

CLTAMN

Teacher Mentorship & Retention of Effective Teachers 2022-2023 Grant Report



Teacher Mentorship & Retention of Effective Teachers Grant Report

Grantee Information

Legal Name of Applicant Organization	Chinese Language Teachers Association of Minnesota
Total Grant Amount	\$15000.00

Identified Official with Authority

Name of official with authority to sign	Yue Cheng
Title	Director
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Primary Program Contact

Name of program contact	Yue Cheng
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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The CLTAMN Teacher Mentoring program was available to all the Chinese language teachers in Minnesota because of the PELSB Teacher Mentorship & Retention of effective Teachers Program grant since 2020. In most cases, Chinese language teachers in non-language immersion settings are isolated and lack of resources as often they are both the program leader and the only teacher who teaches the subject in the school/district. They are important to the schools as they are one of the most powerful supports of students with Asian cultural backgrounds. In 2022-2023, The grant continues to support teachers of color retaining in Minnesota.

Challenges

Teachers do not have enough support within the school districts. They often lack PD opportunities for content areas. On the other hand, schools are not easy to find qualified teachers because world language teachers are in license shortage area. Some programs ended up closing. In the past five years, many Chinese language programs are closing/shrinking, including West St Paul school district, ISD 624 White bear lake North and South High School, ISD 833 Woodbury public school, Minneapolis South high school, Benilde-St. Margaret's high school and Minnehaha Academy. As for Chinese language teachers, many are on temporary teaching licenses because there are limited teacher prep colleges that offer world language Chinese licenses in Minnesota. Many teachers are on temporary T1 or T2 licenses including St Paul Public Schools and Yinghua Academy. According to the 2021 Biennial Report Supply and Demand of Teachers in Minnesota written by PELSB, 32.26% of teachers in Yinghua Academy holding a Tier 2 license which makes it one of the districts with the highest proportion of teachers holding a Tier 2 License.

Opportunities

Our organization has a unique cross-district teacher mentoring program that allows a new teacher to work with a veteran teacher in the similar student age group and type of school, to be successful in instruction, professional development and/or obtaining teaching licensures. 19 teachers and teacher candidates participated in the program in 2023, 98% of the mentees surveyed said that the mentoring experience was successful. One of the mentees, Jing Li has successfully earned Tier 3 world language license via portfolio supported by mentoring program and affinity group events.

“My mentor played a significant role in helping me overcome challenges in my new teaching career. She provided invaluable guidance to me. Moreover, she kept me informed about important meetings organized by PELSB and dedicated her time to personally assisting me in revising my draft for portfolio at the library. She even went above and beyond by helping me resolve technical issues and coordinating communication with various parties involved.”

Jing Li

A mentee

participated in both 2020-2021& 2022-2023 CLTAMN mentoring program.

Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Table 1: 2020-2021 & 2022-2023 mentoring program 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	7	5	6		37	1	6
Hispanic							
Black							
Other							
Total	7	5	6		37	1	6

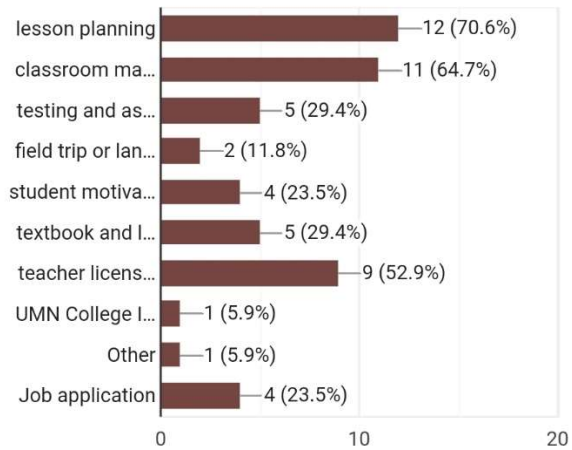
Table 2: 2020-2021 & 2022-2023 mentoring program total number of mentors who were paid stipends under this grant for providing mentorship to teachers.

Number of Mentors by race or ethnic group	Tier 4 teachers	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	17				
Hispanic					
Black					
Other					
Paid Mentors of color who received additional stipends	17				
Total	17				

Chart 1: 2020-2021 & 2022-2023 CLTA-MN Chinese Language Mentorship and Retention of Effective Teachers Program Evaluation survey report

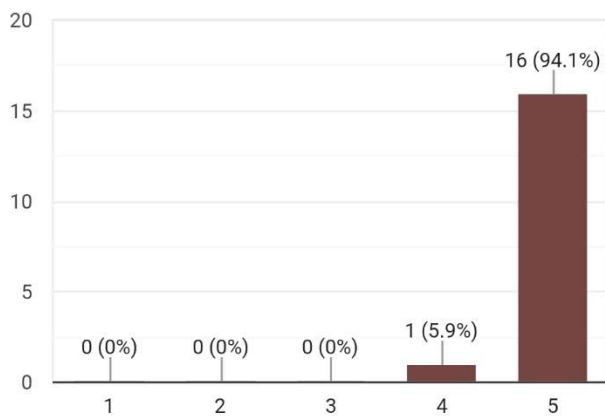
What topic have you covered so far?

17 responses



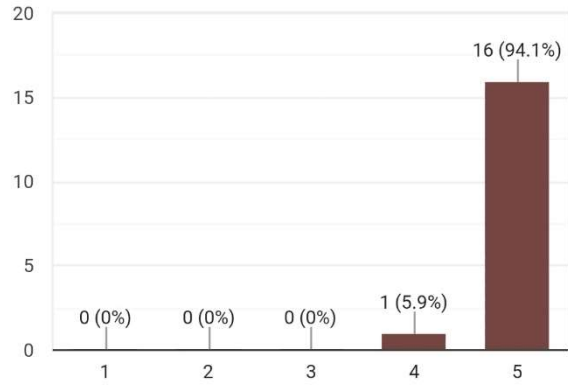
Was the information helpful?(1 not helpful-5 very helpful)

17 responses



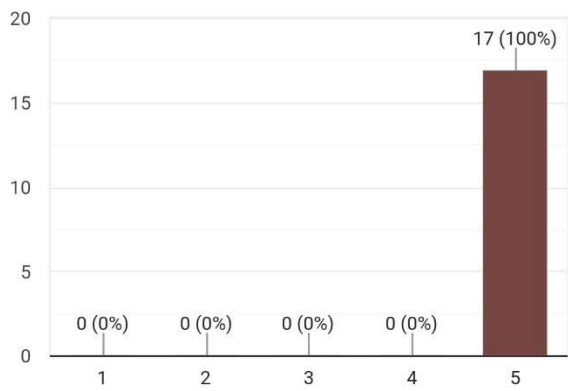
How likely do you want to be a teacher in the next 3 years?

17 responses



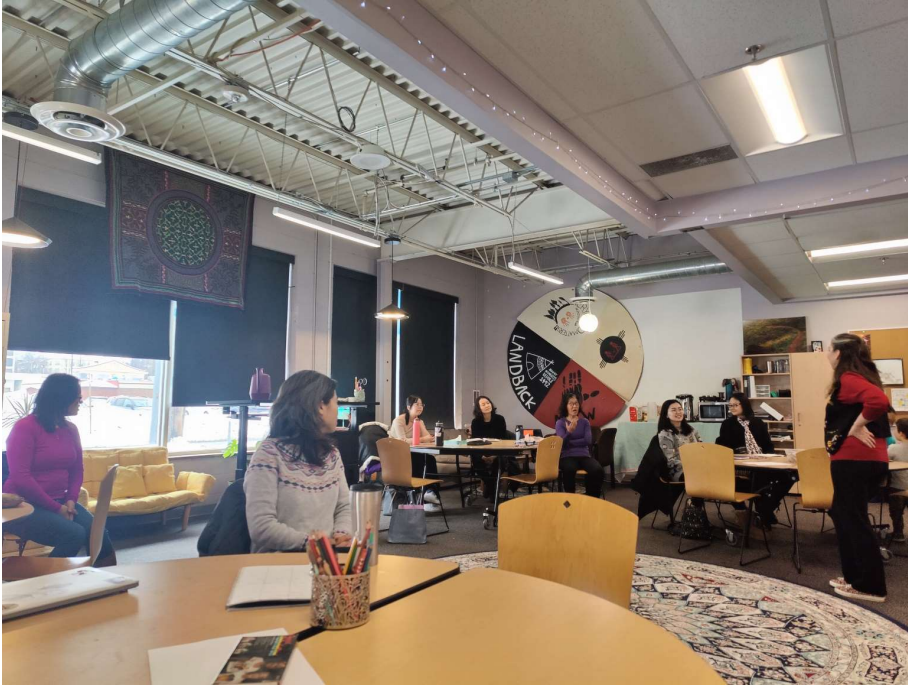
Would you recommend this program to other teachers in MN?

17 responses



Photos taken from affinity group events.









Analysis of Data

In 2020-2021, there are 6 teachers who are new to the profession or district. All 18 of the mentors and mentees are teachers of color. All the teachers are in license shortage areas. 3 teachers were experienced teachers in need of peer coaching.

19 mentors and mentees have participated in the program 2022-2023 school year. Among them, 8 teachers who are new to the profession or district. All the mentors and mentees are teachers of color in Minnesota. All the teachers are in license shortage areas. 4 teachers were experienced teachers in need of peer coaching.

Four affinity group events/workshops are held because of the grant in 2022-2023. Teachers are grateful for the workshops made available, textbooks, classroom decorations, character learning cards, and games purchased for them. It definitely gives them unique opportunities to get together.

“I’m grateful for CLTAMN’s continuous support for the work of Chinese teachers. I would also like to thank the teachers I met in the past, and the new faces I met. It is not easy to be a teacher and survive the first few years in this profession, and it is even more difficult to be a Chinese language teacher in Minnesota. I’m glad to connect everyone supports and work together to serve our students and family.”

Hui Xu

A mentor

participated in both 2020-2021& 2022-2023 CLTAMN mentoring program.

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
8500	Mentoring stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	surveys	See chart 1
4000	Affinity group expense	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Receipts, bank statements & photos	Sent to Laura
1000	Guest speakers	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Invoice & photos	Sent to Laura & See photos
1500	Fiscal agent fee	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Bank statement	Sent to Laura
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		