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ROLL NUMBER

DESCRIPTION

1094

2001 HOUSE EDUCATION

HB 1094

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB1094

House Education Committee

☐ Conference Committee

Hearing Date 01/15/01

Tape Number	Side A	Side B	Meter #
#1		X	4 to 5445
Committee Clerk Signature <i>Lisa Gilbertson</i>			

Minutes:

Chairman R. Kelsch, Vice-Chair T. Brusegaard, Rep. Bellew, Rep. Grumbo, Rep. Haas, Rep. Hanson, Rep. Hawken, Rep. Hunskor, Rep. Johnson, Rep. Meier, Rep. Mueller, Rep. Nelson, Rep. Nottestad, Rep. Solberg, Rep. Thoreson

Chairman Kelsch: We will open the hearing for HB1094

Deb Jensen: (Asst. Director of ESPB) Please refer to the attached testimony.

Rep. Hunskor: Are we talking about teacher who are choosing to move out of the state?

Jensen: We're talking about both. In this survey, we didn't ask teachers, specifically where they were intending to go, but in a previous survey we did, where we worked with Job Service, we felt that some of them were leaving the state and some of them were staying in the state, but choosing other professions.

Rep. Nelson: What's the biggest obstacle to retain our teachers?

Jenson: Undoubtedly our survey shows that salary is the biggest factor. Measuring and professional development assistance were the secondary factor to that, but that it was also a very important factor.

Rep. Nelson: So, would that money be better spent in the bill that would mandate the governor's proposal to give a \$3500 increase to teachers. Would that, in itself, help enough, that maybe, if we couldn't institute all of these policies in one biennium, but that would be more important than this mentoring program. Would you agree?

Jenson: I would have to say, while that is the foremost issue, I think that the mentoring issue is also a very important one, because we have such a very high drop out rate for teachers, and this is not just a state drop out rate, this is a national drop out rate, even in states where salaries are higher, they're finding that mentoring programs help them retain teachers.

Rep. Haas: Can you provide us with a detailed breakdown of how you would spend that \$375,000 over the biennium.

Jenson: Yes, I don't have that with me, but I can certainly get that for you.

Rep. Nottestad: On the school districts that do some mentoring programs, in your survey that you put out, did you find that there was any increase or decrease in the dropout rate?

Jenson: I'm not sure I can accurately answer that question, because when we got the survey results back, we did try to segregate by regions of the state, so that we could pinpoint where the mentoring programs are going on and where the answers are coming from, but because we didn't get large returns from some regions, it was difficult to do that, but we did find, when we segregated by grade level, in areas where mentoring was a major focus, like in the middle school level, that they were twice as likely to have mentors as the high school teachers were, and those

people were also more satisfied and more likely to come back than the high school people were, so there were some correlations.

Rep. Thoreson: How confident are you that this could leverage some other money of other kinds besides the other experience that you had.

Jenson: The grant that I referred to was a Title 2 Grant from the Federal Government, that was for teacher quality enhancement, and it was a very significant grant, and the comments that we got back from that one were that they like the design of the program, and how we implemented it, and the importance of what we were doing, but again, they were not sure we could continue it after the funding ended. There are resources for funding. The accrediting agency that we work with is very much pushing the induction program, both as a quality issue and a retention issue, so there is a lot of interest, and there are some money sources we could pursue.

Rep. Johnson: Is this mentoring program something that other states are doing to?

Jenson: Yes, there are other states that are, in fact, mandating mentoring programs in a variety of different forms, depending on what their own issues are.

Rep. Hunsakor: Could you briefly tell me who chooses the mentors?

Jenson: The model that we're going to be using is going to be coming up in a moment with Project Launch, and from other programs we've looked at. It does use a mentor teacher that would be in the school with them. There are a few areas that we've talked about where that may not be possible, for instance, in areas in Tech. Ed. that may not have another teacher. We've been looking at some options, where there would be an experienced person working with them in their own school, but then they could have another person that is also mentoring that is actually a Tech Ed. person from another district.

Rep. Hunsaker: Are those people paid?

Jenson: In the Project Launch model they were not paid, but their expenses were reimbursed when they would get together for meetings. Their budget did not have enough in it.

Rep. Thoreson: Could it be used for teachers who have some sort of an adjustment problem, they've been there a couple years, and administration feels like they're not doing the job, could this program be helpful to them?

Jenson: There are a number of different models out there. The one we're proposing would be primarily for working with new teachers. There are some programs that go on for two or three years and can take care of those other issues as well.

Linda Edwards: (Director of Professional Development for the NDEA) Please refer to attached testimony.

Rep. Mueller: What has your group done in terms of a mentoring effort and talk to us about what you have done and what you see yourself doing and the contributions you could bring to a mentor program.

Edwards: We've done a lot state wide, but it hasn't been systematic or organized. We've worked with individual school buildings and individual school districts, but the need to retain teachers statewide has been a priority. NDEA has an IPD commission that has mentoring as its top priority. From the last year and a half, we've spent researching what kind of programs are out there, where there's a weakness, and what we can do as an association to train the mentors. Currently, we're bringing in a training the first week of June, that's a week long intensive training. It's a systematic approach. That's the difference between what we're talking about today and other mentoring programs. When we interviewed mentors and mentees that have been

through a program, the #1 concern they have is that there isn't a specific time to meet with a mentor or a mentee so they're meeting after school. That's not specific time to look at how one teaches. We also have teachers that are switching content areas, and so they're almost starting their teaching careers over, so they also need some encouragement and support.

Rep. Grumbo: The question that I have, and I think it was brought out in regard to teacher centers as playing a part in getting this off the ground as well, and whether or not that should be in the whole heart of the program that we would like to see here.

Edwards: We certainly have talked at length about that in our design. In our original proposal to the federal grant, we looked at having two corridors, and using the teacher centers as a base within those corridors. The one thing we don't want to do is do this so large that we can't control it, so that it doesn't become another program. We want it to be well organized and systematic. We have to start with a strong training core and then the next phase would be to train those trainers, and then from then on it just keeps escalating so it will be statewide.

Rep. Grumbo: Technology as far as schools, and we're talking here of quality in education, and here a quality education commission set up, and does this scare a lot of young people coming out of the colleges and universities into teaching the 'how do you incorporate the technology into the curriculum'?

Edwards: When we surveyed our students, 60% of our graduating students in education are not looking at teaching in ND. One of the topics they talked about is technology. Most of our students have lap tops right in their dorms, so they're using technology a lot. Unfortunately, they're using it a lot more to surf the net and use e-mail. What we want to do is expand that so that they are having professors who are using technology to teach with.

Rep. Nelson: Some of the problems that we're having nationally in education are probably different in some of the rural states (e.g. Increased class size). Because of that, there are some possibilities in schools that the mentoring has been taking place in different forms, probably without the title, but I guess I'm concerned about the rural states are doing. Is there a state funded mentoring program in MT, SD MN, for example. What rural states are leaders in the mentoring program?

Edwards: We've researched, and mentoring is the number one priority in the legislature this year for MN, for the education committee. MT has a similar system, where it's district led, but it's not statewide. When we got the survey results back, rural teachers were leaving our small communities, because there was not a support system for them. This is also a critical point in helping our rural communities, almost more than we need to in the urban areas.

Rep. Thoreson: In your perception, are these teachers that are coming out of college, are they prepared to go into the classroom? They have student teaching, and they people who are monitoring them during this process, and have teacher advisors. I would hope those teachers would be half way up the mountain before they even get to the classroom, as opposed to down at the bottom, so how serious is the problem?

Edwards: I have a daughter who is student teaching in high school, and a daughter-in-law who just finished student teaching in elementary school. The difference is day and night between the two. The elementary student has been in classrooms a lot, she's assigned a mentor for her school. My daughter has no mentors, no support, and has been in the classroom three hours. They are knowledge-based, and it was confirmed in our survey, our graduates know their content.

What's hard to explain to a new teacher, is how you deal with 25 students on different levels.

classroom management, different learning styles. It's all the details that you're not prepared for in a teacher ed. program.

Rep. Hunsakor: You have addressed, you've used words like, 'new teacher' and 'teachers who change content', but I have a concern about teachers who may have been there five years, and suddenly they get a classroom that is difficult to manage, and then the mentoring is necessary even after several years. Is the intent of this that administrators would have the right to mentor someone who had been there as they saw the need right. Is that part of the program?

Edwards: We're talking about really looking at teachers who have displaced and new teachers. The system that would help in the situation you brought up would be peer coaching, which is a different system than the mentoring system. Our program is geared more toward helping our new teachers feel really strong these first three years to get their base job, and then peer mentoring would help the teachers who have more experience in an open, non-threatening, conversational way.

Rep. Hunsakor: Is there anything in place for peer coaching now?

Edwards: Yes, NDEA does a lot of training through different districts in peer coaching.

Rep. Nottestad: Going back to a little bit of background on some of this, on teachers that are being commenced to the program, I think a mentoring program would help these people, but I'm not so sure that at that point a mentoring program should be totally responsible. It sounds to me like an individual going into a secondary program is not getting what they need from the college and university level and I think the stone needs to be thrown there, if that be the case. The mentoring program should not be the replacement for the responsibility that they already had.

Edwards: You're correct, and that certainly needs to be addressed at the teacher prep level. I think universities are interrupting that in the middle and secondary level. Mentoring certainly won't cure that, but mentoring would at least be a safeguard, it would be a backup system to help someone, but not in lieu of.

Chairman Kelsch: Walk me through what a student teacher does these days.

Edwards: Student teachers now are teaching a higher percentage of the time. Usually there's a week or two of observation time, and then they slowly start taking over content areas. Each university has a different time length, so it could be anywhere from 2 to 15 weeks that they might be in the classroom. They're not sitting in the back of the room observing. The classroom teacher now doesn't exit the room. Hopefully, they're in the classroom with the student teacher, almost in a mentor capacity.

Chairman Kelsch: What's the teacher's responsibility to that student teacher? If that student teacher reacts in a way that the teacher doesn't feel is appropriate; are they able to give constructive criticism, is that one of their roles?

Edwards: The supervising teacher has responsibility to help that student teacher in all content areas and teaching strategy. If the teacher sees a lesson design that hasn't gone well, then it's a responsibility of that teacher to work with the student on lesson design, so the teacher isn't just an observer, but it's on a limited time basis.

Chairman Kelsch: Some of the things I've heard lead me to believe that one thing that may possibly be missing is that there's no job description for teachers in the classroom.

Edwards: Actually, I think the job description has expanded so much over the years, that now you do everything. Classroom is not only an educator, they are a coach, they're a coach, sometimes we're the parents.

Chairman Kelsch: I understand that things change, because that's in everybody's job, but really is there a basic job description, 'there are the things that you need to do, these are the daily activities that you do in your class room'.

Edwards: I guess I can't answer that question for every specific district.

Rep. Thoreson: When you talk about these student teachers going into the classrooms, and into the schools, is there a compensation for those teachers and/or the school? Do they get paid to have those student teachers coming into the classroom?

Edwards: Yes they do, \$180 for the semester

Rep. Meier: For this mentoring program, how many hours in a week would a mentor be in the classroom with that teacher?

Edwards: We're hoping to leave that open enough so that a district and a school can structure it around their schedule. That will all be part of the training. If we make it real specific, I'm afraid we will not have it open for the school districts to be creative. What we want to do is provide some flexibility in this schedule.

Rep. Meier: Do you have an estimate from the past experience?

Edwards: Again, in the survey we had anywhere from 15 minutes to 2 hours, based on the two interactions between two people.

Rep. Mueller: How do we know if we're getting the job done? How are we going to determine if this effort does pass?

Edwards: Hopefully, because this is going to be for our first time, organized and systematic, we'll collect the data. We can track the people that, #1 have been trained mentors and mentees. It's hard for us, right now to answer that question, because other than Project Launch, there's no statewide measurement of whether it really retains teachers in the teaching profession as well as in the state, so this would give us a way to track the people that were going to be using the mentoring program.

August Ritter: Please refer to attached testimony

Rep. Thoreson: Do you have any follow-up as to those that went in in 1996-1997 are still in education or still left?

Ritter: If you look at the table, there are 27, there's 21 that are still teaching in ND, 2 are teaching out of state, and 4 are not teaching, and it also shows what those four are doing that are not teaching anymore.

Rep. Thoreson: Was that in '96 or today?

Ritter: That's today.

Rep. Haas: The day long meetings that were held, what time of year did you hold those?

Ritter: We held them during the course of the year. We usually have one in Sept., one in Nov., one in Jan., and one toward the end of the year.

Rep. Haas: So, the classrooms of these teachers were covered by substitutes?

Ritter: That's correct.

Rep. Thoreson: How would you describe what this mentor does for that new teacher as opposed to what the classroom teacher does when they get a student teacher in from a college?

Ritter: When you have someone in the classroom when you're doing student teaching, who's kind of there to help you along, things get out of hand, you can always call back, get things patched again. It's considerably different than when you walk into that classroom as a first year teacher, and you're all by yourself, it's your ball game. All of the things that come up that you probably didn't anticipate that you didn't experience as a student teacher. As a student teacher, you probably come in in the middle of the year, classroom control procedures have already been established, all you do is follow those.

Rep. Nottestad: Looking at the chart, I noticed that in '96-'97, the private schools and the people involved. Have they opted to drop out of the program?

Ritter: There are some schools that choose not to participate. When we inform them that we have the funding, and we can do this program, that the funding is under bills 2000, there are some schools that don't want to participate.

Gary Gronberg: (DPI) Please refer to testimony attached. There are two aspects when we talk about replacement. There's both recruitment and retention. We need to be able to do both of them in order to maintain someone through those first years. This program would go a long way, so the department would like to support this bill. Couple things I might share having to do with a couple questions. The recently passed federal budget put \$692 million in its federal budget to improve teacher quality. That's an increase of \$244 million over last year, or 54% increase to provide training in a number of areas. It's being recognized nationally as one of the ways, through documented research to maintain that new teacher once they enter the profession. Another question had to do with rural areas, and I can respond from the special education area. We found that in that particular field, the first year teachers felt very isolated, not only because

they were in a rural area, but they may been only one of a particular kind of teacher. A mentoring program provides a kind of support network that's necessary to maintain some of those low incidence area personnel, as well as those that fit into what we would consider the regular elementary or secondary teaching program, so this was one of the ways we could look toward improving our efforts.

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HB 1094b

House Education Committee

☐ Conference Committee

Hearing Date 01-31-01

Tape Number	Side A	Side B	Meter #
TAPE I		x	3960 to
Committee Clerk Signature <i>Joan Davis</i>			

Minutes: Chairman Kelsch called the committee to order on HB 1094.

Rep. Brusegaard: I move a DO NOT PASS.

Rep. Haug: Second.

DISCUSSION

Chairman Kelsch: The question has been called on a DO NOT PASS motion, the clerk will call the roll. The motion passes with 13 YES, 0 NO and 2 ABSENT. Carrier Rep Nottestad.

FISCAL NOTE

Requested by Legislative Council

12/14/2000

Bill/Resolution No.: HB 1094

Amendment to:

1A. State fiscal effect: *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	1999-2001 Biennium		2001-2003 Biennium		2003-2005 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$375,000	\$0	\$0	\$0
Appropriations	\$0	\$0	\$375,000	\$0	\$0	\$0

1B. County, city, and school district fiscal effect: *Identify the fiscal effect on the appropriate political subdivision.*

1999-2001 Biennium			2001-2003 Biennium			2003-2005 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2. Narrative: *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

Of the appropriation, \$125,000 would be spent the first year on 125 new teachers statewide to reimburse for four days of substitutes, travel, speakers, consultants, materials to be able to bring the mentors together with the mentees. The second year appropriation would be \$225,000 for the first-year 125 teachers and an additional 125 new teachers. Again, the dollars would be spent on substitute teachers, travel, materials, speakers, etc.

3. State fiscal effect detail: *For information shown under state fiscal effect in 1A, please:*

A. Revenues: *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

n/a

B. Expenditures: *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

All of the requested \$375,000 would be contracted to the teacher learning centers who would facilitate the mentoring projects using the Bismarck Project Launch as the model. Each TLC would receive \$1,000 per teacher in the project.

C. Appropriations: *Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive*

budget. Indicate the relationship between the amounts shown for expenditures and appropriations.

The \$375,000 appropriation would be for a first-time mentoring project for teachers in North Dakota.

Name:	Janet Placek Welk	Agency:	Education Standards and Practices Board
Phone Number:	328-1659	Date Prepared:	01/08/2001

Date: 1/31/01
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. HB1094

House House Education Committee

☐ Subcommittee on _____
or
☐ Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Not Pass

Motion Made By Rep. Brusegaard Seconded By Rep. Haas

Representatives	Yes	No	Representatives	Yes	No
Chairman-RaeAnn G. Kelsch	✓		Rep. Howard Grumbo	✓	
V. Chairman-Thomas T. Brusegaard	✓		Rep. Lyle Hanson	✓	
Rep. Larry Bellew	✓		Rep. Bob Hunsakor	✓	
Rep. C.B. Haas	✓		Rep. Phillip Mueller	✓	
Rep. Kathy Hawken	✓		Rep. Dorvan Solberg		
Rep. Dennis E. Johnson					
Rep. Lisa Meier	✓				
Rep. Jon O. Nelson	✓				
Rep. Darrell D. Nottestad	✓				
Rep. Laurel Thoreson	✓				

Total (Yes) 13 Click here to type Yes Vote No 0 Click here to type No Vote

Absent 2

Floor Assignment Click here to type Floor Assignment Rep. Nottestad

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE (410)
April 2, 2001 12:30 p.m.

Module No: HR-57-7448
Carrier: Nottestad
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

HB 1094: Education Committee (Rep. R. Kelsch, Chairman) recommends DO NOT PASS
(13 YEAS, 0 NAYS, 2 ABSENT AND NOT VOTING). HB 1094 was placed on the
Eleventh order on the calendar.

2001 TESTIMONY

HB 1094



Education Standards and Practices Board

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HOUSE EDUCATION COMMITTEE

HB 1094

January 15, 2001

M. Chair and Members of the Committee,

My name is Deb Jensen. I am the Assistant Director of the Education Standards and Practices Board, speaking in favor of HB 1094 for the mentoring of teachers.

When we examine the most important issues facing education in North Dakota today, those issues nearly always fall into two categories, 1) getting and keeping excellent teachers in our classrooms, and 2) keeping the quality of education offered our students high. The mentoring program proposed in HB 1094 has great potential to impact both of these issues at the same time.

As I work with the ND colleges of education in my position with the ESPB, we find that mentoring and induction support during the first year of teaching is becoming more and more important as teaching becomes an ever more complex career. Our North Dakota colleges of teacher education graduate an average of 700 fully qualified new teachers each year, about half elementary and half secondary and specialty areas. The ESPB licenses over 1000 new teachers each year, including in-state and out-of-state applicants. North Dakota schools make about 200-250 new hires each year, and we also utilize many of these individuals as substitute teachers. The rest of the story is that we lose fully half of the individuals we prepare and license in education within three years, and we are having increasing difficulty filling teaching positions in our schools.

I passed out a copy of the 2000 ESPB Annual Report with my testimony. In that report is a synopsis of a survey of new ND teachers that was conducted last spring. This survey shows a number of ways mentors can help new teachers get off to a better start and improve the quality of their teaching as they begin their careers. The survey also found that 20% of our new teachers are undecided about staying in teaching in ND and 12% more are thinking of only staying one more year. You will also receive testimony today from August Ritter from Project Launch that shows that ND pilot mentoring program has increased the retention of new teachers significantly (nearly 20%) beyond the average. Both the new teachers and the mentor teachers also grow in their knowledge and skill as a result of working together. New teachers bring fresh ideas and mentor teachers tested skills and experience.

The ESPB intends to collaborate with the NDTCN and NDEA in delivering these mentoring services. They have the direct connections with schools and experience in coordinating statewide programs that will enable this program to be implemented successfully across the state.

There are many bills before you this session asking you to support education, and other are also extremely important. The \$375,000 asked for in HB 1094, while not the most significant amount you will be asked to appropriate, has a very significant potential to impact both teacher retention and teacher quality. It also has potential if passed to leverage other federal and foundation dollars, since its passage would show state lawmaker commitment to the concept of mentoring. We hope for that reason you will support the passage of HB1094 with the appropriation specifically for the purpose of mentoring new teachers.

Testimony for HB 1094
House Education
Mentoring
By Linda Edwards, Director of Professional Development
North Dakota Education Association

Imagine that you aspire to be a mountaineer. You have a new pair of boots, a tent, a backpack, and endless enthusiasm, but you have never so much as climbed above the tree line.

"There are two ways to get into it," observes Kenneth Wilson, a Nobel-laureate physicist at The Ohio State University, co-author of *Redesigning Education*, "You could take a practice run with somebody who has lots of experience and the ability to share it. The other way is to be taken to the base of Everest, dropped off, and told to get to the top or quit. If you don't make it, your enthusiasm disappears, and you seek ways to avoid similar challenges in the future."

Too often beginning teachers find themselves alone at the bottom of the world's tallest mountain. One new teacher, for example, compares the first year to "climbing a mountain that is cloud-covered. You can't see very far ahead, and you don't know how high the mountain is." Another describes it as "a journey for which there is no map to guide you."

Increasingly, school districts are working with teacher associations, universities, and others to establish mentoring programs to help beginning teachers, veteran teachers in new assignments, and teachers in need of remedial aid to build up to the difficult climbs with the assistance of a guide. The hope is that in due time the profession as a whole will be able to tackle the Everests of the educational landscape.

Mentoring is a process that opens the doors to the school community and helps new faculty find the wisdom of all the teachers in the building. The topics of classroom management, including discipline, and instructional delivery have been determined through research as areas of top priority in which inexperienced or novice teachers need support, guidance, and feedback. The earliest support should provide a more general type orientation covering such basics as infrastructure of the district or local school, building-level procedures, teaching responsibilities and resources available through the school, central office and community.

A mentor helps teachers make sense of the realities that they face in teaching, learn their significance, and use what they have learned to improve their teaching skills. Ideally, mentoring helps to ensure that new teachers have access to the accumulated instructional knowledge and expertise of their colleagues in ways that contribute to student success. In this formulation, mentoring is a mechanism to articulate and share the genius of teaching.

Teacher mentoring programs have been around for about a generation. More than half the states in the country now require mentoring for entry-level teachers. School districts, moreover, are beginning to realize that the veteran third-grade teacher who is suddenly reassigned to middle grades social studies may need the help of her colleagues every bit as much as the brand-new teacher who is fresh out of graduate school.

Demographic and policy trends now lend greater importance to mentoring programs than perhaps at any other time in recent memory. Increasing student enrollments, an escalation of teacher retirements, and the popularity of class-size reduction efforts in many states represent serious challenges to districts seeking to ensure the quality of classroom instruction. Concerted action must be taken to assist the anticipated two million new teachers who will enter the profession within the next decade and uncounted numbers of experienced teachers who will assume new assignments. In a New York Times column ("Dueling Goals for Education," April 7, 1999), Teachers College President Arthur Levine observes that policymakers are concurrently seeking to raise teaching standards and expand the ranks of the profession, both at a time when the pool of very experienced teachers is growing noticeably smaller.

While not the entire solution, carefully designed mentoring programs can help in three ways to meet the challenge inherent in pursuing both of these worthy goals simultaneously: mentoring can be used as a recruitment tool; it can improve teacher retention rates; and it can help to improve the skills and knowledge of both new and veteran teachers.

Mentoring holds the potential to help the entire profession of teaching to advance with time, just as mountaineers learned to conquer challenges that in years past appeared well beyond their reach.

Recruitment and Retention

Mentoring also helps to keep talented teachers on the job. The National Center for Education Statistics reports that 9.3 percent of new teachers leave the profession after only a year (1994-95 data). An additional 11.1 percent leave their assignments for teaching positions elsewhere after their first year. In rural areas and inner cities, these rates are often dramatically higher.

Improving Skills and Knowledge

Evidence strongly suggests that mentoring improves the quality of teaching. In its January 1999 Teacher Quality study, the National Center for Education Statistics reports that seven in ten teachers who receive mentoring at least once a week believe that their instructional skills have improved "a lot" as a result.

A majority of those teachers who provided mentoring assistance at least once a week also reported substantial improvements to their practice. "I think all of us who were mentors

changed radically. Our classroom management skills changed. The way we related to other teachers in our area changed. The skills that we had to work with students in our classroom changed."

Without careful planning and sound design, mentoring programs by their very nature run the risk of reinforcing conservative, traditional practice at the exclusion of all that is new and innovative. Instead, a good mentoring program should combine the best new approaches to teaching with time-tested strategies known to work well for

Guidelines for Effective Programs

There is, of course, no single program design that meets the needs of every district in every situation. Urban schools often encounter different challenges from rural schools. Likewise, districts with large numbers of new hires or those experiencing recruitment difficulties may wish to structure their mentor programs differently from districts where large-scale turnover is less of an issue.

Creating the Climate, Context, and Structure for Effective Mentoring

Successful mentoring benefits all stakeholders. For school administrators, mentoring aids recruitment and retention; for higher education institutions, it helps to ensure a smooth transition from campus to classroom; for teacher associations, it represents a new way to serve members and guarantee instructional quality; for teachers, it can represent the difference between success and failure; and for parents and students, it means better teaching.

Time for Mentoring

Data from the National Center for Education Statistics dramatically demonstrate that the efficacy of mentoring is linked to the amount of time that a mentor and protégé work together. Only 36 percent of protégés who work with mentors "a few times a year" report substantial improvements to their instructional skills. That figure jumps to an impressive 88 percent for those who work with mentors at least once a week.

The issue of full-time versus part-time mentors can be particularly vexing. Many teachers who serve as mentors emphasize the extent and complexity of the role and the difficulty of balancing a classroom schedule with consistent attentiveness to the myriad needs of their protégés.

Key Questions to Consider:

- Do we have existing state or local mentoring policies and are these effective?

- What policies and practices are barriers to mentoring and how can these be overcome?
- What partners should be involved in the creation of the mentoring program and how?
 - District administrators and school board members?
 - Teacher association leaders?
 - Parents?
 - University faculty?
 - Retired teachers?
 - Others?
- Do we need a formal, written governing agreement for our mentoring program?
 - Who should be the parties to this agreement?
- Who will be involved in providing ongoing direction for the mentoring program?
 - District administrators and school board members?
 - Teacher association leaders?
 - Parents?
 - University faculty?
 - Retired teachers?
 - Others?
- Which teachers will receive mentoring?
 - First time teachers right out of college?
 - Teachers new to the state, new to the school district, or new to a school?
 - Teachers experiencing a change in grade level, type of assignment, or cultural environment?
 - Veteran teachers who are experiencing difficulties?
- Will participation in the mentoring program be mandatory or voluntary?
- How long will a protégé participate in a mentoring program?
- How frequently should mentoring activities occur?
- What is the best way to provide time for mentoring?
- Will our teacher-mentors be full-time or will they have classroom duties, too?
- How long will mentors serve?
- What is our target mentor-protégé ratio?
- How will we ensure that the mentor-protégé relationship remains confidential?
- What operational changes need to be made in our schools to make mentoring possible?

- Do we need to change the nature of new teachers' initial assignments?
- Do mentors and protégés have ready access to email and telephones?
- How will our university partners prepare teachers to give and receive peer assistance?
- How will retired teachers become involved in the program?
How will they be compensated for their participation?

Selecting, Training, and Supporting Mentors

Criteria for Selecting Mentors

In the second generation of mentoring programs, such informality yields to a more structured approach that identifies the characteristics of effective mentors, selects a pool of individuals who meet these standards, and establishes an optimal set of priorities for matching mentors with their protégés. In describing the ideal mentor, teachers, school administrators, and higher education faculty most often have in mind a highly skilled teacher (or someone with close connections to the classroom) who has earned the esteem of colleagues and who possesses the confidence and "presence" to offer counsel to other adults.

Good mentors also demonstrate a variety of skills and knowledge that come with experience: "knowing the ropes" of a school district, for example, and understanding the politics of the school community, as well as having access to a network of instructional resources. Other attributes are less a function of years on the job and more a matter of especially good

The qualities of effective mentors -- as identified by participants in mentoring programs nationwide -- may be organized into four general categories: attitude and character; professional competence and experience; communication skills; and interpersonal skills. Together with a willingness to serve and a vote of confidence by colleagues, these characteristics comprise guidelines for selecting mentors.

Attitude and Character

Willing to be a role model for other teachers
 Exhibits strong commitment to the teaching profession
 Believes mentoring improves instructional practice
 Willing to advocate on behalf of colleagues
 Willing to receive training to improve mentoring skills
 Demonstrates a commitment to lifelong learning
 Is reflective and able to learn from mistakes
 Is eager to share information and ideas with colleagues
 Is resilient, flexible, persistent, and open-minded
 Exhibits good humor and resourcefulness
 Enjoys new challenges and solving problems

Professional Competence and Experience

Is regarded by colleagues as an outstanding teacher
Has excellent knowledge of pedagogy and subject matter
Has confidence in his/her own instructional skills
Demonstrates excellent classroom-management skills
Feels comfortable being observed by other teachers
Maintains a network of professional contacts
Understands the policies and procedures of the school, district, and teachers' association
Is a meticulous observer of classroom practice
Collaborates well with other teachers and administrators
Is willing to learn new teaching strategies from protégés

Communication Skills

Is able to articulate effective instructional strategies
Listens attentively
Asks questions that prompt reflection and understanding
Offers critiques in positive and productive ways
Uses email effectively
Is efficient with the use of time
Conveys enthusiasm, passion for teaching
Is discreet and maintains confidentiality

Interpersonal Skills

Is able to maintain a trusting professional relationship
Knows how to express care for a protégé's emotional and professional needs
Is attentive to sensitive political issues
Works well with individuals from different cultures
Is approachable; easily establishes rapport with others
Is patient

Incentives

The demands of mentoring and the desire to attract the services of the very best candidates highlight the importance of incentives. A reduced or modified course load for both mentors and protégés ranks at or near the top of anyone's list of needs for a successful mentoring program. Like other professionals, mentors and protégés prefer to work under conditions that lead to success. Mentoring achieves less when it is relegated to after hours and weekends.

Having an important role in the governance of a mentoring program may be equally attractive for would-be mentors seeking to exercise their leadership talents while remaining very much within the profession. Most teachers have few such opportunities during their careers. Also, school districts and state education agencies can collaborate to

provide mentors with credit towards relicensure or recertification, where this is required by law.

Teachers and school administrators involved in successful mentoring programs emphasize that training for mentors must be ongoing. Some programs provide mentors with ready access to the counsel of higher education faculty. Others provide mentors with common office space, which allows them to meet with each other on a regular basis, discuss coaching strategies, share instructional resources, and plan additional ways to assist their protégés.

There are no easy solutions to this challenge. It necessitates cooperation between a school district and its teacher association and may involve significant changes to the teachers' contract, including differentiated roles and responsibilities for teachers. Like other aspects of a quality mentoring program, the way a district supports its mentors requires systemic changes that affect school climate, conventional definitions of the job of teaching, and a host of policies and procedures governing school business. It is important to keep these contextual factors in mind when answering the following guiding questions.

Key Questions to Consider:

- What criteria will be used to select mentors?
 - Who will help to define these criteria?
- Who will be involved in choosing mentors?
 - Other teachers?
 - Principals?
 - Teacher association representatives?
 - District administrators?
 - Current mentors?
 - Protégés?
 - Others?
- What incentives will attract the best candidates to serve as mentors?
 - Modified/reduced teaching schedules?
 - Leadership opportunities?
 - Relicensure/recertification credit?
 - Other incentives?
- How will mentors be matched to protégés?
 - One-to-one matching?
 - A "mentoring mosaic"?
 - Who will coordinate the matching?
- How will mentors be trained?
 - When will the training take place?

- Who will plan and provide the training?
 - Will mentors be required to participate in the training?
 - What will be the focus of the training?
 - How will higher education institutions assist with mentor training?
- What resources and expertise will be made available to mentors?
 - Ongoing counsel from higher education faculty and other mentors?
 - Office space?
 - Ready access to laptop computers and other equipment?
 - Other resources?
- How will the school, school district, and teacher association facilitate a mentor's return to the classroom full-time?

Content and Evaluation

What Protégés Need from Mentors

More so than in years past, schools now hire many different kinds of "new" teachers or "beginning teachers". Some new teachers may have years of experience in another state or district or grade level or subject area. Some are new to teaching but hardly new to the world of work, having enjoyed success in other careers, such as business, the law, or the military. Similarly, there are different entry points into the profession. Many follow the traditional route offered by preservice preparation programs at colleges and universities. The extent of the field experiences offered by these programs, however, may differ dramatically. A significant number of protégés begin full-time teaching only after obtaining a master's degree. Others enter the classroom with "emergency" or "provisional" licenses or after completing nontraditional preservice programs.

Not surprisingly, therefore, what a protégé needs most from a mentor varies significantly over time and differs from new teacher to new teacher. Fifteen years ago, for example, beginning teachers most often expressed a need for help with issues pertaining to classroom discipline and student motivation. Recently, many beginning teachers are more concerned with the challenge of time management. Mentoring programs must not assume that the needs of beginning teachers are static.

Successful mentors speak of helping protégés expand their repertoire -- skills, strategies, and knowledge useful in different teaching situations and settings. These can be acquired by observing many different teaching styles, comparing notes with other beginning teachers, consulting at length with one or (preferably) more mentors, and other means.

Mentors emphasize that many beginning teachers progress in stages. Former mentors outline three stages of working with a protégé. The first stage focuses on practical skills and information -- where to order supplies, how to organize a classroom, where to find instructional resources, what kind of assistance the teacher association can provide, etc. During the second stage, mentors and protégés can concentrate more intently on the art

and science of teaching and on polishing classroom management skills. In stage three, the focus shifts to a deeper understanding of instructional strategies and ongoing professional development that is based on the assessed needs of students. Where a new teacher enters this matrix and how long each stage lasts vary according to the knowledge, experience, and skills that a protégé brings to the job. A skillful mentor works with a protégé to determine what level of assistance to provide and when to provide it.

As with other aspects of a good mentoring program, the content of the mentoring experience is shaped by the broader context of school and district. Ideally, mentoring is but one component of a more comprehensive assistance strategy for new teachers. A district-level instructional department, a school-based instructional team, or both might be available to provide protégés with training and assistance pertaining to academic content, curriculum development, and student assessments. An effective mentor collaborates in this process (and can serve as an advocate for protégés) but should not be held solely responsible for ensuring that protégés have a full understanding of a school's instructional program. This obligation must be shared more broadly by the entire faculty and administration. A mentor connects protégés to the resources available within the school, within the district, or in nearby partnering institutions.

The content of mentoring is also shaped by the specific needs of the student population, their families, and the community at large. This can be especially important if new teachers are unfamiliar with the culture and traditions of the community

Measuring the Effectiveness of Mentoring

The quality of classroom learning is the bottom line for evaluating a mentoring program. Research still tells us too little about the direct connection between teacher mentoring and student achievement. A district's college or university partners might be particularly helpful in the complex task of documenting this link. In effective programs, however, evaluation figures prominently on many different levels. In programs that include peer review, mentors play a role in evaluating their protégés, ideally in a way that maintains an open, trusting dialogue. Good programs also hold mentors themselves accountable.

At the program level, evaluation and careful documentation help both to improve the effectiveness of mentoring and to justify the investment to policymakers and education's stakeholders.

Key Questions to Consider:

- How shall we determine what new teachers need most from the mentoring experience?
 - Who will be involved in making this determination?
- How will the district and its partners individualize the mentoring experience to meet the specific needs of each protégé?
- How will the focus of mentoring change during the course of a protégé's involvement in the program?

- Will the mentoring program be divided into stages according to the evolving needs of the protégé?
- Will the mentoring program provide remedial assistance to veteran teachers experiencing difficulties?
- Will the mentoring program include peer review?
- How will mentors interact with others in the district and with representatives of partnering organizations to ensure that protégés have access to comprehensive professional development opportunities, including assistance with curriculum content and student assessments?
- How will mentors be assessed for their performance?
 - Who will be involved in making this assessment?
- What evidence will be used to evaluate and document the effectiveness of the program?
 - Student achievement data?
 - Indicators of teacher satisfaction?
 - Teacher retention data?
 - Decreased need for teacher remediation?
 - Cost-benefit data?
 - Anecdotal evidence?
 - Other indicators?
- Who should be involved in evaluating and documenting the mentoring program?
 - An independent program evaluator?
 - Mentors?
 - Protégés?
 - School administrators?
 - Teacher association leaders?
 - Others?

Conclusion: Advancing the Teaching Profession

Changes in our society require educators, like the scientific community, to meet increasingly complex challenges. Mentoring is one important mechanism for advancing the teaching profession as a whole. It can help raise standards for all teachers in a building or a district, not just newcomers or those changing assignments. It can also help to create cohesive schools where teachers and administrators constantly discuss instructional practice and student learning. Increasingly, teachers are viewing their collective expertise as expanding and improving with time, as large numbers of teachers develop innovations that lead to student success and then pass this vast knowledge on to colleagues. To achieve an expanding repertoire of skills for the entire profession, with steadily improving results for children, all teachers at all stages of development must maintain their growth as professionals by learning from and with each other.

The payoff of mentoring accumulates with time. Each year may show only modest gains, especially during the start-up phase of a mentoring program. The benefits of mentoring, however, become more obvious as the years pass. A generation from now, reaching the summit of Everest will be routine. So it should be with today's most difficult educational challenges.

Mentoring:

Why We Need to Help New Teacher Succeed:

- ◆ By the end of this decade, the US will need 2 million new teachers.
- ◆ By the end of this decade, ND will need ____ new teachers.
- ◆ Currently, more than half of new teachers leave the profession in their first five years.
- ◆ New teachers who participate in induction mentoring programs are nearly twice as likely to stay in the profession as those who don't.
- ◆ Research proves that a critical predictor of student success is teacher quality.

What discourages new teachers?

- ◆ Discipline problems
- ◆ Unending paperwork
- ◆ Unmotivated students
- ◆ Public and student disrespect for teachers and learning
- ◆ Lack of instructional material
- ◆ Low pay
- ◆ Unsafe schools

Who are the new teachers?

- ◆ Almost 2/3rds are younger than 27.
- ◆ More than a quarter are not fully certified.
- ◆ Nearly half—42 percent—have just finished college and have never taught.
- ◆ 34 percent are former teachers who are coming back into the profession.
- ◆ The majority are single and in debt.

What are They Concerned About?

- ◆ Instructional Issues
- ◆ Preparation Time
- ◆ Unmotivated students
- ◆ Classroom control, management and discipline
- ◆ Finding resources
- ◆ Involving parents
- ◆ Time management

What will help new teachers succeed?

- ◆ Administrative support
- ◆ Adequate resources
- ◆ Collaboration and cooperative teaching
- ◆ Professional development
- ◆ Peer mentoring
- ◆ Instructional techniques and management routines
- ◆ Participation in decision making
- ◆ Observing other teachers teach
- ◆ Discussing their teaching with others
- ◆ Performance feedback

Statistics from "Beginning Now: Resources for Organizers of Beginning Teachers, 1999."

In their own words:

"Teachers need to be at the center of new teacher support efforts—as designers and implementers as well as participants. These efforts can only be successful when educational organizations value teacher learning as central to the achievement of students and are willing to commit the time, energy, and resources needed to make it happen."

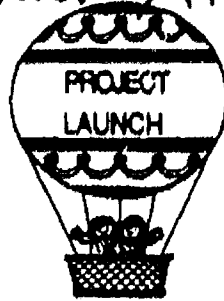
Addendum to ESPB testimony on HB1094 at the request of Representative Haas

<u>PROJECTED BUDGET HB1094</u>	<u>Year One</u>	<u>Year Two</u>	<u>Total</u>
Training and Materials for Mentors	27,500	0	
4 Teacher Centers x 25 New Teachers x \$1000 per mentor/mentee pair (includes per diem travel, substitutes, materials, etc.)	100,000		
4 Teacher Centers x 25 New Teachers, 25 2nd year x \$1000		200,000	
Facilitation of local arrangements, meetings and data collection by Teacher Centers ((\$20 per hour for sub-contracted services)	23,750	23,750	
	<u>151,250</u>	<u>223,750</u>	<u>375,000</u>

TEACHING LEARNING CENTER BISMARCK/MANDAN AREA

August Ritter

1107 Airport Road
Bismarck, ND 58504
(701) 221-3420
FAX 221-3454
August Ritter, Director
Project Launch



Hours

Monday-----10:00-8:00
Tuesday-----10:00-6:00
Wednesday-10:00-6:00
Thursday-----10:00-6:00
Friday-----closed
Saturday-----11:00-3:00

Testimony in support of HOUSE BILL NO. 1094:

Project Launch is an entry level teacher support and assessment program coordinated by the Bismarck/Mandan Teacher Center with support of its member school districts (LEAs) and any of the nine North Dakota institutions of higher education (IHEs) whose graduates are employed by those districts. The purposes of the project are to provide a program of support for beginning teachers and their experienced mentors, to recommend to the North Dakota Education Standards and Practices Board standards for entry level teacher performance, and to share information about Project Launch with teacher educators and others interested in the program.

The framework for teaching which underlies Project Launch was developed in 1996-97 by a 13-member planning committee of teachers, administrators, and IHE representatives. The project features an experienced mentor teacher selected by the building administrator for each participating new teacher and promotes interaction of the new and mentor teachers in implementation of personalized action plans which are strongly linked to the framework for teaching of the project. Each teacher pair is supported by a teacher educator designated by the IHE from which the new teacher graduated or, for out-of-state graduates, a volunteer IHE. All project participants are brought together for four day-long meetings of programming which addresses issues important to the group. Each new teacher and mentor spend approximately 25 additional hours working on their action plans.

Project Launch is currently in its fifth year. It's been funded under Goals 2000: Educate America Act. The program has enrolled a total of 135 new teachers during this five year period. Table 1, shows the migration and attrition of the first-year teachers for the initial four years.

This program has established a record of success. HOUSE BILL NO. 1094 would make funding available for other teacher centers in the state to implement Project Launch programs in their area. First-year teachers will appreciate your support. Thank-you!

Table 1

PROJECT LAUNCH
First-Year Teachers
Sept. 1996 -- May 2000

Teacher tracking as of 1/4/01

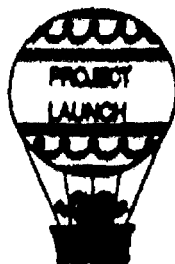
	1996-97	1997-98	1998-99	1999-00	TOTAL
PARTICIPANTS	27	25	29	25	106
TEACHING IN ND 9/00	21	20	23	22	86
Public Schools	17	20	23	20	80
Private Schools	3				3
University Level	1			1	2
Part-time				1	1
EDUCATION IN ND (other)	0	2	1	0	3
Director of Tribal Education			1		1
Director Education Ruth Melers		1			1
Director Childcare Center		1			1
TEACHING OUT-OF-STATE	2	1	1	2	6
NOT TEACHING	4	2	4	1	11
Highway Patrol Trooper	1				1
Full-time Ministry	1				1
Returned to School	1				1
Unable to locate	1		1		2
Full-time National Guard		1			1
Works other jobs & substitutes		1			1
United Way Office			1		1
River City Sport & Marine			1		1
Office Depot			1		1
Sales				1	1

PROJECT LAUNCH

Bismarck/Mandan TLC

COMMITTEE MEMBERS:

Mary Harris - University of North Dakota
Rod Jonas - University of Mary
Robin Clark - Minot State University
Pat Gantt - Dickinson State University
Terry Paulson - Simla Middle School
Patrick Felet - Supt. Glen Ullin
August Ritter - Bis/Man Area TLC



Shelly Delle - Wishek Public Schools
Wade Forster - Bismarck High School
Faye Conlon - St. Joseph Elementary
Herman Schafer - Prin. Lewis & Clark
Marion Thiel - Custer Elementary
Bud Vels - Supt. Wilton Public Schools

PURPOSES: PROJECT LAUNCH

1. To support new teachers and help them have a successful first year.
2. To promote learning about teaching by mentor teachers, first year teachers, and teacher educators.
3. To guide mentor teachers in establishing and maintaining useful relationships with new teachers.
4. To bring to the attention of school and university people some challenges in the early career development of teachers.
5. To promote use of the Bismarck/Mandan Teacher Center as a catalyst for professional development of teachers.
6. To provide data for the universities, the Education Standards and Practices Board, and school districts about experiences of new teachers in North Dakota and this particular program of support as a pilot for development or expansion.

FRAMEWORK FOR TEACHING: PROJECT LAUNCH

Before developing an action plan, teacher partnerships are asked to consider the framework for teaching endorsed by the project planners. We are committed to a complex vision of teaching and encourage you, in you work together, to seek to develop your teaching in ways that show that new (and experienced) teachers...

1. Understand the content and approach of the subjects taught and design learning experiences which involve students in learning subjects meaningfully.
2. Understand child and/or adolescent development and provide learning experiences which support the intellectual, social, and personal development of students.
3. Use cultural appreciation and understanding to enhance student learning and to foster development of learning communities which include students and their families.
4. Understanding how students differ in their approaches to learning and provide opportunities for learning which are adapted to individual student differences.
5. Understand and use a variety of methods or strategies, which include applications of technology, to encourage critical thinking, problem solving, and demonstration of learning.
6. Use understanding of individual and group motivation and behavior to create a learning environment that encourages students to interact constructively, to engage actively in learning, and to accept responsibility.
7. Use knowledge of communication techniques to foster inquiry, collaboration, and supportive interaction in the classroom.
8. Plan instruction based on knowledge of the subject, the students, the community, and the goals of the curriculum.
9. Use formal and informal assessment to evaluate student learning.
10. Reflect on their teaching and it's effect on students, parents, the school community, and the school district and seek ways to grow professionally.
11. Foster relationships with school colleagues, parents and the school community to support student learning and well-being.

Table I

Project Launch Participants by School and School District

	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>
Beulah High School			1	1	
<u>Bismarck Public Schools</u>					
Bismarck High School	1	1	1	2	
Centennial Elementary School			1		1
Century High School	1	2	3	1	3
Hughes Middle School	2	3			
Manchester House				1	
Manning Elementary School	1				
Murphy Elementary School			1		
Moses Elementary School	1				
Myhre Elementary School	1	3	1	1	
Northridge Elementary School			1	2	
Pioneer Elementary School				1	
Prairie Rose Elementary School	1				
Richholt Elementary School		1	1		
Riverside Elementary School		1	1		
Roosevelt Elementary School		1	1		
Saxvik Elementary School	1		1		1
Simle Middle School	4	2	2	3	2
Solheim Elementary School	3	3			1
Wachter Middle School	2			1	1
Will Moore Elementary School			1		4
Carson School					2
Driscoll Public School	1	2	2	1	
Flasher Public School	1	3	1	1	2
Glen Ullin Public School		1			
Hazelton-Moffit Public School		1			
Jamerson Elementary School	1				
<u>Mandan Public Schools</u>					
Lewis & Clark Elementary			1		
Mandan High School	4			3	
Mandan Junior High School					1
Mary Stark Elementary				1	
Marmot High School (NDYCC)	1		1		1
Napoleon Public School				3	3
St. Bernard's Mission School	1	1			
Solen/Cannon Ball Public School			2		
Standing Rock Elementary School			2	1	
Sterling Elementary School					1
Tappen Public School			1	2	4
Wishek Public School			3		2
TOTALS	27	25	29	25	29

Table 2 shows the institutions of higher education from which the Project Launch participants graduated. Faculty members from Dickinson State University (DSU), Minot State University (MSU), University of Mary (Mary), University of North Dakota (UND), and Valley City State University (VCSU) are involved in the 2000-2001. Faculty representatives include Robin Clark (MSU), Rod Jonas (Mary), Linda Holdman (UND), Dale Hoskisson (VCSU), and Marty Odermann (DSU).

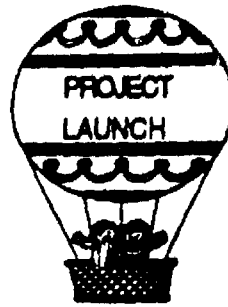
Table 2

Project Launch Participants by Institution of Graduation

	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>
Bismarck State College				1	
Concordia College		1	1		
Dickinson State	3		2	4	3
Jamestown College			1		1
Minot State	3	5	1	2	2
Mayville State					1
Moorhead State	1	2	4	1	2
North Dakota State				1	2
Northern State					2
University of Mary	14	13	11	12	7
University of North Dakota	2	2	5	1	4
Valley City State		2	3	3	3
Other (out-of-state)	4		1		2
TOTALS	27	25	29	25	29

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Wednesday-10:00-6:00
Thursday-----10:00-6:00
Friday-----closed
Saturday-----11:00-3:00

DOUBLEWOOD INN

November 10, 1999
(9:30 am - 3:00 pm)

AGENDA:

- 9:30 "Time for Reflection" -----Dr. Mary Harris, UND
Dr. Linda Holdman, UND
- 10:00 "At-Risk Students"-----Diane Larson, Bismarck Police Youth Bureau
Bernie Rodell, ND Youth Correctional Center
- 11:45 "Case Studies"-----Dr. Rod Jonas, University of Mary
- 12:15 LUNCH
- 1:00 "Internet for Teachers"----Dr. Dale Hosklisson, Valley City State University
- OR
- "Defusing Potential Discipline Problems" -----Betty Neigum, Partners/
Parenting
- 2:45 Closing

PROJECT LAUNCH (ACTION PLAN)

New Teacher Kathleen _____ Grade/Subject 7-9 French

Mentor Teacher: _____

University Mentor: _____

School and District: Bismarck Public (Simla)

Date: Sept. 20, 2000

A. Three priority goals for the year:

1. Refresh my skills so I can expand my lessons and design more meaningful and student orientated lessons (#1, #8)
2. Continue my education by starting plans for higher level classes and linking with fellow language teachers to help me grow professionally. (#10)
3. Gain better understanding of middle level students. (#11)

B. Plans for working on each goal. (Please add other sheets!) (#2)

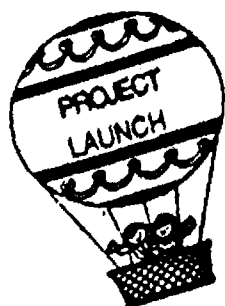
- #1. Meet with other teachers, purchase advanced tapes and books to listen to, go on line to sites which deal with French language and culture.
- #2. Attend foreign language meetings, take classes in the district (cooperative learning, multiple intelligences), form a foreign language club
- #3. Read in the topic, attend any workshops or inservices offered in adolescent development.

Training is one of the best ways to send
a message to your teachers
that you value them and want them
to succeed and stay.
Much worse than training people and losing
them is not training them and
keeping them!

---*Dr. Harry K. Wong*

PROJECT LAUNCH: PARTNERSHIPS FOR TEACHER GROWTH

August Ritter, Project Director
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e-mail: ritter@sendit.nodak.edu



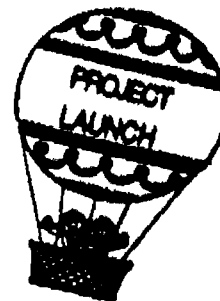
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Marty Odermann-Gardner
West River Teacher Center
Dickinson State University
Dickinson, ND 58601
(701) 483-2028
Fax: (701) 483-2028



TESTIMONY ON HOUSE BILL NO. 1094
HOUSE EDUCATION COMMITTEE
January 15, 2001
Department of Public Instruction

Chairperson Kelsch and members of the committee:

Gary Gronberg
My name is ~~Andy Baker~~. I am the assistant director of School

Approval and Accreditation with the Department of Public Instruction. On behalf of the Department of Public Instruction, I would like to offer our support for this bill, which provides mentoring for first-year teachers.

The Department encourages efforts to create a supportive atmosphere and to sustain teacher morale. The *Report of the National Commission on Teaching and America's Future* pointed out that nearly 30 percent of teachers leave teaching within five years of entering the profession. Among the reasons that so many teachers leave is that they find the job unmanageable, and they are not given the assistance they need.

Within the next 10 years, North Dakota can expect that 3400 of the state's 9300 teachers will retire. Considering the impending teacher shortage, it is important to retain as many new teachers as possible.

A first-year mentoring program will do much to help North Dakota's schools retain teachers.



EDUCATION STANDARDS & PRACTICES BOARD REPORT

Vol. 5 Issue 1 2000

New Licenses Instituted from 1999 Legislation

The Education Standards and Practices Board began the 1999-2000 school year with new computer programming changes costing the board approximately \$37,000, the addition of a webpage, board member changes, a 40-day provisional license, issuing minor equivalency endorsements, electronic scanning of FBI fingerprint cards, issuing fines to educators without proper licensure, investing additional dollars in the money market, and state funding to provide the assessment fee for approximately 20 educators to receive National Board for Professional Teaching Standards certification. A total of 4,067 licenses were issued which is 111 more than the previous year. The five-year average number of licenses issued per year is 3,777.

New licenses effective August 1999.

Legislative changes provided the opportunity to offer three new licenses (40-day provisional, in-

terim reciprocal, and early childhood). The 40-day provisional license is issued to those applicants who have not received the investigative background report from the BCI or FBI. This license can be issued numerous times until the report has been received. The local school district must initiate the process for the license because a contract has been offered to the applicant. One hundred and one (101) forty-day provisional licenses were issued during the 1999-2000 school term.

The second new license for 1999 was the interim reciprocal which is provided to out-of-state applicants who hold a bachelor's degree that includes a major that meets the issuing jurisdiction's requirements in elementary education, middle level education, or a content area taught in public high schools. They must have also completed the professional education sequence from a state-approved teacher education program. This

is a two-year license and can be renewed once. Upon request for renewal, the applicant must submit a plan of re-education to meet the North Dakota teacher education standards to the Education Standards and Practices Board. Seventy (70) Interim Reciprocal Licenses were issued during the 1999-2000 school term.

The third license was provided to meet federal requirements for Head Start Centers who must hire early childhood certified staff. This license is provided to those applicants who hold a four-year bachelor's degree with a major in early childhood education from a state-approved teacher education program.

The 1999 Legislature mandated a report on the reciprocal acceptance of teaching certificates with NDCC 15-36-1.3. This report was provided to the Educational Services committee during the interim session.

NASDTEC Interstate Contract Agreement

The National Association of State Directors of Teacher Education and Certification (NASDTEC) is an organization of governmental entities responsible for teacher education and certification. Organized in 1928, NASDTEC organizations share an interest in professional standards, practices, and licensure issues. The NASDTEC Interstate Contract is an agreement which

facilitates the movement of educators among the various states and other jurisdictions which have signed the contract. The contract includes assurances, definitions, eligibility options, duties of NASDTEC members, and information about the administration of the contract. Jurisdictions which sign the contract designate the categories (teacher, administrator, sup-

port personnel, vocational personnel) and the jurisdictions whose certificates or educator preparation programs they are willing to recognize. The Education Standards and Practices Board on May 11, 2000 agreed to sign the NASDTEC Interstate Contract for the next five year period, agreeing to Subsection III.A. with all states.

Educational Testing

The North Dakota Association of Colleges of Teacher Education recommended to the Education Standards and Practices Board they adopt the Pre-Professional Skills Test (PPST) as an additional

requirement for initial educator licensure in North Dakota. The PPST is a basic skill test that addresses the areas of reading, writing and math. The Education Standards and Practices Board

voted at their December 2000 monthly meeting to begin the PPST test score collection on July 1, 2002.

National Board for Professional Teaching Standards Certification

During the 1999 Legislature, money was appropriated to pay one-half of the assessment fees for twenty North Dakota educators to complete the NBPTS certification process during the biennium.

The other half of the assessment fee was provided through a match at the federal level. Six applicants applied for these dollars in 1999 with two applicants withdrawing due to unforeseen circumstances.

Six applicants also applied in 2000. The original assessment fee was \$2,000 and increased to \$2300 in 2000.

Educator Openings

The Education Standards and Practices Board compiled the data for the Job Service Educator opening list. From July 1, 1999 through June 30, 2000, there was 1,247 positions open throughout North Dakota. Following is a listing of those openings with more than five per area:

Administration	111	Physical Education	32
Art	14	Preschool	7
Business Education	41	School-to-work	5
Computer Education	8	Science	91
Coordinator	15	Social Studies	65
Counselor	50	Social Worker	8
Elementary Ed.	165	Special Education	184
English	85	Title I	19
Foreign Language	26	Vocational Education	71
Librarian	21		
Math	70		
Music	96		

ESPB Model for Professional Development

The Education Standards and Practices Board published standards for quality professional development in 1996, the *Professional Development Guidelines: Effective Practices*, after reviewing both national standards and multiple North Dakota case studies. The *PD Guidelines* were developed through a Goals 2000 Professional Development Grant awarded in the Greater Barnes County Consortium. The *PD Guidelines* show how effective professional development can en-

hance the achievement of school improvement and personal improvement goals. Since the *PD Guidelines* were developed, hundreds of ND teachers, administrators, and professional development providers have been trained in the application of the model. Awareness sessions and full semester hour courses on the *PD Guidelines* and the use of assessment in professional development are available. Sessions on use of the *PD Guidelines* in data-driven processes were presented at the Octo-

ber 4-5 NCA/DPI Fall School Improvement Workshop and materials provided to additional districts who wish to use the model. The Directors of the North Dakota Teacher Centers received training updates on the use of the model in October and will be able to assist schools and individuals in their use. Copies of the *PD Guidelines* are available through the office of the ESPB and related materials are available at all of the state's ten Teacher Centers.

New Teacher Induction Survey

Stories of teacher shortages are in the news often these days as increasing numbers of teachers retire, leave the profession or leave the state. Also prominent is the desire to constantly improve the way teachers are prepared so that they may meet the ever more sophisticated needs of today's students. The North Dakota Education Standards and Practices Board (ESPB) recently published results of a ND New Teacher Induction Survey on our web site: www.state.nd.us/espb. The survey was conducted by the ESPB and North Dakota Education Association during the spring of 2000 to gather first-hand information from new teachers. The survey polled new teachers employed in North Dakota during the 1997-2000 school terms, asking questions about:

- 1) what new teachers feel are their greatest professional challenges;
- 2) what mentoring and induction support is available to new teachers;
- 3) whether they are intending to stay in the profession and, if not, why?

The areas North Dakota teachers felt were most challenging to them as they started their careers were: working with at-risk students, motivating students, designing learning experiences for diverse students, and classroom management. New teachers felt most confident about their preparation in their content areas (specific subject matter), and were also confident about their ability to work with parents and use technology.

Isolation was a challenge for new teachers. There was significantly less orientation and mentoring support in smaller schools and, to a lesser degree, to teachers who were likely to be the only teacher in their level or subject area (ex: kindergarten, K-12 areas such as art and music, and high school).

These same teachers were less likely to be considering teaching as a lifetime career and more likely to be undecided about staying in teaching than elementary and middle level teachers.

Mentoring support from an experienced teacher was available to about one third of the new teachers. Middle level teachers were twice as likely to have mentors as high school teachers. The findings on how mentors could help new teachers paralleled the areas in which new teachers felt most challenged in their new jobs: curriculum design, teaching strategies, and classroom management. They also felt mentors could help them with orientation to district policies and procedures. Most of the mentoring relationships were informal, with only nine percent of the new teachers reporting their mentors had been trained in how to be a mentor and that they had dedicated time to work together. When new teachers were asked whether they intend to stay in teaching after this year, only one percent (1%) of the teachers answered with a definite 'no', but a significant twenty percent (20%) were undecided. Twelve percent (12%) intended to stay one more year and 27% several more years. About a third (36%) of the new teachers indicated they currently intend to make teaching a lifetime career.

Those new teachers who were not intending to make teaching their lifetime career gave inadequate salary, family influences, and a desire for better working conditions as the most important reasons for that decision. Working conditions were not specifically stated, but likely include a range of things such as courses they were assigned to teach, number of different class preparations, work load in relation to salary, extra duty assignments, or equipment and fa-

cilities available. From a broader perspective, new teachers may also have been considering community services and amenities, jobs available for spouses, etc. The least important reasons for leaving were lack of preparation or that they preferred another career. In general, the new teachers in North Dakota wanted to teach and felt well prepared to do so, but were choosing not to stay due to inadequate salaries, family needs, or working conditions. Some noted a need to repay college loans. When the new teachers were asked what might convince them to stay in teaching the most important things were increased salary and support from the larger community. Salary and legislative support were overriding issues. Support from the community, school boards and administration was also very important. Respect for teaching as a profession was more important as an incentive to stay than as a reason for leaving.

It was clear from the survey that mentoring and professional development are key factors for maintaining and improving quality of teaching even though these things are not as decisive factors in teacher retention when compared to salary and job conditions. Conversely, additional salary cannot guarantee a consistent increase in the quality of teaching, but it is by far the most significant factor for keeping new teachers in the profession in North Dakota.

A coordinated support effort by the education community, local school communities, and North Dakota state government can address the factors identified by our new teachers and help them meet the challenges they face. Focusing on both teaching quality and adequate support can maintain the high quality teaching force our state and our students have benefited from in the past.

ESPB Adopts Teacher Education Performance Standards

The ND Education Standards and Practices Board (ESPB) was created as an independent professional board in 1995. Since that time, dozens of professional educators across the state have assisted the Board in setting and revising quality standards for the preparation and licensure of professionals who work in our schools. The hard work North Dakota teachers, administrators, and teacher educators have put into this participatory process has resulted in the Board's adoption of performance oriented standards for the preparation of educators.

In September and December of 1999 the Board instituted standards for subject matter areas which require colleges of education to include multiple performance assessments of those moving through their programs. In the future, North Dakota's standards

had been largely in-product oriented, revolving around courses and hours completed. Areas studied and depth of study are still defined, but the new performance standards go beyond this to apply rigorous knowledge of both content and pedagogy to realistic performance activities teachers and other education professionals do in schools to influence student success. All content areas are also now required to incorporate the use of appropriate technologies as they apply to teaching and to the specific content.

In addition, in August 2000, the Board adopted the performance-oriented standards of the National Council for the Accreditation of Teacher Education (NCATE 2000) for approval of all teacher education units (department of education, college of education, etc.) in the state. The NCATE standards

pertain to the education unit's assessment plan, governance, resources, etc., and also incorporate the Interstate New Teacher Assessment and Support Consortium (INTASC) standards of the Council of Chief State School Officers (CCSSO) as a major component of teaching performance, as well as the recommended standards of professional associations such as the Council for Exceptional Children and National Council of Teachers of Mathematics.

The combination of the NCATE 2000 standards for the teacher education colleges and the content area performance standards solidifies a change to performance accountability that the colleges of teacher education have been diligently working toward throughout this change process. Various programs in the state are already at the leading edge of these changes.

Contact Information

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INTERNET: The ESPB web site at www.state.nd.us/espb includes information on licensing, professional practices, university program approval, and professional development. Application forms for initial and renewal licenses and added endorsements can be downloaded from the site.

INFORMATION: Inquiries regarding licensing or added endorsements for kindergarten, elementary, middle school, secondary, Bilingual/ESL, or content area minor equivalency endorsements should be made to the Education Standards and Practices Board.

Inquiries regarding K-12 school accreditation or credentials for administration, special education, counseling, driver education, library, or reading should be made to appropriate office at the Department of Public Instruction or to the DPI main switchboard, 701-328-2260.

Board Member Changes

The ESPB experienced two board member changes during 1999-2000. Mary Harris, UND, Dean representative, resigned from the board in September, 1999. Doug LaPlante, DSU, was appointed by the governor as her replacement. In June 2000, Linda Davis, teacher representative, was replaced by Amy Benz from Beulah. Linda became the assistant principal at Simle Middle School in Bismarck. Amy was also one of North Dakota's first nationally certified teachers. Jack Rasmussen, Ph.D., Minot State, replaced Doug LaPlante as the repre-

sentative from the teacher education programs.

MEMBERS OF THE ESPB

- Don Haugen, Langdon (teacher)
- Randy L. Gordon, Dickinson (teacher, non-public schools)
- Dr. Doug Johnson, Bismarck, ESPB Chair (administrator)
- Michael Schatz, New England (teacher), ESPB Vice-chair
- Amy Benz, Beulah (teacher)
- Dr. Jack Rasmussen, MISU (teacher education)
- MaryJane Martens, Fargo (teacher)
- Laura Carney, Fargo (school board)
- Beverly Sandness, Minot (administrator)

Staff of the ESPB

- Janet Welk, Executive Director
- Deb Jensen, Assistant Director
- Diane Weber, Admin. Assistant
- Lauri Nord, Admin. Assistant