

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 | University of St Thomas |
| Total Grant Amount | \$22, 700 |

Identified Official with Authority

| | |
|---|------------------------------------|
| Name of official with authority to sign | Michael Warnock |
| Title | Director of Sponsored Programs |
| Address | 2115 Summit Ave |
| City, State and Zip code + 4 | St Paul, MN 55105 |
| Phone Number and Email | 951-962-6038/warn8315@stthomas.edu |

Primary Program Contact

| | |
|------------------------------|---|
| Name of program contact | Laura Medwetz |
| Title | Charter Schools Teacher Residency Coordinator |
| Address | 1000 LaSalle Av. |
| City, State and Zip code + 4 | Minneapolis, MN 55403 |
| Phone Number and Email | 507-581-6543, lmedwetz@stthomas.edu |

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Activity: Mentor Teacher Professional Development for Co-Teachers for Cohort 2 Residents

Six Mentor Teacher Professional Development meetings (including orientation) were completed for Cohort 2 mentor teachers who co-taught with 17 residents (14 special education, 3 elementary education). Mentor teacher professional development content included information and support on the program yearlong overview, prioritized High Leverage Practices/Cultural and Linguistically Responsive Practices, gradual release of responsibilities for residents/mentor teacher expectations, Mentor Moves/best practices adopted by the National Center for Teaching Residencies (NCTR), and program evaluations. Thirteen mentors continued in the mentor role throughout the duration of the program. Two mentors replaced MTs that dropped from the program, and two additional MTs did not continue since the resident they were supporting dropped from the program. Mentors provided coaching and support to residents in a year-long program. Fifteen Cohort 2 graduates are projected to complete final license courses at the end of May and be ready to apply for a Tier 3 professional teaching license. This grant enabled an additional stipend for Mentor Teacher professional development. When comparing mentor teacher professional development meeting attendance from this funded year to the previous year, attendance at the meetings increased. Cohort 1 attendance 65% compared to Cohort 2 (PELSB MT grant year) 94% attendance for Mentor Teacher Professional Development Meetings.

Activity: Affinity Group Pilot – Cohort 1 & 2

Two Affinity group leaders were identified to facilitate Affinity Group meetings hosted for the Charter Schools Teacher Residency Cohort 1 and 2. One facilitator acted as lead, given a background in Human Relations, and the other facilitator was a graduate of Cohort 1 and had a prior relationship with the graduates. Two meetings were held. Four graduates attended the winter meeting. Attendance increased to 12 (11 graduates and 1 resident) at the spring meeting. Meeting attendance increased due to a change of format from virtual to face-to-face. This was the first year we could facilitate affinity group meetings for the Charter School Residency program. Funding due to this grant enabled this activity.

Activity: First-Year Teaching Induction Support – Cohort 1

Induction support for the Charter Schools Teacher Residency – Cohort 1 graduates (11 special education, 4 elementary education) was completed this year. Given the non-conventional programming and accelerated 15-month teacher preparation path completed, induction support was important to support/retain novice teachers in their first year of teaching. Grant activities included three Induction Meetings (fall, winter, spring) and consultation (by request) to assess/support first-year teacher needs and support. Induction meetings included opportunities for dilemma protocol and problem-solving challenges. First-year teacher dilemmas included special education due process, classroom and behavior management, and working/communication with parents. Only two teachers requested 1:1 consultation. Many graduates responded that they were too busy in the first year to know their needs. However, they would like to continue meeting and would like consultation moving into the second year of teaching. Twelve out of the fifteen graduates/first-year teachers stayed in their site throughout the school year. Three graduates made moves due to other personal needs; however, they remained in education. This grant activity enabled these graduates to stay connected with one another and

solicit support from Induction Specialists who could facilitate non-biased problem-solving and consultation while using the lens of a charter school educator. Teacher retention is important in our schools and even more important in charter schools given the continuing staffing needs. This grant activity provided resources to stay connected to our graduates to monitor and support retention in teaching.

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 | | | | | | | |
| Hispanic | | | | 1 | | | |
| Black | 5 | 2 | | 4 | 7 | | |
| Other | 7 | 1 | | 12 | 8 | | |
| Total | 12 | 3 | | 17 | 15 | | |

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 | | | 23 | | |
| Paid Mentors of color who received additional stipends | | | | | |
| Total | | | 23 | | |

Analysis of Data

Total Participants

Set 1: First Year of Teaching

Total Year 1 Licensed (Tier 2 or Tier 3) Teachers = 15 – offered Mentor Teacher - Induction Support

Mentors paid by the grant providing Induction Support =2

Twelve out of the fifteen graduates/first-year teachers stayed in their site throughout the school year. Three graduates made moves due to other personal needs; however, they remained in education.

Mentors paid by the grant providing Affinity Support – 2

Two Affinity Meetings were held. Four graduates attended the winter meeting. Attendance increased to 12 (11 graduates and 1 resident) at the spring meeting.

Set 2: Teaching Residents Receiving Year-Long Mentorship from Partnering Co-Teacher

Total Teaching Residents = Initial number 17 (through 12/31/22), Year Long Mentorship - 15

Total Co-Teacher Mentors = 21

When comparing mentor teacher professional development meeting attendance from this funded year to the previous year, attendance at the meetings increased. Cohort 1 attendance 65% compared to Cohort 2 (PELSB MT grant year) 94% attendance for Mentor Teacher Professional Development Meetings.

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 |
|----------|---|---|---|---|
| \$13,000 | 6 Mentor Teacher (MT) Professional Development Meetings (including Orientation) provided to Mentor Teachers/Co-Teachers – Cohort 2 Charter School Residents | <input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction | Meeting Attendance and National Center for Teacher Residency (NCTR) MT survey | 15 Residents supported full year/13 MTs attended most meetings, 2 MTs replaced, and 2 MTs not completing year due to resident drop from program, NCTR data in process |
| \$1,200 | Affinity Group Facilitation (2 leaders, held 2 meetings) | <input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction | Meeting Attendance | 2 meetings held – total attendance for meetings – 14 participants |
| \$3,175 | Induction Support (2 Induction Specialists, held 3 meetings and provided 90 min consultation) | <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction | Meeting attendance and Consultation Log | 3 meetings held – total attendance for meetings – 20 participants/ Induction consultation requested by 2 - 1 st yr. teachers |
| | | <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction | | |
| | | <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction | | |