

# 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](mailto: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	Community School of Excellence
Total Grant Amount	\$15,000

### Identified Official with Authority

Name of official with authority to sign	Bao Vang
Title	Chief Executive Officer
Address	270 Larpenieur Avenue West
City, State and Zip code + 4	St. Paul, MN 55113
Phone Number and Email	651-917-0073; Baovang@csemn.org

### Primary Program Contact

Name of program contact	Kazoua Kong-Thao
Title	Chief Administration Officer
Address	270 Larpenieur Avenue West
City, State and Zip code + 4	St. Paul, MN 55113
Phone Number and Email	651-917-0073; kazouakt@csemn.org

### Primary Program Contact

Name of program contact	Ge K Xiong
Title	Chief Operations Director
Address	270 Larpenieur Avenue West
City, State and Zip code + 4	St. Paul, MN 55113
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## Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

We are pleased to have a diverse faculty and staff at the Community School of Excellence. In fact, 48% of our staff are Hmong, or teachers of color. This grant allowed us to not only provide individualized support for each teacher by the district mentors, but also by peer observers and further support provided by the building administrators. Our new teachers met with mentors on a weekly basis. Mentors are carefully selected veteran teachers with three or more years of experience. Our trained mentors reviewed the teacher's lesson plans, discussed students and reflected on student engagement through an equity lens. Our mentors helped our new teachers understand the role data plays in designing exemplary learning experiences. The grant allows us to support our mentors with stipends.

Burn out rate is of concern for new teachers. Our professional development included social and emotional learning for our new educators. CSE has taken exceptional steps to ensure that the well-being of our teachers is supported. We also work to make our new teachers feel like a valued part of our community. Mentors collaborate and work with new teachers to ensure they know they are prepared, efficient and effective at what they do.

Moving forward, our new plans include allowing teachers to create individualized goals, as well as team goals. By having teachers create individualized goals, action research will be happening throughout the district. Teachers will be motivated to select a topic, to research and delve deeper into the topic and then will work to apply the ideas to their own instruction.

We will also continue to support our Professional Learning Communities. In fact our teachers will all be trained in the Danielson Evaluation approach come August of 2022. They will learn more about each domain and what administrators are looking for with each visit. Mentors will also have further training into what exemplary teaching is. Videos from Teach Like a Champion by Doug Lemov will be utilized by mentors and new teachers. This tool will allow a dialogue between the teacher and mentor. In addition, all teachers will receive further training by Dr. Richard Cash on designing lesson plans that are differentiated for all tier levels.

We are a Qcomp District. Danielson Rubrics are used. Hmong language and culture are embedded into everything we do at CSE. The mentoring program ensures our teachers are prepared to be successful.

## 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	6	2	1				
Hispanic							
Black							
Other	8	8	8				
Total	14	10	9				

**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		2				
Hispanic							
Black							
Other	8						
Paid Mentors of color who received additional stipends							
Total	12		2				

## Analysis of Data

A review of the data shows that our mentor program has been successful with all but one of our new teachers being retained. Data collected included: NWEA test scores, MCA scores, Mentor feedback, new teacher feedback, and Danielson rubric analysis. Data from surveys and interviews reveal:

- A. CSE provided all new teachers a mentor. New teachers appreciated having an experienced teacher to meet with each week. New teachers felt supported, safe, and were able to collaborate with an expert on designing engaging lessons. As a result, our new teachers look forward to returning to CSE in the fall.
- B. Targeted professional development, both socially and academically, helped our teachers gain new tools and perspectives throughout the year.
- C. Our teachers of color were able to develop strong relationships with their students, with the support of their mentors. Mentors provided numerous examples of how to embed best practices into lessons so that each new teacher was successful. Mentors also encouraged new teachers to develop their own teaching style, and provide resources to support such based on the strengths of each teacher.
- D. Peer Observers also were a big part of this programming effort. This was another person who would come in to observe the new teacher instructing. The peer observer would have conversations with the new teacher and together they would determine what the goal was, was it accomplished, or what went well, and what might need modified?
- E. Mutual agreement of staff that Mentors provided an added layer of growth. With new teachers having 3 observations by the building administrator, the teachers were quite appreciative of this added support.
- F. CSE increased teacher pay again this year with the approval of the new contract. This provides competitive financial incentive for teachers to continue with us each year.

## 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
\$15,000	Stipends to Teacher Mentors	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Principal meets frequently with new teacher/mentor	Three evaluations by building principal
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		