

# Teacher Mentorship & Retention of Effective Teachers Grant Report Form

## Instructions:

Please send an electronic copy of the Teacher Mentorship & Retention of Effective Teachers final completed report by June 30, 2020 to [saba.teshome@state.mn.us](mailto:saba.teshome@state.mn.us).

## Report components:

- I. Coversheet
- II. Teacher Mentorship & Retention of effective Teachers Program Narrative – Please describe how you have strengthened and/or supplemented your existing mentorship and retention efforts and how the awarded funds allowed you to do this work. Additionally, describe any specific work done to support teachers new to the profession or district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, and/or experienced teachers in need of peer coaching. Finally, using the methodologies outlined in the “Progress Monitoring” portion of your original proposal, evaluate the effectiveness of the funded work.
- III. Program Data – Please provide data from 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. Additional Reporting Requirements – Please provide information on any additional funding that was used to support mentorship and retention efforts. Districts and schools must also provide information on retention strategies that were developed as a part of the grant program.
- V. 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	Success Academy Charter School

Total Grant Amount	
Identify the category you applied under	<input checked="" type="checkbox"/> a school district
	<input type="checkbox"/> group of school district
	<input type="checkbox"/> a coalition of school districts, teachers <u>and</u> teacher education institutions
	<input type="checkbox"/> a coalition of schools, teachers <u>or</u> non-licensed educators
	<input type="checkbox"/>

**Identified Official with Authority**

Name of official with authority to sign	Magdy Rabeaa
Title	Executive Director
Address	8201 Park Av. S.
City, State and Zip code + 4	Bloomington MN. 55420
Phone Number and Email	<a href="mailto:mrabeaa@successacademymn.org">mrabeaa@successacademymn.org</a> 612-267-5562

### Primary Program Contact

Name of program contact	Lawrence Ronglien
Title	Director of Instruction
Address	Success Academy Charter School 8201 Park Av. S.
City, State and Zip code + 4	Bloomington MN. 55420
Phone Number and Email	<a href="mailto:lronglien@successacademymn.org">lronglien@successacademymn.org</a> 612-402-4102

## Teacher Mentorship & Retention of Effective Teachers Grant Program Narrative

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How has Success Academy strengthened / supplemented the existing mentor program?

Success Academy used our 19 20 grant funding to support three new teachers to our school. Mentors and mentees met weekly under the direction of the Director of Instruction for the school. Because staff development and staff learning is so personal, the pairs were given wide latitude as to areas of support. During 19 20 Success Academy had two first year teachers and one additional teacher who was new to the school. All staff participate in weekly staff learning sessions and PLC sessions. This new program allowed for more personalized attention to needs. For teacher #1 a high priority was class management in the lower grades. The mentor in the case was able to observe multiple classes and offer guidance how next steps and structures. Prior to distance learning this was a work in progress, however, there was noticeable improvement in how teacher #1's class was structured to support better management.

Teacher #2 has been working in schools for many years, but this is her first year as a full time classroom teacher. This class has a large spread in skills and English Language Learner levels. The goals of this mentor / mentee connection was multi-faceted: curriculum development to address this diverse group of learners; social, emotional support of a first year teacher who had much work to do to orient her class towards their first school

experience; finally support was given to help teacher #2 navigate the system as to how to work with parents of students who are far from grade level.

Teacher #3 is a first-year teacher at fourth grade, a grade that has been very difficult in our school. Support for this teacher has been varied as well. There has been curricular support given, particularly in math. In addition, support was needed in a specific area of class management – establishing routines. The mentor teacher was able to observe teacher #3 multiple times and have conversations about next steps in “cleaning up” the behavior program.

As a result of the mentoring we had increased staff attendance, improved morale, and it was a learning time for the mentor teacher as well. We have asked both sides of the connection to do a personal journal of this program which will be turned in at the end of the school year.

Describe work to support people that are new to the profession.

Success Academy has an extensive program to support all teachers. We do ongoing formal and informal class visits, weekly professional learning / PLC work, bi-weekly data conferences, frequent before school visits with individual teachers. The addition of the mentor / mentee program added a new dimension to our teacher support program. Instead of communicating mostly with the Director of Instruction or Executive Director, teachers were connecting directly with each other more often. This included peer observations and follow up, reflective conversations. For our two first year people, our goal was for them to see their more experienced peers in action, have a strong connection with a practitioner and a new voice to help guide them in year one. The peer observation and conversation is the single most powerful tool to support year one teachers at Success Academy. Because there is wide latitude as to topics, things can change from a discussion of class management, to considerations of another way to present a lesson, to formative assessment, data management to improve instruction and to include teacher mental and emotional support. It has been a very powerful tool.

Comments on progress monitoring of funded work.

Success Academy mentors were asked to keep a weekly journal where they outlined their weekly meetings, observations and comments regarding their interactions with their mentees. In addition, the mentees were also asked to keep a journal with their comments and gains from the weekly mentoring. Because this program did not get started until later in the school year, we asked mentors to observe their mentees at least once a week and have a weekly conference with them. The Director of Instruction visited 1:1 with the mentors two times a month to monitor how things were going. We are small enough so that if mentors had concerns that needed immediate attention, they could reach out to school leaders right away as necessary.

Because of the short duration of the program we only asked mentors and mentees to set one goal for the partnership. Two of the three set goals around behavior management. Both reported that after the observations, conversations and reflections that some growth and improvement was attained. Example: teacher #1 had difficulty in structuring her activities for her time in the lower grades. Because she was

partnered with a more experienced lower grade level teacher, she was able to receive feedback and implement change in her structure.

Teacher #3 was able to receive suggestions about “cleaning up” the edges of the classroom behavior program to make the day more efficient. Students were having a hard time with keeping work organized. As a result of the mentoring, that teacher organized a “mailbox” program to help students stay organized.

Teacher #2 needed extra support meeting the wide needs of her classroom. The mentor assigned to her immediately offered both curriculum resources, but also strong support of what she observed in the classroom – that teacher #2 was on the right track!

A second goal of the program was to increase teacher retention within the building. Success Academy has 11 teachers. As of this writing 10 are returning to the school. The one who is not returning is one of our mentees. She voiced to school leadership that she wants to find a better fit for her and we support her in her moving to another school.

## Teacher Mentorship & Retention of Effective Teachers Grant Program Data

Please provide the total expected numbers and percentages of total participants for each of the following groups that your program will involve. Numbers may reflect teachers in multiple categories being counted more than once. Each category's percentage is of the total number of teachers being mentored under this grant.

**Table 1: Total number of teachers new to the profession or district that received mentoring as a result of this grant.**

<b>Teachers Mentored Using Grant Funding</b>	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Black	White	Other
Tier 3 Teachers new to the profession or district					One	
Tier 2 new to the profession or district					One	
Tier 1 teachers new to the profession or district					One	
Teaching residents*						
Teacher in license shortage areas						
Teachers with special needs						
Experienced teachers in need of peer coaching						

Total: All teachers supported by grant funding					Three	

\*Teaching residents are those in a special in-service induction program, usually with a reduced instructional loads during the first year of employment and additional mentoring and/or professional development. For the purposes of this grant, residents are not pre-service candidates seeking initial licensure in their field and participating in a PELSB-approved residency program or student teachers completing other licensure programs.

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

<b>Mentor Demographics</b>	Paid a stipend as part of a larger mentorship program	Paid an additional stipend
American Indian or Alaskan Native		
Asian or Pacific Islander	One	
Hispanic	One	
Black		
White	Six	Three
Other		



Total		
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**Analysis of Data**

**Teacher Mentorship & Retention of Effective Teachers Grant Additional Reporting Requirements**

**Retention Strategies**

Per Minn. Stat. § 122A.70, a school district that receives a grant must negotiate additional retention strategies for teachers who are of color or who are American Indian in their beginning years of employment, such as financial incentives for working in the school/district for at least five years or providing collegial support through teacher placement. Please describe the strategies your organization developed.

Success Academy has only 12 teachers in the district. One strategy we use to support retention of our teachers of color we have offered a strong professional development program. We use a full staff model as well as a 1:1 model based on staff needs. We also have provided extra support through our weekly individual meetings with our new staff.

**Additional Funding**

Please list any and all additional funding you used to support teacher mentorship and retention efforts. Specify if these funds were used to support teachers new to the profession or district, including teaching residents,

teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, and/or experienced teachers in need of peer coaching.

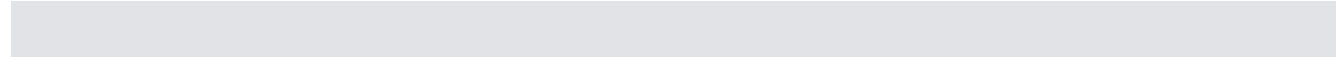
Success Academy expenditure for teacher mentoring:

Teacher mentors: 3 mentors - \$1500 + \$225 (TRA, FICA) = \$1,725

Teacher mentees: 3 mentees - \$1200 + \$180 (TRA, FICA) = \$1380

Sending teachers to professional learning: 6 teachers attended @ \$279 each. (Sessions were moved online due to COVID-19) \$1674

Total spent: \$4,779



## 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
2700.00	Payment for mentors and mentees	<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Induction	Mentors kept journals following class visits and conversations.	Mentor notes were turned in to school leaders.
1674.00	Payment for teachers to attend staff learning.	<input type="checkbox"/> Recruitment <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Induction	Attendees presented in pairs to the full staff about what they worked on and learned from the staff development sessions.	All attendees were scheduled and presented during full staff learning.
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Induction		
		<input type="checkbox"/> Recruitment <input type="checkbox"/> Retention		

		<input type="checkbox"/> Induction		
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