

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.

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	Intermediate District 287
Total Grant Amount	FY22 award carryover: \$29,662.00 FY23 award: \$39,132.00

Identified Official with Authority

Name of official with authority to sign	Marcy Doud
Title	Superintendent
Address	1820 Xenium Lane North
City, State and Zip code + 4	Plymouth, MN 55441-3789
Phone Number and Email	763-550-7101 madoud@district287.org

Primary Program Contact

Name of program contact	Jon Voss
Title	Director of Teaching & Learning
Address	1820 Xenium Lane North
City, State and Zip code + 4	Plymouth, MN 55441-3789
Phone Number and Email	763-550-7134 jwvoss@district287.org

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship & Retention Grant has been an invaluable source of support for our newer and less experienced teachers. We currently serve students in the west metro area in special education, area learning centers and care & treatment programs. Most of our over 2,000 K-12 and transition (18-21 year old) students are referred to us from eleven member school districts. Our 1400 staff members serve the top 1% of students with the highest needs in the Twin Cities west metro. At the same time, we have a high number of teachers with limited or no formal teacher training due to the shortage of licensed teachers, particularly in special education. The needs of our students require Teacher and Educational Service Professional (ESP) teams to work together to ensure student success. This can be particularly challenging for our newer teaching staff who have minimal training on teaming (roles, responsibilities, planning together, effective communication, due process requirements and I.E.P. implementation). As an intermediate district, our funding does not include an established amount for professional development. Each year we dedicate a significant amount of time and funding to ensure that our teachers have a sufficient level of efficacy to be successful and continue in the field.

The data we reviewed for our grant applications focused on the racial and cultural identification of our students to compare with that of our licensed and nonlicensed staff. Our students come from widely diverse racial and cultural backgrounds, with 60% identifying as students of color, and 40% as white. The racial and cultural backgrounds of our licensed teachers are starkly opposite that of our students, with only 10% identifying as staff of color and 90% as white. However, our nonlicensed staff are more evenly diverse, with 50% identifying as staff of color and 50% as white. Cultural competency among our staff teams is thus critical for student success and teacher retention.

Our needs assessment helped us identify several key areas of support and training for new teachers:

1. Understand the racial and cultural backgrounds of both students and staff in order to more effectively plan together in teams to meet individual student needs.
2. Provide teachers in their first 3 years and the Educational Service Professionals (ESP's) on their team with an organized curriculum library and guide as well as professional learning time to more fully understand our curriculum and how to implement it for our students

Culturally Relevant Teaching & Learning

This was the focus of our FY22 grant, with carryover funds into this year. In previous years we established a Culturally Relevant Teaching Model to develop cultural competency among our teachers and ESP's, and skill in developing culturally relevant instruction. Carryover funds from our FY22 grant award were used to develop further training and implementation to support this model. This allowed us to provide training throughout the school year within our curriculum groups on professional development days, and to develop a process for assessing the extent of implementation in classrooms.

We further integrated the new culturally relevant teaching modules into our regular Orientation for new staff and the Extended Induction training developed under our previous (FY20) grant award. We were also able to provide mentors for second year teachers, in order to alleviate the disruption experienced in previous years in having full advantage of mentor support throughout the year. Training was developed and conducted for Culturally Relevant Teaching & Learning, including sessions for all staff on Cultivating Joy and Identity, and on Making Cultural Connections. Furthermore, a process was developed for identifying areas of success and challenges, named a "Vibe Check." This helped to see where culturally relevant teaching and learning were being incorporated into instruction and curriculum. The process was piloted in a number of sites, and will be refined in the coming year.

These award funds have been instrumental in establishing a solid sequence for beginning teachers—starting with our existing Orientation, enhanced with additional training on Culturally relevant teaching practices and access to a second year of mentoring, and reinforced by our existing mentor and coaching programs. Our Professional Learning Manager and teaming coaches can now support effective implementation of culturally relevant teaming among our teacher and assistant teams as a whole. By integrating these trainings into our mentoring and training

outside of the grant to our Educational Service Professionals, who are primarily staff of color, they will have more and better opportunities to become licensed teachers.

Curriculum Library and Training

This has been the focus of our FY23 grant, which we have been approved to carryover funds to continue into FY14. We are developing an organized curriculum library based on essential standards and training staff in its development and use. This has allowed our teaching teams more time for building relationships and community within their classrooms and their teaming with ESP's. We are organizing resources that blend culturally relevant academic instruction with evidence-based practices in social emotional learning based on essential academic standards. In the coming summer and fall we will provide workshops for teachers and their ESP team members prior to the beginning of school, and opportunities to learn and work with a cohort of new teachers and coaches throughout the year to further implement the practices and curriculum.

The curriculum library and guide will also include supports for various special needs of our students: building academic language, speech language, assistive technologies, mental health and trauma, and active learning. We have learned that Social Emotional Learning is best when incorporated into all lesson planning and organized around classroom routines based on the Three Signature Practices established by The Collaborative for Academic, Social, and Emotional Learning (CASEL). Student of Color and special education students have shown increased engagement and achievement when these SEL strategies are embedded into curriculum and instruction.

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							
Asian or Pacific Islander					2		
Hispanic					1		
Black	2	6	3		15		
Other	16	14	14		75		
Total	18	20	17	0	94		

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

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

Analysis of Data

As mentioned, we applied carryover funds from our FY22 grant award to offer a series of culturally relevant teaching and learning trainings to classroom instruction and curriculum. The participants reflected in the data above participated in these trainings and received mentoring from staff who were also trained and continued to follow up with coaching throughout the year.

The following data show the specific numbers of teachers in each of these categories throughout the district over the past 4 years. Grant funds have supported direct participation in training, as well as for increasing the capacity for support among the core leaders through training this year and the Extended Induction program in previous years. This has influenced other staff in similar positions throughout the district, enhancing our retention of all new and less experienced teachers.

Over the past 4 years, a significant number of our newest hires are ESP's, internal paraprofessionals we support in becoming teachers. Facing shortages in licensed teachers, particularly BIPOC candidates and those licensed in special education, we are fortunate to be able to provide an increased level of support for candidates not yet fully trained and licensed. This is especially important for our ESP's, who represent a greater diversity of race and ethnicity than other licensed candidates. We have seen significant retention among our candidates of color.

The funding received has helped to increase retention in years following training and mentoring support. We have seen a number of teachers choose to leave the district for positions in districts with higher pay or students with less significant needs. While this is disappointing for our immediate needs to support our students, we consider our mission to train staff to become more confident in their skills so that they remain in the profession regardless of where they serve.

Key to categories in the following charts

- **New:** Teachers new to the district, significant for preparing to serve our unique student populations.
- **Int:** Internal to 287, showing how many positions are filled from within our own ranks
- **ESPs:** Educational Service Professionals, showing the number of paraprofessionals we support in moving into teaching positions
- **T1, T2, T3:** Tier 1 licensed, Tier 2 licensed, Tier 3 licensed
- **OFP:** Out of Field PLacements, showing the number of experienced teachers needing to take on a different role, particularly in special education
- **NSP:** No Special Permission, showing the number of teachers with Tier 4 or equivalent licenses
- **All Lic:** Total numbers of teachers new to the profession or district in the last 3 years
- **Yr 2:** Employed in Year 2 (2nd year of support)
- **Yr 3:** Employed in Year 3 (3rd year of support)
- **Yr 4:** Employed in Year 4 (4th year of support)

New and less experienced staff FY20, when we first began identifying these groups for our first grant application.

FY20	New	Int	ESPs	T1	T2	T3	OFP	NSP	Tot Lic	%Total	Yr 2	%Tot	Yr 3	%Tot	Yr 4	%Tot
AI/AN	0	0	0	0	0	0	0	0	0							
Asian/PI	2	1	1	1	1	0	1	0	3	4%	3	100%	3	100%	2	67%
Black	7	6	6	7	3	1	1	1	13	15%	11	85%	9	69%	8	62%
Hispanic	1	0	0	1	0	0	0	0	1	1%	1	100%	0	0%	0	0%
Multi	0	0	0	0	0	0	0	0	0							
White	39	28	22	14	5	6	14	28	67	80%	54	81%	48	72%	36	54%
Total	49	35	29	23	9	7	16	29	84		69		60		46	
%Total	58%	42%	35%	27%	11%	8%	19%	35%			82%		71%		55%	

New and less experienced staff FY21, when the Extended Induction program was initiated under our first grant

FY21	New	Int	ESPs	T1	T2	T3	OFP	NSP	Tot Lic	%Total	Yr 2	%Tot	Yr 3	%Tot
AI/AN	0	0	0	0	0	0	0	0	0					
Asian/PI	4	3	1	2	0	2	1	2	7	6%	6	86%	4	57%
Black	3	14	8	4	9	2	1	1	17	15%	14	82%	11	65%
Hispanic	0	1	0	0	1	0	0	0	1	1%	0	0%	0	0%
Multi	0	0	0	0	0	0	0	0	0					
White	31	58	27	16	15	15	12	31	89	78%	76	85%	58	65%
Total	38	76	36	22	25	19	14	34	114		96		73	
%Total	33%	67%	32%	19%	22%	17%	12%	30%			84%		64%	

New and less experienced staff FY22, supported by mentors and coaches developing and undergoing cultural competency training and supported in response to health and safety crises.

FY22	New	Int	ESPs	T1	T2	T3	OFP	NSP	Tot Lic	%Total	Yr 2	%Tot
AI/AN	0	0	0	0	0	0	0	0	0			
Asian/PI	1	6	1	1	1	2	1	2	7	5%	4	57%
Black	2	15	8	2	9	3	0	3	17	13%	14	82%
Hispanic	1	2	1	0	0	1	1	1	3	2%	2	67%
Multi	0	0	0	0	0	0	0	0	0			
White	24	78	28	13	14	27	12	36	102	79%	71	70%
Total	28	101	38	16	24	33	14	42	129		91	
%Total	22%	78%	29%	12%	19%	26%	11%	33%			71%	

New and less experienced staff FY23, supported by mentors and coaches developing and undergoing cultural competency training and curriculum guidance.

FY23	New	Int	ESPs	T1	T2	T3	OFP	NSP	Tot Lic	%Total
AI/AN	0	0	0	0	0	0	0	0	0	0%
Asian/PI	1	2	0	0	0	0	2	1	3	3%
Black	2	13	11	3	6	2	4	0	15	13%
Hispanic	0	1	1	0	0	0	1	0	1	1%
Multi	3	0	0	1	0	1	1	0	3	3%
White	50	41	24	13	14	15	25	24	91	81%
Total	56	57	36	17	20	18	33	25	113	
%Total	50%	50%	32%	15%	18%	16%	29%	22%		

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Table 3: Grant Funds Expenditure

NOTE: These are *estimated* amounts for projected payments from activity through June 30. Exact amounts will be provided in the financial report following end of fiscal year financial reporting.

Funds spent and encumbered this fiscal year are included. Carryover amounts to FY24 were approved by PELSB for continuing the grant activities in the FY23 application.

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$26,863.08	Culturally Responsive Pedagogy Training, Mentors for Second year staff, Curriculum development and training	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Participation in training sessions	Licensed staff trained, Mentoring provided, Curriculum library development
\$4,291.73	Benefits associated with staff costs for FICA, Medicare, TRA	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Participation in training	Staff payroll
\$7,513.09	Materials purchased for training and curriculum development support	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Financial report	85 books purchased
\$2,474.55	Indirect costs (6.4% on FY22)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Financial report	Budget reports
\$41,142.46	Total	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Budget and payroll	Budget reports

Progress Monitoring and Data

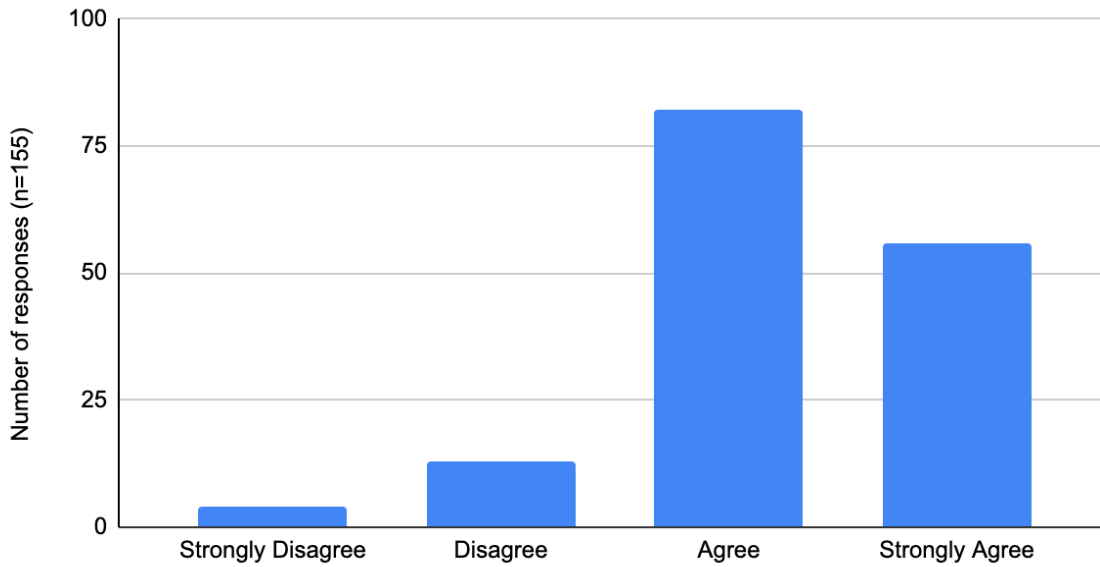
Based on the data compiled above for each fiscal year, our retention rate in Year 2 for teachers supported under the grant averages 79%, meeting our target rate of 75%. The development of a Curriculum Library has proceeded with organization and publishing on a series of website branching from our main Teaching and Learning website at <http://tl.district287.org>.

Monitoring success on individual activities includes feedback on training and workshops. These included mentors, coaches, licensed teachers, and administrators. Surveys of staff who participated in training and development work sessions were conducted by the facilitators, both to evaluate the training session and also to determine the level of teacher efficacy with the topics of the training sessions. Workshops were conducted for staff to develop curriculum guides starting with the identification of essential standards that would guide development, review, purchasing and implementation. Data on efficacy and enduring understanding is summarized below.

An average rating of 3.23 out of 4 was given on staff efficacy for the CRTL Training:

Curriculum Group Feedback on CRTL Training March 10, 2023

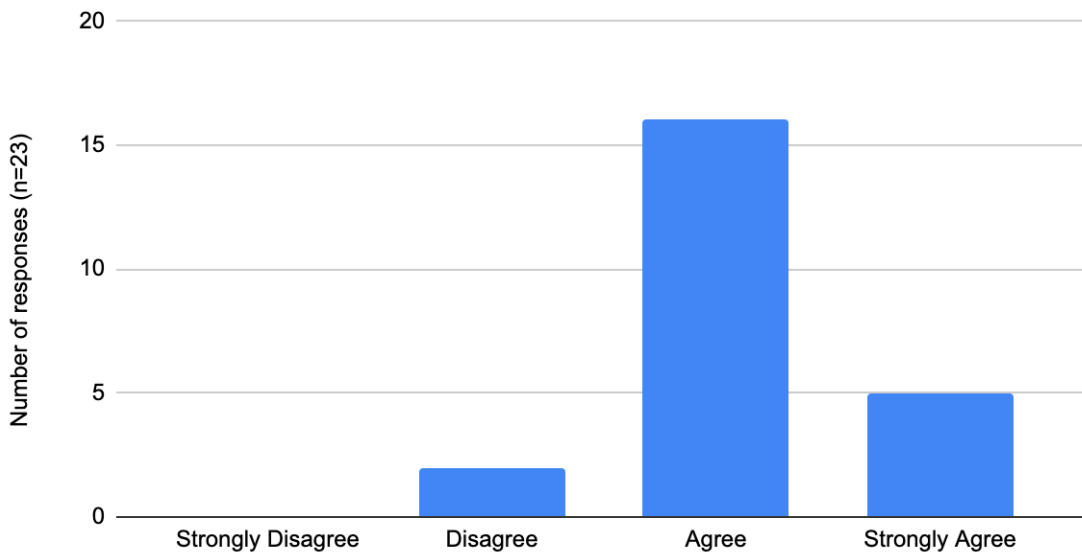
My understanding of making cultural connections in the classroom has deepened.



An average rating of 3.13 out of 4 was given on staff efficacy for the Curriculum and Standard Work Sessions:

Feedback on Curriculum and Standard Work Sessions May 18, 2023

My understanding of the importance of essential standards has deepened.



Qualitative feedback from participants included the following:

What is something you learned to day that you will bring back to your classroom to better learning and instruction for OUR students? (from CRTL training on Success for Our Unique Learners)

- A better understanding of planning lessons that reach all students
- I learned a lot of new formative assessments that I can bring to my sites. This entire day also supported my brainstorming for counseling work this next year; specifically with classroom lessons.

- How to use academic language in the classroom, how using the same academic language keeps everyone aware
- Learning language objectives! I also understand the importance of academic language and why it is so powerful within the classroom and within social situations!! Everyone needs this!
- Be intentional with academic language learning intentions
- Tiers of academic vocabulary knowledge & application as well as the writing
- I will be making sure that my learning targets are clear. I will also think more about the academic language I use in my lessons and if my students need more pre-teaching.
- Using formative assessment as scaffolding and stepping stone to getting better understanding

What were your takeaways from the Curriculum and Standards work sessions? (from Curriculum and Standards Training)

- A lot!! I feel good about the work we have done these last two days. I feel like we have gotten a lot done and breaking apart standards into learning intentions has been incredibly useful.
- connections between standards, benchmarks, learning targets, and actual teaching.
- Really need to look at the benchmarks to see what they are really asking for.
- Unpacking is exhausting but satisfying
- I love the conversations that are happening. This is so exciting to have this many people engaging in standards work. We are heading in a good direction.
- essential standards are ones that will be checked for mastery
- How to build a ladder of learning targets based on the standard
- We were able to complete the document that ranks the math benchmarks so it was helpful to have that clarity.
- Looking at language of verbs in standards and making sure we have a wide variety and that they are appropriately placed
- I feel like we created a clear path for making units work for all teams and I like the conversation on fostering student investment.
- Building the Learning Ladders were a process, but I feel good that teachers will have tools that will guide and enhance instruction and learning.

We are grateful for the many opportunities this grant has provided us in training and supporting our newest teachers to improve their practice and remove barriers to student learning among our most challenging populations of students. We look forward to expanding and building on these supports in the year ahead so that staff feel more confident and students continue to show success in their academic achievements.