

# FY23 Teacher Mentorship & Retention of Effective Teachers Grant Report Form

## Instructions:

Please send an electronic copy of the Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) final completed report **by June 30, 2023** to [Laura.Dyer@state.mn.us](mailto:Laura.Dyer@state.mn.us).

## Report components:

- I. **Coversheet**
- II. **Teacher Mentorship & Retention of Effective Teachers Program Narrative** – Please describe how your proposed activities for the teacher mentorship program has strengthened and/or supplemented your existing or attempted mentorship or retention efforts and how the awarded funds allowed you to do the work.
- III. **Program Data** – Please provide data from the past 3 years, as well as the year funded by the grant. Please also describe how grant funding has impacted the data from the most recent reporting year. You are welcome to include graphs.
- IV. **Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure** – Please list all awarded funds, differentiating between funds spent and funds yet-to-be-spent this fiscal year. Fill in the “method of progress monitoring” and “data” columns based on the information in sections VI of your proposal.

## Teacher Mentorship & Retention of Effective Teachers Grant Report

### Grantee Information

Legal Name of Applicant Organization	Hmong College Prep Academy
Total Grant Amount	\$62,700.00

### Identified Official with Authority

Name of official with authority to sign	Danijela Duvnjak
Title	Chief Academic Officer
Address	1515 Brewster St
City, State and Zip code + 4	St. Paul, MN. 55108
Phone Number and Email	651-209-8002 danijela.duvnjak@hcpak12.org

### Primary Program Contact

Name of program contact	Danijela Duvnjak
Title	Chief Academic Officer
Address	1515 Brewster St
City, State and Zip code + 4	St. Paul, MN. 55108
Phone Number and Email	651-209-8002 danijela.duvnjak@hcpak12.org

## Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

### School Leadership Team Training and Follow-up work (Goal 1) –

The Leadership Team training provided administrators, instructional coaches, and lead teachers the opportunity to strengthen skills related to leading meetings and PLCs, having difficult conversations, and building collaboration between and among colleagues. This training was provided in August and then the program coaches supported attendees by providing input and feedback throughout the school year. Those who attended the leadership training shared that they were better able to navigate situations that arise as an administrator or teacher leader, and teachers reported that meetings were more meaningful and engaging because of the facilitators’ training.

### Classroom Foundational Skills, corresponding Workbook, Catalyst Live, Support Days (Goal 2) –

All teachers engaged in instructional training opportunities in the fall and throughout the school year. Additionally, coaches were onsite approximately one time per month to give feedback. As a result, survey data from teachers (in Section III below) shows the impact on classroom instruction both qualitatively in terms of feedback and quantitatively in terms of classroom evaluation data. Additionally, a subgroup of high implementing teachers was able to see best practices in action at other schools and were able to then bring those ideas back to their own classrooms and to colleagues.

### Summer SIOP Institute (Goal 3) –

This Institute was provided to administrators, instructional coaches, and lead teachers who were able to strengthen their own instructional practices, particularly working with multilingual learners, and then brought back these practices to colleagues through PLCs this year. This was done through two big avenues: 1) when discussing ACCESS ELL data in PLCs, and 2) when discussing the best practices of presenting instructional content, including the critical component of gradual release of learning. All teachers receive at two formal classroom evaluations each year, one in the fall and one in the spring. As the data in Section III shows, the overall average score in instructional practices increased from fall to spring.

## Teacher Mentorship & Retention of Effective Teachers Grant Program Data

**Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.**

Number of teachers disaggregated by race or ethnic group	Tier 3 Teachers new to the profession or district	Tier 2 new to the profession or district	Tier 1 teachers new to the profession or district	Teaching residents	Teacher in license shortage areas	Teachers with special needs	Experienced teachers in need of peer coaching

American Indian or Alaskan Native	0	0	0	0	0	0	1
Asian or Pacific Islander	3	3	3	0	3	0	10
Hispanic	0	0	0	0	0	0	0
Black	0	1	0	0	3	0	2
Other	36	16	5	0	45	10	104
<b>Total</b>	<b>39</b>	<b>20</b>	<b>8</b>	<b>0</b>	<b>52</b>	<b>10</b>	<b>116</b>

**Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.**

<b>Number of Mentors by race or ethnic group</b>	<b>Tier 3 Teachers new to the profession or district</b>	<b>Teaching residents</b>	<b>Teacher in license shortage areas</b>	<b>Teachers with special needs</b>	<b>Experienced teachers in need of peer coaching</b>
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
Black	0	0	0	0	0
Other	0	0	0	0	0
Paid Mentors of color who received additional stipends	0	0	0	0	0
<b>Total</b>	0	0	0	0	0

### **\*Qualitative Survey Results for School Leadership Team Training and Follow-up work (Goal 1):**

- My ability to self-regulate in situations of stress and instructional coaching has become more manageable, and my ability to support my colleagues through more positive interpersonal skills has increased.
- Learning presentation techniques have made PLCs much more engaging and effective.
- I have become more planful in my coaching meetings with colleagues, and have developed a better approach to following up on teachers' coaching action plans.
- The ability to help frame student action and connect it with teacher action has been better, and as a result there is more teacher buy-in on different ways to improve practice.
- I've appreciated the individualized feedback I've received to be a better school leader.
- The focus on connection over compliance has helped me develop even better collaboration skills.

Summary: As these survey results show, administrators and teacher leaders gained skills to more effectively lead their teacher colleagues through coaching, meetings, and PLC facilitation.

### **\*\*Qualitative Survey Results for Classroom Foundational Skills, corresponding Workbook, Catalyst Live, Support Days (Goal 2):**

- It was amazing – from the August Training. I had never heard of it. The August training was great and to see it live – this really works! Have been practicing a lot.
- Her talking through it and pointing things out – that was so helpful. Seeing how it works with “that one kid”
- It was very powerful. To see it in action – is something else. Would help with buy-in.
- A recording – with Jill's voice – this is what is happening, why it is happening. Appreciated that we saw a wide range of grades. We got to see kids who were dysregulated and how she handle it.
- It was nice to go with coworkers and get their perspective.
- It was helpful to see it in the classroom – a number of different teachers and kids.
- Voice volume – you don't have to tell the kids the volume – what is natural.
- SLIME – Stop, Look, Investigate, Match, Engage
- Waiting/setting stamina – building independence and confidence – what it gives you back as the teacher and their confidence.
- When groups were coming in – safety net – an activity to do to keep them engaged – set the tone right away (continuous).
- Seeing classroom environment – setting stamina.
- Headset coaching – was very interesting.
- Environment – thinking of different areas in the classroom – knowing she will come back and help.
- Live visits for more teachers – going to see.

- Paras especially – thinking about how to incorporate them in the training, having coaching with the paras, working in the classroom with the teachers.
- Encourage everyone to meet with Jill! She is so sweet – all the coaches are there for you.
- Earlier in the school year visits.
- For the kids where “nothings working” – having Jill or a coach come in and observe – try to be more proactive.
- So calm – so much more is being accomplished learning wise.
- Just that one thing – you can see the change happen in your classroom quickly.
- The line – I didn’t have to use my sign!
- I am talking way less – they pick up on it so fast.
- Having teachers come to observe one another – come and see my room!
- Doing the environment training.

Summary: As these survey results show, teachers gained classroom instruction skills that impacted their practice, teacher morale, and student learning.

**\*\*\*Teacher Evaluation Data (Goals 2 and 3):**

- Evaluation 1 average: 3.12
- Evaluation 2 average: 3.25

Summary: All HCPA teachers receive at least 2 formal classroom evaluations each year, one in the fall and one in the spring. HCPA uses an instructional rubric with a 5-point scale; 1 is low and indicates a strong teacher-centered classroom, 5 is high and indicates a strong student-centered classroom, and a 3 indicates instructional proficiency. As a result of building leadership skills in administrators and teacher leads and asking them to apply these skills to their coaching and interactions with teachers, we can see that instructional practices were positively impacted.

**Student Data from Past 3 Years:**

**Reading MCA Proficiency Scores:**

	<b>2021</b>	<b>2022</b>	<b>2023</b>
Elementary School K-5	10.8%	17.4%	17%
Middle School 6-8	23.6%	22.7%	19%
High School 10 <sup>th</sup>	42.1%	53.1%	41%

**Math MCA Proficiency Scores:**

	<b>2021</b>	<b>2022</b>	<b>2023</b>
Elementary School K-5	2.7%	8.3%	14%
Middle School 6-8	10.0%	10.0%	11%
High School 11 <sup>th</sup>	23.8%	27.0%	20%

Summary: While most of HCPA’s high stakes student data, using the Minnesota MCA scores, has not significantly increased in the 2022-23 school year, we believe that rebounding from COVID related learning loss needs to be part of long-term planning efforts over the next 3 to 5 years.

**Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure**

**Table 3: Grant Funds Expenditure**

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$5,000.00	School Leadership Team Training and Follow-up work (Goal 1)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Qualitative Survey	*See results in Section III.
\$44,200.00	Classroom Foundational Skills, corresponding Workbook, Catalyst Live, Support Days (Goal 2)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Qualitative Survey & Classroom Evaluation Data	**See results in Section III.  ***Teacher Evaluation Data - - Evaluation 1 average: 3.12 Evaluation 2 average: 3.25
\$13,500.00	Summer SIOP Institute (Goal 3)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Classroom Evaluation Data	***Teacher Evaluation Data - - Evaluation 1 average: 3.12 Evaluation 2 average: 3.25
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		