

# 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	Mankato Area Public Schools
Total Grant Amount	\$102,888

### Identified Official with Authority

Name of official with authority to sign	Paul Peterson
Title	Superintendent
Address	10 Civic Center Plaza PO Box 8741
City, State and Zip code + 4	Mankato, MN 56002-8741
Phone Number and Email	507-387-3017 ppeter1@isd77.org

### Primary Program Contact

Name of program contact	John Lustig
Title	Director of Administrative Services
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Phone Number and Email	507-387-3017 jlusti1@isd77.org

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

Mankato Area Public Schools (MAPS) strives to center equity in all we do by living our MAPS Equity Framework, the Mankato Area Public Schools Mission Statement states: Mankato Area Public Schools is committed to working together equitably, with families and communities so that each learner has the knowledge and skills to be a successful and contributing citizen in a diverse global society. In addition to our mission statement, our vision further articulates our commitment to equity and reads: Every learner will be seen for who they are inclusive of race, national origin, home language, sex, gender, sexual orientation, disability, age, and/or religion. MAPS learners will experience a school environment that builds their voice and agency. Learners and families will be seen and heard. MAPS will assure that each learner has the skills to enter society with a joy for learning, a positive vision for the future, and the ability to navigate the world with hope, dignity, and their multiple talents. Our core commitments and values include being Intentionally Inclusive, Visibly Equitable, Actively Anti-racist, Committed to Excellence, and Accountable for Results.

MAPS will reach its mission and vision when:

- Each student is ready for kindergarten.
- Each student is reading well by 3<sup>rd</sup> grade.
- All achievement gaps are closed.
- All students are college and career ready by graduation.
- All students graduate.
- Each student, family, and **staff member** feels safe, is welcome, and is treated with dignity and respect.

The vision for the grant was to support and retain our teachers of color or those who are Indigenous. We will know that we have reached our mission and vision when each student, family, and **staff member** feels safe, is welcome, and is treated with dignity and respect. Focusing on mentoring and retention for teachers of color or those who are Indigenous has helped us reach that goal, this focus will provided space, place, and resources to make this goal a reality. In addition, our district goal in strategic direction B on our Visioncard has been: Strengthening our welcoming, connecting, and partnerships by increasing inclusive staffing. We planned to reach this vision by paying a stipend to a coordinator for the retention and support specifically for teachers of color or who are Indigenous. We would pay this coordinator their hourly rate (average \$60 an hour) to coordinate all activities in this grant (applicable to teachers of color), provide job-embedded professional development, support our teachers of color, and continue to work collaboratively to build a school community where our teachers of color feel valued and a sense of belonging. This coordinator role would allow us to align our work with our mission and vision and connect all the goals and the pieces, including support and facilitating or co-facilitating affinity opportunities for our staff of color or those who are Indigenous. At MAPS we value this work and strive to be a more inclusive and anti-racist environment for students and staff. We seek to increase the retention of Black, Indigenous, and other Staff of Color by supporting and celebrating the value

they add to inspire and empower all students. Our coordinator and mentors paid for through this grant will keep these questions at the forefront of their work with staff and students:

### **Racial Equity Lens Guiding Questions**

1. Who benefits or is advantaged by the current system? What is the impact on this group of people?
2. Who is disadvantaged? What is the impact on this group of people?
3. How is it a systemic and/or institutional issue?
4. Is it out of line with our Equity Vision? How does it represent our Equity Vision?
5. Why hasn't it been addressed? Or, how has it begun to be addressed?
6. Overall, what are the main concerns, and what are some potential action steps that could be taken to correct them?

With the grant funding, Mankato Area Public Schools compensated site-based Special Education Mentors with a stipend for the time spent facilitating professional learning and support for new special education teachers outside of the contract day. These mentors mentored our special education tier 1, 2, and 3 teachers in their respective buildings. These mentors worked directly with our District Special Education Mentor to align support.

As a part of their induction, year one special education teachers, who likely include special education teachers of color, had the opportunity to receive professional development specific to special education through new teacher induction sessions. These sessions were designed to provide professional development on special education-specific topics. With the increase of special education teachers holding Tier 1 and Tier 2 Licensure or Out of Field Permission Licensure it has been critical that specific support and professional development align with their unique job responsibilities and the legality of due process requirements.

With the grant funding, Mankato Area Public Schools provided four hours for new special education teacher orientation to the district and their individual building. This professional development was led by the district special education mentor and site-level mentors. The special education mentors and mentees were compensated for this professional development.

The topics of focus were:

- Navigating SpedForms and reading Individualized Education Plans (IEPs) to identify key information
- Setting up a special education classroom based on student need, programming and schedules
- Knowing my resources around lesson planning and curriculum based on student need
- Classroom management and individualized behavior management strategies/plans
- Setting up data collection systems and how to collect data with fidelity around IEP goals and objectives
- Writing IEPs following compliance rules

- Running a successful IEP meeting and communicating with parents and
- Communicating and collaborating with colleagues and other professionals in the school setting and community.

This also supported the retention of our new special education teachers who may also be teachers of color.

Our district's teacher evaluation is based on the Danielson Framework. While facilitating the district/building mentor and special education mentor explained what best practice looks like in the four domains (planning and preparation, classroom environment, instruction, and professional responsibilities) through conversation and the professional development provided in the eight sessions. Once you know what the expectations are you are more likely to be able to disrupt and/or align with the expectations.

With the grant funding, Mankato Area Public Schools compensated two Mentor(s) of color who facilitated job-embedded professional development and general check-ins with a focus on collaboration and collegiality. These sessions were tailored to meet the needs of each individual as well as what the group needed with an alignment to our district and building specific visioncards, which included the following strategic directions; Improving learning and development for ALL students, Strengthening our welcoming, connecting and partnership, Increasing student readiness for life options after graduation, Optimizing our management of all types of resources, and Developing our staff's capacity, skills and accountability.

This learning was co-created with our mentors of color and our teachers of color. We worked with our mentors of color, and teachers of color to design and create professional learning opportunities that responded to the needs they identified as important and topics they feel need to be learned to be successful. Their feedback was necessary and valued in this process. We provided one mentor at each level (elementary and secondary) to be able to sufficiently support and be targeted with specific topics tailored to each individual level and teacher. In addition to the alignment of the visioncard the following topics were infused into the professional development conversations, which are listed in no particular order:

- MAPS Equity Framework
- Student Engagement & Setting Up your classroom
- Classroom Management
- Lesson Planning
- Collegial Collaboration
- Cultural Responsiveness
- Professionalism
- Community & Family Engagement
- Ending the Year Successfully and Planning for Next Year
- Trauma-Informed Instruction

- Cognitive Coaching
- Courageous Conversations

Additionally we asked for funding to pay a stipend to two current mentor coach(es) that will support the mentors of color in preparing for the above topics. The current mentor coaches were to provide facilitation ideas and resources for the topic to be discussed and also be available as a meta coach for them as they navigate their new role. We ended up having our field experience/K-12 mentor coach to do this so no funding was needed here.

With the grant funding, Mankato Area Public Schools paid TWO stipends for affinity group facilitators to support our district affinity group members. We held two affinity meetings this year. The facilitators were staff members of color from the Mankato Area Public School District and for one of the meetings we hired a faculty leader in the Recruitment and Retention Office at Minnesota State University, Mankato. This provided an opportunity to bring our teachers of color together for open dialog and collegial discussions. This grant allowed us to honor their time by paying our affinity group participants to attend.

More specifically our focus with our affinity groups has been on ensuring that *Each student, family, and staff member feels safe, is welcome, and is treated with dignity and respect.*

With the grant funding, Mankato Area Public Schools compensated 11 Special Education teachers in their first three years of teaching and 6 teachers of color. Teachers will receive a stipend of \$41/hour to attend professional development opportunities and collaboration sessions outside of the contract day, including affinity groups, special education-specific support sessions, and sessions to support teachers of color or teachers who are American Indian. Those opportunities for teachers are outlined below:

Mentors for Teachers of Color	Mentors for Teachers of Special Education	Affinity Groups
<p>The sessions below were optional topics of focus:</p> <ul style="list-style-type: none"> <li>● MAPS Equity Framework</li> <li>● Student Engagement &amp; Setting Up your classroom</li> <li>● Classroom Management</li> <li>● Lesson Planning</li> <li>● Collegial Collaboration</li> </ul>	<p>The sessions below were optional topics of focus:</p> <ul style="list-style-type: none"> <li>● Navigating SpedForms and reading Individualized Education Plans(IEPs) to identify key information</li> </ul>	<p>The focus with our affinity groups were to:</p> <ul style="list-style-type: none"> <li>● ensure that <i>Each student, family and staff member feels safe, is welcome, and is treated with dignity and respect</i></li> <li>● Differentiated and tailored to the specific needs of the group, we</li> </ul>

<ul style="list-style-type: none"> <li>● Cultural Responsiveness</li> <li>● Professionalism</li> <li>● Community &amp; Family Engagement</li> <li>● Ending the year successfully and planning for next year</li> <li>● Trauma informed instruction</li> <li>● Cognitive Coaching</li> <li>● Courageous Conversations</li> </ul>	<ul style="list-style-type: none"> <li>● Setting up a special education classroom based on student need, programming and schedules</li> <li>● Knowing my resources around lesson planning and curriculum based on student need</li> <li>● Classroom management and individualized behavior management strategies/plans</li> <li>● Setting up data collection systems and how to collect data with fidelity around IEP goals and objectives</li> <li>● Writing IEPs following compliance rules</li> <li>● Running a successful IEP meeting and communicating with parents and</li> <li>● Communicating and collaborating with colleagues and other professionals in the school setting and community.</li> </ul>	<p>will work with this group to identify topics</p>
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The aforementioned activities supported and strengthened our limited resources for mentoring and retention efforts that we had in our district. This year we lost our Special Education Mentor because of budget containment efforts, so others are trying to fill that role. It was extremely beneficial to have support at the building level for those special education teachers, this definitely helped with retention and also student achievement. Over the last year we have had one half time mentor coach at each building that is responsible for the instructional coaching of ALL teachers, assisting with data collection and analysis, the coordination of testing, supporting all professional development efforts at the building level, mentoring new teachers within their first 3 years, supervising teacher candidates from our partners in higher education institutions as well as supporting Professional Learning Communities and their administrators on a daily basis. This broad-brush approach does not allow us to specifically focus on teachers of color or special education teachers. This grant, however, allowed us to be very focused on our vision of supporting our goals listed above and also to compensate mentor teachers of color and mentor teachers who have specialized training in special education to support our teachers of color and our special education teachers in a very targeted way. The affinity groups allowed our teachers of color to come together, collaborate, and support each other at a specific time and place. It also honors all of the mentors' and participants' time by compensating them for their professional learning time.

At Mankato Area Public Schools we have a strong partnership with Minnesota State University, Mankato. This allowed us to tap into professional development opportunities specific to racial equity and coaching. We worked with our university partners to provide *Cognitive Coaching* training for both our two mentors of color.



## 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 <b>n=18</b>	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	1	0	0	0	0	0	2
Hispanic	1	0	0	0	0	0	1
Black	3	0	0	0	0	0	0
Other	0	5	4	0	10	0	0
<b>Total</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>4</b>

**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					
Paid Mentors of color who received additional stipends	2				
<b>Total</b>	2				

## Analysis of Data

We were not able to complete as many activities as we would have liked and have requested an extension to be able to continue this work.

Out of 21 total **teachers of colors** 9 were open to being mentored. Our two mentors of color were at the elementary and secondary level. We ran this support program district-wide since there were so few teachers of color. This provided a challenge for the mentors to meet - virtually being one option but unless you knew the person already this presented a challenge to connect emotionally. This type of mentoring is much more heavy in the area of SEL vs job related tasks and competency. Moving forward we will work to provide our mentors of colors with the tools to focus their work. Attending Cognitive Coaching training will greatly improve their effectiveness as stated by them after days 1 and 2 of training.

Out of the 9 total **special education** teachers being mentored all 9 said yes. Each of their mentors were from their site which provided easy access and just-in-time support. The support was mostly about job related tasks which increased job satisfaction and competency.

Of those surveyed, anecdotal and quantitative data indicate that both sped and teachers of color being mentored found the experience to be positive, supportive, and overall beneficial. As we review our implementation and prepare to continue this work, an area that we will continue to revise is to improve communication and recruitment strategies to better engage and have more teachers of color participate. This year we hosted two affinity groups - one where families could attend and one with a hired speaker. The family event was better attended - this is something that we will discuss as we move into next year.

## 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
\$13,702	Mentoring of new teachers who teach special education	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Satisfaction and Participation Survey	Anecdotal data indicates positive experiences and effective support and interventions
\$6,867	Mentoring of new teachers who are a teacher of color	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Satisfaction and Participation Survey	Anecdotal data indicates that participants were satisfied, engaged, and felt a new level of support through their participation in the experience.
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		

Financials attached or [LINK](#)