

Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Sejong Academy of Minnesota
Total Grant Amount	\$22,000

Identified Official with Authority

Name of official with authority to sign	Dr. Bradley Tipka
Title	Executive Director
Address	1885 University Avenue W
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Primary Program Contact

Name of program contact	Yun Cho and Lisa Maren Thompson
Title	Lower School Director and Upper School Director
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City, State and Zip code + 4	St. Paul, MN 55104
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Teacher Mentorship & Retention of Effective Teachers Grant 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.

We were proud to offer a mentorship program where mentors met with mentees once a month during one of their prep times. They were able to go over pre and post evaluation items, get feedback on lesson plans, classroom management, how to adjust to being a new teacher, etc. It was aligned with our teacher evaluation and peer review process and gave mentees more feedback and guidance. We were able to work towards our goal of building relationships, and mentees had someone to go to for questions and support.

We were also able to offer financial support for PLC affinity groups. These were safe environments for affinity groups to gather for support, encouragement and/or particular trainings and events they deemed helpful.

We also had team building/induction events for new teachers. We were able to meet our goal of building collegiality and strengthening connections for support.

We were able to offer financial incentives to those who successfully completed this professional development.

All these activities strengthened and supplemented our existing mentorship and retention efforts. Without this grant, we would not have been able to provide these activities. Through the support of this grant, our teachers became better connected and equipped to succeed in teaching for a long career. We also feel that it led to a better work environment with higher retention.

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	2	6				
Hispanic							
Black							
Other	3						
Total	5	2	6				

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	6 (1 holds Tier 2, 3 holds Tier 3, 1 hold Tier 4)				
Hispanic					
Black					
Other	1 (Tier 4)				
Paid Mentors of color who received additional stipends					
Total	7				

Analysis of 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.

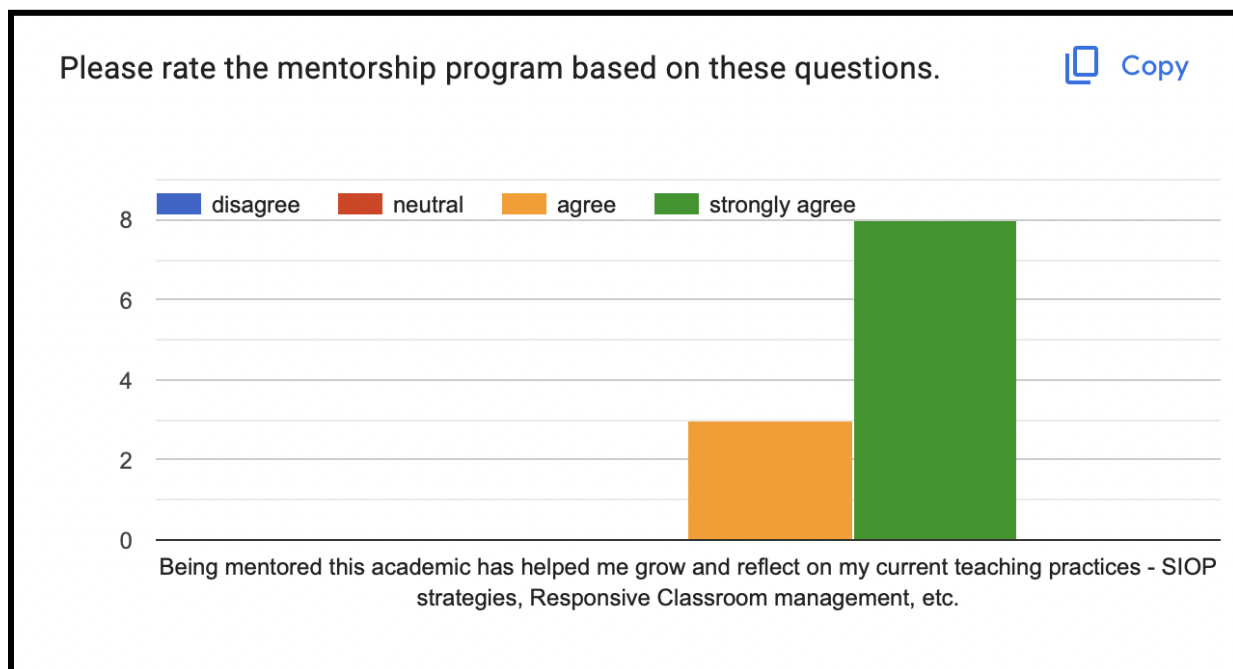
FY 2020 Sample Data:

In the sample below two responders responded “neutral” to the question: “Being mentored this past spring was helpful for my teaching.”

Timestamp	E Score	Questions for people who were mentored [Being mentored this past spring was helpful for my teaching]	Questions for people who were mentored [Being mentored helped me to feel more connected to the school]	Questions for people who were mentored [I feel comfortable to ask my mentor questions]	Questions for people who were mentored [I would recommend my mentor to others]
7/23/2020 16:51:53	h	strongly agree	agree	strongly agree	strongly agree
7/23/2020 16:54:41	h	strongly agree	strongly agree	strongly agree	strongly agree
7/23/2020 17:24:33	k	strongly agree	strongly agree	strongly agree	strongly agree
7/23/2020 17:31:58	d	agree	agree	strongly agree	strongly agree
7/23/2020 18:04:59	d	strongly agree	strongly agree	strongly agree	strongly agree
7/23/2020 20:43:48	d	neutral	agree	agree	agree
7/26/2020 19:25:27	n	neutral	agree	neutral	neutral

Sample FY 2021 Data:

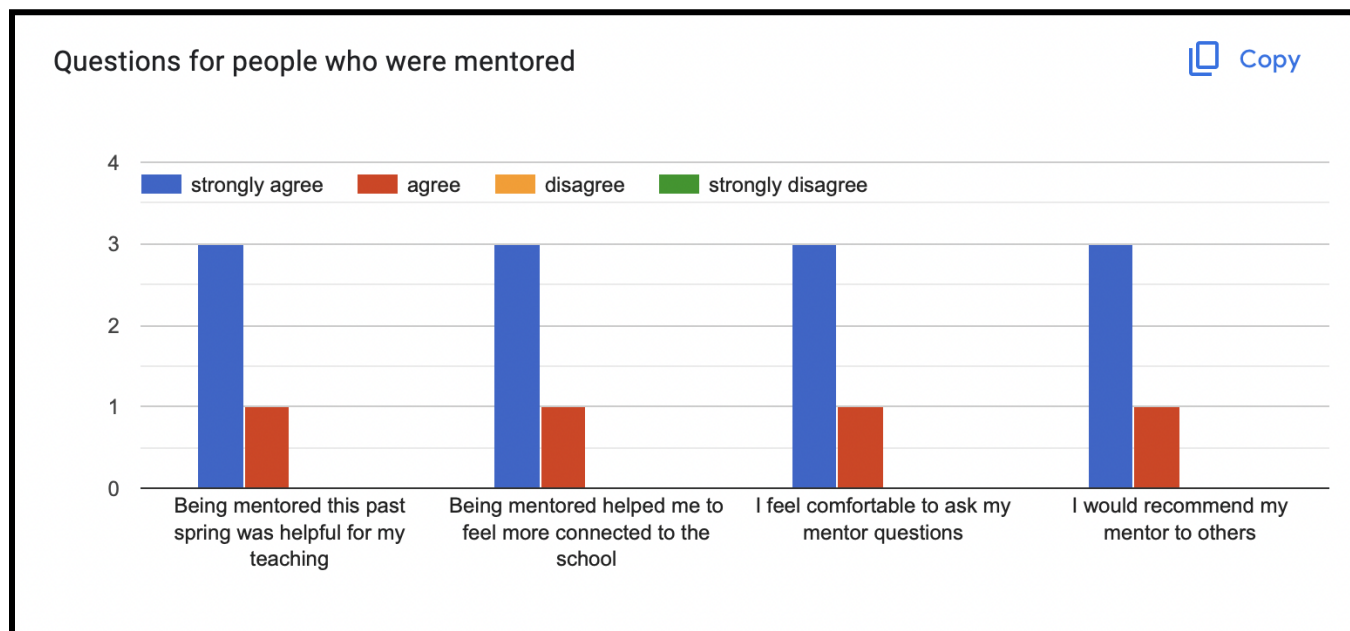
In the data below, no mentees chose “neutral” as their response to the prompt: “Being mentored this academic year helped me grow and reflect on my current teaching practices - SIOP strategies, Responsive Classroom management, etc.”



Sample FY 2022 Data:

In the sample below, all mentees responded “strongly agree” or “agree” to the prompts about mentorship (shown both as a spreadsheet and as graphs.) No mentees responded with “disagree” or “strongly disagree.”

A	B	C	D	E	F
Timestamp		Questions for people who were mentored [Being mentored this past spring was helpful for my teaching]	Questions for people who were mentored [Being mentored helped me to feel more connected to the school]	Questions for people who were mentored [I feel comfortable to ask my mentor questions]	Questions for people who were mentored [I would recommend my mentor to others]
6/16/2022 11:49:06	jp	strongly agree	strongly agree	strongly agree	strongly agree
6/16/2022 12:06:27	hy	strongly agree	strongly agree	strongly agree	strongly agree
6/23/2022 11:49:33	yl	agree	agree	agree	agree
6/23/2022 20:54:04	ht	strongly agree	strongly agree	strongly agree	strongly agree



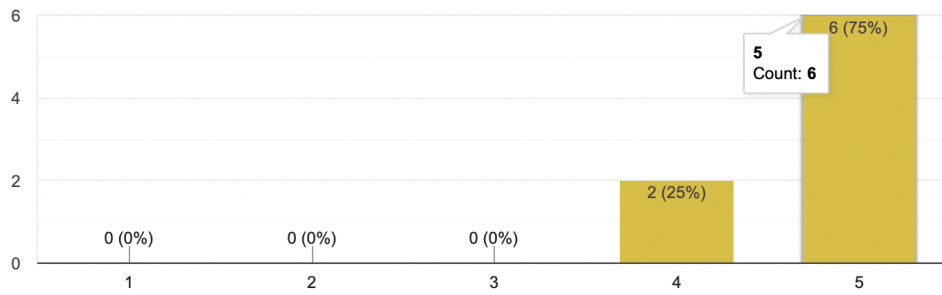
Sample FY 2023 Data:

During the 2022-2023 school year, mentees were asked to complete a survey three times during the year. The sample of data below shows that mentees either “strongly agreed” or “agreed” with no “neutral,” “disagree,” or “strongly disagree” chosen.

Are the sessions with your mentor useful to you?

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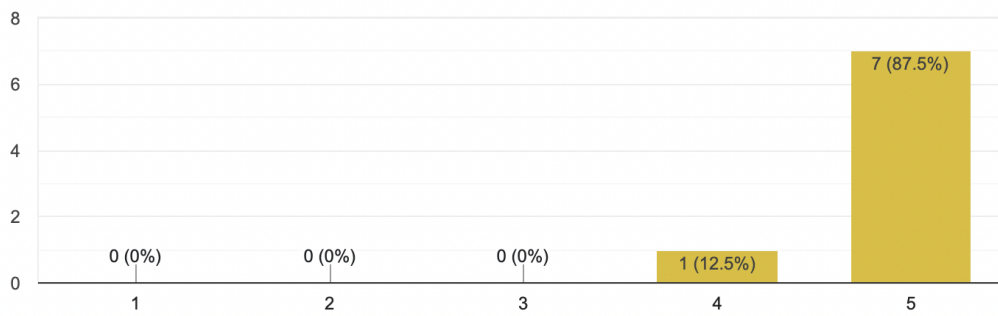
8 responses

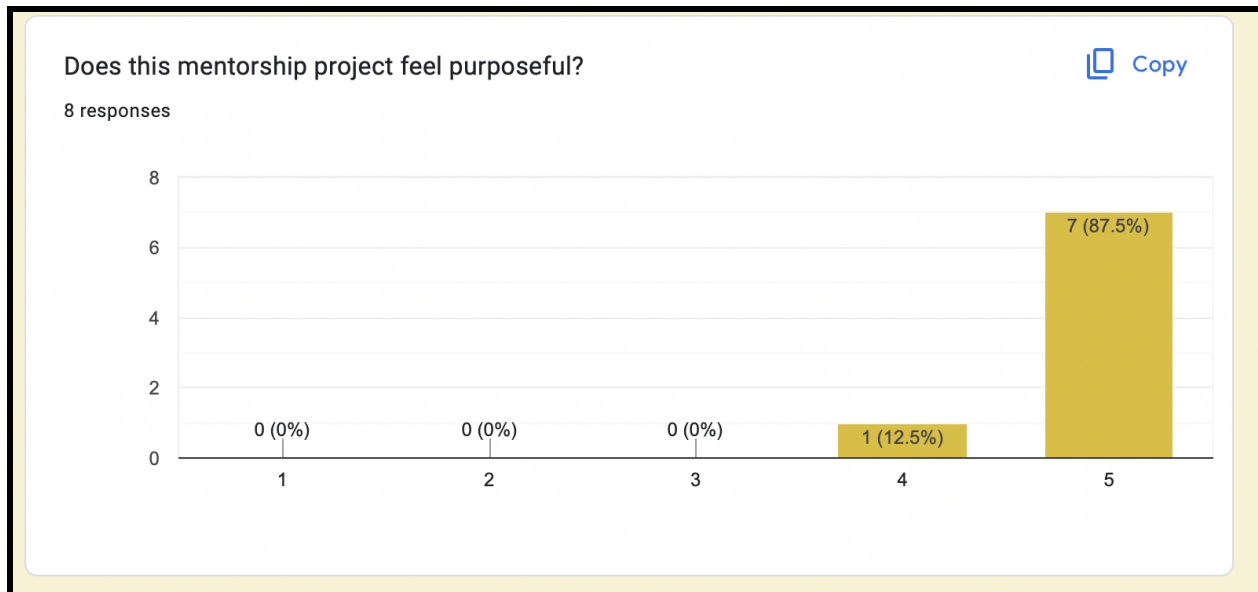


Does your mentor encourage you?

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8 responses





We also invited written comments to help mentors understand the impact of their work with mentees. Some of the written comments are below (with names redacted):

- I liked that it first covered general strategies about teaching and then dive into specific area for individual's need and discuss plans for practical use. (FY 2021)
- It made me feel connected to school. (FY 2021)
- I appreciate that [REDACTED] provided the specific, practical SPED procedures and shared the meaningful advice before I take the licensure courses. We wrote agendas and put them in the shared folder so that I could see them whenever I needed. (FY 2023)
- My mentor always prepared for each meeting and she was eager to help me whenever I had questions. (FY 2023)
- [REDACTED] is always open to listen to other people and she encourages me whenever we have a meeting. (FY 2023)

Data shows that mentees responses to surveys over the years are increasingly positive with no “neutral” or “disagree” or “strongly disagree” chosen.

Through the support of this grant, our teachers became better connected and equipped to succeed in teaching for a long career. We also feel that it led to a better work environment with higher retention.

Teacher Mentorship & Retention of Effective Teachers Grant Funds Expenditure

Table 3: 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.

FY 2023 Expenditures:

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$5,350.00	Stipend for Mentors	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Surveys completed by mentees, Meeting notes	Mentees reported high levels of satisfaction and support from mentors
\$1,251.45	PLC Affinity Groups	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Interest in continued service and contracts signed	Overall retention rates stronger in 22-23 as compared to 21-22
\$1,142.84	Teacher Induction Program	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Multiple Informal Interviews throughout the school year	Positive feedback from teachers regarding induction program

Amount to carry over to FY 2024:

Amount	Description of Use of Funds	Primarily Used for:	Method of Progress Monitoring	Data
\$14,255.71	Mentorship and Retention Initiatives	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	to be continued	to be continued