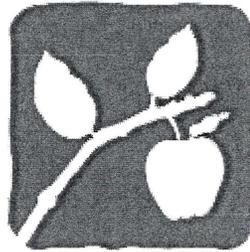


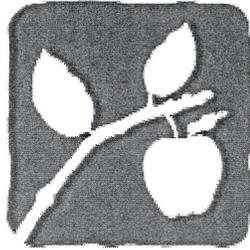
Documents in response to questions raised during House Appropriations Education and Environment Committee Work for HB 1013 on Thursday January 21, 2021



North Dakota  
**Teacher  
 Support  
 System**

The North Dakota Teacher Support System NDTSS has been working in our state since 2009. During the past 12 years NDTSS has been granted money as a passthrough grant through DPI and housed in ESPB.

| Year  | Budget amount   |
|---|---|
| 2009 - 11 biennium<br>61st Legislative Assembly | \$2,300,000.00  |
| 2011-13 biennium<br>62nd Legislative Assembly   | \$2,300,000.00  |
| 2013-15 biennium<br>63rd Legislative Assembly   | \$2,300,000.00  |
| 2015-17 biennium<br>64th Legislative Assembly   | \$2,700,000.00  |
| 2017-19 biennium<br>65th Legislative Assembly   | \$2,050,000.00  |
| 2019-21 biennium<br>66th Legislative Assembly   | \$2,125,764.00  |
| 2021-23<br>67th Legislative Assembly            | \$1,806,899 + one time additional \$3,000,000<br>funding from the foundation aid and<br>stabilization fund.<br>Additional funding is supported by:<br>K12 ECC Recommendation<br>Governor's Budget<br>HB1114 |



North Dakota  
Teacher  
Support  
System

Who participates in the North Dakota Teacher  
Support System?

Please see the attached document listing all the  
districts who have participated in the mentoring  
program since 2009

## Districts Participating in the NDTSS Mentor Program

### Spring 2010-Spring 2021

| District                  | SPRING<br>2010 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-1<br>6 | 2016-1<br>7 | 2017-18 | 2018-19 | 2019-20<br>20 | 2020-20<br>21 |
|---------------------------|----------------|---------|---------|---------|---------|---------|-------------|-------------|---------|---------|---------------|---------------|
| Adams (closed)            |                |         |         | X       |         |         |             |             |         |         |               |               |
| Alexander                 |                |         |         | X       | X       | X       |             |             |         |         |               |               |
| Anamoose-Drake            | X              |         | X       | X       | X       | X       | X           |             | X       | X       |               |               |
| Apple Creek               |                |         |         |         |         | X       |             |             |         |         |               |               |
| Ashley                    |                | X       | X       | X       | X       |         | X           |             |         | X       | X             | X             |
| Barnes County North       |                |         |         |         |         |         |             |             |         |         | X             |               |
| Beach                     |                |         |         |         |         |         | X           | X           | X       |         |               |               |
| Belcourt                  |                |         |         |         |         |         |             | X           | X       |         |               |               |
| Belfield                  |                |         | X       | X       | X       | X       | X           | X           | X       | X       | X             | X             |
| Berthold                  | X              |         |         |         |         |         |             |             |         |         |               |               |
| Beulah                    |                |         | X       | X       | X       | X       |             | X           | X       | X       | X             |               |
| Billings<br>County/Medora |                |         |         |         |         | X       |             |             |         |         |               |               |
| Bismarck                  | X              | X       | X       | X       | X       | X       | X           | X           | X       | X       | X             | X             |
| Bottineau                 | X              |         |         |         |         |         |             |             |         |         |               |               |
| Bowbells                  |                |         |         | X       | X       | X       | X           |             | X       | X       |               | X             |
| Bowman County             |                |         |         |         |         |         |             |             |         |         | X             |               |
| Burke Central             |                | X       | X       | X       | X       | X       |             |             | X       |         |               | X             |
| Cannonball/Solen          | X              | X       | X       |         | X       |         |             |             |         |         |               |               |
| Carrington                |                | X       | X       | X       | X       | X       | X           | X           | X       |         | X             | X             |
| Carson                    |                |         |         |         | X       | X       |             |             |         |         |               |               |
| Cavalier                  |                |         |         |         | X       | X       |             |             |         |         |               |               |
| Center-Stanton            | X              |         | X       | X       | X       |         | X           |             |         |         |               |               |
| Central Cass              |                |         |         |         |         |         | X           |             | X       | X       | X             | X             |
| Central Valley            | X              | X       |         |         |         |         |             |             |         |         |               |               |
| Devils Lake               |                |         |         | X       | X       | X       | X           | X           | X       | X       | X             | X             |
| Dickinson                 |                |         |         |         | X       |         | X           |             | X       | X       | X             | X             |

|                                |   |   |   |   |   |   |   |   |   |   |   |   |
|--------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| Divide County                  |   | X | X |   | X |   | X | X | X | X |   | X |
| Drake                          |   |   |   |   |   |   |   |   |   | X |   |   |
| Drayton                        |   |   | X |   |   |   |   | X | X | X |   |   |
| Dunseith                       | X | X | X | X | X | X | X |   |   | X |   |   |
| East Central Sp Ed             |   |   | X |   | X |   |   | X |   |   |   |   |
| Edmore                         |   |   |   |   |   |   |   | X | X | X | X | X |
| Eight Mile District            |   |   | X |   |   |   |   |   |   |   |   |   |
| Emerado                        |   |   | X |   |   |   | X |   |   | X | X |   |
| Enderlin Area                  |   |   |   |   | X | X | X | X | X | X | X | X |
| Fargo                          |   |   | X | X | X | X | X | X | X | X | X | X |
| Fessendon-Bowdon               |   |   |   | X | X |   |   | X | X |   | X |   |
| Finley-Sharon                  |   |   |   |   |   | X |   | X |   | X |   | X |
| Flasher                        | X |   |   |   | X | X | X | X | X |   | X | X |
| Fordville-Lankin               |   |   | X | X | X | X |   | X |   |   | X | X |
| Fort Ransom                    |   |   |   |   |   |   |   | X |   | X |   |   |
| Fort Totten                    |   |   |   | X | X | X | X | X |   |   | X |   |
| Ft Yate/Standing Rock          | X |   | X | X |   | X |   |   | X |   |   |   |
| Gackle-Streeter                |   |   |   |   |   |   |   |   | X |   |   |   |
| Garrison                       |   |   |   |   | X | X |   |   |   |   |   |   |
| Glen Ullin                     |   |   | X | X | X | X |   |   |   |   |   | X |
| Glenburn                       | X | X |   |   | X |   |   |   |   |   |   |   |
| Goodrich                       | X |   |   |   |   |   |   |   |   |   |   |   |
| Grafton                        | X |   |   | X | X | X | X | X | X | X | X | X |
| Grand Forks                    |   |   | X | X | X | X | X | X | X | X | X | X |
| Grant County District #18      |   |   |   |   |   |   |   |   | X |   |   |   |
| Grant County-Elgin/New Leipzig |   |   |   |   |   |   | X | X | X | X | X | X |
| Grenora                        |   |   |   | X |   |   |   |   |   |   |   | X |
| Griggs County Central          |   |   |   |   | X | X | X | X | X | X | X | X |

|                          |   |   |   |   |   |   |   |   |   |   |   |   |
|--------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| Halliday                 | X |   |   |   |   |   |   |   |   |   |   |   |
| Hankinson                |   |   | X | X |   |   |   |   | X |   |   | X |
| Harvey                   |   |   |   |   |   |   |   |   |   | X | X |   |
| Hatton                   |   | X | X | X | X | X | X |   |   | X | X | X |
| Hazelton-Moffit-Braddock | X | X |   |   | X |   |   |   |   |   |   |   |
| Hazen                    | X | X |   | X | X | X | X | X | X | X | X | X |
| Hebron                   |   | X | X |   | X | X |   |   |   |   |   |   |
| Hettinger                |   |   | X |   | X |   |   |   |   |   |   |   |
| Hillsboro                | X | X |   | X |   |   | X |   |   |   |   |   |
| Hope                     |   |   |   | X |   |   | X | X | X | X |   | X |
| Jamestown                | X | X | X | X | X | X | X | X | X | X | X | X |
| Kenmare                  | X |   |   |   |   |   |   |   |   |   |   |   |
| Kensal                   |   |   |   |   |   |   |   | X |   |   |   |   |
| Kidder County            |   |   |   |   |   |   | X |   | X |   |   |   |
| Killdeer                 |   |   |   |   |   |   |   |   |   | X |   |   |
| Kulm                     |   |   |   |   |   |   |   |   |   | X |   | X |
| Lakota                   |   |   |   |   |   | X | X |   |   |   |   | X |
| LaMoure                  |   |   | X |   | X | X | X |   |   |   |   | X |
| Langdon Area             |   |   |   |   |   | X | X | X | X | X |   |   |
| Larimore                 | X | X |   | X | X | X | X | X |   |   |   | X |
| Leeds                    |   |   |   |   | X |   |   |   |   | X | X |   |
| Lidgerwood               |   |   |   |   |   |   |   |   |   | X |   | X |
| Linton                   |   | X |   |   |   |   |   | X | X | X |   |   |
| Lisbon                   |   |   | X | X | X | X | X | X | X | X | X | X |
| Litchville-Marion        |   |   |   |   |   |   |   | X | X | X | X |   |
| Little Heart Dist 4      | X |   |   |   |   |   | X | X |   |   |   |   |
| Lone Tree                |   |   | X | X |   |   |   |   |   |   | X |   |
| Maddock                  |   | X | X | X | X |   | X |   |   |   |   |   |
| Mandan                   | X | X | X | X | X | X | X | X | X | X | X | X |

|                           |   |   |   |   |   |   |   |   |   |   |   |   |
|---------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| Manvel                    | X |   |   |   |   | X |   |   |   | X | X | X |
| Maple Valley/Tower City   |   |   |   |   | X | X |   | X |   |   |   |   |
| Mapleton                  |   |   |   | X |   | X | X | X |   | X |   | X |
| Marmat (Youth Correction) |   |   |   |   |   |   | X | X |   |   |   |   |
| Max                       |   |   |   |   |   |   | X |   | X | X |   | X |
| Mayville-Portland CG      |   |   |   |   |   |   |   |   | X | X | X | X |
| McClusky                  |   | X | X | X | X | X | X | X |   |   | X |   |
| McKenzie County           |   |   |   | X |   |   |   |   |   | X |   |   |
| McVile/Dakota Prairie     |   |   |   |   |   |   |   |   |   | X | X | X |
| Medina                    |   |   |   |   |   |   |   |   |   | X | X |   |
| Menoken                   |   |   |   |   |   |   | X |   |   |   |   |   |
| Midkota                   |   |   | X | X | X | X |   |   |   | X | X | X |
| Midway                    | X | X |   |   | X | X | X |   |   | X | X |   |
| Milnor                    | X |   |   | X | X |   |   | X | X | X | X | X |
| Minot                     | X | X | X | X | X | X | X | X | X | X | X | X |
| Minto                     |   |   | X |   | X | X |   | X |   | X | X | X |
| Mohall Lansford Sherwood  |   |   | X |   |   |   | X | X | X | X |   |   |
| Montpelier                |   |   | X |   | X | X | X | X |   |   |   | X |
| Mott/Regent               |   |   | X |   | X | X | X |   |   |   |   | X |
| Mt. Pleasant              |   | X | X |   |   |   |   |   |   |   |   |   |
| Munich                    |   |   |   |   | X | X |   |   |   |   |   |   |
| Napoleon                  |   |   |   |   | X |   | X | X |   | X |   | X |
| Naughton                  |   |   |   |   |   | X |   |   |   |   |   |   |
| Nedrose                   |   |   |   |   |   |   |   |   |   | X |   | X |
| Nesson Dist 2- Ray        |   |   | X |   |   | X | X |   |   | X |   |   |
| New Public Dist #8        |   |   | X | X | X | X | X | X |   |   |   |   |

|                              |   |   |   |   |   |   |   |   |   |   |   |   |
|------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| <b>New Rockford-Sheyenne</b> |   |   |   |   |   | X |   |   |   |   |   |   |
| <b>New Salem-Almont</b>      | X |   | X | X | X | X | X | X | X |   | X | X |
| <b>New Town</b>              |   |   |   | X |   |   |   |   |   |   |   |   |
| <b>North Border</b>          | X | X |   | X |   | X |   |   |   |   |   |   |
| <b>North Sargent</b>         |   | X |   |   |   | X |   | X | X |   |   | X |
| <b>North Star</b>            |   |   |   |   | X | X | X | X | X |   | X |   |
| <b>Northern Cass</b>         |   |   |   | X | X | X | X |   |   |   | X | X |
| <b>Northwood</b>             | X |   |   | X |   | X |   | X |   | X | X | X |
| <b>Oakes</b>                 |   |   |   |   | X | X | X | X | X | X | X | X |
| <b>Ojibwa Indian School</b>  |   |   |   |   |   |   |   |   |   | X |   |   |
| <b>Page</b>                  |   |   |   |   |   |   |   | X |   |   |   |   |
| <b>Park River Area</b>       | X | X |   | X | X | X | X | X | X | X | X | X |
| <b>Parshall</b>              |   |   |   |   |   |   |   |   |   | X |   |   |
| <b>Pingree-Buchanan</b>      |   |   |   |   | X |   |   |   |   | X |   |   |
| <b>Powers Lake</b>           |   |   |   | X |   |   |   |   |   |   | X | X |
| <b>Ray/Nesson</b>            |   |   | X |   |   | X | X |   |   |   |   |   |
| <b>Richardton-Taylor</b>     |   | X |   | X |   | X |   |   |   |   |   |   |
| <b>Richland</b>              | X | X |   | X | X |   |   | X | X |   |   | X |
| <b>Rolette</b>               |   |   |   |   |   | X | X | X |   | X |   |   |
| <b>Rugby</b>                 |   | X | X | X |   | X | X | X | X | X | X | X |
| <b>Sargent Central</b>       |   |   |   |   |   |   |   | X | X | X | X |   |
| <b>Sawyer</b>                |   |   | X | X |   |   |   |   | X |   |   |   |
| <b>Selfridge</b>             | X | X |   | X | X |   |   |   |   |   |   | X |
| <b>South Heart</b>           |   | X |   |   |   |   | X |   | X |   | X |   |
| <b>St. John Public</b>       | X | X |   | X |   | X | X | X |   |   |   | X |
| <b>St. Thomas Public</b>     |   |   |   |   |   |   |   |   |   | X |   |   |
| <b>Stanley</b>               |   |   |   | X |   | X |   |   |   |   |   |   |
| <b>Starkweather</b>          |   |   |   |   |   |   |   |   |   | X |   |   |
| <b>Sterling</b>              | X |   |   |   | X |   |   | X |   |   |   |   |

|                            |   |   |   |   |   |   |   |   |   |   |   |   |
|----------------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| Strasburg                  |   |   |   | X | X |   |   |   |   |   |   |   |
| Surrey                     |   |   |   |   | X | X | X | X |   |   |   |   |
| Thompson                   |   |   |   |   |   | X | X | X |   |   | X |   |
| Tioga                      | X | X | X | X |   | X | X | X |   | X | X | X |
| Towner-Granville-Upham     | X |   | X |   | X | X | X | X | X | X | X | X |
| Turtle Lake-Mercer         |   |   |   | X | X | X | X | X | X | X | X | X |
| Twin Buttes                |   |   |   |   |   |   | X |   |   |   |   |   |
| Underwood                  | X |   |   | X |   | X |   |   |   | X | X | X |
| Valley City                | X |   |   | X |   |   | X | X | X | X | X | X |
| Valley-Edinburg            |   |   |   |   |   |   |   | X | X |   |   | X |
| Velva                      | X | X | X | X |   | X |   | X | X | X | X |   |
| Wahpeton                   |   |   |   | X | X | X | X | X | X | X | X | X |
| Warwick                    | X | X | X | X |   | X |   | X | X |   |   |   |
| Washburn                   |   | X | X | X | X |   |   |   | X | X | X | X |
| West Fargo                 |   | X | X | X | X | X | X | X | X | X | X | X |
| White Shield               |   |   | X |   | X | X | X |   |   |   | X | X |
| Williams County District 8 |   |   |   |   |   |   |   |   | X |   |   | X |
| Williston                  | X | X | X | X | X | X | X | X | X | X | X | X |
| Wilmac                     |   |   |   | X |   |   |   |   |   |   |   |   |
| Wilton                     |   |   | X | X |   | X | X |   | X | X | X | X |
| Wing                       | X | X |   | X | X | X |   |   |   |   |   |   |
| Yellowstone                |   |   | X |   | X | X |   | X | X | X |   |   |

TOTAL = 160 districts have participated over the last 11 years

\*These districts are reported by administrators through the NDTSS Mentoring Program enrollment.

Updated January 2021



North Dakota  
Teacher  
Support  
System

What do the administrators, mentors and first year teachers say about the North Dakota Teacher Support System?

Please see the attached document listing just a few of the comments from a recent survey. Additional comments are available.

## **What Administrators say about the NDTSS Mentoring Program**

**This past year, I have had 4 of my staff involved in the Mentoring Program - 2 serving as mentors for 2 of my new teachers. This program has proven to be immensely valuable for all 4 involved especially given the challenges we have been facing this year moving from hybrid model to a 5-day a week model. I would strongly recommend that this program not only be continued but expanded for 2nd year teachers too.**

**- Matthew Guenter - Bismarck Public Schools**

**The ND Mentoring Program is a game changer for new teachers. We have a resident teacher program in our district and it includes a full-time mentor teacher. We have found that formal mentoring has a significant positive impact on teacher performance, teacher retention, and teacher social emotional health. I have had numerous 1st year teachers participate in this program. They establish collaborative relationships with their mentor teachers. They are more comfortable observing other teachers as a result. The coaching feedback provided by teaching mentors is valuable to the learning process. Our teachers have become more confident and open to coaching feedback. In 28 years working at the Elementary, Middle School and High School levels there is nothing more impactful than formal mentoring for new educators.**

**- Kevin Ohnstad - Grand Forks Public Schools**

**The mentoring program has provided excellent opportunities for first year teachers to collaborate and learn from veteran educators. Without the mentoring program, beginning teachers would be lost!**

**Jeremy Brenner - Williston Public School District #1**

**We have had a number of our first year teachers go through the ND Mentoring Program. This has been an invaluable program for our first year teachers. This program has allowed our new teachers to have a safe place to grow as educators. Each new teacher has had a veteran teacher to be a sounding board, an encourager, someone to provide quality feedback, and someone to observe to see good teaching. It has allowed our new teachers to grow dramatically in their first year. The relationships built and the support provided have also made a significant impact on the retention of our first year teachers. Being able to retain young teachers in rural school districts can be very challenging, and having a program that increases the probability that these young teachers not only stay in education but also stay in our rural community is extremely important.**

**Aaron Schramm - Park River**

**The NDTSS Mentoring Program has provided our small, rural district with an opportunity to train our first year teachers with solid mentorship. We are a single section school building and it is hard for our new teachers to meet/share ideas with others in their grade level. This program helps make connections and provides the teacher with a toolkit to use throughout the year. Our staff has loved this program. I think it is a great idea to provide a year 2 option as well! Thank you for funding this program!**

**Chris Bastian - Lidgerwood Public School**

**Mentoring is a wonderful opportunity for not only first year professionals but the mentor as well. Teachers are allowed to learn and grow in an environment that is free of evaluation. They have a designated person to assist and are allotted opportunities to observe and learn from veterans. Growing our mentorship program will not only benefit educators but in turn our most valuable asset, our students.**

**Billie Jo Soholt - May-Port CG Schools**

**The Edmore Public School began utilizing the NDTSS Mentoring Program in 2017. It has been a tremendous aid for me, the principal, to provide training, assurances, and guidance by an experienced educator in each first year teacher's field/subject area. It provides one-on-one conferences, outside observing, reflection and another "voice from the field" on best education practices. The mentor takes some of the "extra load" off of the principal, but I also see more of a "buy-in" and trust amongst the first year teacher when a mentor is reassuring them that we are all working together to "grow" a master educator and instilling best practices. We have triad conferences three times a year in which good healthy conversations are held and I am able to hear first year teachers express themselves more freely. Each and every teacher has thanked me for the opportunity to have a mentor to relieve some of their first year anxieties. It is truly a platform that has instilled a growth mindset in all of my first year teachers.**

**Diane Martinson - Edmore Public School**

**As a first-year teacher, the program provided an invaluable opportunity for me to work with another teacher in my district in a way that eased my vulnerability as a new teacher. Teaching requires the instructor to balance quite a bit from classroom management to content. The opportunity to bounce ideas off of another teacher in a way that kept my confidence allowed me to flourish as a classroom teacher. It gave me a sense of security that my shortcomings - which are natural as one begins a new career - would not be open fodder for others. Beyond that, the program allowed me to brainstorm challenges presented by the classroom. Challenges often included things such as: making connections to certain students, how best to respond to a parent, how to read into a situation that may not have been obvious to me, practice working with colleagues so I felt more comfortable with that after my first year, advice about the ebb and flow of a school year, how best to approach administration and which administrator to approach, plagiarism issues, grading challenges - just to name a few. Without the mentorship program, I feel confident that it would have taken several more years for me to flesh out the best way to handle these challenges. This program is instrumental - foundational really - for new teachers. The funding provided to the mentee is valuable. I have served as an informal mentee, and the time commitment proved significant and draining. Those who mentor new teachers certainly appreciate the money (I personally suggest adding additional funding to this program.) Without it, I'm not sure the program would be the success that it is. I suspect that it's close to a hundred hours - if not more - that mentors pour into their mentees. This program is highly structured and supported by those who run it. This highly structured approach means that our new teachers are well supported, and there's no greater service that we can provide new teachers - and by extension their students - than continuing and abundantly supporting the NDTSS Mentoring program.**

**Shannon Meier - Belfield**

## What Mentors say about the NDTSS Mentoring Program

Being a mentor in the NDTSS Mentoring Program has made me a better teacher. Working along with new teachers has given me the opportunity to reflect on my own teaching and to grow and become a better teacher, which in turn has a positive effect on my students. The collaboration between mentors and new teachers is the backbone of this program. In education, we are more successful when we work together and learn from each other - especially during these times.

This work never comes to an end - thus adding support for 2nd year teachers as well, only makes sense.

Susie Brynjolfson - Bismarck Public Schools

As a mentor in my school district, I've found it very beneficial to both myself and the First Year Teacher. We have been working diligently as a team discussing, sharing, and problem-solving situations that arise in the classroom and the gym. The FYT is also coaching basketball. I have had the opportunity to share my experiences, strategies, and practices that might be of some assistance to her as a FYT. And, as a recent graduate, she has been sharing her technology savvy. During this difficult time, I have found myself encouraging and supporting even more so, and not just the FYT, but other teachers as well. Some teachers have been coming to me for support in areas where they need assistance, and one asking if she could also be mentored. I strongly believe the NDTSS Mentoring Program is essential in assisting and supporting FYT in the classroom and the field of education. I also believe it is necessary for the retention of teachers.

Barbara Miller - White Shield

The mentoring program has become a valuable and necessary piece of how school districts are supporting new teachers and encouraging long term commitments to the profession. As a special educator, I see first hand how many new teachers are lost each year because they don't receive the support, encouragement and guidance they need to navigate such a demanding job. I also see how many special education positions are left unfilled each year due a lack of new graduates and qualified applicants. Our primary goal as educators is to not only facilitate new learning in our students but also in our colleagues. The mentoring program creates growth opportunities, positive relationships and supportive professional learning communities that impacts both the mentor and the mentee that goes beyond the first year teachers initial year of teaching.

Tara Landphere - Minot

As an asst. admin, an experienced 17yr teacher & mentor teacher who was once mentored by the very high school teachers that I taught with each day with, I relish guiding new teachers to become better & seasoned teachers. It is a reciprocal experience in that I & other teachers share our knowledge and the mentees show us the newest techniques in technology or strategies that is being taught. In one year, a new teacher is just finding their feet and learning how the school operates, how & what the various programs or tests are used & taught, building their classroom management skills. That year goes by so quickly and there are times that a year is not enough time to share or guide them through everything. That second year gives the new teacher an extra cushion to further hone their skills and work at mastering the art of teaching. It takes time to learn and to practice, just like an apprenticeship. That is the best possible way to explain mentoring - it is an apprenticeship. The longer you're in the program after leaving college, the more experienced & confident those new teachers will become.

Shelly Quimby - Grenora

I cannot say enough good things about this program. As a new teacher who was mentored in a similar fashion years and years ago, I cannot imagine teaching without mentoring supports set in place. This is my fourth or fifth year mentoring new teachers through this program and each and every year, it is a win-win; I find a unique way to support new teachers while they continually amaze me and fuel my own veteran teacher fire. Teaching is HARD. Being in the trenches is HARD. Providing support for new teachers is completely invaluable. Planning alongside them, observing them, celebrating them, and challenging them builds teacher capacity and school community. At the end of each year with my first-year teachers, they say, "Wait, so we are done now? Who is going to support me next year?" Obviously that will still be me (because I have the best gig ever and cannot say no), but the formal supports that come with the mentoring program are no longer there. It would be so awesome to pick up where we have left off the previous year-when their confidence is greater and they have a solid understanding of where they work and who they serve. Spending some concentrated time really addressing different ways they can meet the ever-changing needs of their students would be so beneficial. I would love to try some co-teaching with these teachers and help them make some interdisciplinary connections between their content and the content of their colleagues. I would relish in the opportunity to help them revamp and revise the units they implemented in the previous year, based on the needs of a new group of students. The energy of first year teachers is unparalleled. I cannot imagine how many wonderful things could happen for all involved if we could also harness this energy in their second year. Thank you so much for allowing me to be a part of this program. Supporting first year teachers has reaffirmed my own passion for teaching. I'd be happy to visit more, if needed. :)

Lisa Vojacek - Grand Forks

I have participated in this program as both a mentor and a first-year teacher. As a first-year teacher, this program provided incredible support - emotional, pedagogical, etc. throughout my first-year. I would have LOVED to have a 2nd year with my mentor, as the difficulties don't end, and the support would still have been incredibly helpful. I am still good friends with my mentor today, so having that time to build that relationship was priceless. Five years later, she is still my go-to when I have problems and just need support talking something through. Without her, my first year teaching would have been immensely more difficult. When I cried on my first day of school because of a difficult class, she made sure to help me get the administrative support I needed, and she also was a listening ear and a shoulder to cry on so I didn't feel so alone. It was an experience I will never forget. Because of her, I am a better teacher and person than I ever could have been without. As a mentor, I have so thoroughly enjoyed being able to be that support system that I benefited from completely in my first year. It's been amazing to feel like I can "give back" what was given to me in the form of support, whether it be teaching strategies, classroom management, or just a listening ear when things are getting overwhelming. I've felt invigorated with the opportunity to make a difference with a first-year teacher and hopefully give them the same level of support I benefited from.

Callie Jo Navarathne - West Fargo

## **What First Year Teachers say about the NDTSS Mentoring Program**

**The mentoring program has been my lifeline as a first year teacher since I have never-ending questions, and it's nice to have a designated mentor to go to for answers and help without feeling like I'm bothering anyone with a bunch of little questions. I'm really hoping I'll have another mentor next year as a 2nd year teacher because I know situations will arise when I'll need advice, and I hope I'll have another designated mentor to go to for help then. Without my mentor, I'd probably feel like I was drowning right now, but she has been incredibly helpful this year, so I feel like I'm doing well as a teacher with all of her support. Mentors keep teachers in the profession longer because they're supportive, helpful, and a source of light amongst the all of the confusion that comes with being a first year teacher.**

**Alyssa - Bismarck**

**The mentoring program has helped me tremendously. It has been great to be able to sit down and talk with my mentor on a regular basis. I feel as though I have learned quite a bit from our sessions. I would absolutely recommend offering the mentorship to second year students. I think that everyone within the program has benefited tremendously.**

**Jacob - Lisbon**

**Being a first year teacher has its difficult times but I believe that having a mentor to guide me through things has made it a lot easier. This mentor informs me of great teachers to observe, gives me tips on how to make lessons more engaging, helps me navigate technology questions and overall answers any questions that I may have. I truly believe that if I did not have my mentor during this first year that I would not have been as successful as a teacher.**

**Abigail - Wahpeton**

**Coming from industry and never having experience in a teaching environment, having a mentor and instructional coach have been a huge support in developing my program and how I needed to adapt to teaching in a school setting. They've been essential as a means of support as I've transitioned into this new role. I'm able to bounce ideas around with them on project ideas and the best ways to teach students with different learning needs. Not only has this helped me progress, but it's also helped my students connect better with my lessons.**

**Jamie - West Fargo**

**This has been such an amazing experience coming into the education field. My mentor has been so supportive and offered so much advice and beneficial tools for me to utilize. She has helped build my confidence as an educator and helped me to challenge myself and step outside my comfort zone. I have persevered because of my mentor and appreciate her so very much.**

**Samantha - Kulm**

**My experience this year, being a first year teacher, has been an amazing one. Especially in this time of Covid, I had a ton of uncertainties coming into this year. I was worried about moving to a new state (from PA), about being in a different school district, about teaching on my own for the first time, and about everything I had to worry about with the pandemic. Being a part of the NDTSS Mentoring Program impacted this year in a meaningful way. Because of this program, I was able to more deeply connect with some of my coworkers, and get to know people around the school I wouldn't have normally met. Having a mentor gave me someone that I could go to at any time to ask any kind of question, and since they were my mentor, they were meant to help me, it made it so I didn't feel like a burden asking all of my questions. I feel like such a bigger part of the school culture than I would have if I was just thrown into the school with no life line. I am very passionate about this mentoring program and believe wholeheartedly that it should continue on.**

**Kayla - Bismarck**

**Being a first year teacher, missing out on a good chunk of my student teaching experience, and teaching in the middle of the pandemic is never how I imagined my first year of teaching. Having a mentor to go to at any time and help me with any questions I may have, lessons I need to teach, ways to go about a certain situation, or any questions I have about the profession in general has been a HUGE benefit to me this year and has made me be a more successful teacher. Thinking ahead to a normal year and how I would run my classroom and my instruction completely differently I feel like I will again be back in square one trying to figure things out on my own. Having a mentor for a second year (especially when things begin to go back to normal) will be incredibly helpful. Having someone to go to or ask questions leaves me feeling more confident in my teaching which helps my students get a higher level of instruction than if I was not confident in my teaching. I am more likely to stay in this profession longer if I feel supported in my first couple years as a teacher than if I was helped one year and told to do it the next year alone. With the ever changing rules with COVID and the changes we have had to make. I feel like a second year for first year teachers is a must to keep them successful, confident, and in the profession!**

**Alissa - Grand Forks**



North Dakota  
Teacher  
Support  
System

What does the research say about the North Dakota Teacher Support System and how is the money utilized?

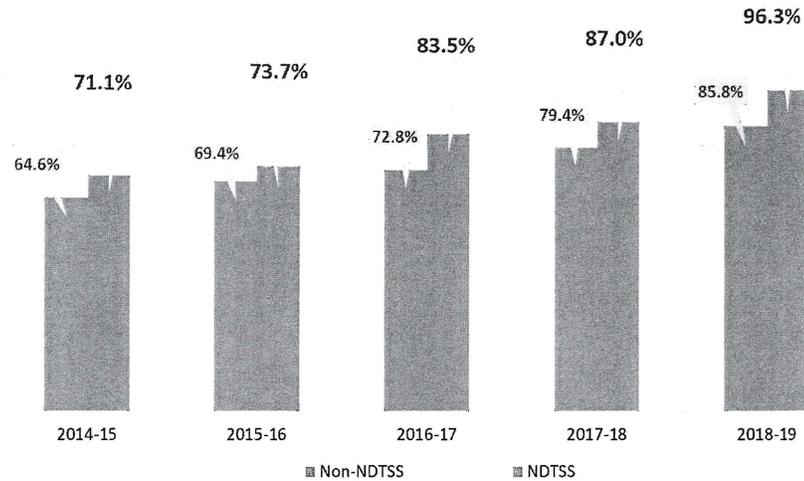
Please see the attached documents describing:

- teacher retention data
- costs per mentoring pair and instructional coach
  - What could be done with additional funding
  - Concerns



## ND Five-Year Teacher Retention Study 2020

The cumulative rate of retention for new teachers in the NDTSS Mentoring Program over 5 years is 82.3%, compared to 74.8% for teachers who did not participate in the program.



## What does North Dakota get for \$2,214? Mentoring Program



## What does North Dakota get for \$1,859? Instructional Coaching Program



## What we could do with additional funding?

|          |  |
|----------|--|
| Support  | Support more first year teachers                       |
| Offer    | Offer a 2nd year of mentoring as needed                |
| Continue | Continue to offer leadership opportunities to teachers |
| Build    | Build capacity of teacher leaders                      |
| Improve  | Improve student achievement                            |
| Retain   | Retain teachers  |

## Concerns



- Mandate VS Recommended
  - Local control
  - Tone of the program – you get to be in the mentoring program
- One time funding VS Ongoing general budget funding
  - What challenges would lay ahead in the next biennium to receive funding

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