

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	Saint Paul Public School, ISD #625
Total Grant Amount	\$165,355

Identified Official with Authority

Name of official with authority to sign	Joe Gothard, Ed. D
Title	Superintendent
Address	360 Colborne Street
City, State and Zip code + 4	St. Paul, MN 55102-3228
Phone Number and Email	651-767-8151 and joe.gothard@spps.org

Primary Program Contact

Name of program contact	Dawn Ransom
Title	Supervisor, Educator Support Pathway
Address	1930 Como Avenue
City, State and Zip code + 4	St. Paul, MN 55104
Phone Number and Email	651-774-6359 and dawn.ransom@spps.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Saint Paul Public Schools (SPPS) used the Teacher Mentorship and Retention of Effective Teachers Grant funds to:

- enhance the existing mentoring program by paying additional mentor stipends for high-needs schools
- begin creating an induction program to help new teachers with Tier 2 licenses acquire a Tier 3 license.

Enhancing the existing mentoring program by paying additional mentor stipends for high-needs schools

SPPS induction and retention efforts include the Educator Support Pathway (ESP), which is designed to support and provide feedback to new teachers during their first three years of teaching. The Mentor Mentee Program (MMP) is part of the ESP first-year support. The MMP is individualized, differentiated, and flexible to meet the professional growth goals of educators new to the field of education and those new to SPPS. The program provides an effective transition into an education career in SPPS through:

- Development of a collegial culture within the school and across the district
- Support for instruction and/or professional practices to increase professional success
- Ongoing growth and reflection of instruction and/or professional practices

During SY21-22, 212 of the roughly 400 new educators supported by the MMP were employed in their first year in SPPS at Comprehensive Support Improvement (CSI) or Targeted Support Improvement (TSI) schools. Many mentoring partnerships with a mentee from a CSI or TSI school reported meeting more frequently and for additional time due to the high needs of the school community. With the additional mentoring stipends (an additional \$300 for a full-year mentorships and an additional \$150 for a half-year mentorship), we were able to recruit mentors more effectively and compensate them for the additional time they spend supporting their mentee.

During SY21-22, 197 mentors supported 212 new educators employed at CSI and TSI schools. The breakdown of these 212 mentoring partnerships included 37 half-year carryover mentorships for fall, 160 full-year mentorships, and 15 half-year mentorships for winter/spring. Some mentors supported two mentees. This school year, 20% of mentors supporting new educators at CSI or TSI schools were new mentors in the MMP, 7% of mentors returned with one previous year of mentoring, and the majority - 73% - of mentors returned with two or more years of mentoring experience. Recruiting returning mentors strengthens the MMP because these mentors have previous experience mentoring in SPPS and have completed additional mentor professional development as well. Mentor professional development is included as part of the expectations for the MMP. Mentor professional development is differentiated to meet the needs of mentors and is based on mentoring experience and previous mentor professional development.

Creating an induction program to help new teachers with Tier 2 licenses acquire Tier 3 licenses

The district currently employs 96 probationary teachers with Tier 2 licenses; 47% of these new teachers with Tier 2 licenses identify as BIPOC. Districtwide, BIPOC teachers account for 21% of the SPPS teacher workforce, so BIPOC teachers are overrepresented in the Tier 2 license category. This aligns with statewide data. Statewide, BIPOC educators hold 26% of Tier 2 licenses and 31% of Tier 1 licenses, compared to 14% of Tier 3 and 6% of Tier 4 licenses. Through this grant project, SPPS piloted a targeted induction support program to help educators with Tier 2 licenses prepare for and pass content and pedagogy tests to acquire a Tier 3 license. A special emphasis was placed on supporting BIPOC teachers with Tier 2 licenses by providing individualized outreach and support to BIPOC teachers who haven't received tenure and hold Tier 2 licenses.

There were nine teachers at Wellstone Elementary School, a magnet school with Science and Spanish Immersion programs, who participated in our pilot program during SY21-22. All nine educators identify as BIPOC and seven of the nine educators speak English as a second language. The educators in the program were working to pass a combination of content and pedagogy MTLE tests with either an elementary or early childhood focus. Two instructional coaches at the school facilitated a total of 17 study sessions throughout the year that lasted for 1 hour each session. One of the nine educators passed two pedagogy subtests during SY21-22 with the help of this program and is working to pass two content subtests. The other eight educators will continue to prepare over the summer and plan to test this summer as well.

This program strengthened our retention efforts by supporting a group of BIPOC teachers who are navigating the MN tiered licensure system with the hopes of becoming tenured teachers in Saint Paul Public Schools. Not only did they work together with facilitators to better understand the test content, but a financial barrier was removed for these teachers by the testing vouchers that were purchased for participants through this program. Without this grant funding, this program would not have been possible. A total of 27 test vouchers were purchased during SY21-22. The cohort model at this school also provided a collaborative culture and climate in which educators worked together toward a common goal. Our plan is to expand this test preparation model throughout the district for SY22-23 with additional PELSB Teacher Mentorship and Retention grant funds.

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	3	2	0	0	1	NR	0
Asian or Pacific Islander	49	2	0	0	13	NR	0
Hispanic	16	3	0	0	4	NR	0
Black	23	4	0	0	7	NR	0
Other	87	13	9	0	76	NR	0
Total	178	24	9	0	101	NR	0

NR=NOT REPORTED

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 or Tier 4 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	1	0	0	0	0	NR	0
Asian or Pacific Islander	11	0	0	0	3	NR	0
Hispanic	10	0	0	0	3	NR	0
Black	7	0	0	0	3	NR	0
Other	168	0	0	0	69	NR	0
Paid Mentors of color who received additional stipends	0	0	0	0	0	NR	0
Total	197	0	0	0	78	NR	0

NR=NOT REPORTED

Analysis of Data

Enhancing the existing mentoring program by paying additional mentor stipends for high-needs schools (SY21-22 was the first year this grant targeted specific mentors for additional stipends)

Mentors and mentees complete mentor collaboration reports to document their work together throughout the school year. Mentees also provide reflections on their collaborative work with their mentor related to their professional goals during the school year.

SY18-29

For SY18-19, 293 probationary educators participated in the Mentor Mentee Program. Mentors reported 6,111 collaborative hours for the school year. Of the mentoring pool, 50% of mentors were new to the program and mentoring for the first time, 33% returned with one previous year of mentoring, and 17% returned with two or more years of mentoring.

SY19-20

For SY19-20, 341 probationary educators participated in the Mentor Mentee Program including 333 during the time of the grant. Mentors reported 6,402 collaborative hours for the school year. Of the mentoring pool, 50% of mentors were new to the program and mentoring for the first time, 27% returned with one previous year of mentoring, and 23% returned with two or more years of mentoring.

The SPPS Department of Research, Evaluation, and Assessment assisted with administering and organizing survey results. The Mentor Mentee Program survey invited mentees and mentors to share feedback on their experiences in a confidential manner. There was a response rate of 58% of mentors and 56% of mentees. Highlights from the 2020 survey include:

- 100% of responding mentors reported that they agreed or tended to agree that they understood the expectations of being a mentor
- 97% of mentees shared that they felt encouraged and supported by their mentor
- 92% of mentees stated that their mentor usually answered their questions
- 89% of mentees who responded and 96% of mentors agreed that the Mentor Mentee Program helped them reflect on professional practices
- 87% of mentees who responded and 85% of mentors reported that they agree or tend to agree that their professional practices changed because of the Mentor Mentee Program

Mentee Perspective	Agreed or Tended to Agree
Mentor understood mentee's needs and experiences	91%

Mentor based support on mentee’s needs and experiences	91%
Mentor gave feedback beneficial to their professional practices	94%
Mentor gave useful strategies and ideas	94%
Mentor helped them with school/department procedures	96%
Mentor helped them get to know SPPS policies/procedures	94%
Discussed racial equity with mentor	91%
Discussed gender inclusion with mentor	84%

SY20-21

For SY20-21, 207 probationary educators and 181 mentors participated in the Mentor Mentee Program. Mentors reported 4,137 collaborative hours for the school year. The mentoring pool consisted of 53% mentors who were new to mentoring, 28% of mentors were returning mentors with one previous year of mentoring, and 19% returned with two or more years of mentoring experience.

Mentor-Mentee Program 2020-21

Programmatic Highlights

- 81% of mentors and 94% of mentees rate the program as “good” or “excellent”.
- 98% of mentees report their mentor ‘usually’ or ‘sometimes’ responded in a timely manner.
- 97% of mentees report their mentor ‘usually’ or ‘sometimes’ felt encouraged and supported by their mentor.
- 98% of mentors and 94% of mentees indicate they discussed racial equity.
- 85% of mentors and 75% of mentees indicate they discussed gender inclusion.
- 94% of mentees indicate their mentor understood their needs and experiences.
- 86% of mentors and mentees indicate their professional practices changed because of the program.

Comments from mentees:

"I feel like this program set the pace for how I professionally plan as a teacher, and reinforced professional expectations well. I feel like I have a good sense of what I need to do and when I am confused and do not know who to ask, I always have my mentor, and this is reassuring, even if I don't always turn to this resource. It makes me feel that my employer is committed to me, and wants me to succeed in my work - and this is a great confidence builder too, as a new teacher."

"It was an unusual year in many ways with Covid and the civil unrest. I think the best way to answer this would be to say that the way the mentoring helped me grow professionally this year was in feeling united. As a new teacher and a new employee of the district my mentor was really the only person that consistently worked with me and met with me. She did her best to address my questions and concerns. We were able to talk about student needs and best practices with communicating with families while in the distance learning model."

"My mentoring helped me to become more aware of the inequalities that many of my students face on a daily basis, and how I can work towards overcoming these educational disparities and provide equitable access for my students."

Comments from mentors:

“Mentoring helped me to self-reflect in a variety of ways. In addition, the resources were great as I went through the mentor trainings. Also, my experience engaging with my mentee was also enriching.”

“As I engaged in conversation and provided information to my mentee, I was given a refresher on some topics. My mentee also provided me with new ideas he learned in school recently. I also gained fresh perspective on racial equity and professional topics, as I do with any conversation throughout my school days.”

“Reflection for me is key. My professionalism, my content and knowledge of my subject, my support of colleagues, and my advocacy for our students and staff. I am constantly trying to find new ways to learn and being a mentor helps me so much.”

“I was able to see the teaching profession from many different angles and that provided me with insight and wisdom.”

SY21-22

During SY21-22, 197 mentors supported the 212 new educators employed at CSI and TSI schools. Some mentors supported two mentees. This school year, 20% of mentors supporting new educators at CSI or TSI schools were new mentors in the MMP, 7% of mentors returned with one previous year of mentoring, and the majority - 73% - of mentors returned with two or more years of mentoring. During SY21-22, we saw the highest percentage of returning mentors with two or more years of mentoring experience and the lowest percentage of brand new mentors. This speaks to the success of the MMP and the effectiveness of increased mentor stipends because we are seeing mentors returning year after year to mentor new educators. This teacher leadership opportunity provides great benefits for mentors as well and contributes to teacher retention. There were consistent themes in the Mentor Collaboration Reports regarding the benefits of mentoring in a truly reciprocal partnership and the opportunities available and sought to discuss racial equity and culturally responsive instruction (see below).

	SY18-19	SY19-20	SY20-21	SY21-22
New Mentors	50%	50%	53%	20%
Returning Mentors with 1 Year of Mentoring Previously	33%	27%	28%	7%
Returning Mentors with 2+ Years of Mentoring Previously	17%	23%	19%	23%

Comments from **Mentor Collaboration Reports (mentors complete)** regarding the benefits of mentoring:

- *Listening to each other reflect on our practice and getting to share reflections was the most powerful part of this relationship for me as a mentor. Gaining the perspective of an experienced teacher and sharing resources was the most beneficial for my mentee.*
- *From day 1 this school year has been a big challenge for her and she tackled it right away. She reached out for help when needed, asked for feedback, and shifted her teaching style to meet the needs of her students. I have enjoyed sharing what I know and forming a close collaborative working relationship with her. It has taught me new things about myself as a mentor and educator.*
- *When I reflect on the most beneficial piece to our mentoring partnership, I keep coming back to the importance of relationships. Getting to know him has allowed us to get to that below the line information about each other. We were able to make connections around people we know and share space with. As a black male teacher with some pretty interesting experiences in education, I felt completely comfortable with a white male teacher as a co-teacher and mentee, this hasn't always been the case for me.*
- *It was a mutually beneficial relationship, it helped me more fully understand my teaching style and the benefit of collaborating with another teacher. Learning how my bias and the mentee's bias influence the educational environment. Having an objective perspective helped me to see where there might be room for improvement or gaps in my teaching style.*
- *This mentoring experience has been invaluable from both sides. [Mentee's name] is quick to ask questions, and through the reflection process, is able to problem solve and think out solutions. Personally, the mentoring experience has improved my own teaching as it continues to develop my open ended questioning rather than simply solving student problems. It has been so positive to reflect on difficult situations and to document the growth that we have seen in individual students.*

Mentors who received grant funding because they mentored educators at our highest-need schools reported 4,056 collaborative mentorship hours for the school year. Mentors who received grant funding make up 49% of the total mentors in the MMP this school year. However, they reported 55% of the total mentorship hours for the whole MMP. This is due to the fact that educators at our highest-need schools (CSI and TSI schools) require additional mentoring support.

	Mentors Supported by this Grant	All mentors in MMP
Collaborative Mentorship Hours Reported	4,056 hours	7,431 hours

Comments from **Mentee Reflections (mentees complete)** regarding the benefits of mentoring:

- *[Mentor's name] has been an invaluable asset. She has allowed me to use her as a sounding board when implementing new ideas. [Mentor's name] always makes herself available when I*

reach out to her. She grounded me and helped me prepare for my first classroom observation. She came out to my facility to discuss equipment and classroom dynamics (gym).

- *This work has helped me as a black educator, find support and someone to lean on when I feel as if I need the help, guidance or someone to hear my concerns. It helped me socially and emotionally feel more accepted and aware of how I should continue to show up in the space authentically. During collaboration time, we often spoke about how I could continue to center my black and brown students and best present lessons that catered to both the social emotional and academic needs of my students.*
- *My mentor and I have talked about achieving standards based lesson plans and I feel as if I can have better expectations with follow through of those expectations. I feel better in my flow of lessons, and I feel more confident in the lessons that I am designing and achieving the idea of them being more engaging.*
- *[Mentor's name] and I have consistently made time to spend a day together at the district office at least bi-weekly. This has helped immensely with my organization and problem solving strategies. [Mentor's name] has been an invaluable resource for troubleshooting difficult cases, navigating various systems, and answering due process questions.*
- *Having another person, particularly one who has been with SPPS for so long, has given me an opportunity to talk to someone about concerns and experiences I am having that are different from ones I've had previously. I think we have both brought different perspectives to conversations in regard to racial equity. In particular, looking at the data from FAST testing and SIPPS assessments has led to conversations regarding race, gender, and other equity concerns.*

Creating an induction program to help new teachers with Tier 2 licenses acquire Tier 3 licenses (SY21-22 was the first time this program was implemented - previous data is not available)

A total of nine teachers from one school, Wellstone Elementary, participated in this new induction support program during SY21-22. Support for these educators included test preparation from a study group facilitator and/or test voucher purchases for participants to take the tests. All nine teachers identified as BIPOC and seven of the nine teachers were also second language learners. All teacher participants had previously attempted the MTLE tests and had not passed. The MTLE tests that were studied throughout this year included elementary and early education content and pedagogy.

Two instructional coaches served as test preparation study group facilitators. They hosted a total of 17 test preparation study group sessions between October 20, 2021 and May 11, 2022. Six teachers attended these sessions throughout the school year. Three teachers attended all 17 sessions. A total of 27 test vouchers were purchased for nine teachers throughout the school year. We did not meet our goal for the number of teachers successfully passing the necessary tests and moving to a Tier 3 license. However, one teacher did pass two out of four necessary tests needed to move to a Tier 3 license. When surveying program participants, including both facilitators and teachers, clear themes emerged regarding not only increased content knowledge but also the social emotional support and increased collaborative culture as a result of this program (see below).

Comments from **test preparation study group facilitators:**

- *Scheduling test preparation sessions and getting teachers to come has been difficult at times this year. We are planning to have some intensive sessions over the summer.*
- *The support this group of teachers provided to each other has been invaluable and spills over outside of the study session environment.*
- *It has been a space where whiteness and bias can be discussed as it relates to testing and creates a space of solidarity for teachers of color who have felt embarrassed in the past to admit they hadn't passed the tests.*
- *The focus has been on*

Comments from teacher participants:

- *The help in navigating the testing system has been wonderful.*
- *We enjoy studying together and it feels like a safe space to not know things and support each other.*
- *I have the courage and support to tackle these tests with this group.*
- *I knew much more of the content this time but ran out of time [when testing].*

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
\$60,685.11	Mentor stipends Supplemental pay for study group participants	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Mentee Reflections, Mentor Collaboration Reports, Mentor stipend requests, Study group schedules, study group participant list, supplemental pay forms, feedback from facilitators and teacher participants	
\$1,068.99	Testing vouchers	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Test voucher requests	

		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		

Report ID: SDGL018

Independent School District 625
Financial Activity Report
Period JUL-2021 Thru JUN-2022

Page No. 1 of 1
Run Date 07/29/2022
Run Time 09:52:05

FUND	DEPT	PROG	PROD	ACCOUNT	CLASS	DESCRIPTION	AMOUNT	JOURNAL_ID	VOUCHER_ID	INVOICE_ID	INVOICE_DT	PO_ID	CHECK_#	ACCOUNTING_DATE
29	5	641	316	6185	4670	HR Payroll Journals 02/25/2022	1,200.00	PAY0085865						25-Feb-22
29	5	641	316	6185	4670	HR Payroll Journals 05/06/2022	600.00	PAY0087144						6-May-22
29	5	641	316	6185	4670	HR Payroll Journals 07/01/2022	50,425.00	PAY0088017						30-Jun-22
				6185 Total			52,225.00							
29	5	641	316	6210	4670	HR Payroll Journals 02/25/2022	51.06	PAY0085865						25-Feb-22
29	5	641	316	6210	4670	HR Payroll Journals 05/06/2022	42.61	PAY0087144						6-May-22
29	5	641	316	6210	4670	HR Payroll Journals 07/01/2022	3,113.73	PAY0088017						30-Jun-22
				6210 Total			3,207.40							
29	5	641	316	6214	4670	HR Payroll Journals 07/01/2022	56.26	PAY0088017						30-Jun-22
				6214 Total			56.26							
29	5	641	316	6218	4670	HR Payroll Journals 02/25/2022	97.93	PAY0085865						25-Feb-22
29	5	641	316	6218	4670	HR Payroll Journals 05/06/2022	67.09	PAY0087144						6-May-22
29	5	641	316	6218	4670	HR Payroll Journals 07/01/2022	5,031.43	PAY0088017						30-Jun-22
				6218 Total			5,196.45							
29	5	641	316	6401	4670	AP/ US BANK/ AWL*PEARSON EDUCATION-SCHOOLS/	34.99	AP00087165	707574	WOOD KATHLEEN-4	4/15/2022		4481	30-Apr-22
29	5	641	316	6401	4670	AP/ PEARSON EDUCATION INC/ Educator test prep/support	428.00	AP00087535	709565	91000010260	4/12/2022		749734	19-May-22
29	5	641	316	6401	4670	AP/ PEARSON EDUCATION INC/ Educator test prep/support	284.00	AP00087535	709564	91000010104	3/16/2022		749734	19-May-22
				6401 Total			746.99							
29	5	641	316	6820	4670	AP/ PEARSON EDUCATION INC/ PELS-NTLE test vouchers	322.00	AP00086326	696468	91000009836	2/10/2022		747502	17-Mar-22
				6820 Total			322.00							
				Grand Total		PELSB Mentorship Grant Expenses through June 2022	61,754.10							

Teacher Mentorship Grant Reimbursement Invoice

Billed to: **Professional Educator Licensing and Standards Board (PELSB)** Attn: Laura Dyer 1021 Bandana Blvd. E., Suite 222 St. Paul, MN 55108-5111 Laura.Dyer@state.mn.us

Invoice Date 6/30/22

Grantee/Institution Name St Paul Public Schools, ISD625

Grantee/Institution Address

Street 360 Colborne Street

City St. Paul

State MN

Zip Code 55418

Email Address kathryn.moore@spps.org

Invoice Details

Date Completed	Description of Work	Amount
6/30/2022	Teacher Stipends Jan-June 2022	\$60,685.11
6/30/2022	Educator Test Prep Materials	\$746.99
6/30/2022	Licensing Test Vouchers	\$322.00

Total \$61754.10

Iowa Signature: *Joe Gothard* Date: August 1, 2022

*Per State Statute, our finance office has 30 days to pay from the day PELSB received a **completed, final** Invoice. Wrong or missing information could repeat each billing cycle. * Only PELSB generated invoice accepted

