 6. End of year retreat ideas
 7. Q and A
- End of year mentoring celebration:
 - Teacher mentors and mentees (returning for the 2022-2023 school year) were invited to an end of the year mentoring event. Teachers celebrated and discussed:
 - Benefits/Celebrations
 - Feedback on the mentoring program
 - How the mentoring program can be institutionalized after the grant period ends
 - Mentoring text suggestions

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		1					
Hispanic	1						
Black	2	5	2				
Other		2					
Total	4	8	2				

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

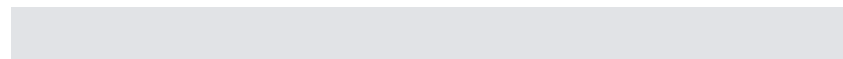
Number of Mentors by race or ethnic group	Tier 4	Tier 3	Tier 2	Tier 1	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching
American Indian or Alaskan Native								
Asian or Pacific Islander								
Hispanic	1							
Black	4		1					
Other	3							
Paid Mentors of color who received additional stipends	2							
Total	10		1					

Analysis of Data

A review of the grant-supported programs and participants shows that the grant had a positive impact on the professional growth of the mentors and mentees. As reported in the data above, teachers of various teaching experiences and fields as well as ethnic and racial groups took part in the activities. A total of 25 mentors and mentees participated in the program. Mentors and mentees met at least twice per month. A major benefit of the grant is that it supported the professional work as well as retention of new and inexperienced teachers. New teachers increased their knowledge and skills about effective instruction, parent engagement, student management, student assessment, and how to be an active member of the school community. In addition, new teachers became aware of the school expectations and deadlines as well as the best way to complete tasks. Mentees reported they obtained a sense of

being part of the respective programs and schools as they developed confidence and commitment to interact with staff and parents across the school and the community.

Ongoing evaluation of the program revealed that the mentors and mentees found the program productive and useful. The mentees reported that working collaboratively with more experienced teachers provided them with an opportunity to grow. The program provided teachers with additional knowledge and skills as well as experience for actively engaging in overall school 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
\$33,385.88	Mentors met with mentees at least twice per month	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Formative and summative surveys Self-evaluation through journaling.	Mentors developed competency in their professional fields Enhanced retention of minority teachers
\$5,075.39	Each school purchased books for their mentors and mentees	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Individual feedback Journaling Group interviews	Participants' knowledge and skills increased. Professional growth More minority teachers participated in school activities Career pathways and leadership opportunities
\$7,000.00	Professional development and training	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Whole group survey Individual reflections and interviews	Ongoing throughout the year.
		<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction		

Total= \$ 45,461.27