

FY23 Teacher Mentorship & Retention of Effective Teachers Grant Report



DISTRICT196
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Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	ISD 196
Total Grant Amount	\$110,274.40

Identified Official with Authority

Name of official with authority to sign	Mary Kreger
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Primary Program Contact

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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Intentional, collaborative work to support teachers of color and students of color was supported through this grant in three areas: Affinity Unite, a teachers of color affinity group created by teachers of color; the Teachers of Color Mentorship Program, the first inception from the Equity and Inclusion Department; and School-wide English Learning (SWEL) where trained English Language Development coaches worked with content area teachers to build the capacity to meet the needs of multilingual learners. The following narrative will demonstrate how grant funding was used effectively to achieve the goals of each area.

Affinity Unite

Affinity Unite was formed to bring BIPOC staff together to create an empowering and supportive environment to assist one another in transitioning to and navigating through District 196. The affinity group provides a targeted and necessary kind of support to anyone who experiences unique challenges within the district. As the Affinity Unite, we want to emphasize that BIPOC are not alone on their journey because we are all here to help them build bridges connecting to other support systems throughout District 196.

Affinity Unite has been established for three years. We have about 106 members on our roster. We meet once a month from September to June. Our meetings are about an hour. Within that hour, we have an agenda to help us navigate through different discussions and topics. For the 2022-23 school year, the topics discussed during our meeting were organized around the themes presented in the book, *Onward: Cultivating Emotional Resilience in Educators*.

Affinity Unite affirms, nurtures, and supports BIPOC in many ways. First of all, we provide relief and support for BIPOC to talk about and address interpersonal experiences of racism and how they affect each individual personally and professionally without having to explain this experience to people who may not understand the feelings and experiences. We provide a safe space where the patterns and impact of main culture and privilege are discovered, while exploring ways to address these on a personal, institutional, and societal level where there may be many different layers that need to be addressed.

Secondly, Affinity Unite offers BIPOC educators a space to process events that have historically impacted them or that have recently surfaced in the world. Creating this space enables people to unpack and process grief, trauma, and loss.

Finally, Affinity Unite creates a space where each person can hold themselves accountable and gain tools to talk about racism, or challenges that we may face as BIPOC within our district. Through our meetings, everyone is able to reflect on and learn how to address internalized racism and disrupt interpersonal manifestations of racism in our district and community through their own discovery. Affinity Unite for BIPOC is vital for each person to be seen, heard, and valued. The heart of Affinity Unite is empowerment, relationships, and solidarity.

Our mission statement is as follows:

As the Affinity group, we promote and advocate a transformative space for our diverse staff to connect and support one another. We want to recruit and retain staff of color; advocate for the needs of ourselves and all students; work to transform our district from one of traditional learning into a district that practices and lives by being equitable for all.

Information about Affinity Unite (AU) member attendance and an analysis of the AU and ToC Surveys for Trimester 1 and 2 was initially shared with Affinity Unite in the April 2023 Newsletter. A more thorough analysis of the information was with Affinity Unite members at their May 24th meeting and input was given by the members in attendance.

Per the requirement of the TMRG grant, there were two specific progress monitoring criteria that fell under the purview of Affinity Unite. The criteria were 1) increase or maintain attendance at affinity group meetings and 2) survey teachers of color and CFAs to see improvement in building and school climate. In regards to attendance over the last years (2020-2023) member attendance has been relatively consistent but there are a few factors that have affected it in some instances. An analysis of member attendance is further analyzed in the data analysis section of this report. During the 2022-23 school year, a survey was conducted for Trimesters 1, 2, and 3 for members of the Teachers of Color Mentorship Program (ToC) and Affinity Unite. The content of the questions were shifted from the initial iteration of the survey presented when this grant was submitted last year in order to be more personalized to the purpose of each group and gather feedback for areas of improvement. An analysis of the survey results can be found in the Analysis of Data section of this report.

Teachers of Color Mentorship Program

According to the Minnesota Report Card, District 196 has 43% students of color and the 2022-2023 district data shows there are 5.27% teachers of color. In District 196, there is a high demand to recruit and retain effective teachers of color that represent the expanding culturally and linguistically diverse student population. The Equity and Inclusion Department designed their first Teachers of Color (ToC) Mentorship Program for 2022-2023 to support the demand. The program goal was to provide specific mentoring for and with teachers of color to benefit them who in turn would improve student success. It needed coordinators who could design a program that incorporated the district's evaluation system using Charlotte Danielson's work, ways to support the mentees, and research based resources about mentorship. Each of the three ToC Coordinators were given a \$3,000 stipend to design and implement the program. The Teachers of Color Mentorship Program supported the whole group as well as the individual members.

The awarded funds made the Teachers of Color Mentorship Program possible. Representing culturally and linguistically diverse backgrounds, three ToC Coordinators who represented three teaching levels - elementary, middle, and high school - along with the district Equity and Inclusion Department's TOSA-Equity Coach and Professional Development collaborated to design the program. They recruited program participants, implemented parts of two books, established relationships with other professionals, provided yearlong programming, and communicated about the program in various ways. The feedback received from members demonstrated the need to continue the program to decrease isolation which would improve student success.

Mentors and mentees chose to be part of the program. Of the 27 participants, 13 mentors were licensed tenured staff who represented three high schools, six middle schools and four elementary schools. They were each given \$1,500 to be a mentor. Since all mentees were accepted, there needed to be enough mentors. The 12th and 13th mentor stipends were paid from a different funding source in an attempt to stay within the TMRG. The other participants were 14 mentees who were probationary licensed staff representing one high school, three middle schools and ten elementary schools. They were matched based on their top three preferences - position, sex, race/ethnicity, or no preference. The members' positions spanned from classroom teachers, such as Spanish teacher and Grade 4

teacher, to licensed specialist staff members, such as Music teacher and Special Education Resource teacher. Each mentor was matched with one mentee (and one mentor with two mentees) for a total of 27 participants and three ToC Coordinators or 30 Teachers of Color Mentorship Program members.

The program's work was based on two book resources, *Noise Refuge and Wellness: A Booklet of Coping Skills and Resources to Combat the Noise Within You* by Community Science Collaborators: Alma Sanchez, Christina Neubauer, Lizeth Pineda Roldan, and Tania Acevedo Garcia and *Supporting Beginning Teachers* by Tina H. Boogren. Topics from these books were addressed at the workshops/meetings, during mentorship communications, and in monthly newsletters.

The ToC Coordinators and TOSA built relationships with other professionals. The President of the district's union, Dakota County United Educators (DCUE), Kate Schmidt, provided historical mentorship information, suggested DCUE as a location for meetings, and offered to promote the program through DCUE's newsletter. A meeting was held between ToC Coordinators and TOSA with Dr. Paul Spies, Dean at Metropolitan State University, and Victor Cole, the Director of Recruitment, Retention, and Induction in the School of Urban Education to discuss collaborative work. More discussion will be held in the future. They have met with other mentorship leaders in the district to understand more about existing programs as well as attended MDE's Induction and Mentoring Framework Virtual Meetings. The TOSA will continue learning more by attending MDE's Planning For New Teacher Orientation Webinar occurring in June and August 2023. Through connections, the coordinators and TOSA have invited guest speakers from within and outside the district to provide training to the mentors and mentees. Much networking needed to be made in order to lay the foundation for the program.

The ToC Coordinators and TOSA developed a plan to implement workshops/meetings to serve partnerships. These seven in-person workshops/meetings and one individual support ran from October 2022-May 2023. They were as follows:

- October: Teachers of Color Mentorship Program Kick-Off
- November: Teachers of Color Mentorship Program Zoom Meeting
- December: Teachers of Color Mentorship Program Reading and Reflection of *Noise Refuge and Wellness: A Booklet of Coping Skills and Resources to Combat the Noise Within You*
- January: Radical Self-Care 101 Workshop
- February: Self-Awareness for Intentional Interactions Workshop
- March: Intercultural Conflict and Communication Style Workshop
- April: Looking Inward for Wisdom: Reflections and Practices Shared by 196 BIPOC Workshop
- May: Reflect, Connect, and Celebrate Meeting

These workshops/meetings were planned to include time to understand the district's evaluation system, Teacher Development and Evaluation, and time to connect with their mentor/mentee(s). Partnerships were also encouraged to sit together during the workshops/meetings.

After each workshop/meeting, participants were asked to provide feedback about the workshop/meeting. Feedback results indicated that participants appreciated the workshops/meetings and found them helpful. Additionally, the ToC Coordinators and TOSA collected data through a survey at the end of each trimester to understand the effectiveness of the mentorship and programming. The results showed that the mentorship and program helped to reduce isolation for mentees and mentors and supported their retention. The data collected will be discussed and compared to previous data

prior to the grant approval in the Analysis of Data section of this report.

Communication was done through various formats. To recruit mentors and mentees, they received emails, text messages, and phone calls, and attended informational meetings. To promote workshops/meetings, participants received emails, calendar invites, and spoken communication. To further encourage mentorship communication, a monthly newsletter was provided that gave topics/activities to be discussed. This included more discussion, reflections, and application about workshops/meetings. There were also resources to support participants each month. The newsletter was shared with all members including K-12 principals and the district Cabinet.

The goal of the 2022-2023 Teachers of Color Mentorship Program was to recruit and retain effective educators to teach our culturally and linguistically diverse students. By providing this program, the outcome would be to create a sense of belonging, reduce isolation, which would reduce the teachers of color turnover rate and narrow the disparity between the percentage of teachers of color, 5.27%, to students of color, 43%. The mentorship program supported these efforts as all mentees will be rehired for the 2023-2024 school year.

School-Wide English Learning (SWEL)

District 196 serves 2,662 students with English Learner (EL) status. This is approximately 9% of the student body. Within the largest 15 school Local Education Agencies (LEAs) across the state, the greatest increases in numbers of ELs from 2017-2021 were in Rosemount-Apple Valley-Eagan (District 196) and Anoka-Hennepin school districts. As the percentage of students with EL status increases, the importance of having teachers who can effectively support ELs becomes critical. The achievement gap indicates that more needs to be done to support the culturally and linguistically diverse students in ISD 196. The achievement gap disparity for ISD 196 is in-line with the state of Minnesota. The MCA achievement gap between students with English learner status and those without was 50% in Reading and 38% in Math in 2021. That same year, 65.3% of students with EL status did not meet their annual progress toward English language proficiency targets. Considering the growth in our multilingual student population, the fact that the majority of students with EL status in District 196 are students of color and the achievement gap disparity, our participation in School-wide English Learning (SWEL) was designed to decrease the achievement gap for district students of color by building the capacity of all teachers to work with multilingual learners.

Part of culturally aware and responsive education is incorporating language teaching into professional learning and instructional practice. According to research, barely half of all educators feel “prepared” to use specific strategies to ensure that ELs meet the requirements of the Common Core (Council of Great City Schools, 2013). Educators are largely unfamiliar with research-based practices that are effective in scaffolding content and language for multilingual learners. We decided School-wide English Learning (SWEL) training and coaching would help us respond to the complex needs of multilingual learners and create systems and structures to support changes in practice at the school level with the goal of decreasing achievement gaps for our district’s culturally and linguistically diverse students.

School-Wide English Learning (SWEL) Training through TESOL International: SWEL is a program designed to prepare English language development (ELD) teachers to be teacher leaders at their schools and to share their expertise with colleagues through collaborative discussion. It focuses on intentional, job-embedded, on-going professional learning around multilingualism to build the capacity of all teachers to work effectively with multilingual learners. Thirty ELD teachers representing 24

different schools in District 196 were selected to engage in the SWEL certification workshop series. Five teachers participated in a summer training session, and the other 25 engaged in three workshops over the course of six months. The workshops consisted of eighteen classes and 36 hours of instruction, which took place outside of the contract day. The Teacher Mentorship & Retention of Effective Teachers Grant funded the registration fee for the 25 participants as well as stipends to pay them for the time they spent in class and coaching peers outside of the contract day. All funds were spent on those activities during the 2022-23 school year.

SWEL coaches engaged in the following learning:

- **Workshop 1: SWEL Contextual Language Workshop: An Anti-Racist Approach to Language in the Classroom.** This workshop built upon ESL teachers' existing knowledge of language learning and teaching, and focused on how to harness that knowledge and share it with general education teaching colleagues. The contextual approach to language instruction provided a framework for developing content area language instruction and strengthening home language support in the general education classroom.
- **Workshop 2: SWEL Professional Development Workshop.** The SWEL Professional Development (PD) Workshop examined what makes PD effective for teachers and site-based decision making. Teacher participants were trained to facilitate professional development for their peers and provided the materials to do so through their use of Teacher Leadership for School-Wide English Learning text and Framework.
- **Workshop 3: SWEL Coaching Workshop and Administrators Workshop.** Workshop Three brought together ESL teachers and their school administrators. ESL teachers learned non-evaluative peer coaching principles, set SMART goals, and planned how to implement the SWEL Coaching Cycle in their contexts. Inclusive of the SWEL Coaching Workshop was the SWEL Administrators' Workshop. SWEL coaches and their administrators addressed the need for a school-wide English learning model, distributed leadership, and support in co-drafting an action plan for implementation. This portion of the workshop ensured that the SWEL coach and their administrator could complete a needs analysis together and use that information to create common goals and an action plan for their school.

Attendance at each workshop averaged 90-100% and those who missed a workshop session made it up by watching a video of the session and engaging with the aligned Canvas course. All participants successfully completed the SWEL training, and there are now 30 certified SWEL coaches. Prior to the SWEL certification workshop series, we had not had any on-going training for ELD teachers to provide effective professional learning for colleagues, and no teachers had an ELD coaching certification.

SWEL Cohort Meetings: In addition to the training described above, SWEL coaches came together as a cohort for a half-day of learning and collaborating together about once every eight weeks during the school year. The cohort meetings always involved a review of Minnesota's 10 Commitments to Equity, intentional learning around improving skills as collegial coaches, and time to collaborate and learn from each other. We used Jim Knight's Partnership Principles as a foundation to grow as instructional coaches. At each cohort meeting the team delved deeply into one of the partnership principles: equality, choice, voice, dialogue, reflection, praxis and reciprocity. The cohort meetings prepared ELD teachers to return to their buildings to provide effective, collegial coaching focused on the needs of multilingual learners and their mainstream teachers.

SWEL Coaching: All SWEL coaches provided professional learning and coaching at the schools where they teach. SWEL coaches had time built into their schedules dedicated to coaching. SWEL coaches at the elementary level had one half-day a week to coach. SWEL coaches at the secondary level had one period a day (50 minutes) devoted to SWEL.

Prior to SWEL we had been a part of the English Learners in the Mainstream (ELM) project through Hamline University. With ELM we entered into an ELD coaching program, but with minimal training and no time dedicated to coaching it was hard to build interest and involvement. The funds we were awarded through this grant allowed us to strengthen and expand the coaching program that was grounded in ELM. We were able to fund and provide comprehensive coaching training and certification, as well as time dedicated to coaching and collaborating at the building and district level. The increased involvement and impact can be seen in the table below.

Growth from ELM (2019-2022) to SWEL

Year	Number of active ELM or SWEL coaches	Number of people coached
2019-20	7 ELM coaches	15
2020-21	12 ELM coaches	24
2021-22	17 ELM coaches	30
2022-23 (with TMRG grant funding)	30 SWEL coaches	<p>Over 200 teachers engaged in coaching. 117 completed our SWEL coaching survey.</p> <p>94 teachers engaged in a coaching cycle that included four or more sessions with a SWEL coach.</p> <p>Over 2,000 students were impacted by professional development and coaching their teachers received from SWEL coaches.</p>

The three areas funded by the Teacher Mentorship & Retention of Effective Teachers Grant (TMRG) are Affinity Unite (AU), the Teachers of Color (ToC) Mentorship Program, and School-wide English Learning (SWEL). TMRG provided stipends to the three Affinity Unite Coordinators to continue to provide support and space for their affinity group. It also provided stipends for two teachers of color who invited a colleague to attend four out of nine AU meetings and hosted a book study. The grant provided stipends for ToC Mentorship Program Coordinators to design and implement the program to create a sense of belonging for mentees, year 1-3 teachers, and mentors, and increase retention of all teachers of color in order to effectively educate students of color. TMRG provided funding to train ELD teachers to become SWEL coaches, to coach classroom teachers, to provide ongoing professional development, and to participate in SWEL to impact all students, especially multilingual learners. These three areas would not have been made possible without the Teacher Mentorship & Retention of Effective Teachers Grant.

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 4 Teachers	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	3	4	0			1		
Asian or Pacific Islander	3	1	0			1		
Hispanic	3	6	0			2		
Black	1	0	0			0		
Other*	3	8	1			1		
Total	13	19	1			5		

*Other: White or Multi-Race

**Of the 14 Teachers of Color Mentorship Program Mentees, they represent Tier 3-4 and license shortage areas from all the above races/ethnic groups. The 10 SWEL coachees new to the district or new to the profession represent Tiers 2-4 and identify as Other.

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 4 Teachers	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	3	0		3		
Asian or Pacific Islander	3	0		2		
Hispanic	4	1		4		
Black	5	1		3		
Other*	27	4		27		
Paid Mentors of color who received additional stipends	0	0		0		
Total	42	6		39		

*Other: White or Multi-Race

**Of the 13 Teachers of Color Mentorship Program Mentors, they represent Tier 3-4 and license shortage areas from all the above races/ethnic groups. Of the 28 SWEL Coaches, they represent Tier 3-4 and license short areas from all the above races/ethnic groups.

Affinity Unite

Per the requirement of the TMRG grant, there were two specific progress monitoring criteria that fell under the purview of Affinity Unite. The criteria were 1) increase or maintain attendance at affinity group meetings and 2) survey teachers of color and CFAs to see improvement in building and school climate. Here are the results from the 2022-2023 school year.

In regards to the criteria “increasing or maintaining attendance at affinity group meetings,” this information can be seen below in Figure 1.

Figure 1

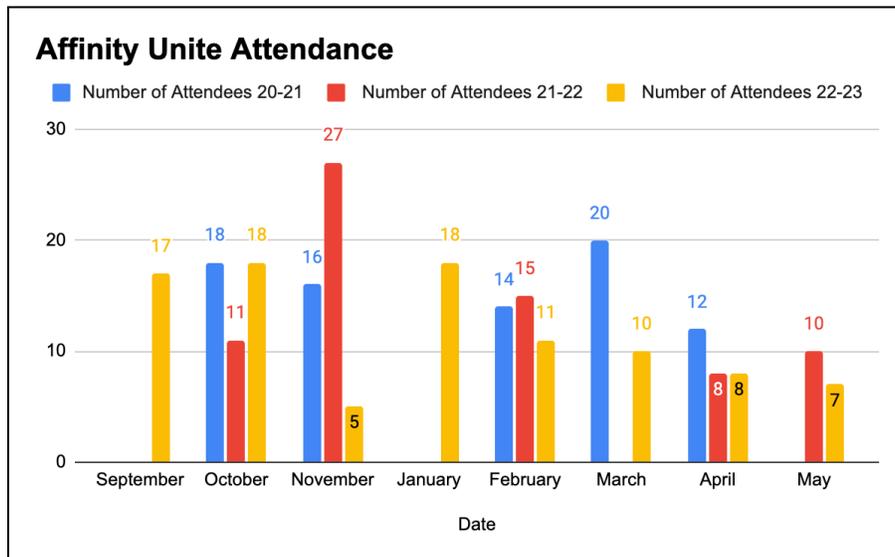


Figure 1 shows Affinity Unite Attendance data over the last three years. Meetings were not held in September or January of the 2020-21 and 2021-22 school years. Attendance data was not taken during the March 2021-22 meeting. As can be seen, attendance over the last three years has been relatively consistent. During the 2020-21 school year and for a majority of the 2021-22 school year, the meetings were held on Zoom due to the Covid-19 pandemic. During the 2022-23 school year, the only meeting that was held on Zoom was in January.

Attendance data was collected from the seven Affinity Unite meetings during the 2022-23 school year. Attendance was strong during the first half of the 2022-23 school year, but then participation dropped significantly towards the end of the school year. When inquired about this at the final meeting on May 24th, teachers shared that they believed teachers were progressively getting more tired over the school year. They also pointed out that we had increased the number of meetings this year compared to past years, so maybe there was not that sense of urgency to attend. On the Trimester 3 TMRG survey, members stated that the Teachers of Color (ToC) Mentorship Program workshops/meetings took priority over the Affinity Unite meetings. It was also stated that meeting after school is difficult for many teachers as they were tired or had other personal commitments to attend to during their free time. Additionally, members of the survey suggested that we should be given time during the district’s professional development days or should be given time during the

school day to meet together. Many of these ideas will be taken into consideration when planning out the 2023-24 school year.

For the 2022-23 school year, a stipend of \$150 dollars was offered to each member that recruited a new person to attend four of the nine meetings and expand the reach of the group and increase retention of licensed BIPOC teachers. Two teachers qualified for this stipend. Offering this stipend did not seem to make a difference in increasing member attendance for the meetings.

During the 2022-23 school year, a survey was conducted for Trimesters 1, 2, and 3 for members of the ToC Mentorship Program and Affinity Unite. The content of the questions were shifted from the initial iteration of the survey presented when this grant was submitted last year in order to be more personalized to the purpose of each group and gather feedback for areas of improvement. The questions included multiple choice, Likert scales and open-ended questions. The questions addressed how beneficial Affinity Unite has been for members, how meetings can meet their needs, and how the book supported their professional growth.

There were three questions that utilized the Likert scale. The results of those responses can be seen below in Table 1.

Table 1

Question	Trimester 1	Trimester 2	Trimester 3
I feel that Affinity Unite is beneficial to me as an Educator of Color.	Strongly Agree-11 Agree-4 Disagree-0 Strongly Disagree-0	Strongly Agree-11 Agree-4 Disagree-0 Strongly Disagree-0	Strongly Agree-1 Agree-6 Disagree-0 Strongly Disagree-0
I feel that Affinity Unite is a safe space for me as an Educator of Color	Strongly Agree-9 Agree-6 Disagree-0 Strongly Disagree-0	Strongly Agree-9 Agree-6 Disagree-0 Strongly Disagree-0	Strongly Agree-2 Agree-5 Disagree-0 Strongly Disagree-0
Affinity Unite provides opportunities for me to advocate for my needs and the needs of my students	Strongly Agree-9 Agree-4 Disagree-0 Strongly Disagree-0	Strongly Agree-9 Agree-4 Disagree-0 Strongly Disagree-0	Strongly Agree-1 Agree-5 Disagree-1 Strongly Disagree-0

Improving the needs to support BIPOC educators in District 196. Since 2020, Affinity Unite has worked tirelessly to support and improve the needs of BIPOC educators in District 196. The BIPOC educators of Affinity Unite have expressed communication is key in feeling supported. In Trimester 1-Trimester 3 surveys completed by AU members, they requested a variety of meeting formats be put in place to better support their needs. Furthermore, AU meetings are planned on a cycled schedule via in-person meetings, zoom meetings, social gatherings and professional development meetings. Through establishing a versatile schedule for the year and communicating an agenda for meetings, Affinity Unite’s goal was to see a rise in member attendance for meetings during the 2022-2023 year.

Professional growth as BIPOC educators in District 196. Affinity Unite members voted in 2021-2022 to engage in professional development to accommodate our needs as BIPOC educators through a book

club. During the 2022-2023 year AU members read *Onward: Cultivating Emotional Resilience in Educators*. Through this book club AU members, engaged in reading the text, found the text supported their growth in their ability to self-reflect and their resilience, both inside and out of the classroom.

Affinity Unite Book Study. AU members were surveyed about our book study with *Onward: Cultivating Emotional Resilience in Educators*. In Trimester 1 and 2, there were many different thoughts and feelings about the book study. Most of the members found value in the reading and discussions that we had. Some of the members appreciated the discussions and tools that were suggested in the book to cultivate emotional resilience as an educator. A few felt that this book gave affirming suggestions as to how to stay strong as BIPOC educators and move forward with support from each other. Some felt that they did not have adequate time to do the assigned reading because of their daily commitments to their students, schools and family. In Trimester 3, as we were finishing up our book study, we asked our members if the reading was applicable to their growth as an educator overall. We only had a few people respond to this question. At the end of the book study, a member felt that this reading was targeting the wrong audience because she/he felt that most BIPOC were already resilient. While others thought that this was a great tool to remind them as to where they are and where they are going with their personal growth.

Affinity Unite has allowed BIPOC educators the space to be themselves, the space to connect with other educators of color across the district, and the space to have their voices heard and to feel valued in District 196.

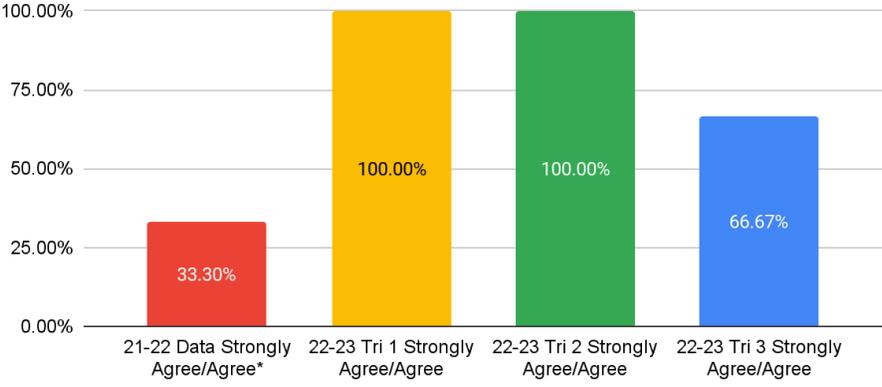
Teachers of Color Mentorship Program

The inception of the Equity and Inclusion Department's Teacher of Color (ToC) Mentorship Program was made possible through this grant during the 2022-2023 academic school year. Therefore, there is no data from the past three years. The only data available was the one used to apply for this grant. That data was collected at the end of the school year through interviews with teachers of color who are in District 196 and who have left the district. It was collected by the former Coordinator of Equity and Inclusion. This data will be referred to as the 2021-2022 Data (21-22 Data). The ToC Mentorship Program Coordinators and TOSA - Equity Coach and Professional Development collected two sets of data throughout the school year for the ToC Mentorship Program. One survey was distributed after each monthly workshop/meeting to all participants. This survey asked about the structure of the workshop/survey, the benefits to the participants and their students, and their commitment to implementation. The other survey was distributed after each trimester in conjunction with the Affinity Unite (AU) survey to all members of the ToC Mentorship Program and AU. The ToC Mentorship Program section survey asked about the program effectiveness and mentorship experiences. The number of respondents varied per trimester with Trimester 3 having only one mentee and up to five mentors who responded to each question. Some factors contributing to the low responses for the Trimester 3 survey were the time of year, one week availability, and the number of end-of-the-year email communications. Possible solutions for the future include distributing the survey earlier with a larger window of availability and promoting it through different forms of communication. For the purpose of this report, the latter data will be referred to as the 2022-2023 Trimester Data (22-23 Tri 1/Tri 2/Tri 3) and will be used over the 2022-2023 Workshop/Meeting Data, unless otherwise noted. The 2022-2023 Trimester Data will be compared to the 2021-2022 Data. As much as possible, similar questions were compared to each other.

These similar questions addressed the areas of Teacher Development and Evaluation, isolation, retention and support. The program is highly effective if there is a high level of attendance and action steps are taken as a result of data collected. All these areas will be discussed below with accompanying graphs.

Teacher Development and Evaluation (TDE). The ToC Mentorship Program wanted to bring emphasis to the TDE process for year one teachers. From Trimester 1 to Trimester 2 through the workshops and meetings and guidance from mentor(s) to mentee(s), this proved valuable for year one teachers to feel more knowledgeable with the TDE process. It was evident as seen in Figure 1 that 100% of mentors and mentees responded “Strongly Agree/Agree” that they feel more confident with the TDE process. This data is higher than the 2021-2022 Data that indicated only 33.3% of respondents were familiar with the TDE process. There were less respondents in Trimester 3. Some possible reasons could be limited time to complete the survey, they were familiar with TDE from previous trimesters, and/or the process did not pertain to them this school year. Having an understanding of the Teacher Development and Evaluation process was beneficial for the members of the mentorship program.

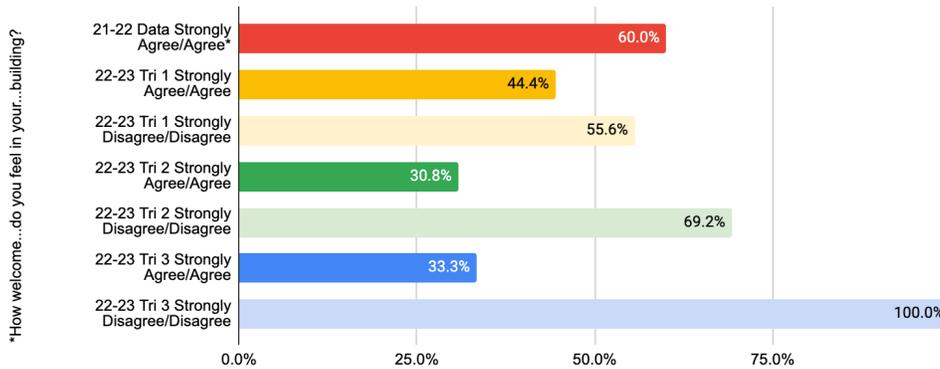
Figure 1: After the whole group meeting(s), I (Mentor/Mentee) feel more confident with the TDE process.



*How familiar are you with the teacher evaluation system?

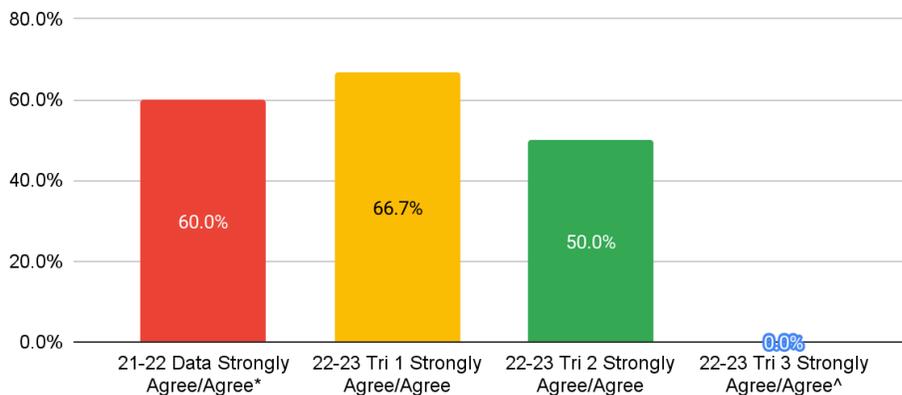
Isolation felt from the mentee as a participant of the program. Through the ToC Mentorship Program workshops/meetings, the goal was to connect BIPOC educators with others so they felt less isolated and felt connected to their building and to District 196 spaces. With this connection and community building, our ToC members feel less isolated in the building. Their feeling of isolation decreased as the year increased. The 21-22 Data asked, “How welcome, as a teacher of color, do you feel in your designated building?” The results was 60% Strongly Agree/Agree which was similar to 55.6% of 22-23 Trimester 1 respondents who reported that they “Strongly Disagree/Disagree” that “After joining the ToC Mentorship, I (Mentor/Mentee) still feel isolated in my building.” See Figure 2 for more details.

Figure 2: After joining the ToC Mentorship Program, I (Mentor/Mentee) still feel isolated in my building.



Isolation felt from the mentee as a participant of the mentorship and their retention. The ToC Mentorship Program has worked on increasing the professional relationship between mentors and mentees through sitting together at workshops, participating in a Zoom meet, e-mailing, making phone calls, sending text messages, and mailing notes. Due to these communication formats, 50%-66.7% of mentees feel less isolated compared to 60% of respondents who felt welcomed in their buildings, according to the 2021-2022 Data. ^The 22-23 Trimester 3 Data had only one respondent. Next year, the ToC Coordinators are looking to build more time to connect in order to reduce feelings of isolation even further. Figure 3A below explains the data even more.

Figure 3A: After building a professional relationship with my mentor, I feel less isolated.



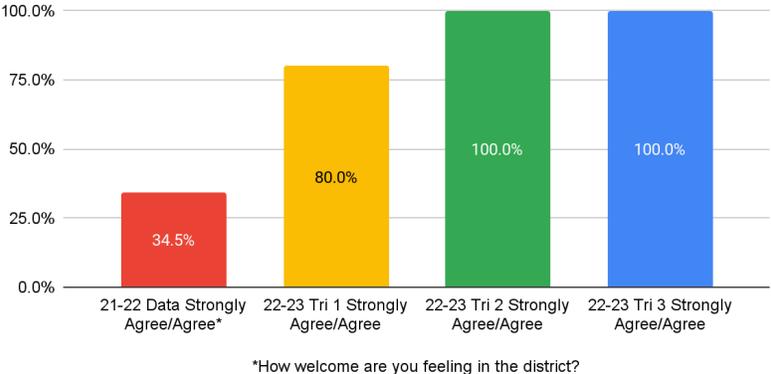
*How welcome, as a teacher of color, do you feel in your assigned building?

^22-23 Tri 3 had only 1 mentee respond. For this statement, she selected “Disagree.” When asked, “If you would like, explain any of the above responses,” she typed, “Yes, to the ones that I disagree with it does not make me less isolated that is not to say that I do not have a good relationship with my mentor. In my brain those are separate things. I can still feel isolated with them in my life or not. That just speaks to the continued culture of our district.”

When mentees were asked if they plan to stay in District 196 for the next school year, the percentage increased from 80% to 100% from Trimester 1 to Trimester 2 with the exact number of respondents per

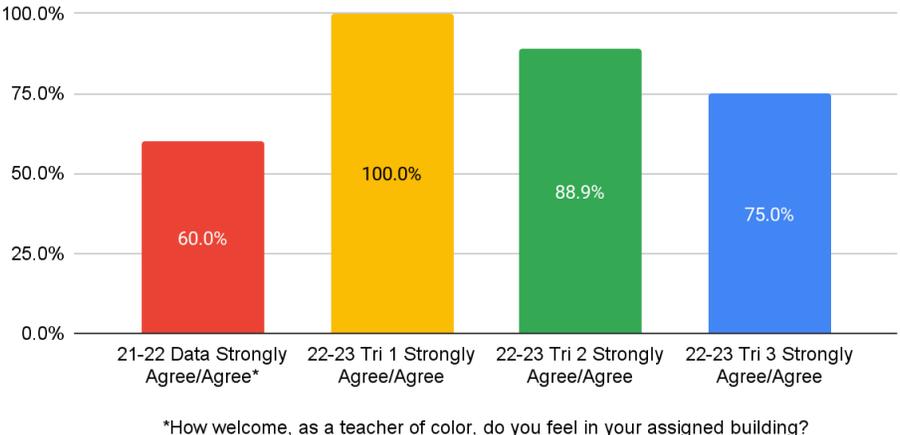
trimester. This data is greater than the 2021-2022 Data that showed only 34.5% respondents felt welcomed in District 196. See Figure 3B below.

Figure 3B: I (Mentee) plan to stay in District 196 for the next school year.



Isolation felt from the mentor as a participant of the mentorship and their retention. Through the ToC Mentorship Program workshops/meetings, the goal was to create spaces for BIPOC educators to feel connected to a larger 196 educator community. These spaces were intended to provide resources for and links between our staff of color so they would feel less isolated and feel more connected to their building and District 196 spaces. Together, the mentor and mentee could share their experiences and work through situations that cause feelings of isolation. Between 75%-100% of mentors strongly agreed/agreed that they felt less isolated when they built a professional relationship with their mentee(s). These results were higher than the 60% of respondents who felt welcomed in their building, according to the 21-22 Data. Next year, the ToC Coordinators are looking to build more time to connect in order to reduce feelings of isolation even further. The data can be seen in Figure 4A.

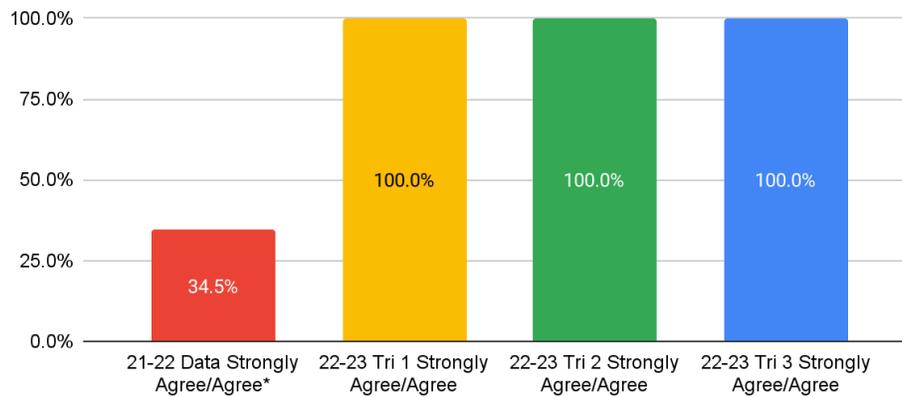
Figure 4A: After building a professional relationship with my mentee(s), I feel less isolated.



When mentors were asked if they plan to stay in District 196 for the next school year, the percentage was 100% “Strongly Agree/Agree” from Trimester 1 to Trimester 3. This data is greater than the 2021-2022 Data that showed only 34.5% respondents felt welcomed in District 196. See the graph in

Figure 4B below.

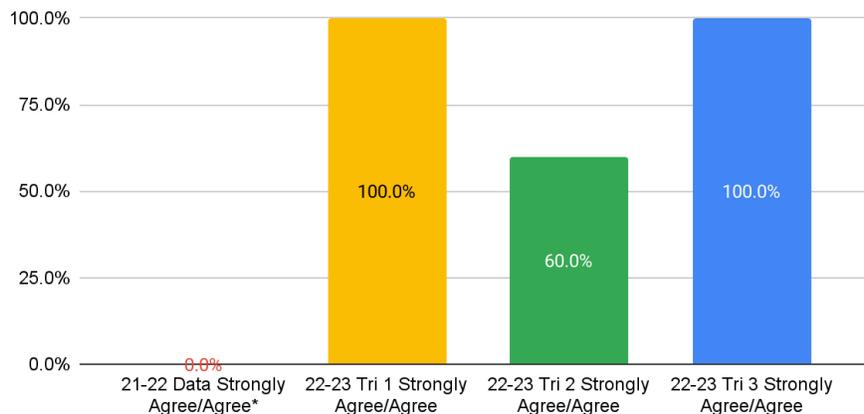
Figure 4B: I (Mentor) plan to stay in District 196 for the next school year.



*How welcome are you feeling in the district?

Support as a mentee. Mentees support was centered around the connection to a mentor who is a veteran teacher of color and the larger group members of color. Providing learning and enrichment opportunities that focus on opportunities for these connections were cultivated through monthly workshops/meetings and time dedicated by the mentors to connect with the mentees. The commitment demonstrated that 100% felt supported in Trimester 1 (which was a smaller sample size than) compared to 60% in Trimester 2 (which had a larger sample size). Also, at the end of Trimester 2, partnerships noted they were finding it more difficult to meet on their own time. Trimester 3 sample size was too small. No previous year's data was taken. Data results are shown in Figure 5 below.

Figure 5: I feel supported by my mentor.

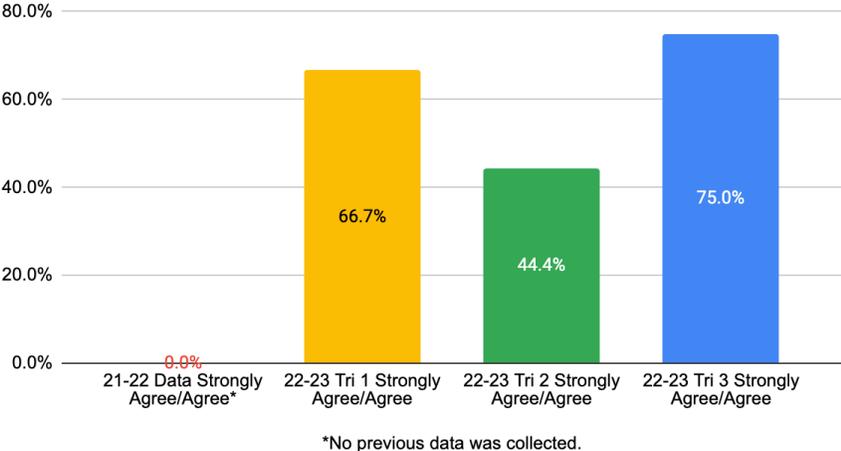


*No previous data was collected.

Support as a mentor. The mentorship relationship is one in which one colleague supports the skill and knowledge development of another, providing guidance to that individual based on his or her own experiences and understanding of best practices. (AIR, 2015). The relationship between a mentor and a mentee is reciprocal. We learn and grow from each other. When asked if mentors felt they needed training to support their mentee(s), over 44.4% strongly agreed/agreed. There were some direct

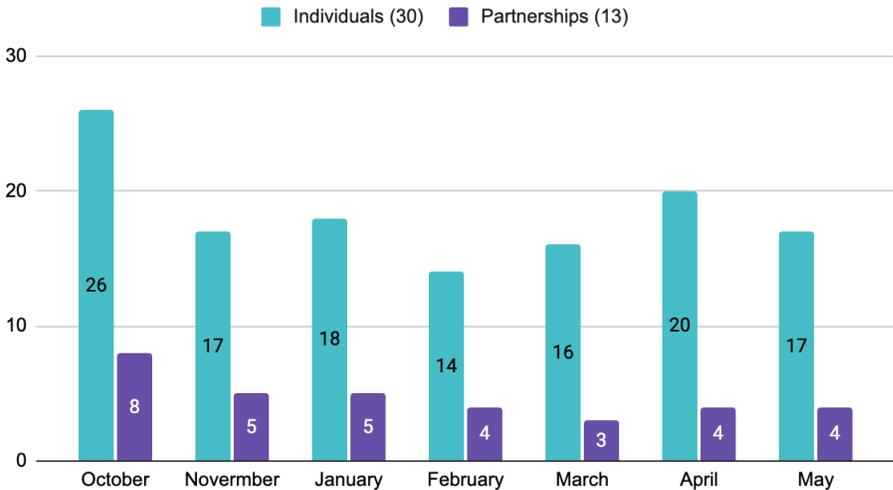
supports for mentorships, such as attending workshops/meetings together and sitting together and scheduling time to talk during those times. The indirect supports came in forms of emails and newsletters that provided topics to discuss and “Must Do’s” and “May Do’s.” Next year, the ToC Mentorship Program will provide more professional development to mentorships through The Catalyst Approach where they will learn how to enhance their pedagogy even more and provide another way to talk about instruction and connections with students. Figure 6 below shows the data results.

Figure 6: I feel I need training to support my mentee(s).



Attendance at the workshops/meetings were important to the success of the program. Of the participants who completed the workshop/meeting surveys following each workshop/meeting, the results indicated that they felt the information could be applied to their practice and/or to themselves. Seven workshops/meetings were provided for the 2022-2023 school year. More specifically, Figure 10 below demonstrates the number of ToC Mentorship Program participants and partnerships who attended each workshop/meeting.

Figure 10: Attendance



On average, 61% of ToC Mentorship Program members attended each workshop/meeting. Most often there were four partnerships - mentor and mentee(s) - who attended each workshop/meeting or an average of 36.3% of partners attended.

To increase awareness and take action on data results, the following items were implemented:

- Information about ToC Mentorship Program Meetings were shared with the Union president throughout the year and shared in the monthly ToC Mentorship News to Affinity Unite, Cultural Family Advocates, Leaders of Color, ToC members as well as districtwide administrators, district level Directors and Coordinators.
- The Superintendent has attended three of seven ToC Mentorship Program workshops/meetings. The last meeting in May focused specifically on conversation about recruitment and retention of BIPOC educators.
- The Director of Equity and Inclusion has discussed the ToC Mentorship Program and data with the Union president in May.
- The TOSA-Equity Coach and Professional Development presented to the Cabinet on the ToC Mentorship Program and data results. There is a plan for another presentation to districtwide administrators, district level Directors and Coordinators in the future.
- The results of the trimester data were shared at the May 1, 2023 ToC Mentorship Meeting and in the May "ToC Mentorship News(letter)." For further information, see the document below.

Responses to Tri 1 and 2 Survey Results Overarching Themes

Recruitment and Retention of BIPOC Educators	Mentorship
<ul style="list-style-type: none"> ● Equity and Inclusion Department has implemented the 2022-23 Teacher Mentorship & Retention of Effective Teachers Grant that supports Affinity Unite's work and the Teachers of Color (ToC) Mentorship Program. ● District Learning Leaders (DLL) are making recruitment and retention a priority. ● The 2023-2026 Achievement and Integration Plan includes Teacher Equity Goals for our district AND racially identifiable schools - OR, CP, and EP. <ul style="list-style-type: none"> ○ District goal - The percentage of teachers of color will increase from 5% in 2023-24 to 8% in 2025-26. It includes 10 strategies and a key indicator of progress to increase the percentage of staff of color each year for three years from 12% to 14%. 	<p>This year:</p> <ul style="list-style-type: none"> ● 13 Partnerships attempted to/connected by email, text, phone call, Zoom, or written note ● Partnerships were asked to sit together at workshops/meetings ● Things discussed: <ul style="list-style-type: none"> ○ Seasonal situations (e.g. setting up your room, conferences, behaviors) ○ Workshop reflections and applications ○ Information from monthly ToC newsletters (e.g. Must do's/May do's) <p>Next year:</p> <ul style="list-style-type: none"> ● Coordinator led Zoom meets ● Small group check ins ● As best as possible match partners by school levels
Programming	Communication
<p>This year:</p> <ul style="list-style-type: none"> ● Provided workshops/meetings related to "Mind, Body, and Soul." Received CEUs. ● Offered paid external PDs to AU and ToC members <ul style="list-style-type: none"> ○ Innocence Classroom Conference ○ The Institute for Teachers of Color Committed to Racial Justice Fellowship ○ The Culturally Intelligent Educator Workshop <p>Next year, other options could include:</p> <ul style="list-style-type: none"> ● Provide district technology PDs ● Host 196 BIPOC Workshops ● Offer paid external PDs ● Hold meetings with Affinity Unite ● Seek culturally responsive teaching PDs ● Ask participants what they need for success 	<p>This year:</p> <ul style="list-style-type: none"> ● Collected trimester surveys <ul style="list-style-type: none"> ○ Responded to results ● Created monthly ToC Newsletters <ul style="list-style-type: none"> ○ Shared with AU, CFA, LoC, ToC, DLL, DCUE ● Communicated ToC Workshops <ul style="list-style-type: none"> ○ Shared with Cabinet ● Collaborated with Superintendent Mary Kreger <ul style="list-style-type: none"> ○ Discussed retention and recruitment of BIPOC educators <p>Next year, other options could include:</p> <ul style="list-style-type: none"> ● Personal "Welcome to the District!" calls ● Booth with Affinity Unite at New Teacher Welcome Event ● Speak at Principals' Meetings

The goal of the Teachers of Color Mentorship Program was to recruit and retain highly qualified teachers. In order to achieve the goal, the program was designed to provide whole group supports and individual supports that would create a sense of belonging, reduce isolation. In turn, it would support a more welcoming and healthier workplace which would support teaching our growing culturally and linguistically diverse students.

Impact of SWEL coaching/SWEL survey teacher growth data

The goal of the SWEL program was to decrease the achievement gap through intentional coaching and building teacher capacity to work effectively with linguistically diverse students. We collected data to measure progress and outcomes of the SWEL program in two ways: one was a survey administered to teachers who were coached by SWEL coaches to measure growth in their level of comfort in effectively instructing multilingual learners; the other was through student English language proficiency growth data.

The survey administered to teachers who were coached by a SWEL coach included six Likert scale statements about their growth and comfort working with multilingual learners after working with a SWEL coach. We received 115 complete surveys from teachers who were coached by a SWEL coach. See results in the table below.

SWEL Survey (115 responses)

After working with a SWEL coach...	Likert Responses
I am more aware of the home languages present in my class and my MLs' data.	Strongly Agree- 45 Agree- 51 Neutral - 18 Disagree- 0 Strongly Disagree- 1 83.4 % strongly agree or agree with this statement
I feel more prepared to work with MLs in my classroom.	Strongly Agree- 37 Agree- 59 Neutral - 17 Disagree- 1 Strongly Disagree- 1 83.4 % strongly agree or agree with this statement
I have more strategies and/or tools to use to support MLs.	Strongly Agree- 43 Agree- 50 Neutral - 19 Disagree- 1 Strongly Disagree- 1 81% strongly agree or agree with this statement
My professional practice has been positively impacted.	Strongly Agree-57 Agree- 44 Neutral - 13 Disagree-0

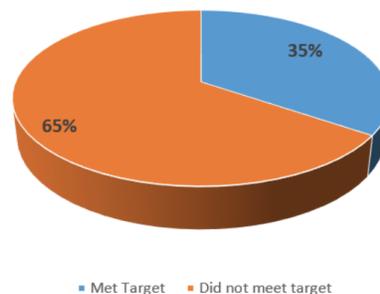
	Strongly Disagree- 1 88 % strongly agree or agree with this statement
I have a better understanding of how to teach language through content.	Strongly Agree-34 Agree-54 Neutral -24 Disagree- 2 Strongly Disagree-1 77% strongly agree or agree with this statement
The MLs in my class are more actively engaged.	Strongly Agree- 33 Agree- 53 Neutral -28 Disagree- 0 Strongly Disagree- 1 75% strongly agree or agree with this statement

Impact of SWEL coaching/student growth data: Another way we collected data to measure progress and outcomes of the SWEL program was by examining the data of multilingual learners in classrooms taught by classroom/content teachers who engaged in a SWEL coaching cycle of four or more coaching sessions. In this way, we measured progress toward decreasing the achievement gap for students of color by building the capacity of mainstream teachers to meet the needs of multilingual learners.

Under ESSA in Minnesota, school districts annually report on ELs’ progress toward achieving English language proficiency (PTP) on the ACCESS test and meeting an annual progress toward proficiency target set by the state.

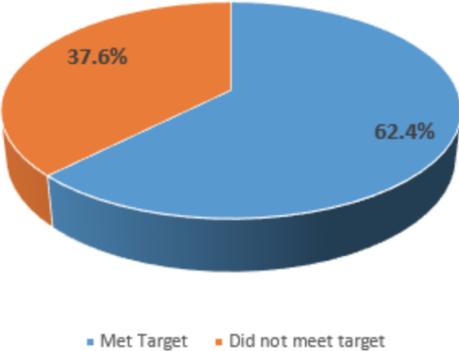
- In 2019, 46% of students in ISD 196 with EL status met or exceeded their annual proficiency target. The annual accountability index (progress toward the target) was 66.8%, meaning that on average, students in the district made it 66.8% of the way toward their annual targets.
- In 2020 and 2021 progress toward proficiency data was not compiled by the state due to COVID-19.
- In 2022, 34.9% of students in ISD 196 with EL status met or exceeded their annual proficiency target. The average index (annual progress toward target) was 58% (pictured below).

2022 EL PTP



Based on preliminary ACCESS data that was released on May 22, 2023, 81% of nearly 400 students whose classroom/content teacher participated in a SWEL coaching cycle improved their ACCESS English language proficiency score from 2022 to 2023 and 62.4% met or exceeded their annual language proficiency target (pictured below). This is a significant difference from our district-wide progress toward proficiency data in 2022.

2023 EL PTP in classes with SWEL coaching cycle



Progress Monitoring of TMRG

Progress Monitoring Criteria/Outcomes	Methods of Collection	Data Used
Total number of Teachers in Year 1	Counting the number of teachers in year 1 in September and June	June 2023 Year 1 Teachers of Color: 23 (Total # of Year 1 Teachers: 243)
Total number of Teachers in Years 1-3	Counting the number of teachers in year 1-3 in September and June	June 2023 Years 1-3 Teachers of Color: 55 (Total # of Years 1-3 Teachers: 544)
Increase or Maintain attendance at affinity group meetings	<p>Affinity Unite</p> <ul style="list-style-type: none"> Attendance was collected after each monthly meeting. <p>Teachers of Color Mentorship Program</p> <ul style="list-style-type: none"> Survey was given after each monthly workshop/meeting. 	<p>Affinity Unite</p> <ul style="list-style-type: none"> 21-23 Attendance Trend: There was an average of 13-14 members per meeting. 22-23 Attendance: As the year progressed, the attendance declined. <p>Teachers of Color Mentorship Program</p> <ul style="list-style-type: none"> No previous year’s data was collected. 22-23 Attendance: On average, 61% of members attended each workshop/meeting. Most often there were four

		<p>partnerships - mentor and mentee(s) - who attended each workshop/meeting or an average of 36.3% of partners attended.</p>
<p>Survey of Teachers of Color and Cultural Family Advocates in buildings</p>	<p>Affinity Unite</p> <ul style="list-style-type: none"> At the end of each trimester, surveys were given to Affinity Unite and Teachers of Color Mentorship Program members. <p>Teachers of Color Mentorship Program</p> <ul style="list-style-type: none"> Same as above. Survey was given after each monthly workshop/meeting. 	<p>Affinity Unite</p> <ul style="list-style-type: none"> Members appreciated the space. Members felt supported. <p>Teachers of Color Mentorship Program</p> <ul style="list-style-type: none"> Members decreased the feeling of isolation Members increased the desire to stay in District 196
<p>Self-assessment of classroom teachers looking for increased comfort teaching EL students language acquisition skills.</p>	<p>SWEL</p> <ul style="list-style-type: none"> Survey was given to teachers and staff who engaged in coaching with a SWEL coach. 115 people completed the survey 	<p>SWEL</p> <ul style="list-style-type: none"> 88% reported that their professional practice improved after working with a SWEL coach. 83.4% are more aware of the home languages and data of the multilingual learners in their classes, and feel more prepared to work with multilingual learners after working with a SWEL coach.
<p>Student English language proficiency growth/achievement data</p>	<p>SWEL</p> <ul style="list-style-type: none"> Student data was collected using ACCESS scores and progress toward proficiency data from 2022 and 2023. 	<p>SWEL</p> <ul style="list-style-type: none"> In classrooms where the teacher participated in a coaching cycle of four or more sessions with a SWEL coach, 62.4% of students with EL status met or exceeded their 2023 annual English language progress toward proficiency target (PTP), compared with 35% of students with EL status in the district meeting or exceeding their PTP target in 2022.

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
\$10,458.05 expended	<p>Affinity group coordinators Three coordinators to plan and run all meetings. There is one coordinator at each level: one elementary, one middle school and one high school</p>	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Surveys given at the end of each trimester to Affinity Unite and Teachers of Color Mentorship Program members.	Coordinated space and book study for BIPOC educators to be themselves, connect with other educators of color and to be seen and heard.
\$351 expended (still to be paid) \$4,149 unexpended	<p>Stipends for affinity group attendance \$150 for each person that recruits a new person to attend the meetings. This will hopefully expand the reach of the group and increase retention of BIPOC teachers.</p>	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Attendance was collected after each monthly meeting.	Members felt Affinity Unite was beneficial to them; it gave them a safe space and opportunities to advocate for their needs and the needs of their students.
\$19,172.96 expended	<p>Teachers of color mentors \$1,500 for each teacher of color to be hired as a mentor for the year</p>	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Surveys given after workshops and at the end of each trimester to Affinity Unite and Teachers of Color Mentorship members.	Members decreased the feeling of isolation and increased the desire to stay in District 196.
\$10,255.62 expended	<p>Teachers of color mentor coordinators Three coordinators to interview candidates, share all needed information and plan and run all meetings, There is one coordinator at each level.</p>	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Weekly and/or monthly program and workshop planning meetings; compiling survey data	Designed program; recruited mentors & mentees; coordinated monthly workshops/meetings; communicated activities, mentorship responsibilities, programming to stakeholders; created and collected monthly and trimester surveys; shared and responded to results

<p>\$1,573.98 expended</p> <p>\$271.02 unexpended</p>	<p>Affinity group book purchases \$25/book. The affinity group coordinators will offer three book options for the people in the affinity group to do as a book study.</p>	<p><input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction</p>	<p>Printed and distributed book to affinity groups. Asked members to write a reflection.</p>	<p>Affirmed, encouraged and introduced self-care strategies and skills to ease the exhaustion of daily microaggressions</p>
<p>\$69,650.46 expended (of which \$688.06 is still to be paid)</p>	<p>SWEL SWEL certification course, teacher stipends for training and collaboration</p>	<p><input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction</p>	<p>Teacher Growth Survey Student Growth Data</p>	<ul style="list-style-type: none"> • 88% reported professional practice improved after receiving SWEL coaching. • 83.4% are more aware of their multilingual students' home languages and data and feel more prepared to work with multilingual learners after receiving SWEL coaching. • In classrooms where teachers participated in a SWEL coaching cycle of 4 or more sessions, 62.4% of students with EL status met or exceeded their 2023 annual English language progress toward proficiency target (PTP), compared with 35% of students with EL status in the district meeting or exceeding their PTP target in 2022.