

# FY23 Teacher Mentorship & Retention of Effective Teachers Grant Report Form

## Instructions:

[Grant Application \(Completed\).pdf](#)

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	Independent School District No. 284
Total Grant Amount	\$62,000

### Identified Official with Authority

Name of official with authority to sign	Chace Anderson
Title	Superintendent of Schools
Address	16000 41st Ave. N., Plymouth, MN 55446
City, State and Zip code + 4	Plymouth, MN 55446-2500
Phone Number and Email	763-745-5000, Chace.Anderson@Wayzataschools.org

### Primary Program Contact

Name of program contact	Solveig Harriday
Title	Director of Equity and Inclusion
Address	17340 County Road 6
City, State and Zip code + 4	Plymouth, MN 55447-3045
Phone Number and Email	763-745-5025, Solveig.Harriday@wayzataschools.org

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

- V. 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.

This work strengthened our retention efforts because we were able to build community with each other and support each other. It was one distinct way to address the feeling of isolation from being in our own buildings often away from other teachers of color. The group had fun with each other; while being an extension of the work day, having fun together meant that it felt less like work which also supported retention. Being able to be compensated for time was also a significant benefit because it validated the extra labor (emotional and cognitive load) that goes into being a teacher of color. This time also created space for teachers of color to unpack and find healthy ways forward in managing that additional labor. Further, having food created a very relational and relaxed atmosphere. Staff commented on appreciating this component verbally in addition to mentioning it in the participant survey. Without this grant, the compensation and food would not have been possible.

It was also extremely valuable to have teachers of color be able to attend additional professional learning. These experiences elevated their skill as teacher leaders. Through this, they were able to share additional expertise with colleagues. This experience was also very important for teachers to decide to remain in Wayzata because of their growth as leaders in this space. This also would not have been possible without this grant.

While we did not reach our goal of having 100% of staff participate, we did see a significant increase in participation from last year. (From 3 teachers to 14 teachers, plus 4 additional staff members of color on other contracts). We knew that 100% was an ambitious goal and we will continue to work toward that. A part of that work will be advertising in new ways; we are currently brainstorming options for this. We also have the participants from this year who are able to spread the word about this experience with other teachers of color they work with. Furthermore, we have already begun getting more of the participants from this year to sign up in advance to be lead mentors throughout next year’s gatherings.

## 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					6		
Hispanic	1				1		
Black	1				5		
Other							
<b>Total</b>	<b>2</b>				<b>12</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			3		
Hispanic			1		
Black					
Other					
Paid Mentors of color who received additional stipends					

Total			4		
-------	--	--	---	--	--

**Analysis of Data**

Most of this is new data, so there are not 3 years of data. Where there is past data it has been noted.

<b>Progress monitoring criteria/outcomes</b>	<b>Methods for collection</b>	<b>Data used</b>
<i>BIPOC teachers will be able to identify personal and professional growth.</i>	<b>PLAN:</b> Survey 2 times per year embedded in the November and June half-day gatherings.	<b>PLAN:</b> This data will be used to adjust and modify future gatherings.
	<b>IMPLEMENTATION:</b> This formal survey was given once at the end of the year. Across the district we have received feedback from teachers about having too many surveys. Instead we used anecdotal data from conversations after each gathering to plan for the next gatherings.	<b>IMPLEMENTATION:</b> 100% of survey respondents shared that the gatherings supported their community-building (personal growth) and their new learning (professional growth).  Additionally email data was used to open planning up to additional lead mentors to facilitate for coming gatherings. 4 different staff members stepped in as lead mentors at gatherings this year.
<i>BIPOC teachers will be able to identify specific BIPOC colleagues they can</i>	<b>PLAN:</b> Survey 2 times per year embedded in the November and June half-day gatherings.	<b>PLAN:</b> This data will be used to adjust and modify future gatherings.

<p><i>reach out to for support.</i></p>	<p><b>IMPLEMENTATION:</b> We gathered anecdotal data on the survey about this.</p> <p>There was also a google doc established in the middle of the year for participants to share personal contact information with each other.</p>	<p><b>IMPLEMENTATION:</b> Two quotes from the survey:</p> <p>“It was wonderful to share, listen, and be with people who understand each other:) The discussions were amazing and so very relatable. I look forward to our Affinity gatherings. It makes a difference to be surrounded by people who share so many similarities at WPS.”</p> <p>“I really appreciate being a part of this group!!”</p> <p>8 staff shared personal contact information in the google doc. Additionally, there are plans in the works (at the end of the school year) for participants to gather additionally throughout the summer to maintain their connections.</p>
<p><i>Reduction in additional challenges specific to being a BIPOC teacher.</i></p>	<p><b>PLAN:</b> End of year survey developed by our Affinity Group in 2019 using national data of BIPOC teacher experiences and burnout.</p>	<p><b>PLAN:</b> We have benchmark data from 2018-2019 already to assess whether our overall efforts are improving the experiences for our BIPOC teachers.</p> <p>Note: This survey was also given in the spring of 2021. However, due to a transition of our survey vendors, we cannot currently access this data. It will be available for further review after the transition of data files is complete.</p>
	<p><b>IMPLEMENTATION:</b> End of year survey emailed to staff the last week of school.</p>	<p><b>IMPLEMENTATION:</b> The majority of respondents on this survey were staff who did not participate in the gatherings. The data with the greatest shifts were on questions pertaining to principal decisions.</p>

		<p>There was an improvement by 27 percentage points indicating a reduction in being clustered into the highest need classrooms. However, there was a 23 percentage point decline indicating greater concern about their voice being silenced through the evaluation process.</p> <p>There was also an 18 percentage point decline in favorable responses about the impact of isolation as a BIPOC teacher in Wayzata. This was very different feedback than on the survey that was only sent to gathering participants. The comments indicate that most of these respondents did not attend affinity gatherings. A learning from this year is that we need to survey earlier in the year and merge the survey so that we can better examine the impact the Affinity gatherings have had on this data and get more insight into what we can do to connect more people to this opportunity.</p> <p>At this point we have 3 distinct action items for next year based on this data:</p> <ul style="list-style-type: none"> <li>● Refine our survey process so that it provides more clear insights to better support future action</li> <li>● Personally reach out to specific staff members for invites to the gatherings</li> <li>● Share feedback with principals from this data and provide coaching support to principals in relation to teacher evaluations</li> </ul>
<p><i>Participation increases to 100% participation.</i></p>	<p>PLAN: Attendance at each of the gatherings.</p>	<p>PLAN: We will use this data to guide and improve outreach to BIPOC staff who are not attending. We will also seek</p>

		additional insight about shifts needed to the model to increase participation.
	<p><b>IMPLEMENTATION:</b> Attendance was tracked for each session.</p>	<p><b>IMPLEMENTATION:</b> A core group of approximately 8 staff attended most gatherings. A total of 17 staff attended 1 or more gatherings. 13 teachers received stipends as part of this grant; 4 other staff members are 12-month employees who were welcomed into the community gatherings.</p> <p>Note: last year (2021-2022) only 3 staff members attended an Affinity Gathering.</p> <p>Additional feedback was that we continue to work with staff on scheduling to avoid schedule conflicts and rotating locations of the gatherings.</p>
<i>Professional learning grant request data.</i>	<p><b>PLAN:</b> We will track this using Google forms.</p>	<p><b>PLAN:</b> This data will inform what additional professional learning opportunities we can provide. It will also signal whether our efforts to empower lead mentors is effective. We will do follow up outreach to learn more based on this data.</p>



	<p><b>IMPLEMENTATION:</b> This was tracked via a google form and email requests.</p>	<p><b>IMPLEMENTATION:</b> 7 staff requested 1 or more professional learning experiences. There were a total of 15 professional learning experiences paid for as part of this grant. Every teacher that attended professional learning came back enthusiastically sharing new ideas with colleagues and embedding that learning into their work as teacher leaders.</p>
--	--	--

**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
\$2,977.60	Stipends for Lead Mentors	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Attendance, survey and planning to stay or leave	See data above + All Lead mentors returning 2023-2024
\$3,493.69	Stipends for Participant Mentors	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Attendance, survey and planning to stay or leave	See data above + All Participant mentors returning 2023-2024 Note: 4 of these teachers were new to Wayzata this year and all chose to remain

\$953.43	Food	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Verbal feedback	Mentioned at each gathering the positive impact of having a meal together
\$3,392.94	Affinity Group PD	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Track requests, verbal feedback and survey	See data above
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		