

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	The Wildflower Foundation
Total Grant Amount	12,500

Identified Official with Authority

Name of official with authority to sign	Daniela Vasan
Title	Partner
Address	5500 Nicollet Ave #19590
City, State and Zip code + 4	Minneapolis, MN 55419
Phone Number and Email	daniela.vasan@wildflowerschools.org 612-462-2369

Primary Program Contact

Name of program contact	Daniela Vasan	
Title	Partner	
Address	5500 Nicollet Ave #19590	
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Phone Number and Email	daniela.vasan@wildflowerschools.org 612-462-2369	

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

On behalf of the Wildflower Equity Initiative (WEI), we are grateful for the opportunity to partner with PELSB to develop and strengthen our retention, leadership, and recruitment efforts to support Black, Indigenous, and Teachers of Color across the Wildflower Schools.

The WEI, in conjunction with Wildflower Schools in MN, addresses the opportunity gap in three ways; 1) By supporting licensed Montessori teacher leaders in opening authentic Montessori schools, embedded intentionally within historically marginalized communities. 2) By increasing the amount of Montessori-trained teachers of the global majority who are leading in Wildflower Schools, and 3) By providing paid internship opportunities for emerging teacher leaders who are working directly with a Wildflower school. Ultimately, we are increasing the pipeline of teachers of color, helping professionals of color join the teaching profession, creating the conditions for teachers of color to stay in the teaching profession, and empowering teachers of color as leaders.

The focus of our work centered on the pathway for emerging BIPOC teachers to gain their Montessori credentials while simultaneously providing mentorship stipends and professional development for teachers supporting their leadership, retention, and professional growth.

The Wildflower network is reaching a critical mass this year: in addition to seven currently operating schools, three more will open in the coming 18 months, with another three in the pipeline for the fall of 2025.

We have continued to build operational resources into our approach including; professional development opportunities, and an enhanced peer cohort and on-boarding program toward supporting school success and teacher retention. These include:

- Growth and Connectedness coaching: 1-on-1 ongoing executive coaching for current Teacher Leaders seeking guidance in the absence of having a traditional management reporting structure
- Cohort facilitation and programming: cohorts will be grouped into geographic school “pods,” with stipends for TLs who take a leadership role in curating professional development and training opportunities for their pod
- Mentorship opportunities: connecting current Teacher Leaders to participants in our third cohort of emerging TLs, and developing residency programs for teachers to work in current Wildflower schools as they seek to start their own school
- Partnership trainings and engagement: including past, present, and for the coming year relationships with organizations like 228 Accelerator, Embracing Equity, Conscious Discipline, and literacy training including Orton-Gillingham (Science of Reading Research)
- Education scholarships: providing funds for Montessori certification training or undergraduate degree programs.

Due to timing with the cohorts, we were unable to spend the funds during the fiscal year. We will look forward to applying for PELSB funding in the future if our programs are aligned with PELSB’s funding initiatives.

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				1	1		
Asian or Pacific Islander				1	0		
Hispanic				0	2		3
Black				8	7		4
Other		4	2		6	1	
Total		4	2	10	16	1	7

Table 2: Total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

This data reflects support from the previous three years. We did not spend PELSB funding this year so the data remains the same.

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				0	
Asian or Pacific Islander				0	
Hispanic				3	3
Black				0	2
Other	1	4		3	
Paid Mentors of color who received additional stipends					3
Total	1	4		3	13

Analysis of Data

Our first goal was to increase the number of teachers of color teaching and/or leading wildflower schools. Across our seven micro-schools, we have increased the number of teachers of color by four and provided induction supports for an additional eight teachers.

While this work wasn't funded through PELSB, we successfully supported two emerging teachers to financially attain their Montessori credentials. We completed our second WEI cohort and supported nine participants through the startup journey.

Our second goal was to increase the retention rates for teachers of color. Our overall retention rate is approximately 90%. We anticipate a retention rate of approximately 90% or higher for this coming year. Several teacher leaders who will transition from their current Wildflower school will be transitioning to lead their own Wildflower school. One mentor teacher leader of color will transition to lead another Wildflower school now that her first school is thriving. She intends to lead the school while also supporting a new team to open a program in Brooklyn Park- all teachers in this program identify as people of color.

Teacher Leaders both provided mentorship coaching to new teacher leaders within their schools. Looking ahead, all mentor schools are interested in participating in the mentorship program for FY24.

At Wildflower we support teacher leaders to open within our MWMS charter in addition to independent schools. We are finding that a number of Black educators and educators of color within our pipeline and cohort are choosing the independent school route because of barriers to licensing in addition to more flexibility, professionally. Within our charter, many teacher leaders must work with only the early childhood aged students due to licensing challenges, as well. Through PELSB we were introduced to Proserva and intend to continue conversations to make licensing more accessible.

Independent from the PELSB grant, we launched the Black Wildflower Fund. This fund is open to all educators who identify as Black regardless of their affiliation with Wildflower. The fund recently launched in 2023 and we anticipate an increased interest in opening a Wildflower school in Minnesota by Black or African-American educators. We also imagine there will be an increased interest in attaining Montessori credentials among Black or African-American educators.

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
0	N/A	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction	N/A	N/A

