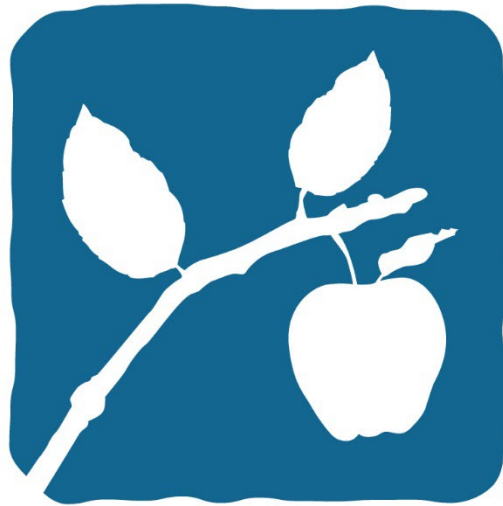


North Dakota Teacher Support System

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 #2013

January 24, 2023

Mr. Chairman and Members of the 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.

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.

This concludes my testimony. I invite you to review the attached overview, structure, retention data, feedback and funding information.

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<https://www.nd.gov/espb/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>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>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>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>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>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>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>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.

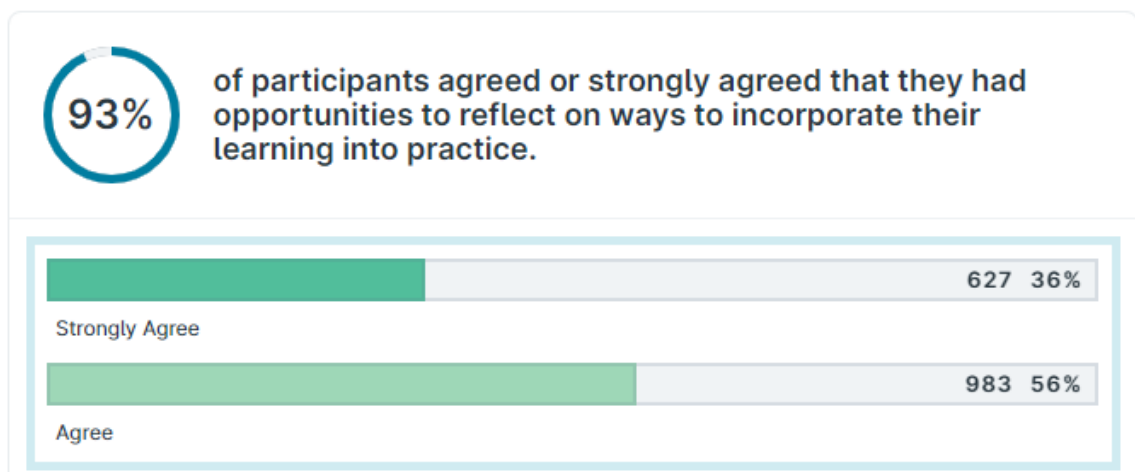
North Dakota Teacher Retention Rate for School Year 2021-2022							
	NDTSS	<i>n</i>	Non-NDTSS	<i>n</i>	Difference	<i>n (total)</i>	Total
2015-16	66.3%	201 / 303	59.3%	219 / 369	7.0%	672	62.5%
2016-17	74.9%	218 / 291	61.8%	207 / 335	13.1%	626	67.9%
2017-18	74.9%	191 / 255	71.8%	204 / 284	3.1%	542	73.2%
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.

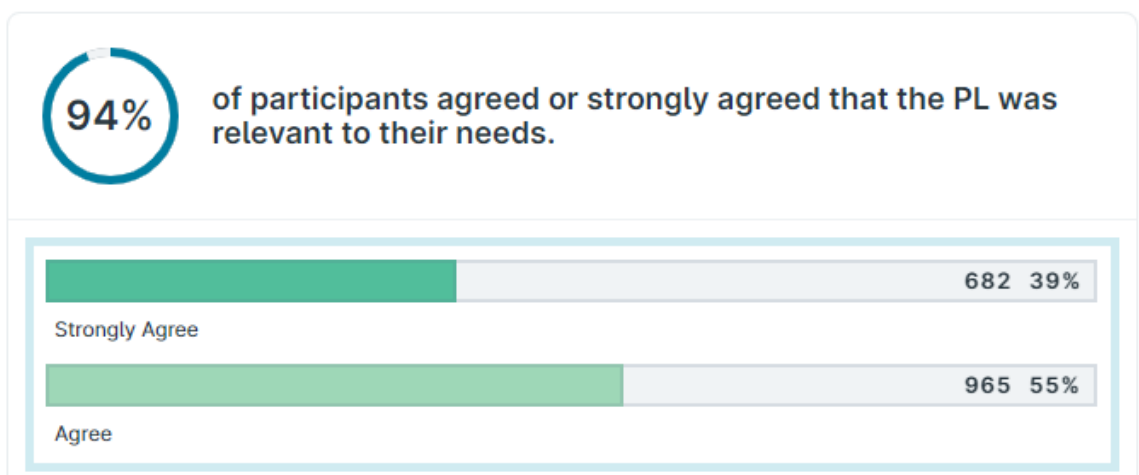
Feedback from Professional Development offered by NDTSS

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