

2023 SENATE EDUCATION

SB 2250

2023 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

SB 2250
1/24/2023

Relating to the expansion of the teacher support program to include support for teachers in their second, third, and fourth years of teaching; provide an appropriation.
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11:12 AM Chair Elkin opened the hearing. Present: Chair Elkin, Vice Chair Beard, Sen Axtman, Sen Conley, Sen Lemm, and Sen Wobbema.

Discussion Topics:

- Teacher mentoring
- Teacher retention
- Appropriation

11:12 AM Sen Davison, Dist 41, bill sponsor testified in support with no written testimony.

11:18 AM Nick Archulta, ND United, testified in support. #15692

11:20 AM Erin Jacobson, ND Teacher Support, testified in neutral position. #15964

Additional written testimony:

Stacy Duffield, ND Assoc of Colleges for Teacher Education in support #15690

Cory Steiner, North Cass School District in support #15518

11:29 AM Chair Elkin closed the hearing.

Pam Dever, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

SB 2250
1/25/2023

Relating to the expansion of the teacher support program to include support for teachers in their second, third, and fourth years of teaching; provide an appropriation.
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2:20 PM Chair Elkin opened committee work. Present: Chair Elkin, Vice Chair Beard, Sen Axtman, Sen Conley, Sen Lemm, and Sen Wobbema.

Discussion Topics:

- Committee action

Erin Jacobson, Teacher Support System, explained amendment 23.0749.01001.

Sen Axtman moved a DO PASS on Amendment.

Sen Beard seconded.

Senators	Vote
Senator Jay Elkin	Y
Senator Todd Beard	Y
Senator Michelle Axtman	Y
Senator Cole Conley	Y
Senator Randy D. Lemm	Y
Senator Michael A. Wobbema	Y

VOTE: YES 6 NO 0 Absent 0

Motion PASSED

Sen Axtman moved a DO PASS as Amended and Rerefer to Appropriations.

Sen Conley seconded.

Senators	Vote
Senator Jay Elkin	Y
Senator Todd Beard	Y
Senator Michelle Axtman	Y
Senator Cole Conley	Y
Senator Randy D. Lemm	Y
Senator Michael A. Wobbema	Y

VOTE: YES 6 NO 0 Absent 0

Motion PASSED

Sen Axtman will carry the bill.

2:41 PM Chair Elkin closed the meeting.
Pam Dever, Committee Clerk

January 25, 2023

At
(1-25-23
(1-1))

PROPOSED AMENDMENTS TO SENATE BILL NO. 2250

- Page 1, line 11, replace "first-year" with "beginning"
 - Page 1, line 13, overstrike "first-year" and insert immediately thereafter "beginning"
 - Page 1, line 14, overstrike "first-year" and insert immediately thereafter "beginning"
 - Page 1, line 17, overstrike "first-year" and insert immediately thereafter "beginning"
 - Page 1, line 21, overstrike "and"
 - Page 1, line 22, overstrike the period and insert immediately thereafter "; and
(3) Instructional coaching strategies."
 - Page 1, line 23, replace "an individual" with "staff"
 - Page 1, line 23, replace "serve as a two- to four-year" with "support the"
 - Page 1, line 24, replace "who shall" with "who will work with school administrators to"
 - Page 2, line 2, replace "monthly" with "regular"
 - Page 2, line 3, replace "must" with "may"
 - Page 2, line 17, replace "Up to fifty mentors" with "Mentors"
 - Page 2, line 17, remove "a sum"
 - Page 2, line 18, remove "of one thousand dollars per academic year"
 - Page 2, line 19, replace "A coordinator" with "Staff"
 - Page 2, line 19, after "sum" insert "approved by the education standards and practices board."
 - Page 2, line 25, remove "up to fifty"
 - Page 2, line 25, remove "one program"
 - Page 2, line 26, replace "coordinator" with "staff"
- Renumber accordingly

REPORT OF STANDING COMMITTEE

SB 2250: Education Committee (Sen. Elkin, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2250 was placed on the Sixth order on the calendar. This bill affects workforce development.

Page 1, line 11, replace "first-year" with "beginning"

Page 1, line 13, overstrike "first-year" and insert immediately thereafter "beginning"

Page 1, line 14, overstrike "first-year" and insert immediately thereafter "beginning"

Page 1, line 17, overstrike "first-year" and insert immediately thereafter "beginning"

Page 1, line 21, overstrike "and"

Page 1, line 22, overstrike the period and insert immediately thereafter "; and
(3) Instructional coaching strategies."

Page 1, line 23, replace "an individual" with "staff"

Page 1, line 23, replace "serve as a two- to four-year" with "support the"

Page 1, line 24, replace "who shall" with "who will work with school administrators to"

Page 2, line 2, replace "monthly" with "regular"

Page 2, line 3, replace "must" with "may"

Page 2, line 17, replace "Up to fifty mentors" with "Mentors"

Page 2, line 17, remove "a sum"

Page 2, line 18, remove "of one thousand dollars per academic year"

Page 2, line 19, replace "A coordinator" with "Staff"

Page 2, line 19, after "sum" insert "approved by the education standards and practices board."

Page 2, line 25, remove "up to fifty"

Page 2, line 25, remove "one program"

Page 2, line 26, replace "coordinator" with "staff"

Renumber accordingly

2023 SENATE APPROPRIATIONS

SB 2250

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2250
2/6/2023

A BILL for an Act to relating to the expansion of the teacher support program to include support for teachers in their second, third, and fourth years of teaching; and to provide an appropriation.

3:14 PM Chairman Sorvaag opened the hearing on SB 2250.

Members present: Senators Sorvaag, Rust, Schaible, and Meyer
Members absent: Senator Krebsbach

Discussion Topics:

- Teacher support system
- Teacher mentoring
- Repeat mentoring
- Requirements/structure
- Feedback
- Funding

3:14 PM Senator Davison introduced the bill, testified in favor, no written testimony

3:17 PM Erin Jacobson, Coordinator of the North Dakota Teacher Support System, testified in favor, testimony # 19364

3:37 PM Chairman Sorvaag closed the hearing.

3:39 PM meeting adjourned

Kathleen Hall, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations – Education and Environment Division Sakakawea Room, State Capitol

SB 2250
2/10/2023

A BILL for an Act relating to the expansion of the teacher support program to include support for teachers in their second, third, and fourth years of teaching; and to provide an appropriation.

9:15 AM Chairman Sorvaag opened the meeting.

Senators Sorvaag, Schaible, Krebsbach, Rust, and Meyer are present.

Discussion Topics:

- Beginning teachers
- Mentorship
- Time period

9:16 AM Senator Schaible introduced SB 2250.

9:17 AM Senator Schaible moved DO PASS.
Senator Meyer seconded the motion.

Senators	Vote
Senator Sorvaag	Y
Senator Schaible	Y
Senator Krebsbach	Y
Senator Rust	Y
Senator Meyer	Y

Motion passed 5-0-0.

Senator Schaible will carry the bill.

9:18 AM Chairman Sorvaag closed the meeting.

Carol Thompson, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee Roughrider Room, State Capitol

SB 2250
2/13/2023

Relating to the expansion of the teacher support program to include support for teachers in their second, third, and fourth years of teaching

11:25 AM Chairman Bekkedahl opened the meeting.

Members present: **Senators Bekkedahl, Krebsbach, Burckhard, Davison, Dever, Dwyer, Erbele, Kreun, Meyer, Roers, Schaible, Sorvaag, Vedaa, Wanzek, Rust, and Mathern.**

Discussion Topics:

- Committee Action

11:25 AM Senator Schaible introduced the bill, verbally.

11:26 AM Senator Schaible moved DO NOT PASS.

11:26 AM Senator Davison seconded.

11:27 AM Roll call vote.

Senators	Vote
Senator Brad Bekkedahl	Y
Senator Karen K. Krebsbach	Y
Senator Randy A. Burckhard	Y
Senator Kyle Davison	Y
Senator Dick Dever	Y
Senator Michael Dwyer	Y
Senator Robert Erbele	Y
Senator Curt Kreun	Y
Senator Tim Mathern	Y
Senator Scott Meyer	Y
Senator Jim P. Roers	Y
Senator Donald Schaible	Y
Senator Ronald Sorvaag	Y
Senator Shawn Vedaa	Y
Senator Terry M. Wanzek	Y
Senator Rust	Y

Motion passed 16-0-0

Senator Schaible will carry the bill.

11:29 AM Senator Bekkedahl closed the meeting.

Peter Gualandri on behalf of Kathleen Hall, Committee Clerk

REPORT OF STANDING COMMITTEE

SB 2250, as engrossed: Appropriations Committee (Sen. Bekkedahl, Chairman) recommends **DO NOT PASS** (16 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2250 was placed on the Eleventh order on the calendar. This bill affects workforce development.

TESTIMONY

SB 2250

**Testimony of Dr. Cory Steiner
Northern Cass Superintendent
SB 2250: Support of Funding for Expansion of Teacher Support Program
Tuesday, January 24th, 2023**

Chairman Elkin and members of the Senate Education committee: It is my privilege to submit testimony in support of SB 2250 for the expansion of the teacher support program to include support for teachers in their second, third, and fourth years of teaching.

My name is Dr. Cory J. Steiner and I'm the Superintendent of Schools at Northern Cass School District in Hunter, North Dakota. Northern Cass is a PK-12 district with 690 learners located 25 miles northwest of Fargo. We are an innovative school district which is in the midst of a transformation to personalized, competency-based learning.

The issues in education are profound, but more importantly, they are urgent. Approximately 50% of new teachers leave the profession within the first five years of teaching. Not only are teachers leaving at a higher rate, but fewer are also choosing teaching as a career. In March of 2019, we had 2 elementary openings and 55 applicants. During the spring of 2022, we had 2 elementary openings and had 8 applicants. During the past spring, we also had a secondary opening for English Language Arts and only had one formal application. In previous years, we always had at least 10 applicants for an ELA opening. In the spring of 2022, we surveyed our staff. Fifty-seven percent said they considered taking a job elsewhere or leaving the profession completely. It is my opinion that many districts would seem similar results. We are in dire need of a different approach in North Dakota, or our school systems will no longer be able to fill open positions or retain qualified personnel. This will not only damage the system, but more importantly, will not allow our learners to have the highest quality educational experience.

The structure and function of our schools today must change to meet the needs of a world which is changing at an exponential rate. Every system is designed to get the results it gets. Our system is getting the results it is supposed to get. Unfortunately, what is being asked of schools has changed dramatically since the design of the system. In schools, we have been tasked to prepare learners to be productive members of society. We have been asked to prepare learners for college, career, and military. We are asked to prepare learners of today for jobs that don't exist while also making sure learners have the skills for jobs in the workplace now. We must develop academic, social, and emotional skills while

developing long-lasting relationships in a safe environment. In other words, we must prepare learners to be choice ready for the future. The list of important things to do and accomplish is never-ending. Veteran and new teachers will continue to be asked to do more than ever before. Our system of support for these educators is no longer sufficient and must change with the new demands on our teachers.

The mentoring program can play a significant role in shaping the values, beliefs, and teaching skills of a new teacher. It can have a huge influence on their behavior and the choices they can make later in their career. Evidence-based mentoring promotes teacher retention and consistency among educators. Mentoring programs not only increase job satisfaction and help teachers to emerge as leaders within their schools, but also have a positive effect on student achievement and engagement. Mentoring has proven to keep educators in the field which is of utmost importance. Passage of this bill is the first step in showing educators they matter, and that the state of North Dakota values them as both professionals and individuals.

I understand the financial commitment for this aspect of the bill is significant. However, I believe the negative impact by not doing this is far greater. By supporting funding for increased mentoring, the legislature will make a statement it stands in support of doing what must be done for the state's future success. You have the power to create a different version of tomorrow by supporting this funding. You have an opportunity to change our future and allow us to do it together through a collaborative effort. I ask for a 'do pass' on SB 2250 and thank you for your time and consideration.

Dr. Cory J. Steiner
Superintendent, Northern Cass School District

Chairman Elkin and Members of the Committee:

My name is Dr. Stacy Duffield. I am past president of the North Dakota Association of Colleges for Teacher Education (NDACTE). I have been facilitating a teacher shortage workgroup representing multiple educators, agencies, and organizations in ND.

This testimony is **in support of SB2500 with a few key amendments** described below.

June 8th, 2022, NDACTE hosted a Teacher Shortage Summit in Bismarck for approximately 80 individuals representing higher education teacher preparation programs, K12 educators and administrators, ND School Board Association, ESPB, DPI, and legislators. This day resulted in multiple ideas for addressing our critical teacher shortage, and several working groups were formed to further explore and develop these ideas; 50 individuals participated in these workgroups with additional consults and sharing from countless others.

A culminating result of this work is a bill to expand the statewide mentoring program currently offered by ESPB. Additional professional support, mentoring in particular, came through as one of the top ideas from the summit, and research shows that when teachers feel isolated and lack support, they are more likely to leave the profession.

The working group recognizes the current mentoring program has had a highly positive impact for first-year teachers, not only **influencing retention but also supporting better quality instruction** for ND students. Our workgroup sees great potential in expanding the mentoring support to 2-4th year teachers, providing a continuum of support that takes educators into their 5th year. Research shows that when teachers are supported and nurtured into their fifth year, they are more likely to stay for the career.

This bill is meant to **help districts fill gaps in their current systems of support**. Most mentoring focuses on the first year or two, and although some districts have programs to support teachers beyond the first year, some do not. This bill is intended to fill that gap, providing ESPB with additional resources for mentors and staff to serve more teachers and increase teacher retention.

We request some wording changes to better align with the current ESPB mentoring program, enabling a consistent and comprehensive continuum of support for teachers. Please see the marked-up bill attached below.

In closing, the Expanded Mentoring Teacher Shortage Workgroup and those we represent thank the bill sponsors: Senators Davison, Axtman, and Rust and Representatives Pyle and Schrieber-Beck as well as this committee. This bill further enables retention of high-quality teachers for ND students.

Sincerely,

Stacy Duffield
Stacy.Duffield@ndsu.edu



Great Public Schools

Great Public Service

Testimony Before the Senate Education Committee
SB 2250
Tuesday, January 24, 2023

Chairman Elkin and members of the Committee, I am Nick Archuleta, president of North Dakota United. I rise today to encourage a **do pass** recommendation for SB 2250.

Mr. Chairman, in my work I get to meet thousands of teachers from across ND and the United States. These teachers are at various points on their career paths, including those who have retired from their service. I am yet to hear a single teacher tell me, "Yeah, my first years of teaching were my absolute best years of teaching!" Like people new to any profession, teachers have a learning curve. Teachers want to be supported and SB 2250 provides that vital support.

Chairman Elkin, SB 2250, if enacted into law, will provide crucial support for teachers in the earliest years of their profession, when it will serve them best. There is ample evidence that proves that when teachers new to the profession are mentored by caring, master teachers, they are far more likely to remain in the profession beyond five years, be more satisfied in their work, and become more effective teachers.

In addition, Senate Education Committee members, should it pass the legislature and be signed by the Governor, SB 2250 will serve to attract teacher candidates to the profession knowing that they will receive the help they need to be successful. Lack of support, our polling tells us, is a significant factor in why teachers leave the profession early in their careers.

With that, Mr. Chairman, I will conclude my remarks by urging this Committee to award a **do pass** recommendation to SB 2250.

North Dakota Teacher Support System

A passthrough grant through ND DPI to ESPB



NORTH DAKOTA
TEACHER
SUPPORT
SYSTEM

The mission of the North Dakota Teachers Support System is to foster the capacity of teacher leaders to build a system of support for effective teachers in every school in North Dakota.

Testimony to the Senate Appropriations Committee

Senate Bill #2250

January 24, 2023

Chairman Elkin and members of the Senate Education committee:

My name is Erin Jacobson and I am the Coordinator of the North Dakota Teacher Support System. Thank you for your past support and current interest in NDTSS. According to Century Code, the Teacher Support System has two areas of responsibility, providing mentors for first-year teachers and supporting instructional coaches.

Historically, NDTSS has been able to offer mentoring to about 325 first year teachers each year through the funds provided by the state as a passthrough grant through NDDPI to ESPB. In September 2021, additional federal funding through the GEER II funds were awarded to NDTSS.

Due to this additional funding, NDTSS has been able to keep the mentoring program enrollment open for all first-year teachers in the state. The GEER II funds also allowed NDTSS to be able to research and launch a 2nd year mentoring program as requested by administrators, mentors and beginning teachers.

Our current priority is to continue the 1st and 2nd year mentoring programs and secure the funding necessary to keep these two years of mentoring working efficiently and effectively. We have completed two semesters of the 2nd year program. If the current amount that is in the Governor's budget and the DPI budget is approved, we can continue offering both the 1st and 2nd year mentoring program.

Supports for 3rd and 4th year teachers could possibly be put in place through the Beginning Teacher Networks offered as grants to REA's and Districts through NDTSS as a supplement to mentoring. NDTSS could also pilot supports offered to 3rd and 4th year teachers, which would allow for additional research to be completed on the return on investment for teacher retention.

As you work to offer necessary support to teachers in our state, please don't hesitate to reach out to either Marijke or I. We are passionate about this work and welcome any opportunity to brainstorm and collaborate.

Thank you. This concludes my testimony. I invite you to review the attached overview, structure, retention data, feedback and funding information. I'm happy to answer any questions you have.

Contact Information



Erin Jacobson
NDTSS Coordinator
Email: ecjacobson@nd.gov
Phone: 701-328-9644

Education Standards and Practices Board
2718 Gateway Avenue Suite 204
Bismarck, ND 58503-0585
Fax: 701-328-9647



Marijke Leibel Ed.D,
NDTSS Assistant Coordinator
Email: mleibel@nd.gov
Phone: 701-328-9648

Education Standards and Practices Board
2718 Gateway Avenue Suite 204
Bismarck, ND 58503-0585
Fax: 701-328-9647

<https://www.nd.gov/esp/welcome-north-dakota-teacher-support-system>



Scan QR Code to View NDTSS Information Hub Padlet

North Dakota Century Code

15.1-18.2-05. Teacher support program - Establishment.

The education standards and practices board shall:

1. Establish and administer a teacher support program;
2. Employ an individual to serve as a teacher support program coordinator;
3. a. Select and train experienced teachers who will serve as mentors for first-year teachers and assist the first-year teachers with instructional skills development;
or
b. If a school district or other employing entity listed in section 15.1-18.2-07 is not in need of mentors for its first-year teachers, select and train experienced teachers who will work with school district administrators and administrators from the other employing entities to identify the needs of the non-first-year teachers and help the non-first-year teachers address their particular needs through the use of:
 - (1) Research-validated interventions; and
 - (2) Proven instructional methods.

15.1-18.2-06. Teacher support program - Availability of services.

The education standards and practices board may use any moneys it receives for the teacher support program to provide staff compensation, training, evaluation, and stipends for mentors and experienced teachers who assist first-year and non-first-year teachers participating in the program, and to pay for any other administrative expenses resulting from the program; provided, however, that the board may not expend more than five percent of the moneys for administrative purposes.

15.1-18.2-07. Teacher support program - Authorized service recipients.

The education standards and practices board may provide support services to teachers employed by:

1. School districts;
2. Special education units;
3. Area career and technology centers;
4. Regional education associations; and
5. Schools funded by the bureau of Indian education.

NDTSS Overview 2023

The North Dakota Teacher Support System Provides:

- Mentoring Program for First and Second Year Teachers
- Professional Learning Courses for Beginning Teachers, Mentor Teachers, and Instructional Coaches
- Beginning Teacher Network Grants
- Coaches Academy & Continued Instructional Coaches Courses
- Beginning Teacher Courses
- Genius Hours

Our Communities

Teachers are the backbone of our education system, directly impacting our schools, communities, and state by teaching fundamental skills, fostering curiosity, and preparing students to make a positive contribution to their community. Retaining effective teachers is critical for educating youth so they are equipped and prepared to successfully enter the North Dakota job force. The economy depends on the effective preparation of our students as future leaders in North Dakota.

Necessary Funding

GEER II Funding was received in October 2021. The funding was utilized to fully support all first and second year teachers with mentoring and through localized Beginning Teacher Networks

Updates for the 2021-2022 School Year due to GEER II Funding

- Open enrollment for all first and second year teachers
- Expand mentoring and professional learning support for mentor teachers, new teachers, instructional coaches, and administrators
- Provide additional funding to Beginning Teacher Networks through REAs and school districts
- Create partnerships with nationally acclaimed leaders in the field of education to offer personalized and timely learning options to ND educators
- Target research-based strategies to increase retention
- Increase mentor teacher stipends to reflect the expertise, time, and commitment to being leaders in the teaching profession
- Offer continuing education for Instructional Coaches on topics critical to their role as building and district leader

2022-2023 Mentoring Program Requirements and Structure



<p style="text-align: center;">First Year Teacher</p> <ul style="list-style-type: none"> • One-on-one Conferencing - Minimum of 15 hours per semester • Be observed by your mentor - 3 times per semester • Video Recording and Reflection - 1 time per semester • Observe other teachers - 6 hours fall and 3 hours spring • Triad Meeting - 2 times per year <p>TOTAL = 49 hours over the course of the year</p>	<p style="text-align: center;">Second Year Teacher</p> <ul style="list-style-type: none"> • One-on-one conferencing – 8 hours per semester • Be observed by your mentor and/or Video Recording reflection – 3 times per year • Observe other teachers - 6 hours over the course of the year • Triad Meeting – 2 times per year <p>TOTAL = 27 hours over the course of the year</p>
<p style="text-align: center;">New Mentor</p> <p>Training Requirements:</p> <ul style="list-style-type: none"> • Complete New Mentor training – 15 hours in person OR online • Participate in online professional learning – menu of options 4-6 hours 	<p style="text-align: center;">Repeat Mentor</p> <p>*Completed initial training and mentored in the last 4 years</p> <p>Training Requirements:</p> <ul style="list-style-type: none"> • Participate in an online professional learning – menu of options – 4-6 hours
<p style="text-align: center;">Mentors - To do with beginning teacher:</p> <ul style="list-style-type: none"> • One-on-one conferencing • Observe beginning teacher and provide feedback during one-on-one conferencing • Video Recording and Reflection • Triad Meeting • Submit stipend request - 2 times per year - • mentor teacher stipend for 1st year teacher = \$900 or \$1000 for advanced mentor per semester, mentor teacher stipend for 2nd year teacher = \$700 per semester or \$800 for advanced mentor per semester 	
<p style="text-align: center;">Becoming an Advanced Mentor:</p> <ul style="list-style-type: none"> • Mentor three beginning teachers in the NDTSS Mentoring Program • Complete the New Mentor Training • Participate in mentor professional development each year (3 years) • Earn up to \$1000 per semester stipend as an advanced mentor 	
<p style="text-align: center;">Administrator</p> <ul style="list-style-type: none"> • Select and enroll participants in the Mentoring Program • Participate in online principal training • Meet with mentor and beginning teacher in the fall and winter • Verify completion of Mentoring Program requirements 	

North Dakota Teacher Support System Overview 2023

The North Dakota Teacher Support System conducts an annual teacher retention study for all new teachers in the state of North Dakota. The comparison of the results are presented in the following charts.

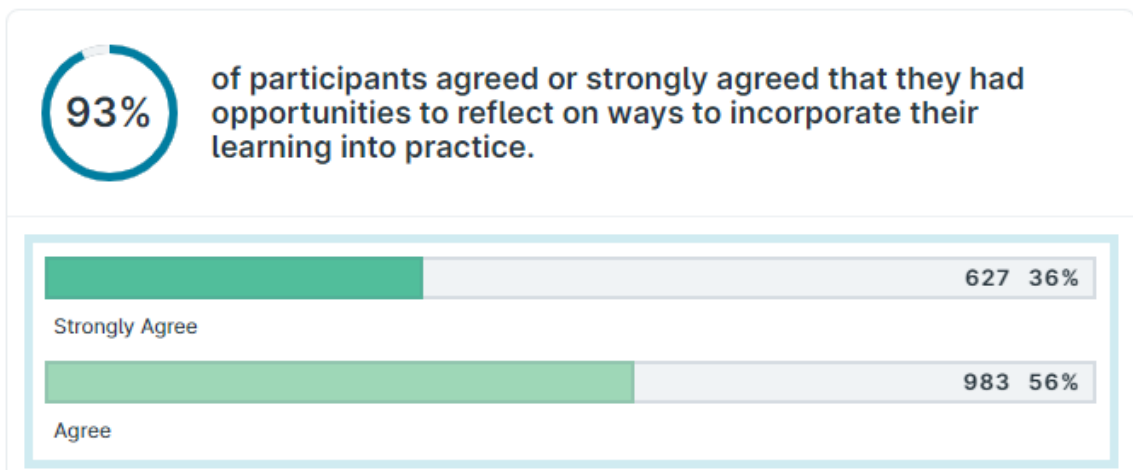
North Dakota Teacher Retention Rate for School Year 2021-2022							
	NDTSS	<i>n</i>	Non-NDTSS	<i>n</i>	Difference	<i>n (total)</i>	Total
2015-16	66.3%	201 / 303	59.3%	219 / 369	7.0%	672	62.5%
2016-17	74.9%	218 / 291	61.8%	207 / 335	13.1%	626	67.9%
2017-18	74.9%	191 / 255	71.8%	204 / 284	3.1%	542	73.2%
2018-19	78.4%	261 / 333	72.8%	259 / 356	5.6%	689	75.5%
2019-20	83.3%	235 / 282	79.4%	282 / 355	3.9%	637	81.2%
2020-21	89.9%	259 / 288	85.8%	241 / 281	4.1%	569	87.9%
Total 6-Year Retention Rate	77.9%	1,752	71.6%	1,980	6.3%	3735	74.6%

NDTSS	Non-NDTSS	
77.9% Six-year retention rate	71.6% Six-year retention rate	NDTSS retention rate is 6.3% higher than Non-NDTSS. The retention rate for new teachers who are in the <u>NDTSS Mentoring Program is consistently greater in comparison to Non-NDTSS teachers.</u>
<ul style="list-style-type: none"> Receive a state trained, experienced, and supported mentor teacher Mentor teacher participates in timely professional learning throughout the year 	If available, mentoring may be done at a local level	New teachers who receive mentoring and support during the first years of teaching are more effective and likely to stay in the classroom longer (Madigan & Kim, 2022). Teacher attrition is detrimental to the organization of schools, cohesion of communities, and student growth (Amitai & Houtte, 2022).
80.5% Average new teacher three-year retention rate	72.5% Average new teacher three-year retention rate	The highest turnover is usually within the first three years of teaching. Turnover is 8% less for teachers who are mentored in the NDTSS.
47.0% Percentage of new teachers who were supported by NDTSS prior to GEER II Funding	53.0% Percentage of new teachers who <u>were not supported</u> by NDTSS prior to GEER II Funding	In 2022-2023, 442 new teachers and 227 second year teachers have been enrolled in the NDTSS mentoring program, approximately doubling the amount of new teachers who have been able to be part of the NDTSS in past years.
Can participate in the Beginning Teacher Networks through REA or School District	Can participate in the Beginning Teacher Networks through REA or School District	All beginning teachers are encouraged to participate in local Beginning Teacher Networks as a supplement to the Mentoring Program.

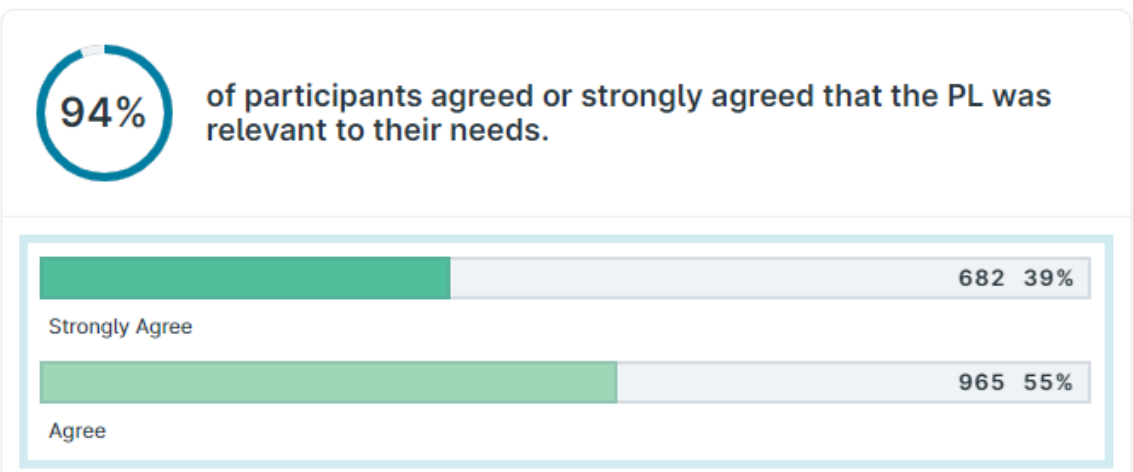
Feedback from Professional Development offered by NDTSS

Participants are asked for feedback after every professional development session offered by NDTSS. Here is a snapshot of the feedback over the course of the past two school years.

Opportunities to reflect on ways to incorporate their learning practice:



Relevance of professional learning (PL) to the needs of participants:



Funding for NDTSS

State and Federal Funding:

Funding Source	State Grant Passthrough from NDDPI to ESPB to NDTSS	GEER II Grant Governor's Emergency Education Relief Fund
Grant Parameters	<ul style="list-style-type: none"> ● Reviewed by ND Legislatures each biennium ● Included in state Century Code 	<ul style="list-style-type: none"> ● Awarded to NDTSS by Governor Burgum ● Funds available for allocation Fall 2021 - Fall 2023
Program Capabilities	<ul style="list-style-type: none"> ● 1st year mentoring program with limited capacity ● Partially funding BTN grants ● Limited Coaches Academy accepted applications 	<ul style="list-style-type: none"> ● Keep 1st year program open ● Fully fund BTN grants ● Accept all Coaches Academy Applicants ● Research and launch a 2nd year mentoring program

Historical to current budget for NDTSS:

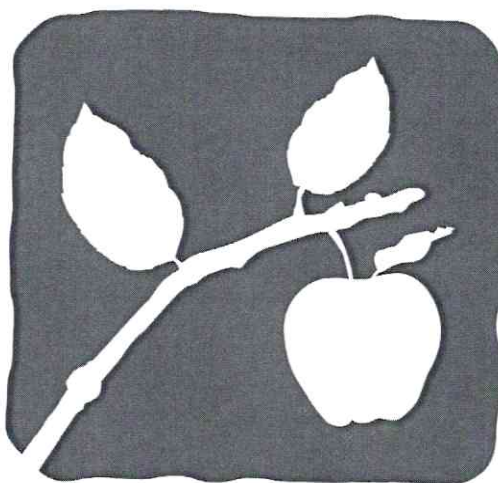
2009 - 2011	2011 - 2013	2013-2015	2015 - 2017	2017 - 2019	2019 - 2021	2021-23
\$2,300,000	\$2,300,000	\$2,300,000	\$2,700,000	\$2,050,000	\$2,125,764	\$2,125,764

*GEER II funding started September 2021 - \$2,700,000

*TOTAL of \$4,825,764 for the 2021-2023 biennium

North Dakota Teacher Support System

A passthrough grant through ND DPI to ESPB



NORTH DAKOTA
TEACHER
SUPPORT
SYSTEM

The mission of the North Dakota Teachers Support System is to foster the capacity of teacher leaders to build a system of support for effective teachers in every school in North Dakota.

Testimony to the Senate Appropriations Committee

Senate Bill #2250

January 24, 2023

Chairman Elkin and members of the Senate Education committee:

My name is Erin Jacobson and I am the Coordinator of the North Dakota Teacher Support System. Thank you for your past support and current interest in NDTSS. According to Century Code, the Teacher Support System has two areas of responsibility, providing mentors for first-year teachers and supporting instructional coaches.

Historically, NDTSS has been able to offer mentoring to about 325 first year teachers each year through the funds provided by the state as a passthrough grant through NDDPI to ESPB. In September 2021, additional federal funding through the GEER II funds were awarded to NDTSS.

Due to this additional funding, NDTSS has been able to keep the mentoring program enrollment open for all first-year teachers in the state. The GEER II funds also allowed NDTSS to be able to research and launch a 2nd year mentoring program as requested by administrators, mentors and beginning teachers.

Our current priority is to continue the 1st and 2nd year mentoring programs and secure the funding necessary to keep these two years of mentoring working efficiently and effectively. We have completed two semesters of the 2nd year program. If the current amount that is in the Governor's budget and the DPI budget is approved, we can continue offering both the 1st and 2nd year mentoring program.

Supports for 3rd and 4th year teachers could possibly be put in place through the Beginning Teacher Networks offered as grants to REA's and Districts through NDTSS as a supplement to mentoring. NDTSS could also pilot supports offered to 3rd and 4th year teachers, which would allow for additional research to be completed on the return on investment for teacher retention.

As you work to offer necessary support to teachers in our state, please don't hesitate to reach out to either Marijke or I. We are passionate about this work and welcome any opportunity to brainstorm and collaborate.

Thank you. This concludes my testimony. I invite you to review the attached overview, structure, retention data, feedback and funding information. I'm happy to answer any questions you have.

Contact Information



Erin Jacobson
NDTSS Coordinator
Email: ecjacobson@nd.gov
Phone: 701-328-9644
Education Standards and Practices Board
2718 Gateway Avenue Suite 204
Bismarck, ND 58503-0585
Fax: 701-328-9647



Marijke Leibel Ed.D,
NDTSS Assistant Coordinator
Email: mleibel@nd.gov
Phone: 701-328-9648
Education Standards and Practices Board
2718 Gateway Avenue Suite 204
Bismarck, ND 58503-0585
Fax: 701-328-9647

<https://www.nd.gov/espb/welcome-north-dakota-teacher-support-system>



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North Dakota Century Code

15.1-18.2-05. Teacher support program - Establishment.

The education standards and practices board shall:

1. Establish and administer a teacher support program;
2. Employ an individual to serve as a teacher support program coordinator;
3. a. Select and train experienced teachers who will serve as mentors for first-year teachers and assist the first-year teachers with instructional skills development;
or
b. If a school district or other employing entity listed in section 15.1-18.2-07 is not in need of mentors for its first-year teachers, select and train experienced teachers who will work with school district administrators and administrators from the other employing entities to identify the needs of the non-first-year teachers and help the non-first-year teachers address their particular needs through the use of:
 - (1) Research-validated interventions; and
 - (2) Proven instructional methods.

15.1-18.2-06. Teacher support program - Availability of services.

The education standards and practices board may use any moneys it receives for the teacher support program to provide staff compensation, training, evaluation, and stipends for mentors and experienced teachers who assist first-year and non-first-year teachers participating in the program, and to pay for any other administrative expenses resulting from the program; provided, however, that the board may not expend more than five percent of the moneys for administrative purposes.

15.1-18.2-07. Teacher support program - Authorized service recipients.

The education standards and practices board may provide support services to teachers employed by:

1. School districts;
2. Special education units;
3. Area career and technology centers;
4. Regional education associations; and
5. Schools funded by the bureau of Indian education.

NDTSS Overview 2023

The North Dakota Teacher Support System Provides:

- Mentoring Program for First and Second Year Teachers
- Professional Learning Courses for Beginning Teachers, Mentor Teachers, and Instructional Coaches
- Beginning Teacher Network Grants
- Coaches Academy & Continued Instructional Coaches Courses
- Beginning Teacher Courses
- Genius Hours

Our Communities

Teachers are the backbone of our education system, directly impacting our schools, communities, and state by teaching fundamental skills, fostering curiosity, and preparing students to make a positive contribution to their community. Retaining effective teachers is critical for educating youth so they are equipped and prepared to successfully enter the North Dakota job force. The economy depends on the effective preparation of our students as future leaders in North Dakota.

Necessary Funding

GEER II Funding was received in October 2021. The funding was utilized to fully support all first and second year teachers with mentoring and through localized Beginning Teacher Networks

Updates for the 2021-2022 School Year due to GEER II Funding

- Open enrollment for all first and second year teachers
- Expand mentoring and professional learning support for mentor teachers, new teachers, instructional coaches, and administrators
- Provide additional funding to Beginning Teacher Networks through REAs and school districts
- Create partnerships with nationally acclaimed leaders in the field of education to offer personalized and timely learning options to ND educators
- Target research-based strategies to increase retention
- Increase mentor teacher stipends to reflect the expertise, time, and commitment to being leaders in the teaching profession
- Offer continuing education for Instructional Coaches on topics critical to their role as building and district leader

2022-2023 Mentoring Program Requirements and Structure



<p style="text-align: center;">First Year Teacher</p> <ul style="list-style-type: none"> • One-on-one Conferencing - Minimum of 15 hours per semester • Be observed by your mentor - 3 times per semester • Video Recording and Reflection - 1 time per semester • Observe other teachers - 6 hours fall and 3 hours spring • Triad Meeting - 2 times per year <p>TOTAL = 49 hours over the course of the year</p>	<p style="text-align: center;">Second Year Teacher</p> <ul style="list-style-type: none"> • One-on-one conferencing – 8 hours per semester • Be observed by your mentor and/or Video Recording reflection – 3 times per year • Observe other teachers - 6 hours over the course of the year • Triad Meeting – 2 times per year <p>TOTAL = 27 hours over the course of the year</p>
<p style="text-align: center;">New Mentor</p> <p>Training Requirements:</p> <ul style="list-style-type: none"> • Complete New Mentor training – 15 hours in person OR online • Participate in online professional learning – menu of options 4-6 hours 	<p style="text-align: center;">Repeat Mentor</p> <p>*Completed initial training and mentored in the last 4 years</p> <p>Training Requirements:</p> <ul style="list-style-type: none"> • Participate in an online professional learning – menu of options – 4-6 hours
<p style="text-align: center;">Mentors - To do with beginning teacher:</p> <ul style="list-style-type: none"> • One-on-one conferencing • Observe beginning teacher and provide feedback during one-on-one conferencing • Video Recording and Reflection • Triad Meeting • Submit stipend request - 2 times per year - • mentor teacher stipend for 1st year teacher = \$900 or \$1000 for advanced mentor per semester, mentor teacher stipend for 2nd year teacher = \$700 per semester or \$800 for advanced mentor per semester 	
<p style="text-align: center;">Becoming an Advanced Mentor:</p> <ul style="list-style-type: none"> • Mentor three beginning teachers in the NDTSS Mentoring Program • Complete the New Mentor Training • Participate in mentor professional development each year (3 years) • Earn up to \$1000 per semester stipend as an advanced mentor 	
<p style="text-align: center;">Administrator</p> <ul style="list-style-type: none"> • Select and enroll participants in the Mentoring Program • Participate in online principal training • Meet with mentor and beginning teacher in the fall and winter • Verify completion of Mentoring Program requirements 	

North Dakota Teacher Support System Overview 2023

The North Dakota Teacher Support System conducts an annual teacher retention study for all new teachers in the state of North Dakota. The comparison of the results are presented in the following charts.

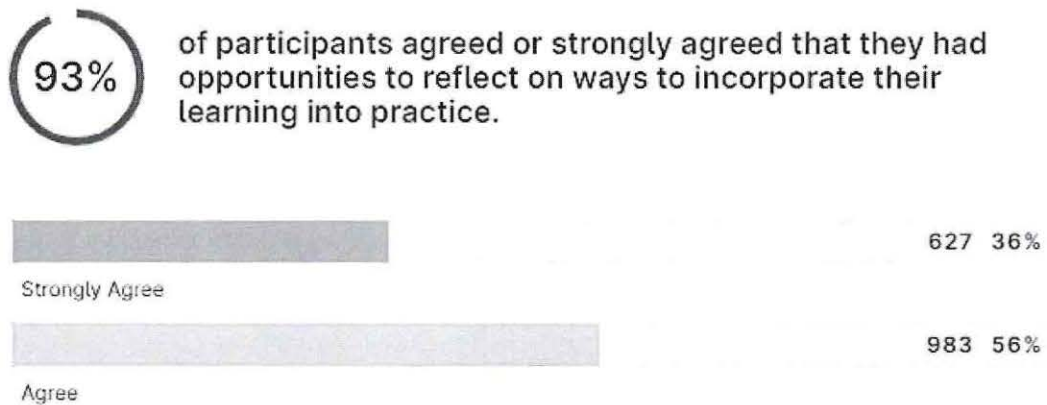
North Dakota Teacher Retention Rate for School Year 2021-2022							
	NDTSS	<i>n</i>	Non-NDTSS	<i>n</i>	Difference	<i>n (total)</i>	Total
2015-16	66.3%	201 / 303	59.3%	219 / 369	7.0%	672	62.5%
2016-17	74.9%	218 / 291	61.8%	207 / 335	13.1%	626	67.9%
2017-18	74.9%	191 / 255	71.8%	204 / 284	3.1%	542	73.2%
2018-19	78.4%	261 / 333	72.8%	259 / 356	5.6%	689	75.5%
2019-20	83.3%	235 / 282	79.4%	282 / 355	3.9%	637	81.2%
2020-21	89.9%	259 / 288	85.8%	241 / 281	4.1%	569	87.9%
Total 6-Year Retention Rate	77.9%	1,752	71.6%	1,980	6.3%	3735	74.6%

NDTSS	Non-NDTSS	
77.9% Six-year retention rate	71.6% Six-year retention rate	NDTSS retention rate is 6.3% higher than Non-NDTSS. The retention rate for new teachers who are in the <u>NDTSS Mentoring Program is consistently greater in comparison to Non-NDTSS teachers.</u>
<ul style="list-style-type: none"> Receive a state trained, experienced, and supported mentor teacher Mentor teacher participates in timely professional learning throughout the year 	If available, mentoring may be done at a local level	New teachers who receive mentoring and support during the first years of teaching are more effective and likely to stay in the classroom longer (Madigan & Kim, 2022). Teacher attrition is detrimental to the organization of schools, cohesion of communities, and student growth (Amitai & Houtte, 2022).
80.5% Average new teacher three-year retention rate	72.5% Average new teacher three-year retention rate	The highest turnover is usually within the first three years of teaching. Turnover is 8% less for teachers who are mentored in the NDTSS.
47.0% Percentage of new teachers who were supported by NDTSS prior to GEER II Funding	53.0% Percentage of new teachers who <u>were not supported</u> by NDTSS prior to GEER II Funding	In 2022-2023, 442 new teachers and 227 second year teachers have been enrolled in the NDTSS mentoring program, approximately doubling the amount of new teachers who have been able to be part of the NDTSS in past years.
Can participate in the Beginning Teacher Networks through REA or School District	Can participate in the Beginning Teacher Networks through REA or School District	All beginning teachers are encouraged to participate in local Beginning Teacher Networks as a supplement to the Mentoring Program.

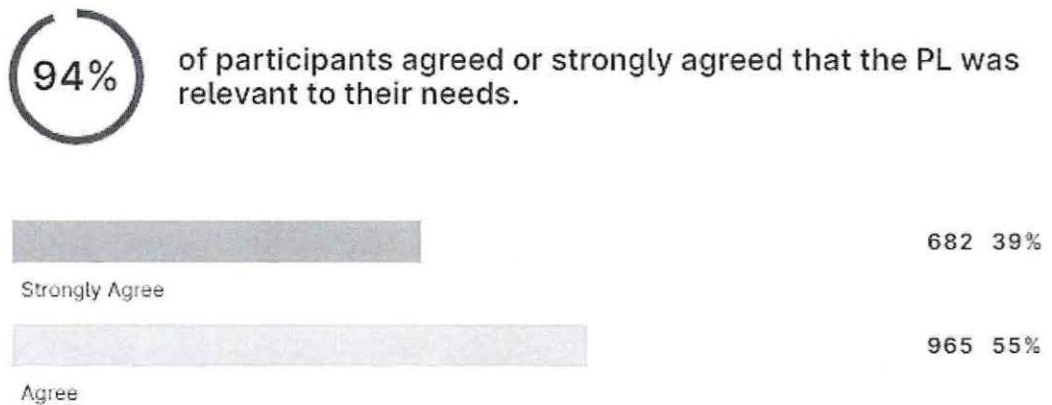
Feedback from Professional Development offered by NDTSS

Participants are asked for feedback after every professional development session offered by NDTSS. Here is a snapshot of the feedback over the course of the past two school years.

Opportunities to reflect on ways to incorporate their learning practice:



Relevance of professional learning (PL) to the needs of participants:



Funding for NDTSS

State and Federal Funding:

Funding Source	State Grant Passthrough from NDDPI to ESPB to NDTSS	GEER II Grant Governor's Emergency Education Relief Fund
Grant Parameters	<ul style="list-style-type: none"> ● Reviewed by ND Legislatures each biennium ● Included in state Century Code 	<ul style="list-style-type: none"> ● Awarded to NDTSS by Governor Burgum ● Funds available for allocation Fall 2021 - Fall 2023
Program Capabilities	<ul style="list-style-type: none"> ● 1st year mentoring program with limited capacity ● Partially funding BTN grants ● Limited Coaches Academy accepted applications 	<ul style="list-style-type: none"> ● Keep 1st year program open ● Fully fund BTN grants ● Accept all Coaches Academy Applicants ● Research and launch a 2nd year mentoring program

Historical to current budget for NDTSS:

2009 - 2011	2011 - 2013	2013-2015	2015 - 2017	2017 - 2019	2019 - 2021	2021-23
\$2,300,000	\$2,300,000	\$2,300,000	\$2,700,000	\$2,050,000	\$2,125,764	\$2,125,764

*GEER II funding started September 2021 - \$2,700,000

*TOTAL of \$4,825,764 for the 2021-2023 biennium