



## Grow Your Own Report Form 2020-21

Please complete and submit an electronic copy of this form to the Division of School Support at [mde.schoolsupport@state.mn.us](mailto:mde.schoolsupport@state.mn.us) by July 15, 2021.

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](#)
- Program Contact Person: [Julie Phillips](#)
- Program Contact Email Address and Phone Number: [Julie.phillips@ahschools.us](mailto:Julie.phillips@ahschools.us)

Identify the type of program implemented in 2020-21:  Pathway 1: Non-Conventional Residency  Pathway 2: Secondary Courses

## Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2020-21 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?
Asian	8 <i>\$80,726</i>	7	0	N/A
Black or African-American	11	8	2	2

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?
	<i>\$108,565</i>			
Hispanic or Latino	<i>4</i> <i>\$45,087</i>	<i>3</i>	<i>1</i>	<i>1</i>
Two or More Races	<i>1</i> <i>(Hispanic &amp; American Indian)</i> <i>\$13,050</i>	<i>1</i>	<i>N/A</i>	<i>N/A</i>
White	<i>24</i> <i>\$119,416 – hard to fill Sped Licensure</i> <i>\$13,800 hard to fill Secondary Science</i> <i>\$30,900 – hard to fill ESL</i>	<i>21</i>	<i>3</i>	<i>0</i>

**What feedback did you receive from 2020-21 participants on the program?**

**MNGOT Program participant feedback regarding the MNGOT program:**

- Quality of instruction in your teacher prep courses: 100% positive
- Prepared to effectively teach subject matter in my content area: 100% positive
- I would recommend my teacher preparation program to a prospective teacher: 94% positive
- Advising on professional education program requirements: 100% positive
- Integration of technology throughout your teacher preparation program: 94% positive
- Use digital and interactive technologies to achieve instructional goals; 100% positive
- Engage students in using a range of technology tools to achieve learning goals: 100% positive
- Quality of field experiences prior to student teaching: 100% positive
- Your student teaching placement site: 94% positive
- Design and modify assessments to match learning objectives: 100% positive
- Engage students in self-assessment strategies: 100% positive
- Understand issues of reliability and validity in assessment: 100% positive
- Analyze appropriate types of assessment data to identify student learning needs: 94% positive

*Comment from a BIPOC participant in the elementary licensure program: “You are seriously changing lives and I am so grateful. Thank you for keeping me informed about our funding. I am so grateful for Anoka/Hennepin school district for this amazing opportunity.”*

*Comment from a BIPOC participant in the ESL licensure program: “I truly appreciate all of your support and help with this program. I am truly blessed to be a part of it.”*

*Comment from a participant in the ESL licensure program: “The generous grant has played a key role in helping me achieve my dream!”*

**University of St Thomas participant feedback regarding the Sped Work & Learn program:**

- At the end of each course, the university does a course survey. Based on student feedback, they make course improvements.
- Both quantitative and qualitative data are collected on each course.
  - Average score: 4.8 out of 5.0.
  - Feedback example: *“I am so grateful xxx was a co-teacher in this class. I learned a lot from her; her willingness to share her broad experience and knowledge was a gift. She was super supportive and told us over and over again that she would help in any way possible. Having xxx as a teacher was a fabulous experience.”*

*Comment from a BIPOC participant who has able to begin working as a Tier 2 special education teacher: "Becoming a special ed teacher during a pandemic along with attending full time grad school is a lot to juggle; knowing [Anoka-Hennepin] is well representing our needs throughout has been such a relief."*

*Comment from a BIPOC participant who has able to begin working as a Tier 2 special education teacher: "Without [Anoka-Hennepin's] knowledge of this program and [their] support I wouldn't have taken the 'plunge,' to [to become a teacher] as I was overwhelmed as to where to start. I had always dreamed of being a teacher but I had no idea where to start, how to afford grad school, etc."*

*Comment from participant who has able to begin working as a Tier 2 special education teacher: "This year was difficult being a first-year teacher in a master's program, yet [Anoka-Hennepin] was behind the scenes providing ongoing support and words of encouragement...I am proud to work for a school district [like Anoka-Hennepin]."*

What areas for improvement were identified for future programs?

MNGOT Program participant regarding the MNGOT program:

- Clearly communicate expectations for appropriate student behavior: 12.5% of staff in the program indicated improvement needed
- Respond appropriately to student behavior: 12.5% of staff in the program indicated improvement needed
- Balance between theory and practice in your teacher preparation courses: 12.5% of staff in the program indicated improvement needed
- Coherence between your coursework and field experiences prior to student teaching: 12.5% of staff in the program indicated improvement needed
- Collaborate with parents and guardians to support student learning: 12.5% of staff in the program indicated improvement needed

**University of St Thomas participant feedback regarding the Sped Work & Learn program:**

Based on participant feedback, they moved the REDP 631 Fundamentals of Special Education: Exceptionality, Diversity, Equity and Inclusion course to the first semester. Students felt that they would benefit from having the academic vocabulary of special education earlier in the program.

**What impact, if any, did COVID have on your program?**

### **MNGOT Program**

- All of the teacher candidates from the 2019-2021 cohort who were on track to graduate were able to successfully complete their program with COVID related accommodations, including an alternative performance assessment in lieu of the EdTPA and online student teaching for some.
- For the 2020-2022 candidates, there was a need to modify the timing and type of pre-student teaching field experiences, but all are on track to be eligible to student teach in the 2021-2022 school year.

### **University of St Thomas participant feedback regarding the Sped Work & Learn program:**

The impact COVID had on this program was that the face-to-face courses became online and then co-located. When the pandemic shut down schools, they moved courses completely online. This was an easy move as our students used the same platform (Canvas) regardless of if they were in-person or online. Students did not have to navigate multiple platforms. When the pandemic restrictions were lessened, students had the option of attending course face-to-face with masks and social distancing or attend synchronously via Zoom.



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Please provide the following:

- District Name and Number: [Bloomington Public Schools, ISD 271](#)
- District Address: [106th Street, Bloomington, MN](#)
- Superintendent/Executive Director: [Les Fujitake \(retiring 6/30/2021\), Dr. Eric Melbye \(starting 7/1/2021\)](#)
- Program Contact Person: [Deborah Holman](#)
- Program Contact Email Address and Phone Number: [dholman@isd271.org](mailto:dholman@isd271.org) (thru 6/30/2021), [djfolman3@gmail.com](mailto:djfolman3@gmail.com), 952-393-2579 (cell)

Identify the type of program implemented in 2020-21:  Pathway 1: Non-Conventional Residency       Pathway 2: Secondary Courses

### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2020-21 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]
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]
Undisclosed	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]

**What feedback did you receive from 2020-21 participants on the program?**

[Enter text here]

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

[Enter text here]

**What impact, if any, did COVID have on your program?**

[Enter text here]



## Pathway 2: Secondary Courses programs

Enter the number of participants in the 2020-21 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	1
Asian	0	0
Black or African-American	7	4
Hispanic or Latino	5	3
Native Hawaiian or Other Pacific Islander	0	0
White	5	2
Two or More Races	2	2
Undisclosed	[Enter text here]	[Enter text here]

**What feedback did you receive from 2020-21 participants on the program?**

Students were thankful for the opportunities the program offered:

1. Supplies to help them in the pandemic environment, i.e. journals, writing utensils, textbooks, memory sticks, tote bags
2. The opportunity to earn concurrent credits from Kennedy High School and Normandale Community College
3. Academic support from grant-funded staff
4. Paid summer internship program

5. College scholarships
6. Help with navigating the college application process
7. Support from the teaching staff to deal with tough educational and societal issues this year
8. Pertinent enrichment, including: books, simulations, and virtual resources

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

1. We need to continue promoting the program so that we have enough students taking the Intro to Education classes who will continue on with the Multicultural Education and the Technology in Education classes. Enrollment continues to be low for the Multicultural and Technology classes.
2. We are adding the Intro to Education classes at our sister school, Jefferson High School, in the fall of 2021. The goal is to continue to grow the Grow Your Own program at both high schools.
3. We plan to develop systemic ways to promote Grow Your Own district wide, including promotional activities at the three Bloomington Middle Schools.
4. We hope to include scholarships for successful completion of GYO classes for those seniors who are entering post-secondary programs in Education.

**What impact, if any, did COVID have on your program?**

COVID impacted our ability to reach out to potential students and their families. We created a promotional video, news releases, announcements and other forms of virtual communication to inform students and families of Grow Your Own opportunities. However, we were not able to have a designated Student Advisory, informational gatherings and other forms of meetings that inform and excite students and their families.



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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]
Undisclosed	[Enter text here]	[Enter text here]	[Enter text here]	[Enter text here]

**What feedback did you receive from 2020-21 participants on the program?**

[Enter text here]

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

[Enter text here]

**What impact, if any, did COVID have on your program?**

[Enter text here]

## Pathway 2: Secondary Courses programs

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Asian	0	0
Black or African-American	7	4
Hispanic or Latino	5	3
Native Hawaiian or Other Pacific Islander	0	0
White	5	2
Two or More Races	2	2
Undisclosed	[Enter text here]	[Enter text here]

**What feedback did your receive from 2020-21 participants on the program?**

Students were thankful for the opportunities the program offered:

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5. College scholarships
6. Help with navigating the college application process
7. Support from the teaching staff to deal with tough educational and societal issues this year
8. Pertinent enrichment, including: books, simulations, and virtual resources

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

1. We need to continue promoting the program so that we have enough students taking the Intro to Education classes who will continue on with the Multicultural Education and the Technology in Education classes. Enrollment continues to be low for the Multicultural and Technology classes.
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2021. Please provide the following:

- District Name and Number: [North St. Paul-Maplewood-Oakdale, ISD622](#)
- District Address: [2520 East 12th Ave, North St. Paul, MN 55109](#)
- Superintendent/Executive Director: [Amylee Yang, HR Director](#)
- Program Contact Person: [Amylee Yang](#)
- Program Contact Email Address and Phone Number: [ayang3@isd622.org](mailto:ayang3@isd622.org), [651-748-7422](tel:651-748-7422)

Identify the type of program implemented in 2020-21:  Pathway 1: Non-Conventional Residency  Pathway 2: Secondary Courses

### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2020-21 school year by race/ethnic group for question in the chart.

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American Indian or Alaskan Native	0	0	0	0

Asian	0	0	0	0
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Black or African-American	1	1	0	0
Hispanic or Latino	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	2	2	0	0
Two or More Races	0	0	0	0

Undisclosed [Enter text here] [Enter text here] [Enter text here] [Enter text here]

**What feedback did your receive from 2020-21 participants on the program?**

Limited funding source

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

Increase funding sources to provide longer participation in the program.

**What impact, if any, did COVID have on your program?**

N/A

## Pathway 2: Secondary Courses programs

Enter the number of participants in the 2020-21 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		
Hispanic or Latino	[Enter text here]	[Enter text here]
Native Hawaiian or Other Pacific Islander	[Enter text here]	[Enter text here]
White		
Two or More Races	[Enter text here]	[Enter text here]
Undisclosed	[Enter text here]	[Enter text here]

**What feedback did your receive from 2020-21 participants on the program?**

Extremely helpful and supportive grow your own program. Allows employees to pursue higher education and further their professional goals.

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

More financial support

**What impact, if any, did COVID have on your program?**

n/a

## Summary of SUTR Stay Interview Survey Results: *Cohort 5 (SY 2020-21)*

The SUTR program was heavily impacted by the COVID-19 pandemic. Classes and communications were done virtually and SUTR residents had to learn and adapt to distance learning for most of the 2020-21 school year. Saint Paul Public Schools (SPPS) gradually reopened for in-person learning between early-February and mid-April starting with the lowest grade levels. It is important to acknowledge the resilience of SUTR residents in embarking on their teaching journey during this unprecedented time in recent history.

In May of 2021, SUTR teaching residents were invited to complete a Stay Interview survey to gather their opinions about and experiences in the program. Of 28 residents, 26 responded for a response rate of 93%.

### Program highlights

- Learning a lot and receiving support from mentors
- Receiving support from SUTR staff members and UST supervisors
- Working together with cohort and SPPS colleagues

“I felt well supported, even though navigating changes in the pandemic. I had a great relationship with my mentor, and have learned a lot. She has always been very supportive and approachable. I've also felt [staff members] were available to help with issues or to answer questions”

“I loved being in a building and getting feedback from my mentor in real time. I loved going back into the building and seeing my students every day. Every day brought a new surprise and excitement which always kept me thinking and varying up how I teach.”

“Establishing relationships with peers, support from SUTR, mentor and supervisors, gathering of resources, and growth on a personal and educational level.”

### Impact of the COVID-19 Pandemic

- Lost the experience of teaching students in-person.
- Gained technology skills to deliver distance learning.
- The pandemic completely changed the program, including the schedule, assignments, and experiences.
- Program participation was more challenging.

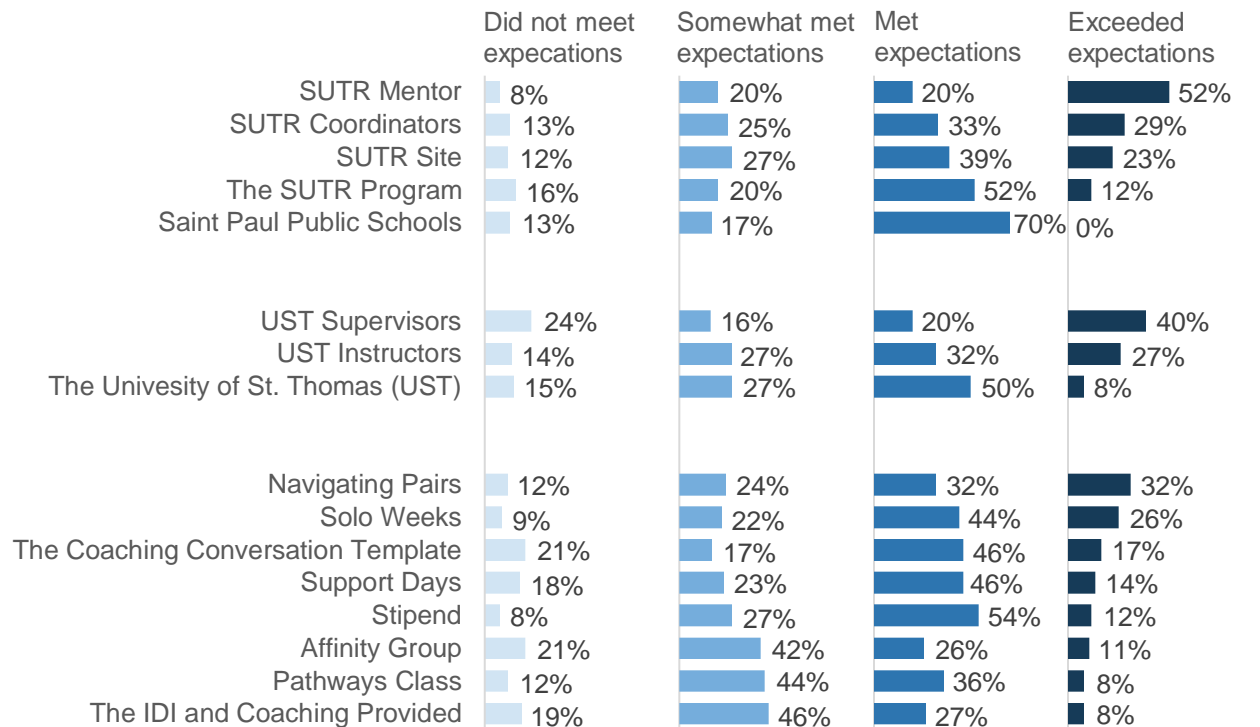
“It impacted the ability to be in-person for both UST classes and student teaching for a majority of the year. It has also impacted the number of students in the classroom, the procedures that we have in place, and how we could navigate the classroom.”

“I learned a lot about technologies I can use in the classroom, but also feel like I missed out on learning and hands-on experience esp for behavior interventions.”

“It affected everything. I don't think I got as much out of this program as I would have if it weren't for COVID since almost everything was online.”

“Covid made this experience very challenging especially during distance learning.”

## Resident Perceptions of SUTR Personnel and Available Supports



Residents were asked to elaborate on their experiences with program personnel and available supports. Many residents commented programming was not what they thought it would be and mentioned difficulties they experienced in the program.

“As a [BIPOC] I felt like there was NO representation of professors, supervisors, administrators and coaches who looked like me. This made me feel like the program/ representation I was promised, and that was marketed, was a lie. I feel burned out by the end of this year and traumatized from this experience.”

“Changing UST supervisors was challenging, I went a period of time with no supervisor and had difficulties connecting for observations after that mostly due to scheduling and technical difficulties. Loved the support days, but would have been nice if there was nothing scheduled during them.”

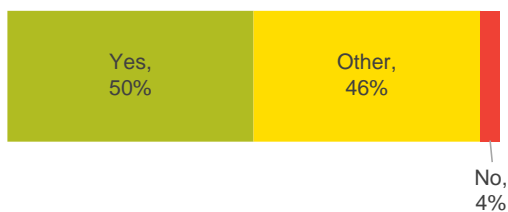
“For the most part, I think SUTR worked well for me. Of course, the pandemic's impacts led to some things being very different than expected in a way that I know is out of anyone's control. The pandemic made a lot of the Pathways curriculum feel irrelevant or challenging to implement in our classrooms. For example, it would have been awesome to do the Pathways unit on behavior management in February/March once I was back in person, but I understand there were a lot of unknowns and everyone was in a different place.”

“Great matching with supervisor, school, and mentor. The online version of the program was not the best experience.”

“I did not have a positive experience with navigating pairs and in the end made it very uncomfortable.”

“I really didn't know what to expect when entering this program. After being a part of this program, I feel like the program was not a good fit for me because of my learning style. However, I am thankful for this opportunity to learn and grow as an educator.”

## Preparedness to Teach in SPPS next Fall



Among those responding “Other,” residents commenting not feeling completely prepared to teach given some uncertainties.

“As prepared as I can considering the year we had. I feel like there is going to be a lot changed in the fall that we are unable to prepare for (not knowing about covid, changing grades, etc)”

“Not fully prepared because I will always be learning. I think teaching is such a huge job along with due process, I think I will always be learning.”

## Perceptions of Where Residents see Themselves in Five Years

Residents overwhelmingly said they see themselves continuing to teach in the next five years. Several of the residents specifically commented that they see themselves teaching in SPPS.

“A teacher in St Paul. Although I could see myself changing districts in 10-15 years.”

“I hope to be still teaching students and making a positive impact in their lives.”

## Suggestions for Improvement

- Increase the racial and ethnic diversity of staff members and guest speakers.
- Improve the schedule, including having more consistency, allowing more time, avoid having Support Days when residents are to be with students, and having more breaks during Zoom meetings.
- Ensure mentors understand their role and are prepared to fulfill their role.
- Have more opportunities for relationship building within the cohort and at SPPS sites.

“More mentors, professors, supervisors, etc. of color.”

“Having a different schedule almost every week was very frustrating, and unlike anything I have experienced before in academia.”

“I really liked the idea of support days but I struggled with the fact that they were on days that we had the opportunity to be with our students, something that I never wanted to miss out on.”

“Make sure mentor teachers are prepared for the demands of being a mentor teacher.”

“Ways to feel a part of your building when all the staff just sees you as a temporary figure.”

## Additional Comments

When asked whether there were any additional comments residents wanted to share, the majority of residents who responded acknowledged that it was a challenging year for everyone, but they were thankful to be part of the program and for the support they received.

“I know it’s been a very hard year to run a program like SUTR and I really appreciate everyone’s efforts to be flexible and open to feedback. Y’all have put a lot into this program and I appreciate each of you for it!”

“Thank you for being a part of this experience. Although there were many challenges, I have grown a lot and am grateful for all the learning I’ve gained.”



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Please provide the following:

- District Name and Number: [SPPS 625](#)
- District Address: [360 Colborne Street, St Paul, MN 55102](#)
- Superintendent/Executive Director: [Dr. 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](tel:651-802-6994)

Identify the type of program implemented in 2020-21:  Pathway 1: Non-Conventional Residency  Pathway 2: Secondary Courses

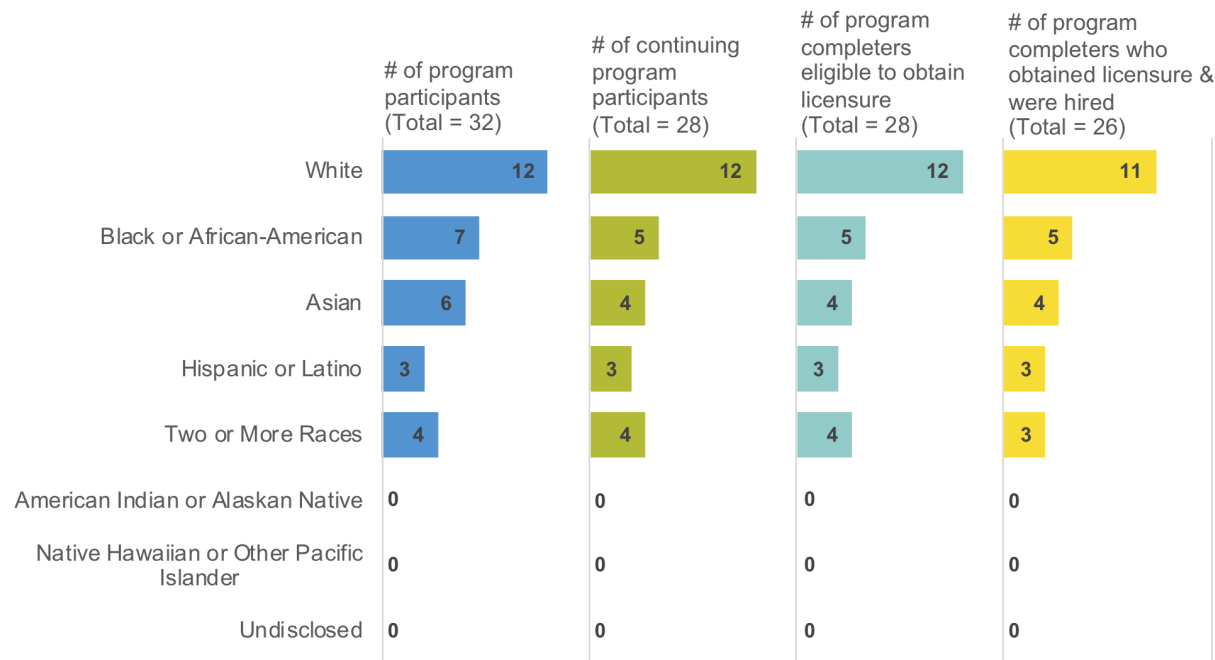
### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2020-21 school year by race/ethnic group for question in the chart.

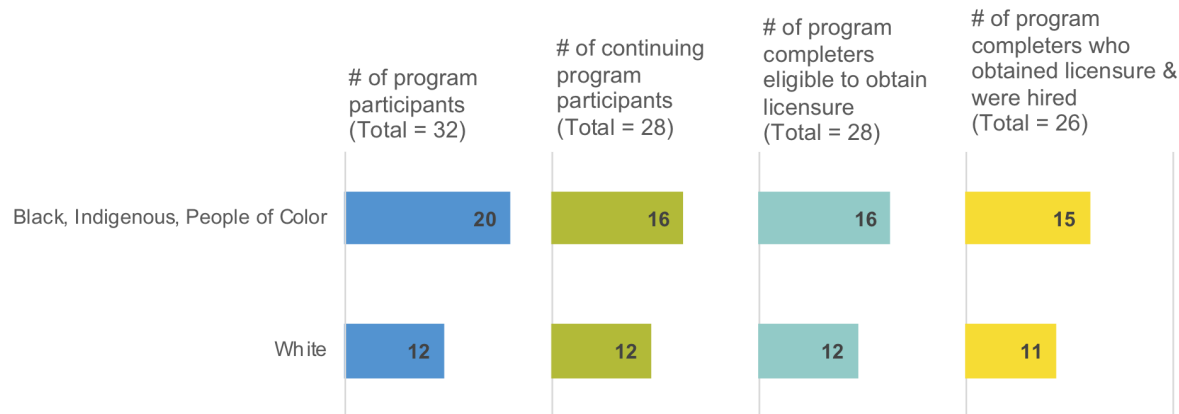
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American Indian or Alaskan Native	0	0	0	0
Asian	6	4	4	4

Black or African-American	7	5	5	5
Hispanic or Latino	3	3	3	3
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	12	12	12	11
Two or More Races	4	4	4	3
Undisclosed	0	0	0	0

Saint Paul Public Schools  
SUTR Program



## Saint Paul Public Schools SUTR Program



### What feedback did you receive from 2020-21 participants on the program?

Below are program highlights that our residents listed: (For a full summary, see the attached document)

- Learning a lot and receiving support from mentors
- Receiving support from SUTR staff members and UST supervisors
- Working together with cohort and SPPS colleagues

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

Below are program improvements that our residents listed: (for a full summary, see the attached document)

- Increase the racial and ethnic diversity of staff members and guest speakers.
- Improve the schedule, including having more consistency, allowing more time, avoid having Support Days when residents are to be with students, and having more breaks during Zoom meetings.
- Ensure mentors understand their role and are prepared to fulfill their role.
- Have more opportunities for relationship building within the cohort and at SPPS sites.

### What impact, if any, did COVID have on your program?

Below are statements from our residents regarding the impacts of COVID on their experience: (For a full summary, see the attached document)

- Lost the experience of teaching students in-person.
- Gained technology skills to deliver distance learning.
- The pandemic completely changed the program, including the schedule, assignments, and experiences.
- Program participation was more challenging. “It impacted the ability to be in-pers

Pathway 2: Secondary Courses programs

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White	[Enter text here]	[Enter text here]
Two or More Races	[Enter text here]	[Enter text here]
Undisclosed	[Enter text here]	[Enter text here]

**What feedback did your receive from 2020-21 participants on the program?**

[Enter text here]

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

[Enter text here]



**What impact, if any, did COVID have on your program?**

[Enter text here]



## Grow Your Own Report Form 2020-21

Please complete and submit an electronic copy of this form to the Division of School Support at [mde.schoolsupport@state.mn.us](mailto:mde.schoolsupport@state.mn.us) by July 15, 2021.

Please provide the following:

- District Name and Number: [SPPS 625](#)
- District Address: [360 Colborne Street, St Paul, MN 55102](#)
- Superintendent/Executive Director: [Dr. 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](tel:651-802-6994)

Identify the type of program implemented in 2020-21:  Pathway 1: Non-Conventional Residency  Pathway 2: Secondary Courses

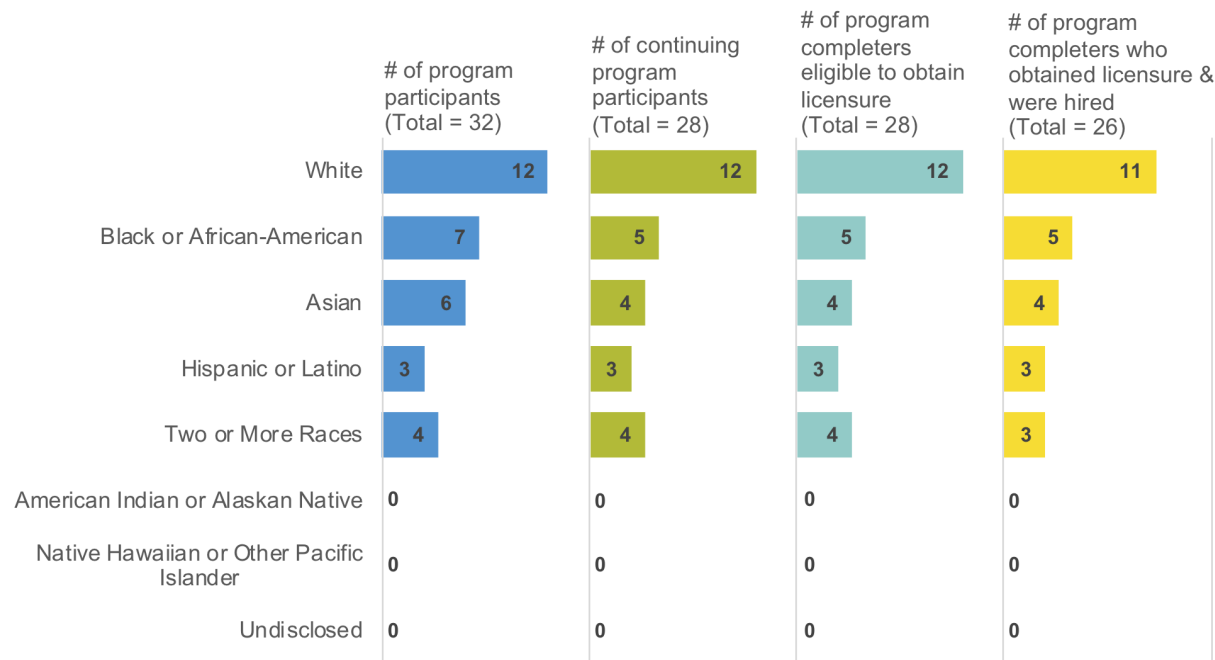
### Pathway 1: Non-Conventional Residency programs

Enter the number of participants in the 2020-21 school year by race/ethnic group for question in the chart.

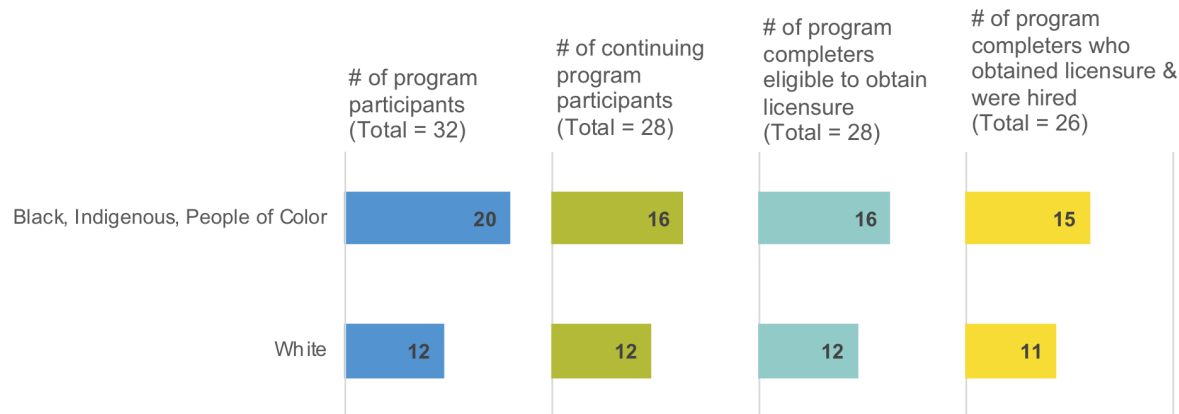
Participant Ethnic Identification	How many participants were part of the program?	How many participants are continuing to pursue teacher licensure through the program?	How many participants completed the program and are eligible to obtain licensure?	How many participants who completed the preparation program, obtained licensure and were hired in the school/district as a teacher?
American Indian or Alaskan Native	0	0	0	0
Asian	6	4	4	4

Black or African-American	7	5	5	5
Hispanic or Latino	3	3	3	3
Native Hawaiian or Other Pacific Islander	0	0	0	0
White	12	12	12	11
Two or More Races	4	4	4	3
Undisclosed	0	0	0	0

Saint Paul Public Schools  
SUTR Program



## Saint Paul Public Schools SUTR Program



### What feedback did you receive from 2020-21 participants on the program?

Below are program highlights that our residents listed: (For a full summary, see the attached document)

- Learning a lot and receiving support from mentors
- Receiving support from SUTR staff members and UST supervisors
- Working together with cohort and SPPS colleagues

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

Below are program improvements that our residents listed: (for a full summary, see the attached document)

- Increase the racial and ethnic diversity of staff members and guest speakers.
- Improve the schedule, including having more consistency, allowing more time, avoid having Support Days when residents are to be with students, and having more breaks during Zoom meetings.
- Ensure mentors understand their role and are prepared to fulfill their role.
- Have more opportunities for relationship building within the cohort and at SPPS sites.

### What impact, if any, did COVID have on your program?

Below are statements from our residents regarding the impacts of COVID on their experience: (For a full summary, see the attached document)

- Lost the experience of teaching students in-person.
- Gained technology skills to deliver distance learning.
- The pandemic completely changed the program, including the schedule, assignments, and experiences.
- Program participation was more challenging. “It impacted the ability to be in-pers

Pathway 2: Secondary Courses programs

Enter the number of participants in the 2020-21 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]
Undisclosed	[Enter text here]	[Enter text here]

**What feedback did your receive from 2020-21 participants on the program?**

[Enter text here]

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

[Enter text here]

**What impact, if any, did COVID have on your program?**

[Enter text here]

## Summary of SUTR Stay Interview Survey Results: *Cohort 5 (SY 2020-21)*

The SUTR program was heavily impacted by the COVID-19 pandemic. Classes and communications were done virtually and SUTR residents had to learn and adapt to distance learning for most of the 2020-21 school year. Saint Paul Public Schools (SPPS) gradually reopened for in-person learning between early-February and mid-April starting with the lowest grade levels. It is important to acknowledge the resilience of SUTR residents in embarking on their teaching journey during this unprecedented time in recent history.

In May of 2021, SUTR teaching residents were invited to complete a Stay Interview survey to gather their opinions about and experiences in the program. Of 28 residents, 26 responded for a response rate of 93%.

### Program highlights

- Learning a lot and receiving support from mentors
- Receiving support from SUTR staff members and UST supervisors
- Working together with cohort and SPPS colleagues

“I felt well supported, even though navigating changes in the pandemic. I had a great relationship with my mentor, and have learned a lot. She has always been very supportive and approachable. I've also felt [staff members] were available to help with issues or to answer questions”

“I loved being in a building and getting feedback from my mentor in real time. I loved going back into the building and seeing my students every day. Every day brought a new surprise and excitement which always kept me thinking and varying up how I teach.”

“Establishing relationships with peers, support from SUTR, mentor and supervisors, gathering of resources, and growth on a personal and educational level.”

### Impact of the COVID-19 Pandemic

- Lost the experience of teaching students in-person.
- Gained technology skills to deliver distance learning.
- The pandemic completely changed the program, including the schedule, assignments, and experiences.
- Program participation was more challenging.

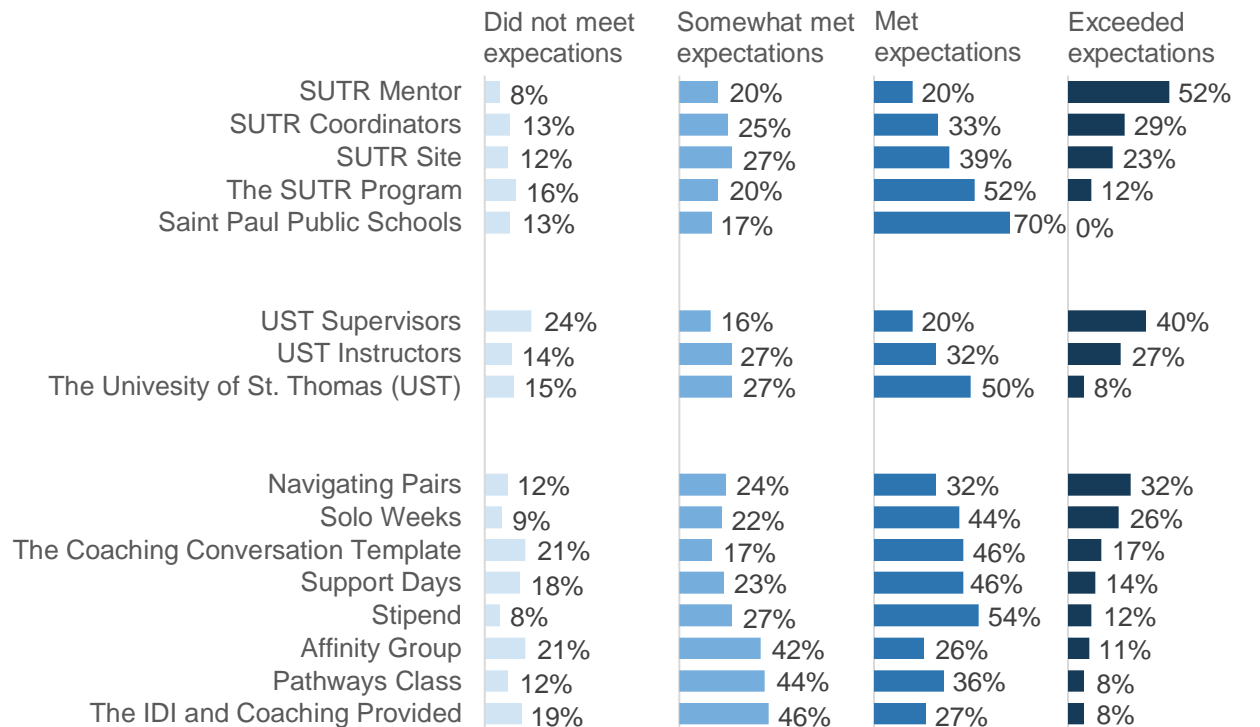
“It impacted the ability to be in-person for both UST classes and student teaching for a majority of the year. It has also impacted the number of students in the classroom, the procedures that we have in place, and how we could navigate the classroom.”

“I learned a lot about technologies I can use in the classroom, but also feel like I missed out on learning and hands-on experience esp for behavior interventions.”

“It affected everything. I don't think I got as much out of this program as I would have if it weren't for COVID since almost everything was online.”

“Covid made this experience very challenging especially during distance learning.”

## Resident Perceptions of SUTR Personnel and Available Supports



Residents were asked to elaborate on their experiences with program personnel and available supports. Many residents commented programming was not what they thought it would be and mentioned difficulties they experienced in the program.

“As a [BIPOC] I felt like there was NO representation of professors, supervisors, administrators and coaches who looked like me. This made me feel like the program/ representation I was promised, and that was marketed, was a lie. I feel burned out by the end of this year and traumatized from this experience.”

“Changing UST supervisors was challenging, I went a period of time with no supervisor and had difficulties connecting for observations after that mostly due to scheduling and technical difficulties. Loved the support days, but would have been nice if there was nothing scheduled during them.”

“For the most part, I think SUTR worked well for me. Of course, the pandemic's impacts led to some things being very different than expected in a way that I know is out of anyone's control. The pandemic made a lot of the Pathways curriculum feel irrelevant or challenging to implement in our classrooms. For example, it would have been awesome to do the Pathways unit on behavior management in February/March once I was back in person, but I understand there were a lot of unknowns and everyone was in a different place.”

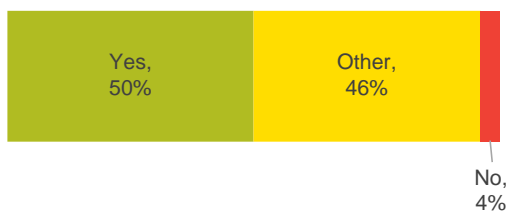
“Great matching with supervisor, school, and mentor. The online version of the program was not the best experience.”

“I did not have a positive experience with navigating pairs and in the end made it very uncomfortable.”

“I really didn't know what to expect when entering this program. After being a part of this program, I feel like the program was not a good fit for me because of my learning style. However, I am thankful for this opportunity to learn and grow as an educator.”



## Preparedness to Teach in SPPS next Fall



Among those responding “Other,” residents commenting not feeling completely prepared to teach given some uncertainties.

“As prepared as I can considering the year we had. I feel like there is going to be a lot changed in the fall that we are unable to prepare for (not knowing about covid, changing grades, etc)”

“Not fully prepared because I will always be learning. I think teaching is such a huge job along with due process, I think I will always be learning.”

## Perceptions of Where Residents see Themselves in Five Years

Residents overwhelmingly said they see themselves continuing to teach in the next five years. Several of the residents specifically commented that they see themselves teaching in SPPS.

“A teacher in St Paul. Although I could see myself changing districts in 10-15 years.”

“I hope to be still teaching students and making a positive impact in their lives.”

## Suggestions for Improvement

- Increase the racial and ethnic diversity of staff members and guest speakers.
- Improve the schedule, including having more consistency, allowing more time, avoid having Support Days when residents are to be with students, and having more breaks during Zoom meetings.
- Ensure mentors understand their role and are prepared to fulfill their role.
- Have more opportunities for relationship building within the cohort and at SPPS sites.

“More mentors, professors, supervisors, etc. of color.”

“Having a different schedule almost every week was very frustrating, and unlike anything I have experienced before in academia.”

“I really liked the idea of support days but I struggled with the fact that they were on days that we had the opportunity to be with our students, something that I never wanted to miss out on.”

“Make sure mentor teachers are prepared for the demands of being a mentor teacher.”

“Ways to feel a part of your building when all the staff just sees you as a temporary figure.”

## Additional Comments

When asked whether there were any additional comments residents wanted to share, the majority of residents who responded acknowledged that it was a challenging year for everyone, but they were thankful to be part of the program and for the support they received.

“I know it’s been a very hard year to run a program like SUTR and I really appreciate everyone’s efforts to be flexible and open to feedback. Y’all have put a lot into this program and I appreciate each of you for it!”

“Thank you for being a part of this experience. Although there were many challenges, I have grown a lot and am grateful for all the learning I’ve gained.”