

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	Rochester STEM Academy
Total Grant Amount	\$20,000

Identified Official with Authority

Name of official with authority to sign	Dr. Charlene Ellingson
Title	Executive Director
Address	415 16 th St SW
City, State and Zip code + 4	Rochester, MN 55902
Phone Number and Email	stemdirector@rochesterstemacademy.org ; (507)281-2381

Primary Program Contact

Name of program contact	Dr. Charlene Ellingson	
Title	Executive Director	
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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship Grant was utilized at Rochester STEM Academy in mathematics and ELL English Language Arts courses. The grant's funding was geared toward mentoring and retaining two teachers of color as they progressed towards higher licensure levels from MDE. Both teachers of color were matched with experienced coaches in their teaching areas to expand their pedagogical abilities and instructional strategies. The ELA and Math coach met with the teachers a minimum of 1-2 times per week, often more, to review lesson plans and student data. The coaches were responsible for fostering the development of the teachers while also maintaining a rigorous classroom environment for the students as the teachers of color expanded their skills. The coaches dove into the school's curriculum in depth to evaluate the fit for the needs of the students. Throughout the 2021-2022 school year, there were various pivots within the curricular structure in both ELA and Math to make the content more accessible for English Language Learner students. The coaches were tasked with this role because of their experience and ability to foresee challenges that might arise within the curriculum based on students' needs and reading levels. Rochester STEM Academy has placed high importance on the WIDA standards. The school has encouraged all teachers to teach language skills through the lens of their content area. The two teachers in training pioneered this initiative with their coaches, and now the school will be expanding to science in 2022-2023.

The teachers of color within the training program created a culture of excellence with students in the classroom. In addition to making lesson plans, daily agendas, rubrics, assessment keys, seating charts, and curriculum maps, the teachers in training also fostered community connections. Since both teachers within this training program are multilingual, allowing them to bring a community connections component into the picture, which neither of the coaches could do. For example, being able to teach, when necessary, through dual-language pedagogy or connecting to the Somali culture. Rochester STEM Academy found that the Teacher Mentorship Grant was an excellent collaborative process, as the teachers-in-training brought skills and connections that the coaches did not necessarily have. The complementary skill sets of the teachers-in-training and coaches made this program a success for Rochester STEM Academy. The holistic nature of building community connections, establishing a culture of rigor, and supporting multilingual teachers to stay in the education profession creates exponential impact within communities.

Rochester STEM Academy utilized a variety of innovative pedagogies and approaches throughout this process due to the power of the provided co-teaching model. The ability to create a dual-language environment, named above, for example. In addition, some moments were teacher-centered when students were learning new concepts, but most of the learning in ELA and Math was project-based and driven by student inquiry. Rochester STEM Academy utilized the constructivist learning theory throughout the 2021-2022 Teacher Mentorship program to encourage students to create their own learning experiences from their previous knowledge. Much of this work was done through the lens of English Language Learner needs and the WIDA standards. Rochester STEM Academy saw immense growth in students' mathematics and reading abilities in the state assessments and the WIDA test. We believe that the Teacher Mentorship Grant allowed the school to empower two teachers of color in ways that we couldn't have without the co-teaching/coaching model. In addition, both teachers are returning the school for the 2022-2023 school year. Amid a teacher shortage, retaining teachers who gain solid pedagogical skills and multilingual abilities is a blessing. As a school with a 100% minority population, the retention of multilingual teachers from the community we serve is vital for connections with families. We credit the grant for our great academic strides, teacher retention, and community connections.

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	Teachers 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					2		
Other							
Total							

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							
Other					2		
Paid Mentors of color who received additional stipends							
Total							

Analysis of Data

The Teacher Mentorship Grant employed in 2021/2022 had a holistic focus on classroom organization, lesson planning, grading, and focusing on student needs/data. Throughout the last three years, the teachers-in-training showed growth, both qualitatively and quantitatively. During the 2021-22 school year, we experienced the biggest growth since the school's inception in 2011. We attribute the significant increase in 2021/2022 to the teacher mentorship process and the focus on students' needs with student-oriented data that allowed for individualization. The coaches employed the gradual release model with teaching duties to provide modeling and practice opportunities. In terms of qualitative improvements, both teachers greatly expanded their ability to lesson plan and coordinate classroom activities. The two years before the implementation, both teachers were trained to design lesson plans, map standards, and manage the classroom operations; However, both struggled to design lesson plans that were cohesive, and the math teacher struggled with some behavior due to lack of routines and clear expectations. In 2021/2022, both teachers-in-training utilized seating charts, created daily lesson plans (which were reviewed by their mentors), posted agendas for students, and could articulate the standards alignment within their lessons each day. This was an immense improvement from the 2020/2021 school year, as there were complaints regarding the teachers struggling to deliver high-quality lessons. In fact, in the case of the EL teacher, non-EL students started to request to be in her classes. In addition to high-quality teaching and classroom management, we noticed a significant change in pedagogies utilized by both teachers. Our school has a substantial number of ELL students, so in 2021/2022, we specifically focused our content strategies on reading, writing, and speaking through the lens of math and the English Language. We collected qualitative evidence to document the teachers' growth over the last year. The Rochester STEM Academy leadership team has evaluated the lesson plans, rubrics, and agendas for growth metrics. Over the 2021/2022 school year, both teachers in training created much stronger lesson plans with more profound classroom activities after their time working with their coaches.

In quantitative data, we have seen significant growth in Mathematics and Reading skills over the last years. This spring, we had a record number of ELL students test out on their ACCESS test. Our math scores improved by over 400% on the Spring state assessments in 2022, both improvements we attribute to the attention we placed on EL students and the resources provided by the Mentor grant that made the additional resources possible.

In addition to coaching the teachers-in-training in soft skills, the coaches also emphasized analyzing student data to provide additional support to students in the 2021/2022 school year. The coaches evaluated student needs and performance in their Math/ELA classes. When students showed a need for intervention or support in Math or ELA, the school leadership team, in consultation with the coaches, placed students in our MTSS program. ELL & SPED students primarily made up the program in 2021/2022. We attribute the data analysis collaboration between the coaches and the leadership team, in addition to our MTSS team, to the immense quantitative growth we had in 2021/2022. Our Academic Reading and Writing course had a passing rate of 53.33% in 2021 and 98.78% in 2022 after the MTSS program was implemented. In addition, our Algebra course had a passing rate of 65.59% in 2021 and 91.78% after the MTSS program was implemented. The intense focus on data and the MTSS team allowed the school to provide the academic interventions necessary to help ELL/SPED students who typically did not previously succeed. Please see the data below regarding the improvements in our programming over the last three years. We attribute the significant improvement to the collaboration we noticed from the co-teaching, coaching, and our MTSS program.

Data Breakdown by Teacher																			
2020																			
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I	NC	P	Teacher	# of students Passing	# of Students Failing	Passing Percentage
Service & Personalized Learning	199	18	12	3	4	2	0	0	0	1	0	1	0	63	19	Issa	258	64	80.12%
Linear Algebra	1	0	0	3	2	1	5	4	2	7	3	8	0	18	18	Abdi	46	26	63.89%
Arithmetic	0	1	1	0	0	0	1	1	0	0	0	0	0	1	4	Abdi	8	1	88.89%
2021																			
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I	NC	P	Teacher	# of students Passing	# of Students Failing	Passing Percentage
Academic Reading & Writing	9	2	3	2	0	1	3	3	3	4	2	19	0	9	0	Issa	32	28	53.33%
Intermediate Algebra	18	1	7	7	3	9	6	3	3	3	1	24	8	0	0	Abdi	61	32	65.59%
Service & Personalized Learning	60	10	11	9	8	3	6	10	5	8	14	62	0	19	0	Issa	144	81	64.00%
Algebra 2	16	5	7	8	5	1	5	2	1	1	1	24	11	0	0	Abdi	52	35	59.77%
Academic Listen & Speak	3	0	0	0	0	1	0	1	2	0	0	0	0	11	0	Issa	7	11	38.89%
2022																			
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	I	NC	P	Teacher	# of students Passing	# of Students Failing	Passing Percentage
Algebra & Analysis	74	22	19	28	14	8	14	7	7	4	4	18	0	0	0	Abdi	201	18	91.78%
Academic Reading/Writing II	7	4	2	6	4	5	8	0	0	1	2	0	0	0	0	Issa	39	0	100.00%
Academic Reading/Writing I	23	8	7	4	8	14	3	1	7	4	2	1	0	0	0	Issa	81	1	98.78%
ELL Newcomers	2	3	2	0	0	1	1	0	0	0	1	0	0	0	0	Issa	10	0	100.00%

After reviewing the data, we have decided to expand this coaching model to Science and our AVID elective in the 2022/2023 school year. The staff member teaching Biology and AVID, a new teacher of color on staff, will be provided with coaching and support like what we have done in 2021/2022. In addition, we are rolling out another MTSS model, intending to use data to provide students with targeted support. We have also found other coaches to help our entire staff expand their pedagogies in ELL for tremendous student success.

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
\$10,640	lesson planning, co-teaching	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Observations	Jan 2022 & Feb 2022
	Meetings, grading, data analysis	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Collect lesson plans, instructional materials	On-going
		<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		