

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	Saint Paul Public Schools
Total Grant Amount	\$193,754

Identified Official with Authority

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Primary Program Contact

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Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

Saint Paul Public Schools (SPPS) used the Teacher Mentorship and Retention of Effective Teachers Grant funds to:

- enhance the existing mentoring program by paying additional mentor stipends for all mentors and an additional mentor stipend for BIPOC mentors,
- continue to establish and sustain an induction program to help new teachers with Tier 2 licenses acquire Tier 3 licenses, and
- establish an induction support model within two pilot schools.

Enhancing the existing mentoring program by paying additional mentor stipends for all mentors and an additional mentor stipend for BIPOC mentors

SPPS induction and retention efforts include the Educator Support Pathway (ESP), which is designed to support and provide feedback to new teachers during their first three years of teaching. The Mentor Mentee Program (MMP) is part of the ESP first-year support. The MMP is individualized, differentiated, and flexible to meet the professional growth goals of educators new to the field of education and those new to SPPS. The program provides an effective transition into an education career in SPPS through:

- Development of a collegial culture within the school and across the district
- Support for instruction and/or professional practices to increase professional success
- Ongoing growth and reflection of instruction and/or professional practices

During SY22-23, our MMP supported 292 new educators. We strengthened the existing mentoring program by providing additional mentor professional development opportunities and offering in-person mentor professional development opportunities once again. We moved from four hours of required asynchronous online professional development for mentors in SY21-22 to five hours of required in-person and blended professional development for mentors in SY22-23. We were also able to offer an optional book study on *The Art of Coaching* by Elena Aguilar. The FY22 PELSB grant carryover funds and FY23 grant funds allowed us to pay additional mentor stipends for all mentors (\$600 for full-year mentors and \$300 for half-year mentors) and an additional mentor stipend for BIPOC mentors (\$200 for full-year BIPOC mentors and \$100 for half-year BIPOC mentors). This allowed us to add additional professional development, more easily recruit more mentors, and more effectively recruit BIPOC mentors.

Continue to establish and sustain an induction program to help new teachers with Tier 2 licenses acquire Tier 3 licenses

The district currently employs 146 probationary teachers with Tier 2 licenses; 44% of these new teachers with Tier 2 licenses identify as BIPOC. Districtwide, BIPOC teachers account for 21% of the SPPS teacher workforce, so BIPOC teachers are overrepresented in the Tier 2 license category. This aligns with statewide data. Through this grant project, SPPS continued a pilot induction support program to help educators with Tier 2 licenses prepare for and pass content and pedagogy tests to acquire a Tier 3 license. A special emphasis was placed on supporting BIPOC teachers with Tier 2 licenses by providing individualized outreach and support to BIPOC teachers who haven't received tenure and hold Tier 2 licenses.

During SY22-23, targeted outreach was conducted by our Tracks to License TOSA. She contacted all educators with Tier 2 licenses to determine their hopes and needs related to licensure. All educators with a Tier 2 license

were offered support in the form of consultations on the process of moving through MN tiered licensure, study/preparation help for exams, test voucher purchases, and test study materials purchases. FY22 PELSB grant carryover funds and FY23 PELSB grant funds allowed us to purchase 52 test vouchers for 15 educators in need of passing MTLE content and/or pedagogy tests. Ten of these 15 educators identify as BIPOC. Five educators passed a total of 15 tests. The other 10 educators are scheduled to take their tests throughout the summer. We were also able to reimburse the purchase of test prep materials for an educator who ultimately passed her tests. In addition, one educator participated in study support sessions (10) from a facilitator in order to prepare for the MTLE reading/writing/math, pedagogy, and K-6 content tests. She will test later this summer.

This program strengthened our retention efforts by supporting teachers who are navigating the MN tiered licensure system with the hopes of becoming tenured teachers in Saint Paul Public Schools. Without this grant funding, this program would not have been possible.

Establish an induction support model within two pilot schools

FY23 PELSB grant funds allowed us to pilot a school-level induction support model at two schools, one elementary and one middle school, with high numbers of 1st, 2nd, and 3rd-year BIPOC educators. Although district support through creating a welcoming and inclusive environment and providing professional learning opportunities that orient new educators to the district’s vision, mission, values, and priorities is very beneficial and necessary, we have also received a great deal of feedback from new educators about the need for welcoming and inclusion and professional development within their sites. The goals of this pilot school-level induction support model allowed the opportunity to provide this necessary support at two schools. Through this grant, we were able to pay facilitators for planning and facilitation and new educators for participating. This pilot strengthened our retention efforts for new educators. Based on positive feedback from new educators, facilitators, and principals at these two schools, we are planning to increase support in SY23-24 to work with 5 schools with anticipated high numbers of new educators. Our hope would be to eventually scale the model to all of our schools in the district.

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
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American Indian or Alaskan Native	4	0	0	0	2	NR*	0
Asian or Pacific Islander	34	8	3	0	27	NR*	0
Hispanic	5	5	0	0	7	NR*	0
Black	10	6	7	0	18	NR*	0
Other	141	54	15	0	115	NR*	0
Total	194	73	25	0	169	NR*	0

*Not Reported

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	3	0	2	NR*	0
Asian or Pacific Islander	20	0	8	NR*	0
Hispanic	8	0	1	NR*	0
Black	9	0	5	NR*	0
Other	204	0	118	NR*	0

Paid Mentors of color who received additional stipends	40	0	16	NR*	0
Total	244	0	134	NR*	0

NR*=Not Reported

Analysis of Data

Enhancing the existing mentoring program by paying additional mentor stipends for all mentors and an additional mentor stipend for BIPOC mentors

Mentors and mentees complete mentor collaboration reports to document their work together throughout the school year. Mentees also provide reflections on their collaborative work with their mentor related to their professional goals during the school year.

SY19-20

For SY19-20, 341 probationary educators participated in the Mentor Mentee Program including 333 during the time of the grant. Mentors reported 6,402 collaborative hours for the school year. Of the mentoring pool, 50% of mentors were new to the program and mentoring for the first time, 27% returned with one previous year of mentoring, and 23% returned with two or more years of mentoring. The SPPS Department of Research, Evaluation, and Assessment assisted with administering and organizing survey results. The Mentor Mentee Program survey invited mentees and mentors to share feedback on their experiences in a confidential manner. There was a response rate of 58% of mentors and 56% of mentees. Highlights from the 2020 survey include:

- 100% of responding mentors reported that they agreed or tended to agree that they understood the expectations of being a mentor
- 97% of mentees shared that they felt encouraged and supported by their mentor
- 92% of mentees stated that their mentor usually answered their questions
- 89% of mentees who responded and 96% of mentors agreed that the Mentor Mentee Program helped them reflect on professional practices

- 87% of mentees who responded and 85% of mentors reported that they agree or tend to agree that their professional practices changed because of the Mentor Mentee Program

Mentee Perspective	Agreed or Tended to Agree
Mentor understood mentee’s needs and experiences	91%
Mentor based support on mentee’s needs and experiences	91%
Mentor gave feedback beneficial to their professional practices	94%
Mentor gave useful strategies and ideas	94%
Mentor helped them with school/department procedures	96%
Mentor helped them get to know SPPS policies/procedures	94%
Discussed racial equity with mentor	91%
Discussed gender inclusion with mentor	84%

SY20-21

For SY20-21, 207 probationary educators and 181 mentors participated in the Mentor Mentee Program. Mentors reported 4,137 collaborative hours for the school year. The mentoring pool consisted of 53% mentors who were new to mentoring, 28% of mentors were returning mentors with one previous year of mentoring, and 19% returned with two or more years of mentoring experience.

Mentor-Mentee Program 2020-21

Programmatic Highlights

- 81% of mentors and 94% of mentees rate the program as “good” or “excellent”.
- 98% of mentees report their mentor ‘usually’ or ‘sometimes’ responded in a timely manner.
- 97% of mentees report their mentor ‘usually’ or ‘sometimes’ felt encouraged and supported by their mentor.
- 98% of mentors and 94% of mentees indicate they discussed racial equity.
- 85% of mentors and 75% of mentees indicate they discussed gender inclusion.
- 94% of mentees indicate their mentor understood their needs and experiences.
- 86% of mentors and mentees indicate their professional practices changed because of the program.

Comments from mentees:

"I feel like this program set the pace for how I professionally plan as a teacher, and reinforced professional expectations well. I feel like I have a good sense of what I need to do and when I am confused and do not know who to ask, I always have my mentor, and this is reassuring, even if I don't always turn to this resource. It makes me feel that my employer is committed to me, and wants me to succeed in my work - and this is a great confidence builder too, as a new teacher."

"It was an unusual year in many ways with Covid and the civil unrest. I think the best way to answer this would be to say that the way the mentoring helped me grow professionally this year was in feeling united. As a new teacher and a new employee of the district my mentor was really the only person that consistently worked with me and met with me. She did her best to address my questions and concerns. We were able to talk about student needs and best practices with communicating with families while in the distance learning model."

"My mentoring helped me to become more aware of the inequalities that many of my students face on a daily basis, and how I can work towards overcoming these educational disparities and provide equitable access for my students."

Comments from mentors:

"Mentoring helped me to self-reflect in a variety of ways. In addition, the resources were great as I went through the mentor trainings. Also, my experience engaging with my mentee was also enriching."

"As I engaged in conversation and provided information to my mentee, I was given a refresher on some topics. My mentee also provided me with new ideas he learned in school recently. I also gained fresh perspective on racial equity and professional topics, as I do with any conversation throughout my school days."

"Reflection for me is key. My professionalism, my content and knowledge of my subject, my support of colleagues, and my advocacy for our students and staff. I am constantly trying to find new ways to learn and being a mentor helps me so much."

"I was able to see the teaching profession from many different angles and that provided me with insight and wisdom."

SY21-22

During SY21-22, 197 mentors supported the 212 new educators employed at CSI and TSI schools. Some mentors supported two mentees. This school year, 20% of mentors supporting new educators at CSI or TSI schools were new mentors in the MMP, 7% of mentors returned with one previous year of mentoring, and the majority - 73% - of mentors returned with two or more years of mentoring. During SY21-22, we saw the highest percentage of returning mentors with two or more years of mentoring experience and the lowest percentage of brand new mentors. This speaks to the success of the MMP and the effectiveness of increased mentor stipends because we are seeing mentors returning year after year to mentor new educators. This teacher leadership opportunity provides great benefits for mentors as well and contributes to teacher retention. There were consistent themes in the Mentor Collaboration Reports regarding the benefits of mentoring in a truly reciprocal partnership and the opportunities available and sought to discuss racial equity and culturally responsive instruction (see below).

Comments from Mentor Collaboration Reports (mentors complete) regarding the benefits of mentoring:

- *Listening to each other reflect on our practice and getting to share reflections was the most powerful part of this relationship for me as a mentor. Gaining the perspective of an experienced teacher and sharing resources was the most beneficial for my mentee.*

- *From day 1 this school year has been a big challenge for her and she tackled it right away. She reached out for help when needed, asked for feedback, and shifted her teaching style to meet the needs of her students. I have enjoyed sharing what I know and forming a close collaborative working relationship with her. It has taught me new things about myself as a mentor and educator.*
- *When I reflect on the most beneficial piece to our mentoring partnership, I keep coming back to the importance of relationships. Getting to know him has allowed us to get to that below the line information about each other. We were able to make connections around people we know and share space with. As a black male teacher with some pretty interesting experiences in education, I felt completely comfortable with a white male teacher as a co-teacher and mentee, this hasn't always been the case for me.*
- *It was a mutually beneficial relationship, it helped me more fully understand my teaching style and the benefit of collaborating with another teacher. Learning how my bias and the mentee's bias influence the educational environment. Having an objective perspective helped me to see where there might be room for improvement or gaps in my teaching style.*
- *This mentoring experience has been invaluable from both sides. [Mentee's name] is quick to ask questions, and through the reflection process, is able to problem solve and think out solutions. Personally, the mentoring experience has improved my own teaching as it continues to develop my open ended questioning rather than simply solving student problems. It has been so positive to reflect on difficult situations and to document the growth that we have seen in individual students.*

Mentors who received grant funding because they mentored educators at our highest-need schools reported 4,056 collaborative mentorship hours for the school year. Mentors who received grant funding make up 49% of the total mentors in the MMP this school year. However, they reported 55% of the total mentorship hours for the whole MMP. This is due to the fact that educators at our highest-need schools (CSI and TSI schools) require additional mentoring support.

	Mentors Supported by this Grant	All mentors in MMP
Collaborative Mentorship Hours Reported	4,056 hours	7,431 hours

Comments from Mentee Reflections (mentees complete) regarding the benefits of mentoring:

- *[Mentor's name] has been an invaluable asset. She has allowed me to use her as a sounding board when implementing new ideas. [Mentor's name] always makes herself available when I reach out to her. She grounded me and helped me prepare for my first classroom observation. She came out to my facility to discuss equipment and classroom dynamics (gym).*
- *This work has helped me as a black educator, find support and someone to lean on when I feel as if I need the help, guidance or someone to hear my concerns. It helped me socially and emotionally feel more accepted and aware of how I should continue to show up in the space authentically. During collaboration time, we often spoke about how I could continue to center my black and brown students and best present lessons that catered to both the social emotional and academic needs of my students.*
- *My mentor and I have talked about achieving standards based lesson plans and I feel as if I can have better expectations with follow through of those expectations. I feel better in my flow of lessons, and I feel more confident in the lessons that I am designing and achieving the idea of them being more engaging.*

- *[Mentor’s name] and I have consistently made time to spend a day together at the district office at least bi-weekly. This has helped immensely with my organization and problem solving strategies. [Mentor’s name] has been an invaluable resource for troubleshooting difficult cases, navigating various systems, and answering due process questions.*
- *Having another person, particularly one who has been with SPPS for so long, has given me an opportunity to talk to someone about concerns and experiences I am having that are different from ones I've had previously. I think we have both brought different perspectives to conversations in regard to racial equity. In particular, looking at the data from FAST testing and SIPPS assessments has led to conversations regarding race, gender, and other equity concerns.*

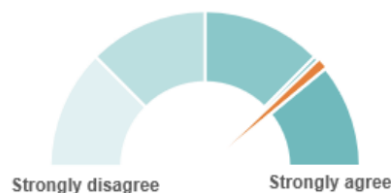
SY22-23

During SY22-23, 244 mentors supported 292 new educators new to SPPS. Some mentors supported more than one new educator throughout the year. This school year, 44% of mentors were new to mentoring, 27% mentors at least one year previously, and 29% of mentors mentored two or more years previously. With PELSB grant funds, we were able to provide a supplemental additional stipend for all mentors and provide additional mentor professional development as well. We moved from four hours of required asynchronous online professional development for mentors in SY21-22 to five hours of required in-person and blended professional development for mentors in SY22-23. We were also able to offer an optional book study on The Art of Coaching by Elena Aguilar. Mentors appreciated and benefited from the additional mentor training. The department of Research, Evaluation, and Assessment conducted a survey of new educators that included questions regarding mentoring experiences and support. Some highlights include:

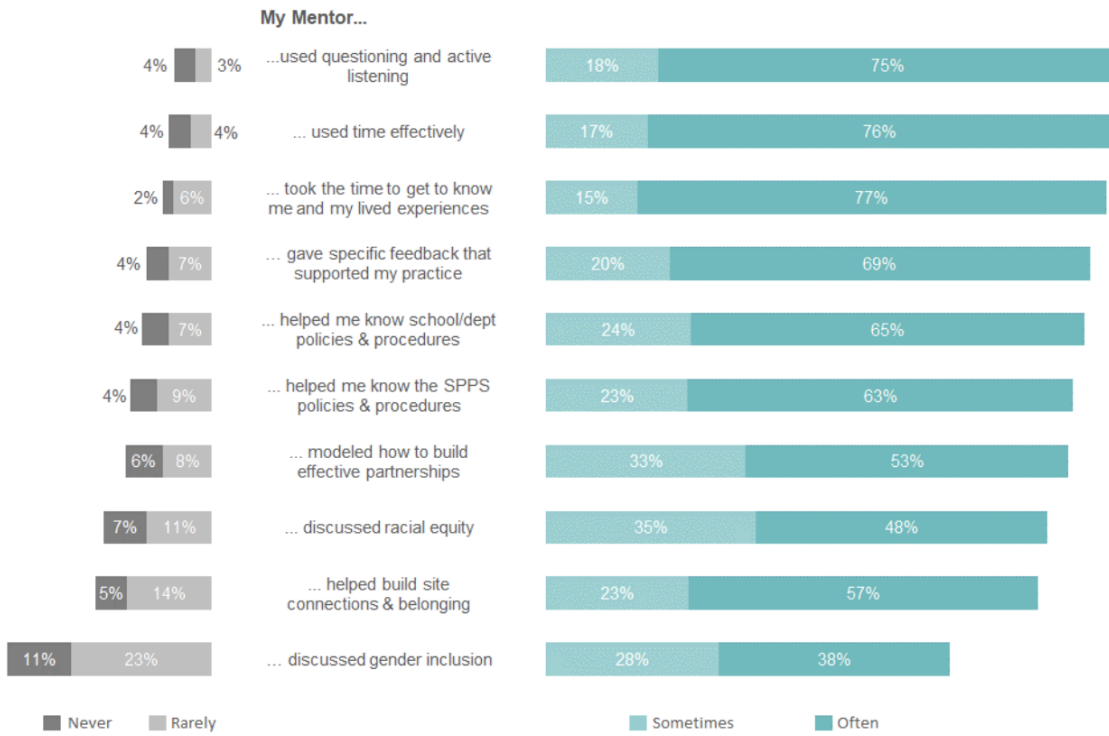
Highlights

- Nearly all mentees report their mentors ‘sometimes’ or ‘often’ used time effectively (93%); used questioning and active listening (93%); and took time to get to know them (92%).
- Nearly all mentees generally or strongly agree their mentor understood their needs and experiences (91%); supported their professional needs (91%); and provided them the time and space to reflect on their practice (90%).
- 83% of respondents indicate they discussed racial equity but just over half (56%) report their mentors discussed gender inclusion.

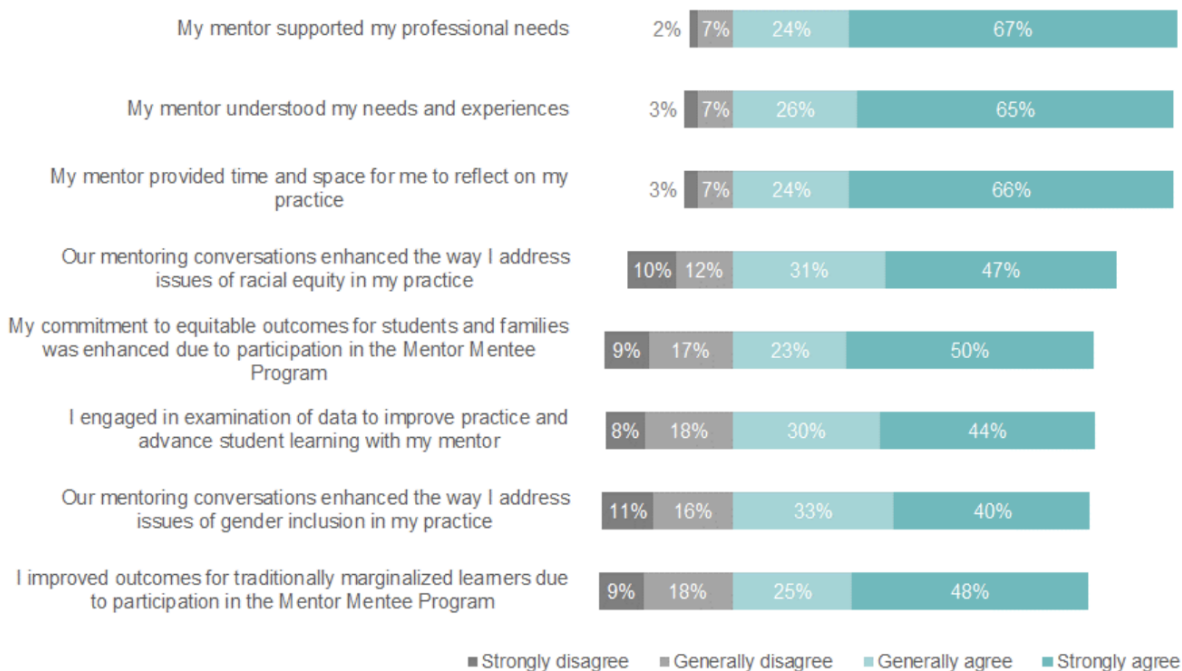
The Mentor Mentee Program support was meaningful to respondents



Mentee experiences with mentor (n=113)



Impact of Mentor Mentee Program on Mentees (n=112)



Comments from Mentor Collaboration Reports (mentors complete) regarding the benefits of mentoring:

- We sat side by side to work through an IEP and reviewed previous goals that the mentor has written and edited the IEP. We have spent time in collaborative conversation to best support our support staff to be effective with our students and their unique needs. Our collaborative conversations have helped focus on navigating school calendar events and their unique needs requested of a special education teacher in the elementary setting. Our collaborative conversations have helped guide the mentee with various online resources and where to find them. Our collaborative conversations have focused on providing emotional empathy for the challenges that arise during the school year.*
- We talked about microaggressions and how it is difficult to stay centered and focused during long class periods. We also spent a lot of time talking about how the position of authority as a white teacher that we hold in our classrooms can be really hard to navigate when we have primarily students of color. There were some honest and difficult conversations about the home lives of some of our students, and how that compares to the relative stability and privilege that we have experienced in our own lived experience.*
- I started with listening. Listening to her experience and ideas. We shared ideas and resources. I shared the idea of moving to themes instead of the same project to offer students more choices to adapt some culturally responsive practices in the art room. We brainstormed adjustments to the space to foster more available choices for students creating art. As time passed, we used meetings to hear about student experiences, needs, and assessments. Sara continued to plan effective instruction and we collaborated to work through management issues for students and space.*

Comments from Mentee Reflections (mentees complete) regarding the benefits of mentoring:

- *My professional goals include increasing the amount of time I spend instructional coaching teachers vs. other non coaching duties. And how to increase the quality of this coaching and challenging myself in how I go about this coaching.*
- *My mentor did a really good job asking me questions that challenged my way of thinking about my interactions with teachers. It didn't feel judgmental, but she would ask probing questions and then offer solutions. These solutions/advice seemed based in her experiences of what has been successful for her. But her suggestions had an openness to finding things that worked for me. I didn't feel like she was forcing what worked for her on me.*
- *From a more technical standpoint, being brand new to SPPS, it was helpful having a mentor to help me navigate the systems, curriculum, and other housekeeping-style issues I had. She helped me learn more about Campus, Sonday, and other SPPS specific things that were new to me."*
- *This experience has been a "TWENTY out of ten" A +++ experience working with my mentor this year. My mentor has helped me navigate new and different scenarios all year long as they come up. I feel much more prepared as an educator thanks to my mentor's support. These collaorative [sic] experiences have helped me move toward achieving my goals by breaking down the steps to make the goals attainable and then chipping away at them. For example, one of my goals was to start small reading and math groups which was something I was struggling with at the beginning of the year because as a new teacher the task felt confusing and daunting. My mentor helped me create a small pre-test that I could use to make my first flexible math groups. After I graded the work, my mentor helped support me in analyzing the data I had to make flexible groups based off the unit of study we were in. Then, I have been able to continue using this strategy as the year has gone on and in different units, rearranging groups.*
- *The mentor-mentee programming has held space to build awareness around the cultural lens I bring into counseling sessions with students. By being able to reflect on the counseling theories and techniques I use in conversations with students, I am able to consider the cultural perspectives I hold when interacting with students. I have also been able to develop my counseling values and work to align them with those of culturally responsive teaching strategies. With the support of a mentor, I've reflected on how I can work together with students to create a collaborative partnership (vs. a for or to partnership). My experience with my mentor has also modeled a collaborative relationship, with both of us working to identify and articulate different aspects of my journey as a school counselor.*

Continue to establish and sustain an induction program to help new teachers with Tier 2 licenses acquire Tier 3 licenses

SY21-22 (SY21-22 was the first time this program was implemented - previous data is not available)

A total of nine teachers from one school, Wellstone Elementary, participated in this new induction support program during SY21-22. Support for these educators included test preparation from a study group facilitator and/or test voucher purchases for participants to take the tests. All nine teachers identified as BIPOC and seven of the nine teachers were also second language learners. All teacher participants had previously attempted the MTLE tests and had not passed. The MTLE tests that were studied throughout this year included elementary and early education content and pedagogy.

Two instructional coaches served as test preparation study group facilitators. They hosted a total of 17 test preparation study group sessions between October 20, 2021 and May 11, 2022. Six teachers attended these sessions throughout the school year. Three teachers attended all 17 sessions. A total of 27 test vouchers were purchased for nine teachers throughout the school year. We did not meet our goal for the number of teachers successfully passing the necessary tests and moving to a Tier 3 license. However, one teacher did pass two out of four necessary tests needed to move to a Tier 3 license. When surveying program participants, including both facilitators and teachers, clear themes emerged regarding not only increased content knowledge but also the social emotional support and increased collaborative culture as a result of this program (see below).

Comments from test preparation study group facilitators:

- *Scheduling test preparation sessions and getting teachers to come has been difficult at times this year. We are planning to have some intensive sessions over the summer.*
- *The support this group of teachers provided to each other has been invaluable and spills over outside of the study session environment.*
- *It has been a space where whiteness and bias can be discussed as it relates to testing and creates a space of solidarity for teachers of color who have felt embarrassed in the past to admit they hadn't passed the tests.*

Comments from teacher participants:

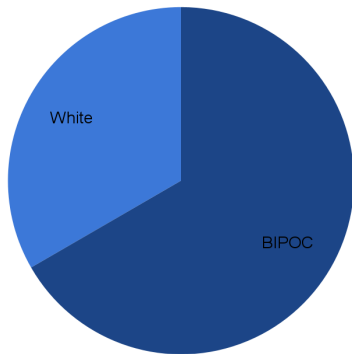
- *The help in navigating the testing system has been wonderful.*
- *We enjoy studying together and it feels like a safe space to not know things and support each other.*
- *I have the courage and support to tackle these tests with this group.*
- *I knew much more of the content this time but ran out of time [when testing].*

SY22-23

A total of 15 educators with Tier 2 licenses received test vouchers this school year. We purchased a total of 52 test vouchers for these 15 educators throughout the year. A total of 17 exams were passed over the course of this school year and four educators passed all of their necessary exams to move to a Tier 3 license. One-third of the educators who received test vouchers passed at least one test using the test voucher. Additionally, one-third (17/52) of tests were passed. The other educators either have tests scheduled this summer or need to re-test. We saw an increase in the number of educators who utilized test voucher purchases this year, an increase in the number of educators who passed tests, and an increase in the number of tests passed this year. In addition, one educator received support through study sessions from a qualified facilitator. This is a decrease from last year in the number of educators who benefited from test preparation support in this program. We received feedback from educators that this decrease in test preparation support is largely due to a lack of time outside the school day for such support.

Total Number of Educators Supported w/ Purchase of Test Vouchers	15
Total Test Vouchers Purchased	52
Number of Educators Who Passed Tests	5
Number of Educators Who Passed All Tests to Move to Tier 3	4
Total Number of Tests Passed	17

Educators w/ Tier 2 License Receiving Test Vouchers



Establish an induction support model within two pilot schools

SY22-23 (SY22-23 was the first year of this pilot program)

	Number of Monthly Sessions Throughout the Year	Average Number of Participants	Number of Facilitators	Examples of Topics Covered
Battle Creek Middle School	7	8	2	Co-teaching, lesson design, adaptive challenge protocol, games to play with students
Mississippi Creative Arts Elementary School	5	6	1	Lesson planning, classroom management, restorative circle

Feedback from Stakeholders Involved in School-Level Induction Support Pilot

Educators

Battle Creek Middle School	Mississippi Creative Arts Elementary School
<p>100% of respondents report the monthly after school sessions were meaningful.</p> <p>100% of respondents report the monthly after school sessions built a sense of community with others at the site.</p> <p>Quotes: “Greater connection/ understanding of what is going on around SPPS/ within the BCMS community!”</p>	<p>100% of respondents report the monthly after school sessions were meaningful.</p> <p>100% of respondents report the monthly after school sessions built a sense of community with others at the site.</p> <p>Quotes: “I was only able to attend a couple of the sessions, however, I found them to be helpful and for me I liked</p>

<p>Facilitators were “Responsive, listened to the needs of us as needs were apparent and brought to the table”</p> <p>Referring to facilitators - “They work at our school so they know the challenges we face when coming up with ideas for the classroom.”</p>	<p>having an opportunity to meet the other new teachers in the building and get to know them a little better. It's nice to share our struggles and successes as educators with one another. I'm not sure my professional practices changed as a result, but had I attended all sessions, possibly it would have made a difference in that regard.”</p> <p>“I loved attending the restorative circle. I feel like I was seen and heard in those sessions in the work space that I don't always feel seen and heard.”</p> <p>“Although I appreciated the sense of community brought about by the Circles, I found the Classroom management and lesson plan sessions to be most helpful. I wish we had more like that.”</p> <p>“I am so thankful that the facilitators were willing to take the time and effort to invest in the first year teachers/staff at MCAS. I hope that this support will continue next year for all the new educators.”</p>
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Facilitator(s)

Battle Creek Middle School	Mississippi Creative Arts Elementary School
<p>Would recommend facilitating new educator support to other veteran educators.</p> <p>Quotes: Impact - “Built community within the school, increased confidence in personal abilities, allowed for systemic thinking and improvements of school community, greater access and collaboration to district initiatives”</p>	<p>Quotes: “The desire of teachers for the sessions to be more focused on teaching them to develop and hone skills surprised me. I thought they would want more time for community building and R&R. What they crave and need is teaching methods now that they are in the context of being in charge of their own teaching space.”</p>

Noticings and Wonderings from Principals

Battle Creek Middle School	Mississippi Creative Arts Elementary School
<p>Noticings: Need earlier support. Starting in December is too late.</p> <p>“Since [facilitators] have been doing the classes I’ve heard less complaining. People feel less defeated.”</p>	<p>Noticings: It is nice they have someone to spend time with and bounce ideas around.</p> <p>It would make sense for mentors to be at the after</p>

<p>Wonderings: There is a wide range of educators in the building. How can we differentiate?</p> <p>Can we offer 10 topics and have educators choose five or six to attend throughout the year.</p>	<p>school meetings - making a connection and to have an idea of how they can support.</p>
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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
\$148,109.07	Stipends	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Mentee Reflections, Mentor Collaboration Reports, Mentor stipend requests Study group schedules, study group participant list, and supplemental pay forms,	see above
\$21,452.37	Fringe	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	n/a	n/a
\$466.00	Testing Vouchers	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Test Voucher Requests	see above
\$1,071.35	Test Prep Materials	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Test prep materials requests	see above

