



## Grow Your Own Report Form 2019-20

Please complete and submit an electronic copy of this form to the Division of School Support at [school.support@state.mn.us](mailto:school.support@state.mn.us) by July 15, 2020.

Please provide the following:

- District Name and Number: [Anoka-Hennepin School District, ISD #11](#)
- District Address: [2727 North Ferry St, Anoka, MN 55303](#)
- Superintendent/Executive Director: [David Law, Superintendent](#)
- Program Contact Person: [Julie Phillips](#)
- Program Contact Email Address and Phone Number: [julie.phillips@ahschools.us](mailto:julie.phillips@ahschools.us) 763-506-1095

Identify the type of program implemented in 2019-20:  Pathway 1: Non-Conventional Residency

### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

**Full Program Funding participants were enrolled in their first year of the residency program at the University of Minnesota MNGOT program 2019-2020. There were eight individuals total. Each received \$9,675 to \$10,564.**

**Prerequisite Class Funding participants are individuals who needed an undergraduate class in order to proceed with the program. Nine individuals received funds for an undergraduate prerequisite class that was needed. Two were also in the full 2019-2020 program. The other seven will start the program in fall 2020. Funding for the class ranged from \$629 to \$1,089 per individual dependent on the class and where it was taken.**

Participant Ethnic Identification	How many participants were part of the program?	How many participants are continuing to pursue teacher licensure through the program?	How many participants completed the program and are eligible to obtain licensure?	How many completed the program, obtained licensure, and were hired by a school/district?
	Full Program Funding	Full Program Funding	Full Program Funding	Full Program Funding
	-----	-----	-----	-----
	Prerequisite Class Funding	Prerequisite Class Funding	Prerequisite Class Funding	Prerequisite Class Funding
American Indian or Alaskan Native	0	0	N/A	
Asian	1	1	N/A	
	-----	-----	-----	
	0	N/A	N/A	

Black or African-American	3 ----- 2	3 ----- 2	N/A ----- N/A
Hispanic or Latino	1 ----- 2	1 ----- 2	N/A ----- N/A
Native Hawaiian or Other Pacific Islander	0	0	N/A
White	3 ----- 5	3 ----- 5	N/A ----- N/A
Two or More Races	0	0	N/A

**What feedback did you receive from 2019-20 participants on the program?**

**Full program participants** were enrolled in their first year of the residency program at the University of Minnesota MNGOT program 2019-2020. There were eight individuals total.

Program recruitment feedback

The two highest reported sources for learning of the program were 1)Receiving an email from the District Recruitment and Retention Specialist and 2) the District website.

86% of the participants attended an informational session hosted by the district and the University of Minnesota.

100% of those that attended report it was helpful or very helpful

86% of participants report the district was helpful or very helpful with questions or issues regarding the GYO program

Comments:

“Julie Phillips was incredibly instrumental in my choice of AH schools as my partner district. Her prompt replies and access to information always kept me informed and engaged!”

#### Program participation feedback

100% of participants indicate that the GYO program allowed them the flexibility to continue to work the district job while pursuing licensure.

86% Strong agree that the district was supportive and helpful over the last year (14% agree).

86% of participants indicate that they would not have been able to pursue licensure if funding provided through the grant had not been available.

Comments:

“Thank you very much for the generous support. I can stay focused on school work even though I am in the uncertain situation with covid-19.”

“Again, Julie Phillips was always on top of any questions I had regarding the program!”

#### Overall program feedback

100% of participants plan to continue their licensure program.

100% of participants are extremely satisfied or very satisfied with their experience in the Grow Your Own program with Anoka-Hennepin.

Comments:

“This is a great opportunity. The District has worked hard. The MNGOT has tailored the experience for us and it fits like a glove.”

“Admission process was easy because the Anoka-Hennepin School District staff was helpful. Without any support, I did not consider going to the U of M.”

“The partnership has been amazing for me. I am so appreciative to be a part of the program.”

“The scholarships that I received have been INCREDIBLY helpful! I am so thankful!”

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**Prerequisite Class Funding** participants are individuals who needed an undergraduate class in order to proceed with the program.

#### Program recruitment feedback

The two highest reported sources for learning of the program were 1)Receiving an email from the District Recruitment and Retention Specialist and 2) the District website.

89% of the participants attended an informational session hosted by the district and the University of Minnesota.

100% of those that attended report it was very helpful

100% of participants report the district was helpful or very helpful with questions or issues regarding the GYO program

Comments:

“Julie is AMAZING!! Absolutely incredible.”

“Absolutely fantastic. Julie Philips responded promptly to any questions I had and was very enthusiastic about the program.”

“Julie Phillips has been very helpful telling me about the Grow Your Own Teacher program. She has been guiding me step to step and her class was very informative!”

“I am grateful to Julie Phillips for taking so much time with me at a Job Fair, encouraging me to apply for a job at Anoka Hennepin SD; and then recruiting me for the MN Grow Your Own Teachers program. Her attention to details, her thoughtful and frequent communication, coordination with UMN (Jade Beauclair) and supportive attitude and personal outreach towards potential candidates like me made the difference between applying for MNGOT or not. She made the program and the UMN application processes painless in partnership with Jade. Julie has been a remarkable resource in terms of helping me understand the job structure at the School District and notifying me of opportunities I need to map my path for professional growth.”

#### Program feedback

100% of those receiving grant funds for a prerequisite class indicate that they could not have taken the class without a huge financial stress on their family.

89% indicate they are extremely satisfied with their experience in the Grow Your Own Teacher program thus far.

100% indicate they plan to continue the program

#### Comments:

“Thanks to the Grow Your Own Teacher program I am able to afford to go to classes and become a licensed teacher. Without this program my dream of becoming a teacher would have not been able to happen because of financial reasons.”

“It has been amazing, and has helped me out financially so I can still survive while in school.”

“I feel very lucky to be able to participate in this partnership.”

“I am starting this fall- but I already feel well supported by my school district and the U.”

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Feedback receive by our partners at the University of Minnesota (MNGOT)

The 2019-20 participants in the program completed “Student Rating of Teaching” at the end of each semester. The data has to be compiled across courses to have a large enough to report. All students “strongly agreed” or “agreed” to the statement “I have a deeper understanding of the subject matter as a result of this course”.

At the end of their program in the Spring of 2021, the 2019-20 participants will complete a comprehensive program survey called the “exit survey”. Data from that survey will be analyzed and used for continuous program improvement.

### **What areas for improvement were identified for future programs?**

The district's first year of GYO was 2018-2019 with four participants all participating in the MNGOT elementary licensure program. We knew we wanted to grow the program. This year the district had eight participants in the MNGOT program; four elementary licensure and four ESL licensure. Of the eight, five were staff of color. Once again, this year we identified a desire to grow the program in numbers -- specifically the number of staff of color. In addition, we know our greatest need for additional licensed teachers is special education. Therefore, we wanted to create additional partnerships that would allow us to offer a GYO program with funding for those individuals desiring to go into special education.

#### Improvements:

- A new partnership with the University of Minnesota EBD Post Baccalaureate
  - Recruitment of paras working in our EBD settings took place and will continue into the future
  - One staff member will start the program in Fall 2020
- A new partnership was formed with the University of St. Thomas ABS Post Baccalaureate
  - Recruitment efforts for Fall 2020 took place with the goal of having five individuals apply
  - Twelve current staff applied and were accepted
  - An additional two individuals from outside the district are seeking employment with the district and have applied
  - Moving forward, continued partnership and growth with the University of St. Thomas with the goal of a full cohort from the district of 18 for Fall 2021
  - This partnership will meet the high need of the district and the desire of many of our special ed paras to become special education teachers
- Partnership with the University of Minnesota MNGOT program expanded to a Science Licensure
  - Two staff (one of color) will be entering this program fall 2020
- Continue to increase the number of staff of color entering our Grow Your own Programs
  - Continue focus on the district's strategic priority to increase the number of teachers of color
  - Used reports to identify all non-licensed staff of color with a bachelor degree.
    - In addition to emails, make personal calls
    - Bring the names of the staff of color with bachelor degrees to principals, inform principals of the program and have them speak with staff



- Fall 2019 had five staff of color entering their first year of the program. Fall 2020 will have ten entering their first year; a 100% increase
- Future improvements including continued efforts in the same manner for current staff of color.
- In addition, future recruitment efforts will include those outside the district; recruiting them to work for the district as a para, daily sub or Tier 2 teacher in special education
- Continued improvement to inform and educate principals so they may use the program as a recruitment tool when interviewing/hiring paras
- Focus the allocation of the grant funds on the district's strategic priority of increasing teachers of color and the district's highest needed licensure areas (special education and secondary science)
  - All individuals of color accepted into one of the programs receive priority in funding (for FY21 grant full funding)
  - All individuals pursuing licensure in one of our hard to fill areas (ABS, EBD or secondary science) will receive priority in funding (for FY21 grant full funding)
  - Recruitment during 2020-2021 for Fall 2021 will focus on staff of color and the hard to fill licensures of special education and secondary science

Areas of Improvement provided from the University of Minnesota MNGOT program

The COVID-19 pandemic greatly disrupted the spring experience for the 2019-20 students. In the middle of completing their required 100 hours of pre-student teaching field experience, the University of MN ordered all in-person coursework and clinical (i.e., field experiences) to stop. We quickly adjusted and moved all of our courses online for the spring semester, as well as the summer and fall semesters. Having to move so quickly and drastically was challenging, but we were fortunate enough to already be partially online. I'm sure we will receive feedback from our students that we could do better and we will learn from this feedback. We know there are concerns about the quality of internet access our students have that limits their ability to be on zoom classes for our synchronous work together; we are working to mitigate this issue. In terms of the interrupted field experience, we will work with partners to restart the field experiences in the fall once MDE announces the decision about schools.



## Grow Your Own Report Form 2019-20

Please complete and submit an electronic copy of this form to the Division of School Support at [school.support@state.mn.us](mailto:school.support@state.mn.us) by July 15, 2020.

Please provide the following:

- District Name and Number: [Bloomington Public School, District 271](#)
- District Address: 1350 W 106th Street
- Superintendent/Executive Director: Les Fujitake
- Program Contact Person: [Deborah Holman](#)
- Program Contact Email Address and Phone Number: [GYO Grant Manager](#)
  
- [9701 Nicollet Ave S, Bloomington, MN 55420-4448](#)
  
- [\(w\) 952-681-5050 \(c\) 952-393-2579](#)
  
- [dholman@isd271.org](mailto:dholman@isd271.org)

Identify the type of program implemented in 2019-20:  Pathway 1: Non-Conventional Residency  Pathway 2: Secondary Courses

### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants are continuing to pursue teacher licensure through the program?	How many participants completed the program and are eligible to obtain licensure?	How many participants who completed the preparation program, obtained licensure and were hired in the school/district as a teacher?
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American Indian or Alaskan Native		[Enter text here]	[Enter text here]	[Enter text here]
Asian	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Black or African-American	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Hispanic or Latino	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Native Hawaiian or Other Pacific Islander	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
White	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Two or More Races	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]

**What feedback did you receive from 2019-20 participants on the program?**

[Enter text here]

**What areas for improvement were identified for future programs?**

[Enter text here]

## Pathway 2: Secondary Courses programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants remain interested in an education career?
American Indian or Alaskan Native	1	all
Asian	1	all
Black or African-American	9	all
Hispanic or Latino	6	5 of 6
Native Hawaiian or Other Pacific Islander	[Enter text here]	[Enter text here]
White	5	all
Two or More Races	[Enter text here]	[Enter text here]

### What feedback did you receive from 2019-20 participants on the program?

1. The 21 students involved are interested in becoming teachers and they like the idea of being able to take concurrent enrollment classes at Kennedy High School that are part of the Elementary Education program at Normandale Community College. These students are registered for the Introduction to Education Classes at KHS for the 2020-21 school year. Some of these students are also registered for Multicultural Education and Educational Technology which are also KHS/NCC concurrent enrollment classes
2. Ten of the students participated in an eMentor/eMentee program which included virtual conversations with teacher mentors regarding teaching competencies as defined by the NCC Elementary Teacher Training Standards. Participants appreciated learning this way and getting to know their eMentor teacher at a different level. The eMentors indicated that they liked getting to know their eMentees better and shared that they would like to see this activity continued in the future.
3. Eight of the students are hired as interns and tutors for elementary students during summer school. Summer school is July 6-30, 2020.

4. Nine students checked in on the “swag bag” delivery day at KHS. They indicated appreciation for the GYO program and the support and encouragement it provides. (The swag bags were stocked with teacher-centric supplies: jump drives, writing utensils, journals, stress relieving art activities, cloth bags-- all placed in sturdy canvas book bags.)
5. A few students indicated the need for academic support, which was difficult to deliver via virtual school.
6. EL and Ethnic Advocates were ready to help identify students who were interested in being teachers. Several of their students are now part of the program.

**What areas for improvement were identified for future programs?**

1. **With the COVID-19 impact on school this year the Advisory program for the potential teachers was cut short; hopefully, the Advisory for potential teachers will be able to meet in-person next year at least part of the year. The face-to-face meetings are important to building rapport with the students and encouraging them to pursue their goals of becoming teachers.**
2. **We learned that some of the students need academic tutoring in order to succeed in all of their classes at Kennedy. We plan to offer this academic support to students as needed in 20-21.**
3. **More recruitment efforts are ideal. Since our 2019-20 grant started in January 2020 we had a limited time to identify and meet with students who were interested in becoming teachers. Our idea to hold informational meetings for students and parents were curtailed by the COVID-19 restrictions; we hope to be able to hold these meetings during the 2020-21 school year.**
4. **One of the goals of the GYO teacher work this year is to put a sustainable recruitment process in place for future years so that we can continue to grow our own teachers in Bloomington.**



## Grow Your Own Report Form 2019-20

Please complete and submit an electronic copy of this form to the Division of School Support at [school.support@state.mn.us](mailto:school.support@state.mn.us) by July 15, 2020.

Please provide the following:

- District Name and Number: [Intermediate Schools District 917, 0917-06](#)
- District Address: [1300 145<sup>th</sup> Street East, Rosemount, MN 55068](#)
- Superintendent/Executive Director: [Mark A. Zuzek](#)
- Program Contact Person: [Mark A. Zuzek](#)
- Program Contact Email Address and Phone Number: [mark.zuzek@isd917.org](mailto:mark.zuzek@isd917.org), 651423-8226

Identify the type of program implemented in 2019-20:  Pathway 1: Non-Conventional Residency  Pathway 2: Secondary Courses

### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants are continuing to pursue teacher licensure through the program?	How many participants completed the program and are eligible to obtain licensure?	How many participants who completed the preparation program, obtained licensure and were hired in the school/district as a teacher?
American Indian or Alaskan Native	0	0	0	0
Asian	0	0	0	0
Black or African-American	2	1	0	0
Hispanic or Latino	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	11	9	0	0
Two or More Races	0	0	0	0

**What feedback did you receive from 2019-20 participants on the program?**

1. It is probably better to be a paraprofessional for the first year, and then be in a teaching position in the second year. It was overwhelming for three of our teachers to begin their teaching career as they were beginning their graduate program.

2. The funding of the program through the GYO grant funds from MDE allowed the participants to focus on their own growth instead of getting an additional job to “make ends meet.”
3. Being in a cohort with participants from the same district, and often from the same building, allowed people to have support while in class that extended into their workday.
4. On nearly a daily basis, the learning in their licensure courses helped to prepare them for work the next day by improving their skills, knowledge, and wisdom. It was an amazing illustration of job-embedded, just-in-time learning.

**What areas for improvement were identified for future programs?**

1. We need to be careful in our initial identification and be very clear about how rigorous and time consuming the coursework is.
2. We were very proud that several of our administrators and teachers were graduate teachers in the program. I recommend we recruit more.



## Pathway 2: Secondary Courses programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants remain interested in an education career?
American Indian or Alaskan Native	0	0
Asian	0	0
Black or African-American	2	1
Hispanic or Latino	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	11	8
Two or More Races	0	0

### What feedback did your receive from 2019-20 participants on the program?

They were grateful for the funding which allowed them to focus on their studies. Secondly, the fact that the number of credits that they had to take substantially reduced the cost of the program, making it affordable for many candidates that were challenging financial circumstances.

### What areas for improvement were identified for future programs?

Having even more intentional effort to align coursework to meet the needs of candidates at predictable times of the year. For example, right before parent teacher conferences, it would be good to have the instructor talk about strategies for parent teacher conferences and when we know that we have a predictable break, helping the adult learners to assess the regression of their students.



## Grow Your Own Report Form 2019-20

Please complete and submit an electronic copy of this form to the Division of School Support at [school.support@state.mn.us](mailto:school.support@state.mn.us) by July 15, 2020.

Please provide the following:

- District Name and Number: [Special School District No. 1 \(Minneapolis Public Schools\); 001-03-000](#)
- District Address: [1250 West Broadway Ave, Minneapolis, MN 55401](#)
- Superintendent/Executive Director: [Ed Graff](#)
- Program Contact Person: [Maggie Sullivan](#)
- Program Contact Email Address and Phone Number: [Maggie.sullivan@mpls.k12.mn.us](mailto:Maggie.sullivan@mpls.k12.mn.us); [612-668-0457](tel:612-668-0457)

Identify the type of program implemented in 2019-20:  Pathway 1: Non-Conventional Residency  Pathway 2: Secondary Courses

### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants are continuing to pursue teacher licensure through the program?	How many participants completed the program and are eligible to obtain licensure?	How many participants who completed the preparation program, obtained licensure and were hired in the school/district as a teacher?
American Indian or Alaskan Native	0	NA	NA	NA
Asian	1	NA	0	0
Black or African-American	5	NA	5	5
Hispanic or Latino	1	NA	1	1
Native Hawaiian or Other Pacific Islander	0	NA	NA	NA
White	6	NA	6	6
Two or More Races	2	NA	2	2

**What feedback did you receive from 2019-20 participants on the program?**

- Residents expressed frustration with the lack of diversity in the St. Thomas course instructors.
- Residents expressed that some of the courses weren't fully relevant to their experiences both in and out of the classroom.
- Residents expressed concern about the process of a participant being on an Action Plan due to challenges in performance.

- Residents expressed that the course load was challenging but manageable given the support in the cohort model.
- Residents expressed that the learning rotations were a helpful experience and gave them a better idea of the differences in grade levels.
- Residents wanted to have the opportunity to evaluate their Cooperating teachers on a more “formal” level throughout the school year.
- Cooperating teachers expressed that it was very beneficial to their students to have an additional teacher in the room.
- Many cooperating teachers expressed that they had to examine their own practices while serving as a mentor and made adjustments based on their personal observations of areas of growth.

**What areas for improvement were identified for future programs?**

- Based on feedback, Minneapolis Special Education Teacher Residency (MSTR) staff (both university and district) will be reviewing all St. Thomas course syllabi to identify areas for improvement in issues of equity and inclusion.
- MSTR staff will be adjusting the Action Plan template and have regular check-ins to ensure all participants have a full understanding of the purpose of the process.
- Cooperating teacher monthly PD sessions for the 2020-21 school year will include multiple full-day sessions to allow for a deep dive into pertinent issues.
- MSTR staff is working with a group of participants (former and current residents and Cooperating teachers) this summer to plan for how the program will work in a distance learning or hybrid environment this school year.
- We will be adding in monthly opportunities for residents to more formally evaluate their cooperating teachers.

## Pathway 2: Secondary Courses programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants remain interested in an education career?
American Indian or Alaskan Native	[Enter text here]	[Enter text here]
Asian	[Enter text here]	[Enter text here]
Black or African-American	[Enter text here]	[Enter text here]
Hispanic or Latino	[Enter text here]	[Enter text here]
Native Hawaiian or Other Pacific Islander	[Enter text here]	[Enter text here]
White	[Enter text here]	[Enter text here]
Two or More Races	[Enter text here]	[Enter text here]

**What feedback did your receive from 2019-20 participants on the program?**

[Enter text here]

**What areas for improvement were identified for future programs?**

[Enter text here]



## Grow Your Own Report Form 2019-20

Please complete and submit an electronic copy of this form to the Division of School Support at [school.support@state.mn.us](mailto:school.support@state.mn.us) by July 15, 2020.

Please provide the following:

- District Name and Number: [Northeast Metro 916 Intermediate School District, 0916-06](#)
- District Address: [2540 County Road F East, White Bear Lake MN 55110](#)
- Superintendent/Executive Director: [Connie Hayes](#)
- Program Contact Person: [Colleen Robinson](#)
- Program Contact Email Address and Phone Number: [crobinso@916schools.org](mailto:crobinso@916schools.org); [651-415-5593](tel:651-415-5593)

Identify the type of program implemented in 2019-20:  Pathway 1: Non-Conventional Residency  Pathway 2: Secondary Courses

### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants are continuing to pursue teacher licensure through the program?	How many participants completed the program and are eligible to obtain licensure?	How many participants who completed the preparation program, obtained licensure and were hired in the school/district as a teacher?
American Indian or Alaskan Native	0	0	0	0
Asian	1	1	0	0

Participant Ethnic Identification	How many participants were part of the program?	How many participants are continuing to pursue teacher licensure through the program?	How many participants completed the program and are eligible to obtain licensure?	How many participants who completed the preparation program, obtained licensure and were hired in the school/district as a teacher?
Black or African-American	3	3	0	0
Hispanic or Latino	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	15	11	4	3
Two or More Races	0	0	0	0

**What feedback did your receive from 2019-20 participants on the program?**

While the latter part of the 2020 school year presented many challenges, resilience and flexibility prevailed among our cohorts. The Work and Learn model of education provided by the University of St. Thomas provided access to our cohort participants to pursue their careers in education while working on the job, minimizing barriers of time, cost, and location. The program design inevitably laid the groundwork for completion of coursework remotely, and providing remote instruction once instructional models moved to remote delivery. Our cohort participants universally agreed that the Work and Learn model provided them with knowledge and tools they could utilize and practice immediately in their classrooms, whether in an education assistant role, or while working as a first year Tier 2 teacher. Our students were able to apply concepts and practices related to functional behavior assessments, assessment and utilization of learning tools and technology, data collection, comprehension, and utilization, and cultural inclusion in the classroom. Many participants articulated a strong appreciation for instruction in equity. Our students learned what equity means in our schools and how to foster equity in their classrooms, how to have difficult conversations, and go beyond the nuts and bolts of teaching, IEPs, and curriculum. They were challenged, and learned how to incorporate and promote equity not only in their classroom with students, but also with their peers, and throughout their organization. Participants enjoyed the opportunity for group advising sessions each semester, in which expectations were provided and they received information regarding how they will meet teaching requirements and prepare for EdTPA.

**What areas for improvement were identified for future programs?**



This was the inaugural cohort for Work and Learn at Northeast Metro 916, in collaboration with the University of St. Thomas, and Districts 196 and 917. There was consensus that while they are overall satisfied with the program and instruction, it is clear that this is a new program, and more time could have been spent on course preparation. The University of St. Thomas has recruited qualified and strong instructors from within our districts, and implemented a co-teaching model in which an instructor will teach a course for the first time alongside an experienced University of St. Thomas instructor. This model is designed to provide our participants with instructors who have direct knowledge and shared experiences, who can continue to provide instruction for future cohorts. While this has been beneficial, not all of the syllabi and materials were updated to reflect the hybrid model of face to face and online instruction. This created confusion and frustration among participants. This feedback has been shared with instructors at the University of St. Thomas. There was also a common concern surrounding literacy education. Multiple participants expressed concerns that the course and assignments could have been more closely aligned with the field of special education, and that parsing out of instruction over the semester would have been helpful and preferred. The final area of feedback for improvement relates to semester orientations. While the group orientations were appreciated and beneficial, there was a desire for individual academic advising, and a desire for the information provided in those sessions to narrow in focus and clarify the main objectives for the semester, rather than looking at the program as a whole. The University of St. Thomas has been an accommodating partner, and has been receptive to feedback and adjusting requirements and expectations as we learn what does and doesn't work for this model of instruction, in addition to addressing necessary improvements and changes as necessitated by the current pandemic.

## Pathway 2: Secondary Courses programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants remain interested in an education career?
American Indian or Alaskan Native	[Enter text here]	[Enter text here]
Asian	[Enter text here]	[Enter text here]
Black or African-American	[Enter text here]	[Enter text here]
Hispanic or Latino	[Enter text here]	[Enter text here]
Native Hawaiian or Other Pacific Islander	[Enter text here]	[Enter text here]
White	[Enter text here]	[Enter text here]
Two or More Races	[Enter text here]	[Enter text here]

**What feedback did you receive from 2019-20 participants on the program?**

[Enter text here]

**What areas for improvement were identified for future programs?**

[Enter text here]



## Grow Your Own Report Form 2019-20

Please complete and submit an electronic copy of this form to the Division of School Support at [school.support@state.mn.us](mailto:school.support@state.mn.us) by July 15, 2020.

Please provide the following:

- District Name and Number: [Richfield Public Schools 0280](#)
- District Address: [7001 Harriet Ave S, Richfield, MN 55423](#)
- Superintendent/Executive Director: [Dr. Steven Unowsky](#)
- Program Contact Person: [Dr. Latanya Daniels](#)
- Program Contact Email Address and Phone Number: [Latanya.daniels@rpsmn.org](mailto:Latanya.daniels@rpsmn.org) 612-798-6021

Identify the type of program implemented in 2019-20: x Pathway 1: Non-Conventional Residency      x Pathway 2: Secondary Courses

### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants are continuing to pursue teacher licensure through the program?	How many participants completed the program and are eligible to obtain licensure?	How many participants who completed the preparation program, obtained licensure and were hired in the school/district as a teacher?
American Indian or Alaskan Native	0	0	0	0
Asian	0	0	0	0
Black or African-American	0	0	0	0
Hispanic or Latino	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0

**What feedback did you receive from 2019-20 participants on the program?**

N/A No one participated

**What areas for improvement were identified for future programs?**

N/A No one participated

## Pathway 2: Secondary Courses programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants remain interested in an education career?
American Indian or Alaskan Native	0	0
Asian	0	0
Black or African-American	0	0
Hispanic or Latino	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	0	0
Two or More Races	0	0

**What feedback did you receive from 2019-20 participants on the program?**

N/A No one participated

**What areas for improvement were identified for future programs?**

N/A No one participated



## Grow Your Own Report Form 2019-20

Please complete and submit an electronic copy of this form to the Division of School Support at [school.support@state.mn.us](mailto:school.support@state.mn.us) by July 15, 2020.

Please provide the following:

- District Name and Number: [Robbinsdale Area Schools – District 281](#)
- District Address: [4148 Winnetka Avenue North, New Hope, MN 55427](#)
- Superintendent/Executive Director: [Dr. Carlton D. Jenkins/Stephanie Crosby](#)
- Program Contact Person: [Stephanie Crosby](#)
- Program Contact Email Address and Phone Number: [stephanie\\_crosby@rdale.org](mailto:stephanie_crosby@rdale.org) -763-458-9903

Identify the type of program implemented in 2019-20:  Pathway 1: Non-Conventional Residency  Pathway 2: Secondary Courses

### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants are continuing to pursue teacher licensure through the program?	How many participants completed the program and are eligible to obtain licensure?	How many participants who completed the preparation program, obtained licensure and were hired in the school/district as a teacher?
American Indian or Alaskan Native	0	0	0	0
Asian	0	0	0	0
Black or African-American	0	0	0	0
Hispanic or Latino	2	2	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	0	0	0	0

**What feedback did you receive from 2019-20 participants on the program?**

Comments such as: Thank you so much for your support, It is heartwarming to see the district take a personal interest in our education and our future dreams of becoming a teacher, thank you so much to everyone who made it possible for me to attend the University of Minnesota to pursue my teaching license.



**What areas for improvement were identified for future programs?**

We did not receive any feedback on areas of improvement needed for future programs.

## Pathway 2: Secondary Courses programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants remain interested in an education career?
American Indian or Alaskan Native	[Enter text here]	[Enter text here]
Asian	[Enter text here]	[Enter text here]
Black or African-American	[Enter text here]	[Enter text here]
Hispanic or Latino	[Enter text here]	[Enter text here]
Native Hawaiian or Other Pacific Islander	[Enter text here]	[Enter text here]
White	[Enter text here]	[Enter text here]
Two or More Races	[Enter text here]	[Enter text here]

**What feedback did your receive from 2019-20 participants on the program?**

[Enter text here]

**What areas for improvement were identified for future programs?**

[Enter text here]



## Grow Your Own Report Form 2019-20

Please complete and submit an electronic copy of this form to the Division of School Support at [school.support@state.mn.us](mailto:school.support@state.mn.us) by July 15, 2020.

Please provide the following:

- District Name and Number: [Roseville Area Schools ISD 623](#)
- District Address: [1251 County Rd B2 W, Roseville, MN 55113](#)
- Superintendent/Executive Director: [Dr. Aldo Sicoli](#)
- Program Contact Person: [Dr. Jenny Loeck](#)
- Program Contact Email Address and Phone Number: [jenny.loeck@isd623.org](mailto:jenny.loeck@isd623.org), 651-628-6444

Identify the type of program implemented in 2019-20:  Pathway 1: Non-Conventional Residency  Pathway 2: Secondary Courses

### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants are continuing to pursue teacher licensure through the program?	How many participants completed the program and are eligible to obtain licensure?	How many participants who completed the preparation program, obtained licensure and were hired in the school/district as a teacher?

Participant Ethnic Identification	How many participants were part of the program?	How many participants are continuing to pursue teacher licensure through the program?	How many participants completed the program and are eligible to obtain licensure?	How many participants who completed the preparation program, obtained licensure and were hired in the school/district as a teacher?
American Indian or Alaskan Native	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Asian	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Black or African-American	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Hispanic or Latino	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Native Hawaiian or Other Pacific Islander	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
White	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Two or More Races	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]

**What feedback did you receive from 2019-20 participants on the program?**

[Enter text here]

**What areas for improvement were identified for future programs?**

[Enter text here]

## Pathway 2: Secondary Courses programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants remain interested in an education career?
American Indian or Alaskan Native	0	0
Asian	45	36
Black or African-American	50	40
Hispanic or Latino	46	36
Native Hawaiian or Other Pacific Islander	0	0
White	94	75
Two or More Races	39	31

### What feedback did your receive from 2019-20 participants on the program?

This spring, we had to make adjustments to our curriculum due to COVID-19 and the transition to distance learning. As a result, several experiential and hands-on aspects of the Education Pathway courses were adapted. For example, students were unable to visit a college campus as part of the Introduction to Urban Education course. Students also had to get creative about obtaining observation hours. Some students assisted their siblings with their distance learning and observed K-8 online classrooms. Other students helped teachers pack supplies and

prepare curriculum for their students to pick up or have delivered for distance learning. Teachers appreciated the support of MCTC in modifying requirements, grading and curriculum so we could continue to offer these courses during COVID. We hope to provide a more consistent experience going into the 2020-2021 school year.

A highlight of the spring Introduction to Urban Education course was partnering with our district FOCUS group (an affinity group for staff of color at Roseville Area Schools) to have a panel of staff of color come to a Zoom meeting to talk about their experiences and answer student questions. Many students cited these staff in their final “Why Teach” essays for the course.

Students value the opportunity to earn concurrent credit or additional credentials in the field of education. Through our partnership with Minneapolis Community and Technical College, students are able to earn up to 5 college credits by taking Introduction to Urban Education and Technology for Educators courses. Students in the Tutoring in Urban Contexts course gain some practical experience with teaching; upon completion of 16 hours of training offered during the course, they are able to earn AVID tutor certification. Students who are AVID-tutor certified are eligible to become paid AVID tutors at the middle or high school level while they are in college.

In end-of-course surveys, students overwhelmingly said they enjoyed the interactive, hands-on format of the classes. Students shared that they learned a lot about the teaching profession and reported coming away with new or stronger skills that will help them in the future.

Overall, the vast majority of students who have taken courses in the Education Pathway remain interested in a career in education and plan to take more of these courses.

### **What areas for improvement were identified for future programs?**

Students and staff want to add more concurrent enrollment opportunities. Roseville Area High School will work with our higher education partners, including MCTC and possibly others, to ensure more courses qualify for college credit. Tutoring in Urban Contexts is one Education Pathway course that could qualify for concurrent enrollment, as MCTC offers a similar course.

Students also want to see more variety in course offerings. We consistently run the Introduction to Urban Education course as it is a pre-requisite for other Education Pathway courses. It is often difficult to regularly run other courses in the pathway due to low registration, availability of teachers, etc. We have more work to do to develop a pattern for these course offerings so that students can make plans for registration. Some students have indicated an interest in PSEO so that they can take more Education courses.

Roseville Area Schools has taken a step in this direction by investing in a full-time Career Navigator for the 2020-21 school year. This position will work to further develop career pathway opportunities to support students in identifying career opportunities that provide promise for future job

demand, sustainable wages, and potential for industry-recognized credentials. We are excited and looking forward to the leadership potential of this position in regards to amplifying student opportunities for the Education Career Pathway.





## Grow Your Own Report Form 2019-20

Please complete and submit an electronic copy of this form to the Division of School Support at [school.support@state.mn.us](mailto:school.support@state.mn.us) by July 15, 2020.

Please provide the following:

- District Name and Number: [St. Cloud Area School District ISD 742](#)
- District Address: [1201 2<sup>nd</sup> Street South, Waite Park, MN 56387](#)
- Superintendent/Executive Director: [Willie Jett](#)
- Program Contact Person: [Lori Posch](#)
- Program Contact Email Address and Phone Number: [1201 2<sup>nd</sup> Street South, Waite Park, MN 56387, 320-370-8055](#)

Identify the type of program implemented in 2019-20:  Pathway 1: Non-Conventional Residency      X  Pathway 2: Secondary Courses

### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants are continuing to pursue teacher licensure through the program?	How many participants completed the program and are eligible to obtain licensure?	How many participants who completed the preparation program, obtained licensure and were hired in the school/district as a teacher?
American Indian or Alaskan Native	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Asian	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Black or African-American	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Hispanic or Latino	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Native Hawaiian or Other Pacific Islander	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
White	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]
Two or More Races	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]

**What feedback did you receive from 2019-20 participants on the program?**

[Enter text here]

**What areas for improvement were identified for future programs?**

[Enter text here]

## Pathway 2: Secondary Courses programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants remain interested in an education career?
American Indian or Alaskan Native	0 Applicants	[Enter text here]
Asian	0 Applicants	[Enter text here]
Black or African-American	34 Applicants	[Enter text here]
Hispanic or Latino	0 Applicants	[Enter text here]
Native Hawaiian or Other Pacific Islander	0 Applicants	[Enter text here]
White	1 Applicant	[Enter text here]
Two or More Races	0 Applicants	[Enter text here]

### What feedback did you receive from 2019-20 participants on the program?

Due to COVID-19 we were not able to hold our sessions or the camp during the 2019-20 school year. We have received an extension of the grant and will be hosting activities during the 2020-2021 school year and are planning the camp in June, 2021. We have been in frequent contact with all applicants to remain connected and to keep their interest in the program. They are all indicating continued interest.

### What areas for improvement were identified for future programs?

In continued conversations with the participants in the 2018-19 program we have learned that the actual course time during the camp needs to be spread throughout the day with more options for active engagement.



## Grow Your Own Report Form 2019-20

Please complete and submit an electronic copy of this form to the Division of School Support at [school.support@state.mn.us](mailto:school.support@state.mn.us) by July 15, 2020.

Please provide the following:

- District Name and Number: [Saint Paul Public Schools #625](#)
- District Address: [360 Colborne Street St Paul, MN 55102](#)
- Superintendent/Executive Director: [Joe Gothard](#)
- Program Contact Person: [Danaya Franke](#)
- Program Contact Email Address and Phone Number: [Danaya.Franke@spps.org](mailto:Danaya.Franke@spps.org) 651-802-6994

Identify the type of program implemented in 2019-20:  Pathway 1: Non-Conventional Residency  Pathway 2: Secondary Courses

### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants are continuing to pursue teacher licensure through the program?	How many participants completed the program and are eligible to obtain licensure?	How many participants who completed the preparation program, obtained licensure and were hired in the school/district as a teacher?
American Indian or Alaskan Native	1	1	1	1
Asian	7	5	5	1 (some still interviewing)
Black or African-American	6	6	6	3 (some still interviewing)
Hispanic or Latino	1	1	1	1

Native Hawaiian or Other Pacific Islander	0	0	0	0
White	7	7	7	2 (some still interviewing)
Two or More Races	0	0	0	0

**What feedback did you receive from 2019-20 participants on the program?**

Below is some feedback we received from a Stay Interview process we have each resident participate in at the end of their program. I would be happy to share more of those results if you are interested. I am also attaching a visual documentation that shows some highlights of feedback and potential next steps for program improvements.

- SUTR has been life changing for me, it has helped me help others while others have helped me on my teaching journey!
- I felt throughout the program that the SUTR program and UST were extremely supportive, held me to high expectations, and provided scaffolding and encouragement to meet those expectations. Communication has been clear and I felt seen and valued by the program. My interactions with SPPS have not been as positive overall. If I could I would rate it a 2.5. Communication has been variable and often seems at odds with what we are told through SUTR, especially throughout the strike, COVID-19, and the hiring process.
- I love all three of these communities!
- I felt I got adequate support in all areas in order to complete this program.
- Did not have many expectations for SUTR, mostly went in with an open mind and flexibility. UST was great in all areas. Had some issues with SPPS in terms of outlining the job, benefits, and what our expectations were.
- This experience has been monumental to my overall teaching experience that can't be replaced.
- SUTR - Extremely supportive and available throughout the year. I previously completed a graduate program and could not express more the holistic educational experience SUTR provides. Direct experience and meaningful coursework.
- UST - Engaged and active professors focused on the success of all candidates. Relevant instruction and available at all times for support and questions.
- SPPS - Dedicated to the mission of SUTR and educational equity even through crazy and unforeseen circumstances. Steadfast in the mission of supporting residents as well - some variability between buildings as to be expected.
- My mentor was phenomenal and provided me opportunities to build instruction, teach, and engage in due process
- I have nothing but gratitude for this experience
- UST classes that were split were hard to follow and keep track of assignments, especially those that span different terms. Professors of our courses could collaborate more to better understand what they each are covering. William Hill is amazing. Anny Xiong is amazing. Starting the program with restorative practices helped build relationships and I believe was a great idea.

## What areas for improvement were identified for future programs?

Based on feedback from our residents....

- “The interview and select process has been very difficult. Lots of mixed messages and it seems like no one has any answers. I feel I have still made no progress with the interview and select process. I know the world has been difficult this year, but SUTR has talked about ‘priority hire’ and I just have not seen that hold true as of now.”
- “I think support days would be more beneficial if students are able to work from their desire location. Maybe do trainings or all hands meeting at 360 (central district office) in the morning and then after that they can go home or to UST to finish their work.”
- “I would have liked more feedback [from my mentor] on lesson plans and really flush out why we are teaching what we are teaching in the beginning.”

We will work on the following this year:

1. Communicate clearly and timely about the interview process. Work with our HR hiring managers to maintain positive relationships and clear timelines for SUTR hires.
2. Look at how Support Days, Mentor PD days, and additional supports can be enhanced by moving them to virtual meetings both for ease of access and for the planning of potential Distance Learning in the future.
3. Continue to train and coach mentors to be able to give evidence based feedback, offer multiple opportunities to practice teach and use research based “mentor moves” to support the resident in their journey to becoming a teacher in SPPS.



## Pathway 2: Secondary Courses programs

Enter the number of participants in the 2019-20 school year by race/ethnic group for question in the chart.

Participant Ethnic Identification	How many participants were part of the program?	How many participants remain interested in an education career?
American Indian or Alaskan Native	[Enter text here]	[Enter text here]
Asian	[Enter text here]	[Enter text here]
Black or African-American	[Enter text here]	[Enter text here]
Hispanic or Latino	[Enter text here]	[Enter text here]
Native Hawaiian or Other Pacific Islander	[Enter text here]	[Enter text here]
White	[Enter text here]	[Enter text here]
Two or More Races	[Enter text here]	[Enter text here]

**What feedback did your receive from 2019-20 participants on the program?**

[Enter text here]

**What areas for improvement were identified for future programs?**

[Enter text here]



## Summary of “Stay Interview” responses for Cohort 4 (SY 2019-20):

As Cohort 4 residents finished their SUTR residency year and prepared to enter the teaching workforce, program staff sent out a “stay interview” survey to measure participants’ reactions to the program and several key self-assessment metrics. While feedback was positive overall, many residents also offered suggestions to improve the program in subsequent years. This document provides a high-level summary of survey results, which was completed on Google Forms by 20 out of 22 residents.

### Readiness to Teach:

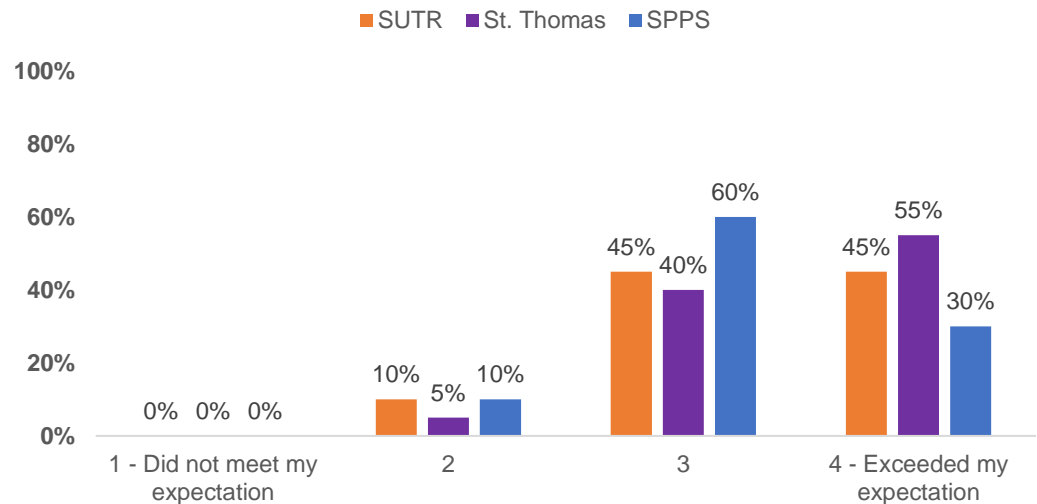
# 100%

*of survey respondents said they felt prepared to teach in the 2020-21 school year.*

### Overall Program Satisfaction:

Most residents (90%) indicated a positive experience overall with the **SUTR** program, with nearly half (45%) indicating that SUTR exceeded their expectations. A higher proportion (55%) of the residents indicated the **University of St. Thomas** exceeded their expectations. Overall experiences of **SPPS** were also positive with nearly a third of the residents (30%) having positive views about the District.

#### Please rate your overall experience with (SUTR/St. Thomas/SPPS). (N=20)

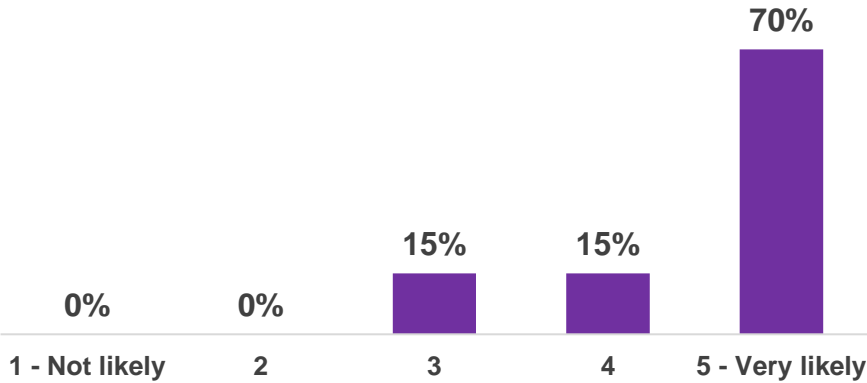


### Resident Feedback

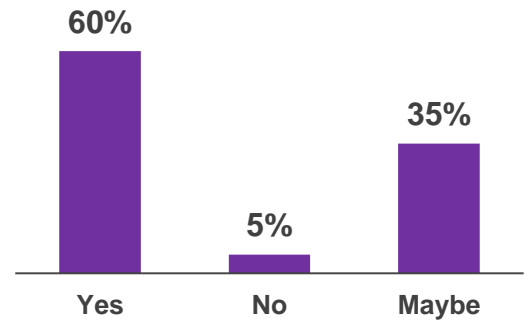
- “Extremely supportive and available throughout the year. I previously completed a graduate program and could not express more the holistic educational experience SUTR provides. Direct experience and meaningful coursework.”
- “I felt throughout the program that the SUTR program and UST were extremely supportive, held me to high expectations, and provided scaffolding and encouragement to meet those expectations.”
- “SUTR has been life changing for me, it has helped me help others while others have helped me on my teaching journey!”

**Most Cohort 4 graduates plan on utilizing SUTR's unique induction services.**

How likely is it that you will seek the support of our SUTR specialists?  
(Total residents = 20)



Do you plan to attend our monthly SUTR induction seminars?  
(Total residents = 20)



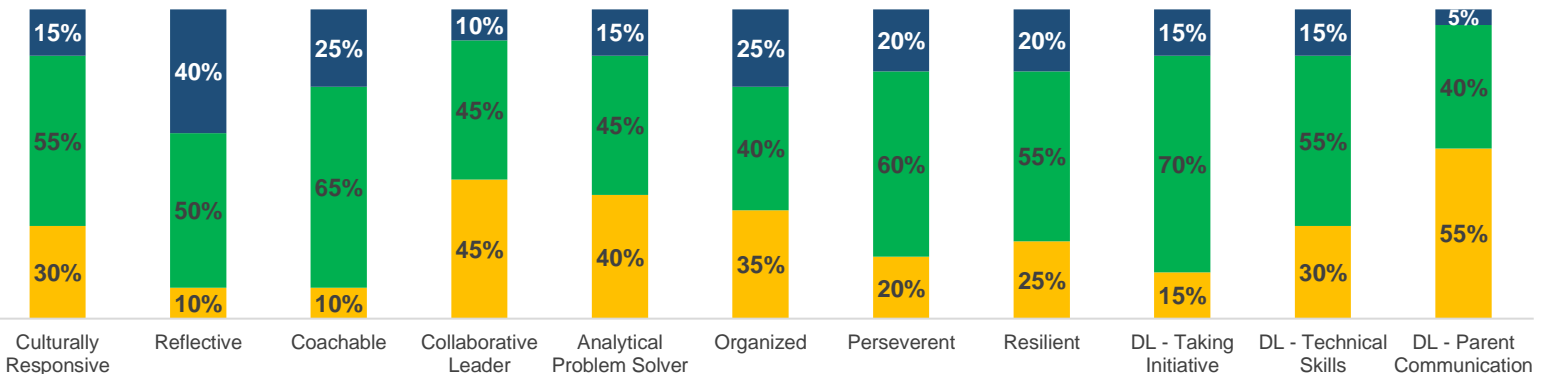
**Suggestions for program improvement:**

- “The interview and select process has been very difficult. Lots of mixed messages and it seems like no one has any answers. I feel I have still made no progress with the interview and select process. I know the world has been difficult this year, but SUTR has talked about ‘priority hire’ and I just have not seen that hold true as of now.”
- “I think support days would be more beneficial if students are able to work from their desire location. Maybe do trainings or all hands meeting at 360 (central district office) in the morning and then after that they can go home or to UST to finish their work.”
- “I would have liked more feedback [from my mentor] on lesson plans and really flush out why we are teaching what we are teaching in the beginning.”

**SUTR Dispositions: Cohort 4 Self-Assessment**  
(Total residents = 20)

\*Note: “DL” refers to distance learning due to the COVID-19 pandemic.

■ Below Standard ■ Developing ■ Proficient ■ Distinguished



- Most residents rated themselves higher on “Reflective,” “Coachable,” and “Perseverant.”
- Some residents (55%) rated themselves as still “Developing” when it comes to communicating with parents during Distance Learning.
- Some residents (45%) still consider themselves “Developing” on Collaborative Leadership.