

HB1013

Testimony of Erin Jacobson

House Appropriations – Education and Environment Division

January 13, 2020

Chairman Monson 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. I am here to request continued funding for our program as a pass-through grant within House Bill 1013.

According to the current Century Code, the ND Teacher Support System has two areas of responsibility, providing mentors for first-year teachers and supporting instructional coaches. Pages two and three of this testimony describes the work done with these two groups.

On page four, you will see the retention rates of teachers who have been mentored in our program since we began in 2010. The number one reason teachers give for leaving their positions is a lack of support. Providing mentoring and instructional coaching support is the best way we can address the problem of teacher retention. Our statistics show that teachers in our program have a strong record of remaining in the teaching force in our state.

This fall, the K-12 Education Coordination Council approved a recommendation from the Quality Education Personnel Subcommittee to fully fund and expand the teacher mentoring program to second year teachers. The complete recommendation can be found on page five.

We received a total of \$2.3 million from 2009 to 2015, in 2015-17 we received \$2.7 million, in 2017-19 we received \$2,050,000 and in 2019-21 we received \$2,125,764. Currently, according the Department of Public Instruction budget \$1,806,899 ongoing funding from the general fund has been requested for our program with an additional \$3,000,000 one-time funding from the foundation aid stabilization fund. If NDTSS was able to secure the full \$4,806,899, we would be able to fully fund and expand the teacher mentoring program to second year teachers.

Investing in the supports of our beginning teachers is also an investment in both the students and the mentors. Mentoring positively impacts the culture of a school by building effectiveness and creating a climate that is actively invested in the growth mindset.

What we do for teachers, we do for their students. Our children are the future of our state. We are eager to continue the important work of supporting the teachers our students need so they can be prepared to meet the challenges of the future.

Thank you. This concludes my testimony and I'm happy to answer any questions you have.



NORTH DAKOTA
TEACHER
SUPPORT
SYSTEM

ND Teacher Support System Instructional Coaching Program by the numbers

136 participants in the Coaches Academy this biennium (2019-21)

566 Instructional Coaches have participated in our Academies since 2011

** An instructional coach is someone whose chief professional responsibility is to bring evidence-based practices into classrooms by working with teachers and other school leaders. Instructional coaches partner with teachers to set goals, identify teaching strategies to hit goals and provide support until goals are met.*

Instructional Coaching Program

- Instructional coaches participate in 30 hours of the Coaches Academy from the Learning Forward Organization
- Coaches participate in a Learning Symposium to receive feedback on their goals
- Coaches form a network of Instructional Coaches to collaborate with towards common goals
- Coaches acquire and practice coaching behaviors to support their work with individuals and teams of teachers
- Coaches receive training on Professional Learning Standards to improve their ability to facilitate professional development.

ND Teacher Support System Mentoring Program by the Numbers

375 New teachers enrolled in the program for this school year

70 Districts participating in the program this year

3,075 New teachers have been mentored since the program began in 2010

1,750 Mentors have been trained since the program began

**A mentor is a teacher who is skilled at providing instructional support. Mentors effectively coach beginning teachers to improve their performance by making connections between theory and practice. A mentor supports the professional and personal growth of beginning teachers to meet the needs of students.*

Mentoring Program

- 15 hours of initial training for new mentors
- At least 30 hours of one-on-one conferencing with mentors and new teachers
- Mentors observe the new teacher at least six times per year
- Beginning teachers record themselves teaching and discuss with their mentors two times per year
- New teachers spend nine hours observing other teachers in action
- The new teacher, mentor and administrator meet at least two times per year
- Mentors continue their professional development as a mentor through webinars
- Beginning teachers can earn up to four credits of online course work
- All principals complete an online Administrator Mentor training
- An independent survey of all participants is done by a third party biannually
- Mentors are compensated; travel and all materials are provided
- Program coordinator and oversight



Five-Year Teacher Retention Study 2020

Our Mission

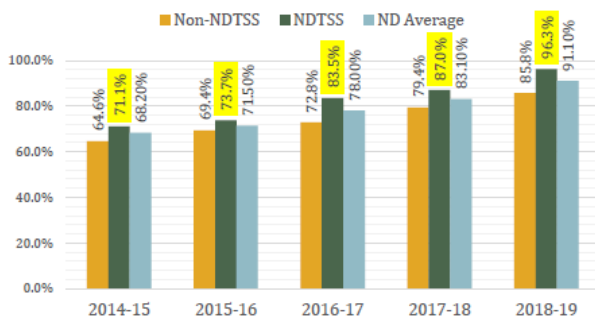


The mission of the North Dakota Teacher Support System is to foster the capacity of teacher leaders to build a system of support for effective teachers in every school in our state.

Overview of the Study

Exact retention data is difficult to obtain; however, studies suggest between 20 to 44% of new teachers leave the profession within their first five years of teaching (Chambers Mack et al., 2019; Ingersoll et al., 2018; Ronfeldt & McQueen, 2017). The Teacher Support System recognizes the importance of supporting new teachers through comprehensive induction centered on a structured, effective mentoring program. With this consideration, the NDTSS conducted a five-year retention study using data from the state MISO3 Form and NDTeach to determine and compare retention rates of teachers who participated and teachers who did not participate in the TSS mentoring program during their first year of teaching.

ND Teacher Retention



Impact of Teacher Retention

Teacher retention impacts:

- Student achievement
- School climate & culture
- Teacher effectiveness
- School improvement efforts
- School recruitment, hiring, and training costs



Estimated ND Cost of Teacher Attrition

Schoolyear	# of not mentored teachers X difference in retention rate	# of teachers
2018 - 19	296 X 10.5% =	31 teachers
2017 - 18	218 X 7.6% =	17 teachers
2016 - 17	265 X 10.7% =	28 teachers
2015 - 16	284 X 4.3% =	12 teachers
2014 - 15	212 X 6.5% =	14 teachers
TOTAL		102 teachers
Estimated cost per teacher multiplied (\$17,000 to \$22,000) by number of teachers		Cost: \$1,734,000 to \$2,040,000

If all first-year teachers in ND were retained at the rate of those who were mentored in the NDTSS over the past five years, districts would have had the potential of saving over \$2 million in recruitment, hiring, and training new teachers.

K-12 Education Coordination Council

Subcommittee Recommendations

2021 Legislative Recommendations for Action

Quality Education Personnel

1. Fully fund and expand the teacher mentoring program to second year teachers

- a. **Current Appropriation:** \$2,125,764 per biennium
- b. **Current Program Status:** According to the MISO3, there were 2,593 new teachers since 2014-15. Of those teachers, 1,275 were not in the NDTSS Mentoring Program.
Approximately 51% of new teachers participated in the NDTSS. In order to fully fund the program, additional funding would be necessary to provide mentoring to the remaining 49% of new teachers.
 - Total First Year Teachers: 2,593
 - Mentored in NDTSS: 1,318
 - Not Mentored: 1,275
- c. **Demonstrated Results:** Each year, the average rate of retention for NDTSS teachers since 2014-15 is higher than for teachers not mentored in the NDTSS and the ND Average retention rate.
 - Average rate of retention for NDTSS during the 2018-19 school year was 96.3% compared to 85.8% for teachers not mentored in the NDTSS.
- d. **Need:** The COVID-19 pandemic created an immensely stressful year on all teachers, especially first year teachers. The traditional informal mentoring that would occur with veteran teachers did not occur as all teachers were learning new skills, schedules and solutions. The first year teachers of 2020-21 school year are anticipated to have an even greater uphill climb as they enter into their second year of teaching and will need assistance in navigating the challenges a regular routine schedule and protocols hold that were missed the first year.
- e. **Policy Change:** Fund 100% of first year teachers in addition to a second-year teacher program.