

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	New Century School and Friendship Academy of the Arts
Total Grant Amount	\$50,000

Identified Official with Authority

Name of official with authority to sign	Ahmed Ali
Title	Executive Director, New Century School
Address	1380 Energy Lane, #108
City, State and Zip code + 4	St. Paul, MN 55108
Phone Number and Email	651-478-4535, ahmed.ali@newcenturyschool.net

Primary Program Contact

Name of program contact	Ahmed Ali
Title	Executive Director
Address	1380 Energy Lane, #108
City, State and Zip code + 4	St. Paul, MN 55108
Phone Number and Email	651-478-4535, ahmed.ali@newcenturyschool.net

Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

The Teacher Mentorship & Retention of Effective Teachers Grant Program allowed two schools to form a consortium to provide an effective mentoring program collaboratively. New Century School and Friendship Academy of the Arts are the two schools that participated in the program and implemented the project programs and activities.

The Grant supported the implementation of various programs and created resources for teacher development. The project participants engaged in various activities over the course of the year. The following list shows the programs and activities supported by the grant.

- All mentors and mentees participated in various relevant professional development activities.
- All schools received grant-funded books and other professional and instructional materials.
- Mentors and mentees took part in a year-long collaborative mentoring partnership. Mentors and mentees met regularly for individual and small group mentoring, observed each other's classes, and attended training.
- All mentors completed a self-evaluation.
- All mentees completed a self-assessment.
- All mentors met with mentees twice monthly to support, listen and learn.
- All schools purchased books to read for mentors and mentees.
 - We also have a mentoring library for teachers.
- The grant provided the teachers with the flexibility to attend training, observe each other classes and engage in co-instructional planning.
- Teachers from the two schools participated in joint professional development presented by outside consultants. For example, the mentors and mentees attended the High Tech High professional development training.

The following information shows specific examples of the activities and events that teacher mentors and mentees engaged in during the course of the year:

- *After-school meetings (2-6 times per month)*
 - Mentoring text discussions: What Great Teachers Do Differently, Whitaker, Todd.
 - Informal check-ins as needed.
 - Needs/Concerns/Celebrations
 - Meetings took place in person and online via Google Meet/Zoom
- *3-5 informal observations*
 - Mentors provided constructive/beneficial feedback in 30-minute lessons (reading, math, science, ELL collaboration, intervention)
 - Mentees were given the opportunity to observe 30-minute lessons led by mentor teachers in reading/ELA, math, science, social studies, etc.
 - Teacher mentors followed a specific observation form adapted by leadership/partnering school leaders for feedback.
- *High Tech High*

- High Tech High training provided teachers with numerous professional development benefits.
- Enhancing their skills and confidence to integrate technology and modern teaching practices.
- Key advantages included expertise in technology integration, project-based learning, and innovative teaching strategies.
- The program fostered collaboration, personalized learning, effective assessment, and creativity in classrooms.
- It promoted a growth mindset and culturally responsive teaching, ultimately impacting student success and preparing teachers to be transformative educators in the 21st century.
- *Mentoring Platform 2gnome:*
 - Provided our school with many benefits for implementing effective mentoring programs and supporting student development.
 - The platform utilizes advanced algorithms to enhance mentor-mentee pairing, streamlines communication and allows for personalized learning and support.
 - It enabled our school to track progress, access valuable resources, and foster peer learning.
 - With efficient program management, data privacy, and a focus on a positive school culture, 2gnome empowered our school to create a nurturing environment that promotes student growth and success.
- *Mid- Year team meeting*
 - Agenda:
 1. Review of the program
 2. Pairs Review
 3. Benefits/highlights/proud moments
 4. Possible ecus/ opportunities for meeting
 5. End-of-year retreat ideas
 6. Q and A
 7. End-of-year mentoring celebration:
 - Teacher mentors and mentees (returning for the 2023-2024 school year) were invited to an end-of-the-year mentoring event. Teachers celebrated and discussed:
 - Benefits/Celebrations
 - Feedback on the mentoring program
 - How the mentoring program can be institutionalized after the grant period ends.
 - Mentoring text suggestions

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							
Asian or Pacific Islander	1		1				
Hispanic			1				
Black		1					
Other	3	1	1				
Total	4	2	3				

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

Number of Mentors by race or ethnic group	Tier 4	Tier 3	Tier 2	Tier 1	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								
Hispanic								
Black			1					
Other	6							
Paid Mentors of color who received additional stipends								
Total	6		1					

Analysis of Data

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
\$17,940	Mentors met with mentees at least twice per month	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Formative and summative surveys. Self-evaluation through journaling.	Mentors developed competency in their professional fields. Enhanced retention of minority teachers.
\$11,590.60	Professional Development and training	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Whole group survey Individual reflections and interviews.	Ongoing throughout the year.
\$2,425	Mentoring Platform: professional development resource for teachers using the Framework for Teaching (FFT)	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Tracking teacher development needed for licensing.	Mentors developed competency in their professional fields. Enhanced retention of minority teachers.
\$241.96	Professional Development Books	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Individual feedback Journaling. Group interviews.	Participants' knowledge and skills increased. Professional growth. More minority teachers participated in school activities.

				Career pathways and leadership opportunities
\$17,802.44	High Tech High Professional Development	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Formative and summative surveys Self-evaluation through journaling.	Participants' knowledge and skills increased. Professional growth. More minority teachers participated in school activities.

Total= \$ 50,000