

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	Mankato Area Public Schools
Total Grant Amount	\$31,658.00

Identified Official with Authority

Name of official with authority to sign	Paul Peterson
Title	Superintendent
Address	10 Civic Center Plaza
	PO Box 8741
City, State and Zip code + 4	Mankato, MN 56002-8741
Phone Number and Email	507-387-3017
	ppeter1@isd77.org

Primary Program Contact

Name of program contact	John Lustig
Title	Director of Administrative Services
Address	10 Civic Center Plaza
	PO Box 8741
City, State and Zip code + 4	Mankato, MN 56002-8741
Phone Number and Email	507-387-3017
	jlusti1@isd77.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Please check which of the following activities are allowed by Minn. Stat. §122A.70 you plan to implement with grant funding and explain each proposed activity.

■ **Pay a stipend to a mentor** who may be a current or former teacher who has taught at least three years and is not on an improvement plan. Please explain how the mentoring program is included in or aligned with districts' teacher evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41, Subdivision 5.

With the grant funding, Mankato Area Public Schools would compensate TWO Special Education Mentors with a stipend for the time spent facilitating professional learning and collaboration with new Special Education teachers outside of the contract day.

As a part of their induction, year one special education teachers and more specifically special education teachers of color have the opportunity to receive professional development specific to special education through new teacher induction sessions. These sessions are designed to provide professional development on special education specific topics. With the increase of special education teachers holding Tier 1 and Tier 2 Licensure or Out of Field Permission Licensure it is critical that specific support and professional development aligns with their unique job responsibilities and the legality of due process requirements.

With the grant funding, Mankato Area Public Schools would like to provide 5 Special Education sessions that are focused and differentiated on special education topics. The sessions below are optional topics of focus:

- Navigating SpedForms and reading Individualized Education Plans(IEPs) to identify key information
- Setting up a special education classroom based on student need, programming and schedules
- Knowing my resources around lesson planning and curriculum based on student need
- Classroom management and individualized behavior management strategies/plans
- Setting up data collection systems and how to collect data with fidelity around IEP goals and objectives
- Writing IEPs following compliance rules
- Running a successful IEP meeting and communicating with parents and
- Communicating and collaborating with colleagues and other professionals in the school setting and community.

This would support the retention of special education teachers and more specifically special education teachers of color.

Our district's teacher evaluation is based on the Danielson Framework. While facilitating the district/building mentor and special education mentor will explain what best practice looks like in the four domains (planning and preparation, classroom environment, instruction, and professional responsibilities) through conversation and the professional development provided in the eight sessions. Once you know what the expectations are you are more likely to be able to disrupt and/or align with the expectations.

■ **Provide additional stipends as an incentive to mentors of color** or who are American Indian. Please explain how the mentoring program is included in or aligned with districts' teachers evaluation and peer review processes under sections 122A.40, subdivision 8, and 122A.41, subdivision 5.

With the grant funding, Mankato Area Public Schools would compensate TWO Mentor(s) of color who would facilitate professional development with focus on collaboration and collegiality. These sessions will be tailored to meet the needs of this group with an alignment to the District/Building Visioncards, which include the following strategic directions; Improving

learning and development for ALL students, Strengthening our welcoming, connecting and partnership, Increasing student readiness for life options after graduation, Optimizing our management of all types of resources, and Developing our staff's capacity, skills and accountability.

This learning will be co-created with our mentors of color and our teachers of color. We will work with our mentors of color, and teachers of color to design and create professional learning opportunities that respond to the needs they identify as important and topics that they feel they need to learn about to be successful. Their feedback is necessary and valued in this process. Knowing that we have 5 elementary, 2 middle schools and 3 high schools we would like to provide at least one mentor at each level to be able to sufficiently support and be targeted with specific topics tailored to each individual level and person. In addition to the alignment of the Visioncard the following topics will be infused into the professional development conversations, which are listed in no particular order:

- MAPS Equity Framework
- Student Engagement & Setting Up your classroom
- Classroom Management
- Lesson Planning
- Collegial Collaboration
- Cultural Responsiveness
- Professionalism
- Community & Family Engagement
- Ending the year successfully and planning for next year
- Trauma informed instruction
- Cognitive Coaching
- Courageous Conversations

We will pay a stipend to a current or former mentor coach(es) that will support the mentors of color in preparing for the above topics. The mentor coach will provide facilitation ideas and resources for the topic to be discussed and also be available as a metacoach for them as they navigate their new role. The grant will compensate them at their hourly rate for a maximum of twenty hours for the year.

Our district's teacher evaluation is based on the Danielson Framework. While co-facilitating with the district/building mentor coach, the mentor of color will be explaining what best practice looks like in the four domains (planning and preparation, classroom environment, instruction, and professional responsibilities). Once you know what the expectations are you are more likely to be able to disrupt and/or align with the expectations.

Financially support professionally learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year.

With the grant funding, Mankato Area Public Schools would pay up to TWO stipends for an affinity group facilitators. The facilitators would be staff members of color from the Mankato Area Public School District and/or from our larger community including but not limited to Minnesota State University, Mankato and/or The Greater Mankato Diversity Council. These facilitators would coordinate efforts with our mentors of color (mentioned above) to be able to schedule and meet with the teachers of color in our district. We value diversity and know that that makes our MAPS community richer. This would provide an opportunity to bring our teachers of color together for open dialog and collegial discussions. . Our MAPS Equity Framework outlines our commitment to EACH student and ALL families in our community, this would be an opportunity to support our teachers while keeping our Mission and Vision at the center of our work:

Mission Statement: Mankato Area Public Schools (MAPS) is committed to working together equitably, with families and communities, so that each learner has the knowledge and skills to be a successful and contributing citizen in a diverse global society.

Vision Statement: Every learner will be seen for who they are inclusive of: race, national origin, home language, sex, gender, sexual orientation, disability, age, and/or religion. MAPS learners will experience a school environment that builds their voice and agency. Learners and families will be seen and heard. MAPS will assure that each learner has the skills to enter society with a joy for learning, a positive vision for the future and the ability to navigate the world with hope, dignity and their multiple talents.

More specifically our focus with our affinity groups will be on ensuring that *Each student, family and staff member feels safe, is welcome, and is treated with dignity and respect*. Then we will know we are on our way to reaching our Mission and Vision, our affinity group is to support our staff in feeling safe, welcome and honoring their individuality as educators.

■ Financially support programs for **induction aligned with the district or school mentorship program during the first three years of teaching**, especially for teachers who are from underrepresented racial and ethnic groups.

With the grant funding, Mankato Area Public Schools would compensate 25 Special Education teachers in their first three years of teaching and 25 teachers of color. Teachers will receive a stipend of \$41 an hour to attend professional development opportunities outside of the contract day, including affinity groups, special education specific support sessions, and sessions to support teachers of color or teachers who are American Indian. Those opportunities for teachers are outlined below:

Mentors for Teachers of Color	Mentors for Teachers of Special Education	Affinity Groups
<p>The sessions below are optional topics of focus:</p> <ul style="list-style-type: none"> ● MAPS Equity Framework ● Student Engagement & Setting Up your classroom ● Classroom Management ● Lesson Planning ● Collegial Collaboration ● Cultural Responsiveness ● Professionalism ● Community & Family Engagement ● Ending the year successfully and planning for next year ● Trauma informed instruction ● Cognitive Coaching ● Courageous Conversations 	<p>The sessions below are optional topics of focus:</p> <ul style="list-style-type: none"> ● Navigating SpedForms and reading Individualized Education Plans(IEPs) to identify key information ● Setting up a special education classroom based on student need, programming and schedules ● Knowing my resources around lesson planning and curriculum based on student need ● Classroom management and individualized behavior management strategies/plans ● Setting up data collection systems and how to collect data with fidelity around IEP goals and objectives ● Writing IEPs following compliance rules ● Running a successful IEP meeting and communicating with parents and ● Communicating and collaborating with colleagues 	<p>The focus with our affinity groups will be to:</p> <ul style="list-style-type: none"> ● ensure that <i>Each student, family and staff member feels safe, is welcome, and is treated with dignity and respect</i> ● Differentiated and tailored to the specific needs of the group, we will work with this group to identify topics

	<p>and other professionals in the school setting and community.</p>	
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“Researcher Susan Moore Johnson and her colleagues found the highest turnover rates in the early and later stages of the teaching career. The degree to which new teachers felt they were teaching students well was an important driver of their persistence. The researchers found that high-quality mentoring—while rare—and 9 Center for American Progress | Retaining Teachers of Color in Our Public Schools first-year teachers’ induction into the teaching profession are associated with improved satisfaction and retention of new teachers. Meanwhile, the researchers found that the following strategies boosted the retention of experienced teachers: high-quality professional development that helped them hone their craft and develop new skills; new and differentiated roles, including leadership roles outside the classroom; and career ladders that provided increasing levels of responsibility and leadership or that rewarded outstanding teaching practices. “

Partee, G. (2014) Retaining Teachers of Color in our Public School: A Critical Need for Action.

Provide a narrative description of the proposed activities to be funded by the grant. Include a description of how the proposed activities will strengthen and/or supplement existing or attempted mentorship or retention efforts and how the requested funds allow you to do this work? Please also explain how mentors will be trained to work effectively with mentees who are of color or who are Indigenous.

The following proposed activities will support and strengthen our limited resources for mentoring and retention efforts that we currently have in our district. This year we lost our Special Education Mentor because of budget containment efforts, so others are trying to fill that role. At the current time we have one half time mentor coach at each building that is responsible for instructional coaching of ALL teachers, assisting with data collection and analysis, coordination of testing, supporting all professional development efforts at the building level, mentoring new teachers within their first 3 years, supervising teacher candidates from our partners in higher education institutions as well as supporting Professional Learning Communities and their administrators on a daily basis. This broad brush approach does not allow us to specifically focus on teachers of color or special education teachers. This grant would allow us to be very focused on our vision of supporting our goals listed above and also to compensate mentor teachers of color and mentor teachers who have specialized training in special education to support our teachers of color and our special education teachers in a very targeted way. The affinity groups would allow our teachers of color to come together, collaborate, and support each other in a specific time and place. It also honors all of the mentors and participants' time by compensating them for their professional learning time.

Mentors for Special Education Teachers

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As a part of their induction, year one special education teachers and more specifically special education teachers of color have the opportunity to receive professional development specific to special education through new teacher induction sessions. These sessions are designed to provide professional development on special education specific topics. With the increase of special education teachers holding Tier 1 and Tier 2 Licensure or Out of Field Permission Licensure it is critical

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Mentors of Color or who are American Indian:

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Professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year:

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Programs for induction aligned with the district or school mentorship program during the first three years of teaching, especially for teachers who are from underrepresented racial and ethnic groups:

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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							
Black		1					
Other	5				8		
Total	6	1	0	0	8	0	0

Table 2: Total 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 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	1						
Other					1		
Paid Mentors of color who received additional stipends	1				1		
Total	1	0	0	0	1	0	0

Analysis of Data

Out of 17 participants, only two people submitted surveys regarding their satisfaction and feedback regarding their experience in our mentoring activities. Due to scheduling conflicts, we were not able to complete all activities and have requested an extension to be able to continue this work. Anecdotal and limited quantitative data indicate that the mentors and teachers being mentored found the experience to be positive, supportive, and overall beneficial. As we review our implementation and prepare to continue this work, an area that we will revise is to improve communication and recruitment strategies to better engage and have more teachers of color to participate. In addition, our data indicates that we need to improve our support and leadership of our mentors. We will explore additional support and professional development opportunities to increase the capacity and impact of mentors.

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
\$2,160.29	Mentoring of new teachers who teach special education	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Satisfaction and Participation Survey	Anecdotal data indicates positive experiences and effective support and interventions ** 2 people completed survey
\$330.88	Mentoring of new teachers who are a teacher of color	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Satisfaction and Participation Survey	Anecdotal data indicates that participants were satisfied, engaged, and felt a new level of support through their participation in the experience. ** 0 people completed survey
		<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		