

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 | Learning Disabilities Association of Minnesota |
| Total Grant Amount | \$114,202 |

Identified Official with Authority

| | |
|---|---|
| Name of official with authority to sign | Martha Moriarty |
| Title | Executive Director |
| Address | 6100 Golden Valley Road |
| City, State and Zip code + 4 | Golden Valley, Minnesota 55422 |
| Phone Number and Email | Phone: 952-582-6000 Email: mm@ldaminnesota.org |

Primary Program Contact

| | |
|------------------------------|---|
| Name of program contact | Dr. Catherine Tutor |
| Title | Licensure Program Manager |
| Address | 6100 Golden Valley Road |
| City, State and Zip code + 4 | Golden Valley, Minnesota 55422 |
| Phone Number and Email | Phone: 952-582-6000 Email: ct@ldaminnesota.org |

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

LDA Minnesota's alternative teacher preparation program prepares special educators for the ABS license. Our most active school partner in the program is Lionsgate Academy, a Minnesota public charter school serving grades from 7 up to 12. Established in 2008, Lionsgate Academy is open to students of all abilities, with specific programming designed to meet the unique needs of students on the autism spectrum.

Over the past three years, Lionsgate Academy has supported four teacher candidates, as they progress through LDA's 21-month teacher prep program. LDA's program not only provides the necessary coursework and experiences for the ABS license, but also pairs each candidate with an experienced special educator as a mentor during their time in the program. All of the candidates have expressed the value of this mentoring relationship and the support it provided them during their coursework and learning experiences.

ACTIVITIES

- Pay stipends to mentors who may be a current or former teacher who has taught at least 3 years and not on an improvement plan.
- Financially support a PLC affinity group across schools within and between districts from underrepresented racial/ethnic groups to come together throughout the year.
- Expand LDA's mentoring program model to include mentoring for current candidates in LDA's program and other teacher prep programs, and newly licensed Tier 3 & 4 teachers from LDA's program and other teacher prep programs who work at Lionsgate.
- Mentors provide weekly support to mentees with the intent to retain them through completion of their teacher prep program and in their employment as a newly licensed teacher. Mentors will use a weekly log to communicate with LDA.
- Recruit mentors for LDA's mentoring program from Lionsgate pool of Tier 4 licensed special educators.
- LDA's mentor manager will provide monthly professional development community (PLC) in the form of a professional learning community, minimum of 2x/year supervisory meeting time, and regular email/phone communication.
- Use the following books to support the professional learning community and mentor growth:
 - *Coaching for Equity: Conversations that Change Practice*, by Elena Aguilar. This book helps to hone the skills to have practical conversations about educational inequities for leaders, coaches and educational practitioners.
 - *The Impact Cycle* by Jim Knight. This book provides a process for coaches to use with teachers with the goal of improving student performance, outlined as a cycle with three stages that are central to coaching.

- *The Racial Healing Handbook* by Anneliese A. Singh PhD. This book provides practical activities and conversation tools to help individuals address privilege, confront systematic racism and engage in healing.
- Recruit 50% BIPOC candidates. LDA proposes to provide \$2,400 stipends for the academic year to mentees who identify as BIPOC. This added incentive will support teacher candidates' continued enrollment and advancement toward a teaching license as well as newly licensed BIPOC teachers engagement in mentoring focused on retention and support.
- Pair BIPOC mentors with BIPOC teacher candidates or new teachers. This project increases the mentor pay by \$1,000 for BIPOC mentors, with hopes of increasing the number of BIPOC mentors on the team.
- Mentees and the Mentor Manager will evaluate each mentor annually to obtain valuable feedback on the mentoring relationship, the program, program changes, and future planning.

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 4 Teachers new to the profession or district | 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 | | 1 | 1 | | | 2 | | |
| Hispanic | | | 1 | | | 1 | | |
| Black | | 1 | 1 | | | 1 | | |

| | | | | | | | | |
|--|----------|----------|-----------|----------|----------|-----------|--|--|
| Other | 3 | 3 | 7 | 1 | 2 | 13 | | |
| Paid Mentees of color who received additional stipends | | 2 | 3 | 1 | | | | |
| Total | 3 | 5 | 10 | 1 | 2 | 17 | | |

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 | | 1 | | 1 |
| Asian or Pacific Islander | 1 | | 1 | | 1 |
| Hispanic | | | | | |
| Black | 2 | | 2 | | 2 |
| Other | 12 | | 12 | | 12 |
| Paid Mentors of color who received additional stipends | 2 | | 2 | | 2 |
| Total | 16 | | 16 | | 16 |

Analysis of Data

LDA Minnesota's first year of partnership delivering additional mentoring to newly licensed and other teacher candidates in programs outside of LDA's and a Professional Learning Community to Mentors at Lionsgate was partially successful.

All mentees and mentors were introduced to the *Intercultural Development Inventory (IDI)*, took the assessment, and met with an IDI Qualified Administrator for their Report Debrief session in the Fall of 2022. This theory-based developmental tool provides extensive, practical, in-depth information specific to each person regarding their levels of intercultural competence. The results of this assessment provide actionable feedback and support the use of the *Racial Healing Handbook* as one of the primary tools in building intercultural competence. All Mentors participated in this process and 88% of Mentors were retained. All but one mentee participated in the process which is 94%.

Mentors met as a Professional Learning Community monthly. During these 2-hour meetings, professional development was delivered that centered around coaching strategies such as how to have difficult conversations concerning equity, diversity, and inclusion in special education, as well as reflective activities and practices centered around how to be an effective mentor, such as how to build trust to support vulnerability. The Mentor PLC read three (3) books during this time. *Coaching for Equity* was the primary book for learning how to coach and Mentor. *The Impact Cycle* was used primarily for professional development. *The Racial Healing Handbook* was read and discussed in accountability groups, and used to help mentors reflect on their own race and equity journey. Each group also presented content from the readings. Several Mentors had 100% attendance at these monthly workshop/PLC meetings. Very few missed one (1) meeting. We had two (2) Mentors miss 2 meetings, and they subsequently resigned their positions due to other obligations. We retained all of the mentees at LGA and lost 2 LDA mentees.

Mentors engaged in weekly activities with their mentees for a minimum of one and a half hours a week over the course of each 16-week semester. Activities included text/in person/telephone conversations, observations of teaching (both virtual and in person), focused activities meant to assist with the implementation of equity, diversity, and inclusion measures in the workplace, focused conversations assisting the candidate in linking theory to practice, and attendance together to various webinars and other professional development. Mentors completed a log sheet each week for their meetings with mentees. These forms were collected by the Mentor Manager. Collection of these forms can be challenging at times during the academic year when both mentors and mentees have school obligations that are prioritized. LDA uses these logs to gain insight into teacher candidate/mentee retention in the field, look for gaps in support/coaching, and plan future mentoring topics for PLCs.

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 |
|---------------|--|--|---|--|
| \$27,725.00 | Stipends for Mentors | <input type="checkbox"/> Recruitment X Retention <input type="checkbox"/> Induction | Weekly progress logs from mentors | 88% of mentors retained |
| \$9,600.00 | Stipends for Mentees | <input type="checkbox"/> Recruitment X Retention X Induction | Weekly progress logs from mentors | 94% of mentees retained |
| \$16,921.14 | Supervision and leadership of program (Mentor Manager) | X Recruitment X Retention X Induction | Evaluation from Mentors | 88% of mentors retained |
| \$6,360 | IDI Consultant | <input type="checkbox"/> Recruitment X Retention X Induction | Evaluation from LDA Board, Faculty, Staff | 100% of participants completed IDI and met 1:1 with Consultant for Debrief |
| | | <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction | | |