

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	<i>Trustees of the Hamline University of Minnesota</i>
Total Grant Amount	<i>\$90,320</i>

Identified Official with Authority

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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Current term of the fiscal year FY23: August 17, 2022 through May 2023

As the demand for special education and related services personnel is increasing across the United States, there is a critical shortage of high-quality interdisciplinary teacher mentorship and retention programs. This grant supports the Hopkins Educator of Color Mentorship Networking program and Thrive Ed. The shortage of Black, Indian, and Other People of Color serving as qualified teachers impacts the quality of service and learning outcomes among children of color. It has become essential to incorporate a collaborative, inclusive service delivery for students of color from a variety of cultural traditions and some with backgrounds in different educational systems. This requires school systems to provide the appropriate mentorships for in-coming and novice teachers of color to guarantee retention rates increase over the coming years.

During the past year, the Teacher Mentorship and Retention of Effective Teachers grant has supported novice teachers and recent graduates from Hamline University with critical mentorship to ensure stability. The continuance of suitable mentorship and affinity group gatherings generates working networks for the otherwise isolated teachers of color and staff members located within Hopkins Public Schools, Mounds View Public Schools, and Minneapolis Public Schools as well as individual schools throughout the Metropolitan area. The mentorship within these gatherings contributes to the novice teachers of color having a sense of belonging and deepens the direct support and connection to their students. End-of-the year survey data indicates mentor and mentee the networking program promoted their increased desire to share ideas and experiences establishing stronger pedagogy, fellowship and connection.

The Hopkins Educator of Color Mentorship Network objectives are:

- Provide direct support to new and aspiring educators and leaders of color
- Build and nurture a community of learning and support among educators of color
- Create an affinity space for educators of color across our Hopkins schools community

Purposes:

- Build community of strength and support among educators in Hopkins Schools
- Hear/share experiences both positive and challenging
- Help develop solutions and responses to challenges
- Engage in professional learning opportunities
- Keep it real, but keep it positive

This has been accomplished through:

- intentional pairing of interested educators of color (teachers, educational paraprofessionals, support staff) with veteran mentor educators of color (teachers, administrators, paraprofessionals)
- 10 Monthly Gatherings (in-person and virtual options) focused on topics of interest as determined by participants (August 2022 - May 2023)
- 4 quarterly Mentor Planning meetings to plan monthly Gatherings and other mentorship support and programming

- additional small mentor group and 1-on-1 meetings between paid mentors and individual mentees as needed
- referral and support of interested educational paraprofessionals to partner teacher certification programs through Dr. Stanley Brown

Utilizing grant funds, the Hopkins Educator of Color Mentorship Network, (HECM) was created in March 2020 and continues to the present day. This year there were 43 mentees in the program, of which all were BIPOC teachers. Creating more meaningful mentoring relationships, there were a total of 10 BIPOC mentors. Affinity group gatherings were held every month from August 2022 through May 2023. Mentees were pushed to be curious, compassionate and connected as they navigate through resistance, resilience and reimagination of education while thriving as a teacher of color. Mentors provided personal experiences, evidence-based resources, and affiliation with experts in the field of education.

Mentors were charged with planning affinity group gatherings based upon the interests and professional needs expressed by the mentees. Professional development topics identified by the HECM participants included: racial microaggressions (defining, impact, responding to with A.C.T.I.O.N.), courageous conversations (police brutality/racial violence/job security/school tragedies/tending to student needs while still tending to ourselves/social emotional/and literacy), building community, professional development in leadership, grounding with silent reflection, self care for people of color, and learning from personal educational experiences. The mentors in the network provided novice teacher participants with a panel of veteran teachers of color. These veteran teachers of color discussed the changing field of education and the importance of demographics between student and teacher to be similar. Research was provided in order to fortify the reasoning for more recruitment of teachers of color. In explaining the need to increase the racial and cultural diversity of the teacher workforce in the United States, educators and policymakers cite a “democratic imperative” to counter the disparity between the racial and cultural backgrounds of teachers and students and address concerns about a predominantly white teaching workforce (Banks, 1995; Corchoran-Smith, 2004; Dilworth, 1992). Sharing of these statistics and research resulted in reflection and deep discussions amongst small groups during affinity group gatherings as well as between mentor and mentee. Participants indicated they developed more as an educator or became more interested in learning about the teaching profession. Importantly, participants shared sentiment they felt emotionally supported, more comfortable sharing their opinion, and a sense of self-worth, and professional validation. Affinity group gatherings during the 2021-2022 year were conducted in person and remotely, increasing the ability for access. Supplementary topics were discussed for the upcoming academic year.

Recruitment efforts involved all participating school districts as well as with Hamline University and Thrive Ed. During one affinity group gathering, panel discussants revealed:

Teachers of color comprise just 17% of the teaching profession in the U.S, and of even more concern half of all U.S schools don't employ a single teacher of color. Students of color are over 50% of the K-12 student population, many schools are growing increasingly concerned with developing and enacting strategies to not only recruit more minority teachers, but support

them through the teacher certification and hiring processes (Gasman, Castro Samayoa & Ginsburg, 2016).

While MN k12 schools: 31% of children attending public school are students of color, while only 4.2% of the teachers they will have facilitating learning are teachers of color (National Center of Education Statistics, 2016). Hopkins Public Schools’ vision is to eradicate the large deficit of teachers of color to have their teachers reflect the demographic of the student population.

Student voice and student participation are key to restorative practices between teachers and students. Professional development learning experiences provided ways of co-designing and learning in the classroom. These experiences assure connectedness, resulting in greater retention. Participants voiced their understanding of co-designing, restorative practices, essentialness of student voice and participation along with their own voice. One mentee stated, “I love to learn about our each educator's background and culture. I also would like to know/learn about how each educator of color using their identities to work with students, what are the successes and challenges.” This awareness of power and agency in the classroom further decreases teacher attrition.

Teacher Mentorship & Retention of Effective Teachers Grant in collaboration with Hamline University and Thrive Ed supported the following activities and outcomes:

- i) **financially support mentorship** with stipends for mentoring teachers of color and American Indian teachers
- ii) allow for isolated teachers and educators who are of color or American Indian to be part of a **larger group and build supportive networks,**
- iii) provide opportunities for professional learning **affinity group gatherings** within and between districts,
- iv) **reduce teacher attrition,** and
- v) provide **professional development for licensed and non-licensed educators** related to addressing the opportunity gap in order to increase student achievement for students of color and American Indian students

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	16	1					4
Hispanic	10	3	1		1		2
Black	12	8			2		
Other	1	1					1
Total	40	13	1		3		8

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	1	0	0		
Asian or Pacific Islander	7	0	0		
Hispanic	2	0	0		
Black	2	0	0		
Other	1	0	0		

Paid Mentors of color who received additional stipends	2	0	0		
Total	17	0	0		

Analysis of Data

Teacher Mentorship and Retention of Effective Teachers grant was evaluated on the following progress monitoring and criteria outcomes:

- Successful development of induction program
- Mentoring Program implementation and participant satisfaction
 - Veteran or Retired educator of color working directly with teachers of color or American Indian (AI) within first 3 years
 - Satisfaction with mentor/mentee support
 - Mentor/mentee job satisfaction
 - Mentee teaching experiences
- Convening of affinity groups
 - Number of teaching staff participation in mentorship program (affinity group participation, 1-on-1 mentoring, and/or other areas of participation)
 - Creation of supportive professional network
 - Developing skills that prepare teachers for leadership roles
 - Creation of online and in person meetings to ensure that all participants had accessibility
- Teaching staff feeling more supported and connected to the Hopkins school community and other isolated BIPOC educators
- Quality of teacher and student relationship
 - Increased skill in implementing student centered practices
 - Change in students' school experiences and engagement
 - Evaluation of the evidence of pedagogical improvement
 - No data from Thrive Ed
 - Data via Hopkins Schools
- End-of-year survey program evaluation was utilized to assess
 - effectiveness to increase student achievement and outcomes
 - teacher retention
 - job satisfaction
 - student-teacher relationships
 - teacher/mentee suggestions for improvement

Data was collected with quantitative and qualitative measures via direct observation, surveys, and mentoring logs. Survey data was conducted via google.forms during affinity group gatherings. This data included, but was not limited to:

- questions to gauge interest in the affinity gathering topics
- requests to collect ideas about projects from the perspective of the mentors and mentees
- open-ended questions to obtain information related to interests, education equity, and project goals
- future goals and topics needed to assess project

Reflection logs were utilized to collect qualitative information regarding the impact of programming and goals. The reflections from mentors and mentees were gathered via open-ended questions in surveys.

Grant's proposal stated additional data collection would be conducted by Hopkins Schools Human Resource Department and Hamline University related to “retention rates and measures of support provided, and retention of highly skilled and effective teachers who are from an Indigenous American background or persons of color.” This data was not collected, however, the project manager indicated this is an important piece of information that will be aggregated in future fiscal/academic years.

Below is a table of Teacher Mentorship and Retention of Effective Teachers grant’s goals with individual reported progress.

<p>Goal #1 - Provide professional development related to improving student achievement and daily lived school experiences</p> <p>Activity 1.1 Engage in professional learning with students to explore, co-design and develop restorative practices</p> <p>Reported Progress – Goal met. 93% of mentors and mentees expressed new ideas and/or helpful information through the Hopkins Educator of Color Network and helped them grow and develop as educators. 100% helped me develop my leadership skills. Some of the ideas reported:</p> <p>General Support for Educators of Color:</p> <ul style="list-style-type: none"> ● Strategies for reducing isolation among teachers of color ● How responding to microaggressions with colleagues and students would be beneficial to the field of education and the retention of



Identifying allies



Picking our battles: When to speak up, when to remain silent



Intersectionality



Career Identity vs. Personal Identity



Becoming a leader

Topics:



PD and leadership opportunities and application process



Pathways to licensure



Pathways to leadership



Student support careers vs. K-12 Teaching



Licensure/Visa (XX)



Contract renewal

Goal #2 - Through professional learning improve teacher and student relationships

Activity 2.1 Engage in professional learning with students to explore and develop restorative practices and co-design

Reported Progress –

Goal met.

80% agreed and 14% were neutral in regard to the Educator of Color Network assisting them to become more effective with my students.
More importantly, 87% of participants felt a deepened commitment to being an educator. This is essential to the ensuring retention of the number of teachers of color active in the field of education.

Goal #3 - Increase sense of job satisfaction

Activity 3.1 Engage in professional learning with students to explore and develop restorative practices and co-design

Activity 3.2 Facilitate affinity group

Reported Progress –

Goal Met.

Mentors reported increased benefits in their teaching abilities, and appreciated the opportunity to engage in professional development activities within the affinity gathering groups.

99% of participants with one individual indicated they felt supported throughout the academic year developing restorative practices. They have advanced their abilities to co-design lessons with students, while guiding mentees in their own practices.

Would recommend the project incorporate more observational data to measure exploration and development of restorative practices while co-designing with students. Additionally, focus groups and/or individual mid and end-of-year interviews would contribute to data.

Goal #4 - Increased skill in implementing co-created restorative practices into classroom

Activity 4.1 Engage in coaching with Thrive Ed staff

Reported Progress –

No data to indicate goal progression.

Would recommend the project consolidate mentor/mentee affinity groups with Hopkins Schools and Thrive Ed staff to enrich conversations and increase skills of co-created restorative practices in the classroom.

Additionally, constructing small groups of one mentor with 2-3 mentees across school systems would contribute to data and optimize pedagogical practices. This step of professional networking enhances growth and stability for teachers of color in the field of education.

Goal #5 - Provide meaningful and effective mentoring

Activity 5.1 Identify and pair mentors with mentees

Activity 5.2 Mentor and mentee meetings

Activity 5.3 Use of Mentoring log and mentee reflection journals

Reported Progress –

Goal met.

10 mentors / 43 mentees / 18 non-designated - all were paired accordingly.

70 % of the Hopkins educators of color reported feeling supported by mentors. This is essential to the

retention of any teachers, especially teachers of color who feel isolated in their school(s). Losing experienced teachers of color has a direct impact on students of color (as well as all students in their classroom). An educator who is in the same or similar demographics as the students in their classroom can serve as a role model or mentor. For some children, the disappearance of such a figure can be discouraging and result in a loss of engagement. Providing novice teachers with applications, networking activities with appropriate mentors and capacity for professional growth positively impacts job satisfaction. Eighty seven percent of the Hopkins educators of color stated they felt connected to all of the members within their school district due to the networking involved during gathering with mentors and mentees. All but one mentee stated they were more connected due to the activities with mentors and other mentees, as well as within each affinity group gathering. One member stated, “Great topics and communication”.

Participants provided survey data collected in lieu of mentoring logs and reflections. Reflective questions were asked within the survey data.

Goal #6 - Conduct Affinity Group gatherings

Activity 6.1 convening of BIPOC and Indigenous American educators and non-licensed professionals

Reported Progress –

Goal met.

Affinity and mentor gatherings were held monthly during the past academic year. Mentor planning sessions started 9/2022. The purpose of these meetings were to review: responsibilities, resources, role, purpose, goals of this position. During mentor gatherings, they discussed Educator of Color Community, Leadership opportunities and development of educators of color, Retention of teachers of color, and Addressing microaggressions.

Mentor and teacher gatherings were held monthly for a total of nine gatherings. These were held virtually and in person adding to accessibility for all members. One of the major purposes of these meetings was to build a community of strength and support among educators of color within Hopkins Schools. This was verified through data compiled through teacher and mentor survey data. One teacher communicated their feelings providing comments regarding being supported with the Affinity Gatherings by saying, “I feel I can give my voice to each of the meetings and this space for me is safe. I have a sense of belonging as well.” Another respondent stated, “The meeting of the minds along with the GRACE to be me”.

Goal #7 - Utilize assessment results to make program improvements and disseminate noteworthy findings

Activity 7.1 Use assessment results to identify especially effective strategies and limitations, adjust programming, prepare reports, and share findings

Reported Progress –

Goal met.

Teachers and mentors provided survey data regarding their participation in grant activities. Survey data revealed strong connection with the program, mentorship, and gatherings. When asked about the areas of improvements for the gatherings and/or mentoring sessions, participants stated:

- Continue providing the opportunity to come together and let us know we are not alone
- Fellowship and connection
- Nothing new

67% of teachers are interested in planning, organizing, and/or leading next year's events.

Teachers were requested to provide ideas and topics for the next academic year. After careful reflection upon the previous year, among some of the responses ideas included:

- Ways for people of color with a college degree to get licensed as educators without having to start the education programs from zero.
- What about the racism within people of color? We never want to talk about that or create a space to do so.
- I love to learn about each educator's background and culture. I also would like to know/learn about how each educator of color uses their identities to work with students, what are the successes and challenges.

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
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33284.50	Lead Mentors to mentor, lead, organize, plan, design, and implement mentoring program	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Creation of mentoring program and content	Affinity group attendance and mentor/mentee reflection logs
13595	BIPOC Mentors for BIPOC Teachers and aspiring BIPOC Teachers	<input checked="" type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Disperse grant funds to grant participants	Affinity group attendance and mentor/mentee reflection logs
21650	Mentee Stipend	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Disperse grant funds to grant participants	Affinity group attendance and mentor/mentee reflection logs
9220.50	PD, Materials, Mentor training books	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Purchase of mentoring textbooks and PD planning	Survey of participants
5000	Monitoring and Evaluation	<input checked="" type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction	Review and analysis of all collected data, surveys	Affinity group attendance and mentor/mentee reflection logs, surveys, disbursement of grant funds