

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	The Wildflower Foundation
Total Grant Amount	24,600 with additional 16,070 carry forward from FY21

Identified Official with Authority

Name of official with authority to sign	Daniela Vasan
Title	Partner
Address	1330 Lagoon Ave S
City, State and Zip code + 4	Minneapolis, MN 55408
Phone Number and Email	daniela.vasan@wildflowerschools.org 612-462-2369

Primary Program Contact

Name of program contact	Daniela Vasan
Title	Partner
Address	1330 Lagoon Ave S
City, State and Zip code + 4	Minneapolis, MN 55408
Phone Number and Email	daniela.vasan@wildflowerschools.org 612-462-2369

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

On behalf of the Wildflower Equity Initiative (WEI), we are grateful for the opportunity to partner with PELSB to develop and strengthen our retention, leadership, and recruitment efforts to support Black, Indigenous, and Teachers of Color across the Wildflower Schools.

The WEI, in conjunction with Wildflower Schools in MN, addresses the opportunity gap in three ways; 1) By supporting licensed Montessori teacher leaders in opening authentic Montessori schools, embedded intentionally within historically marginalized communities. 2) By increasing the amount of Montessori-trained teachers of the global majority who are leading in Wildflower Schools, and 3) By providing paid internship opportunities for emerging teacher leaders who are working directly with a Wildflower school. Ultimately we are increasing the pipeline of teachers of color, helping professionals of color join the teaching profession, creating the conditions for teachers of color to stay in the teaching profession, and empowering teachers of color as leaders.

The focus of our work centered on the pathway for emerging BIPOC teachers to gain their Montessori credentials while simultaneously providing mentorship stipends and professional development for teachers supporting their leadership, retention, and professional growth.

The Wildflower network is reaching a critical mass this year: in addition to six currently operating schools, three more will open this fall, with another two in the pipeline for next fall. All schools have teachers of color at the helm or on staff (64% of teachers identify as BIPOC, not including teaching assistants). We have continued to build operational resources into our approach including: professional development opportunities, and an enhanced peer cohort and on-boarding program toward supporting school success and teacher retention. These include:

- Growth and Connectedness coaching: 1-on-1 ongoing executive coaching for current Teacher Leaders seeking guidance in the absence of having a traditional management reporting structure
- Cohort facilitation and programming: cohorts will be grouped into geographic school “pods,” with stipends for TLs who take a leadership role in curating professional development and training opportunities for their pod
- Mentorship opportunities: connecting current Teacher Leaders to participants in our third cohort of emerging TLs, and developing residency programs for teachers to work in current Wildflower schools as they seek to start their own school
- Partnership trainings and engagement: including past and present relationships with organizations like 228 Accelerator, Embracing Equity, Conscious Discipline, and literacy training including Orton-Gillingham (Science of Reading Research)
- Education scholarships: providing funds for Montessori certification training or undergraduate degree programs

The \$24,600 grant, in addition to the carry forward funding) from PELSB provided a portion of the development to current and emerging teacher leaders. This supplemented the work of the 228 Accelerator and the Wildflower Equity Initiative. All emerging TLs attended the 228 Accelerator programming and utilized the resources to both further develop their own identity development and build a strong foundation of community support within their schools.

In our third year of providing mentorship stipends, we expanded the program where every operational site committed to providing mentorship support to the emerging BIPOC staff at their school. As a result we doubled the support we provided from years past.

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				0	1		
Asian or Pacific Islander				1	0		
Hispanic				0	2		3
Black				8	7		4
Other		4	2		6	1	
Total		4	2	10	16	1	7

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				0			
Asian or Pacific Islander				0			
Hispanic				3	3		1
Black				0	2		
Other	1	4		3		1	3
Paid Mentors of color who received additional stipends					3		3
Total	1	4		3	13		7

Analysis of Data

Our first goal was to increase the number of teachers of color teaching and/or leading wildflower schools. Across our six micro-schools, we have increased the number of teachers of color by four and provided induction supports for an additional seven teachers. Three schools are planning to open this fall as a result of the mentorship support provided through the School Startup Journey.

While this work wasn't funded through PELSB, we successfully supported two emerging teachers to financially attain their Montessori credentials. We also launched our second WEI cohort and supported nine participants through the startup journey.

Our second goal was to increase the retention rates for teachers of color. Our overall retention rate in Minnesota is approximately 90% among all teachers and 83% among BIPOC educators. The one teacher who left

transitioned to work with the Wildflower Foundation full-time. We anticipate a retention rate of approximately 90% or higher for this coming year. Several teacher leaders who will transition from their current Wildflower school will be transitioning to lead their own Wildflower school.

We increased our mentorship capacity from three schools to six. Teacher Leaders both provided mentorship coaching to new teacher leaders within their schools. All mentor schools are interested in participating in the mentorship program for FY23. Teacher Leaders participated in growth & connectedness coaching, working with coaches from our pool of qualified and vetted coaches.

At Wildflower we support teacher leaders to open within our MWMS charter in addition to independent schools. We are finding that a number of Black educators and educators of color within our pipeline and cohort are choosing the independent school route because of barriers to licensing in addition to more flexibility, professionally. Within our charter, many teacher leaders must work with only the early childhood aged students due to licensing challenges, as well. Through PELSB we were introduced to Proserva and intend to continue conversations in an effort to make licensing more accessible.

Additional information we would like to share as it relates to how this grant was spent including the professional development. We were approved to participate in the 228 Accelerator cohort program, which was offered to new teachers participating in the WEI program. All cohort members also participated in the 288 Accelerator's customized race-based and systems-change focused cohort. This opportunity was coupled with the Wildflower Equity Initiative's monthly cohort structure. We intend to partner with the 228 Accelerator in the coming years and expand the offering to support experienced teachers.

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	Emerging Teacher Leaders participated in the 228 Accelerator equity based professional development session- integrating race-based self-reflection and systems change into their startup album	<input type="checkbox"/> Induction	attendance during sessions	100% of participants completed the equity-based sessions
34,668 FY22 and FY21 carry forward	Providing stipends to all six schools who formed the coalition both for mentorship stipends to BIPOC educators in addition to stipends for emerging BIPOC educators within the program	<input type="checkbox"/> Retention <input type="checkbox"/> Induction	retention of participants, completion of mentorship program	100% of BIPOC mentees completed the school year Additionally supported 3 BIPOC educators new to the profession 100% retention of BIPOC mentors in the 21-22 school year (anticipate similar retention going into 22-23 year)