

2009 HOUSE EDUCATION

HB 1480

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1480

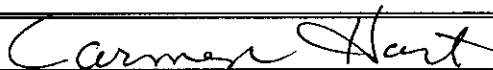
House Education Committee

☐ Check here for Conference Committee

Hearing Date: January 26, 2009

Recorder Job Number: 7789

Committee Clerk Signature



Minutes:

Rep. Merle Boucher, District 9, appeared in support of HB 1480. **(See Attachment 1.)**

Rep. Karen Karls: Under our current teaching profession in colleges, aren't trends of teaching practicum planned?

Rep. Boucher: I believe they do. I did my student teaching in the spring of 1970 and started my teaching the fall of 1970. I remember being met at the door of the school where I practiced taught at by the custodian. The custodian showed me to the kitchen and introduced me to the cook and then he took me in to visit the secretary. He said we are the three most important people in this building. That was my start to mentoring. I did have a good supervising teacher and in my first job I had a good principal and people to help me along and to work with. I didn't have the experience of a mentor in my teaching field who sat down with me or I could go to and ask questions with and share thoughts and conversations with. I think that would have been very helpful. I know students do go out, spend a couple days with a teacher and then they go back to their college campus and finish up and do their student teaching. Is that sufficient? I don't think so. I think you need something closer to the situation than that. In reference to your question Rep. Karl, it is good but is not adequate.

Lt. Governor Dalrymple: This is kind of a confusing situation because this bill is a part of the recommendations of the commission on education improvement. It was originally introduced

as part of the DPI budget bill 1013 because it does very specifically call for an appropriation for what it is essentially two grant programs. There is a policy that came forward from the leadership in the house and senate in which it was decided that spending measures should appear first before policy committees and then advance from the policy committee with a recommendation to the appropriations committee, so that is why we are here to explain these two recommendations to your committee. The mentorship grant program is a \$2.3 million initiative for the biennium and is the result of the commission's work in the area of quality of instruction. We felt that one of the best investments recommended by Pike(?) and Associates to improve and establish adequacy in the school funding was the mentorship concept. Last time the legislature authorized the existence of a mentorship program and a \$500,000 grant was obtained and ESPB did execute administering a mentorship program in North Dakota.

The commission made the decision that it was very well received and worthwhile. The money was very well spent, and we could benefit greatly from expanding the scope of that program and making it an annual grant program. The ESPB is given the responsibility of overseeing this program. They are asked to hire a mentoring coordinator to oversee and evaluate the program. They work with an advisory committee to make it work. They select and train mentor teachers who provide support to prodigy teachers, who are teachers in their first year of teaching. We envision that each year we would be able to help 250-300 prodigy teachers coached in each year of the biennium by other mentor teachers trained under the supervision of the ESPB. Stipends would be offered to both mentors and prodigys to cover their expenses and to some extent their time. The other section is a very modest beginning of an instructional coaching pilot project. What we learned is that not just new teachers but all teachers can

benefit tremendously from instructional coaching. That means a master or highly educated teacher within the school district coming in regular contact with other teachers and advising on

how to not only their curriculum and their practices but also their techniques in the classroom.

This raises the quality of instruction and it raises student performance. This is a modest beginning. This program is envisioned as \$500,000 beginning in year two of the biennium to be distributed to school districts and that would fund approximately three pilot projects subsidizing approximately 16 FTE instructional coaches. We would look for a variety of pilot project situations to demonstrate the effectiveness of this concept. The DPI budget also includes some administrative cost for the DPI to oversee the instructional coaching program as a part of a person's job responsibility. As I understand it, that money is still in 1013. They have taken all this language out, but for the time being the dollars still reside in the line items in that bill. They are in essence awaiting your endorsement of these two concepts and the commission is wholeheartedly behind both of these two grant programs. We would have liked to built this into the school funding formula, but these are two things that simply don't fit into the formula.

Rep. Corey Mock: What is the logic behind providing a stipend to a prodigy teacher?

Lt. Governor Dalrymple: The reality of this is this activity is going to take place above and beyond the regular school teaching hours, and, therefore, we are not really able to require them to do this as part of their job. This small amount of extra time that they have to take to do this seems to go down a little bit better when there a few dollars involved to kind of help cover their expenses.

Rep. Corey Mock: Does the \$2.3 million cover both the mentorship grant and the instructional coaching?

Lt. Governor Dalrymple: The mentorship grant program is \$2.3 million, and the instructional coaching pilot project is \$500,000 to begin in year two of the biennium. The mentorship program would begin immediately.

Dr. Doug Johnson, NDCEL, appeared in support of HB 1480. He served as the chair of the subcommittee on professional development which was part of the educational improvement commission. Early on we realized we weren't going to meet those recommendations. One recommendation was one instructional coach for every 200 students in the state of North Dakota. For 2006-2007 that came out to about \$53,000. We did recognize that the best place to put our time and money was with our beginning teachers. The attrition rates for beginning teachers can be very high. We have a high investment in those teachers. We need to keep them in place. Originally the instructional coaching project funding was estimated to be about \$20 million for the biennium. That was way out of line. We decided we didn't have enough knowledge and background to really get that into place. The best way to do that was to go to an instructional coaching pilot project and the amount would be that \$500,000 for about 16 instructional coaches for about 3 projects. This would be a matching grant so that school districts that are involved with that would have to match dollar for dollar for the dollars they were given. They can be as districts, consortiums, or REAs.

Rep. Mike Schatz: Could the principal or administrator of a building be a mentor for a young teacher and haven't they been in a number of instances?

Dr. Doug Johnson: An administrator could do that but many of the issues that we need for a mentorship are content related.

Rep. Mike Schatz: I understand that with a Class A school. In a lot of your Class B schools, you are hired on as the social studies teacher and maybe the principal who might have been a social studies teacher is the only one you can relate to that has any experience over you.

Dr. Doug Johnson: With technology we envisioned that you could have a teacher in New England mentoring with another teacher who might be in Richardson.

Rep. David Rust: When you were an administrator in the Bismarck Public School system, did they have some mentor assigned to a new teacher?

Dr. Doug Johnson: Bismarck Public Schools had a fairly well developed mentor program that was put in place with teachers. As an administrator, I relied on my mentor teachers helping new teachers. It was a joint effort. I don't know if all administrators did that, but I did.

Rep. David Rust: This is kind of like remediation for students. Teachers need remediation like high school students need remediation. You kind of think that through the process of going to four years of college and the student teaching experience, they should be coming out prepared to teach and that doesn't seem to be the case.

Janet Welk, Executive Director, Education Standards and Practices Board, appeared in support of HB 1480. **(See Attachment 2.)**

Rep. Phillip Mueller: Could we assume the timeline you have would basically provide mentorship to all new teachers if they want it or not? Does this get to all the new teachers as best you can tell?

Janet Welk: We know that we have more new teachers than 250 every year. The difference is the definition. Are they new to the profession, new to the state, new to the district? We would be working with those new to the profession.

Vice Chair Lisa Meier: Last session we passed a pilot program. Do you recall which district we did that pilot program?

Janet Welk: I was not involved in that process. That was handled through the department. My understanding is that the dollars went to the REAs.

Rep. Karen Karls: Could you outline what the student teaching requirements are now?

Janet Welk: All teachers have to go out on a practicum starting in their sophomore year. They gradually do more hours in the elementary curriculum which we call blocks which is done

in their junior year. As seniors they go out and complete a minimum of ten weeks of student teaching. That is state requirements. Many of our institutions have more than the ten weeks of student teaching. As you know in profession, when you are just entering that profession like any medical person, you go out as a professional and you are under the supervision and you are guided. When you go out as a first year teacher, you are in your own classroom. There is no one sitting in that classroom with you. You have many different issues than you would with someone sitting in that classroom with you as a student teacher. That is why we need a mentoring program in North Dakota. We can't do it all in four years of education. There is no way a first-year teacher coming out of a four-year degree program can be considered highly qualified. Actually many states have two-year mentoring programs.

Rep. Dennis Johnson: How many teachers have gone to the wayside because of no mentoring?

Janet Welk: We know they have moved on. We know they have moved on for a variety of reasons. We don't always know why but we know they do leave.

LeAnn Nelson, NDEA, appeared in support of HB 1480. **(See Attachment 3.)** She had us make some changes on the attachment which I did.

Lois Myran, one of the directors of the Regional Educational Associations in Southwestern North Dakota, appeared in support of HB 1480. One of the ways that we think this bill could be strengthened if some of the delivery of this was done through the regional education associations as has been suggested by third parties here as they testified here today. There are eight REAs right now in North Dakota. These REAs have been organized for a means of immediate communicate. Once the grant dollars for the previous mentoring program were gone, we didn't see as strong of mentoring going on in the state as we did when we had the grant dollars. We feel that part of this reason could have been that it wasn't as

grass roots. I think the REAs could help make the mentoring program more grass roots because it could be delivered more regionally within each one of the regional areas. Each of the REA s received \$5,000 for the biennium so it was very little money. We did what we could with the program but we did not have a whole lot of money allocated for that.

Chairman Kelsch: You don't see that there is language that is in here though that prohibits that from happening? The reason we wanted ESPB to administer the mentorship program was so that the mentorship program was consistent across the state. As I read both of these sections, I don't see any prohibitions to working with the REAs and helping out with some of those programs and especially the instructional coaching pilot project.

Lois Myran: No, we don't see this as prohibiting. We just want to make a statement that we are in support of both of those programs and are willing and open and ready and organized already to help this happen.

Bev Nielson, NDSBA, appeared in support. She said ditto. It is a good idea.

Lt. Governor Dalrymple made a final comment. The commission would be more than pleased if you decided that you wanted to amend these two sections back into 1480. On the other hand if you would have an easier ride through the house by being a separate bill that is okay too.

There was no opposition.

The hearing was closed.

2009 HOUSE STANDING COMMITTEE MINUTES

Bill/Resolution No. HB 1480

House Education Committee

☐ Check here for Conference Committee

Hearing Date: February 5, 2009

Recorder Job Number: 8885

Committee Clerk Signature

Carmen Hart

Minutes:

Vice Chair Lisa Meier made a motion to **Do Not Pass** HB 1480. **Rep. Phillip Mueller**

seconded the motion.

DO NOT PASS, 12 YEAS, 0 NAYS, 2 ABSENT AND NOT VOTING. Rep. Karen Karls is the carrier of this bill.

FISCAL NOTE
Requested by Legislative Council
01/20/2009

Bill/Resolution No.: HB 1480

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.*

	2007-2009 Biennium		2009-2011 Biennium		2011-2013 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$2,800,000	\$0	\$0	\$0
Appropriations	\$0	\$0	\$2,800,000	\$0	\$0	\$0

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

2007-2009 Biennium			2009-2011 Biennium			2011-2013 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$500,000	\$0	\$0	\$0

2A. Bill and fiscal impact summary: *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

This bill establishes a mentorship grant program and an instructional coaching pilot project.

B. Fiscal impact sections: *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

The mentorship grant is funded at \$2,300,000. It will be administered by the Educational Standards and Practices Board (ESPB). The purpose will be to train 1st year protégé teachers.

The instructional coaching pilot project is funded at \$500,000. It authorizes no less than three pilot instructional coaching programs during the 2010-11 school year. State funds must be matched by grant recipients. The Department of Public Instruction will develop the grant criteria for awards to multi-district or single district pilot programs to employ instructional coaches in school districts.

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.*

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.*

C. Appropriations: *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

These grants were included in the executive budget recommendation.

Name:	Jerry Coleman	Agency:	Public Instruction
Phone Number:	328-4051	Date Prepared:	01/21/2009

Date: 2-5-09
Roll Call Vote #: _____

2009 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1480

House Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☐ Do Pass ☒ Do Not Pass ☐ Amended

Motion Made By Rep Meier Seconded By Rep Mueller

Representatives	Yes	No	Representatives	Yes	No
Chairman RaeAnn Kelsch	✓		Rep. Lyle Hanson	✓	
Vice Chairman Lisa Meier	✓		Rep. Bob Hunsakor	✓	
Rep. Brenda Heller	✓		Rep. Jerry Kelsh		
Rep. Dennis Johnson	✓		Rep. Corey Mock		
Rep. Karen Karls	✓		Rep. Phillip Mueller	✓	
Rep. Mike Schatz	✓		Rep. Lee Myxter	✓	
Rep. John D. Wall	✓				
Rep. David Rust	✓				

Total (Yes) 12 No 0

Absent 2

Floor Assignment Rep Karls

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

REPORT OF STANDING COMMITTEE

HB 1480: Education Committee (Rep. R. Kelsch, Chairman) recommends DO NOT PASS
(12 YEAS, 0 NAYS, 2 ABSENT AND NOT VOTING). HB 1480 was placed on the
Eleventh order on the calendar.

2009 TESTIMONY

HB 1480

HOUSE EDUCATION COMMITTEE

HB 1480

REPRESENTATIVE MERLE BOUCHER

MADAM CHAIR KELSCH AND MEMBERS OF THE HOUSE EDUCATION COMMITTEE.

FOR THE RECORD I AM REPRESENTATIVE MERLE BOUCHER, REPRESENTING
DISTRICT NINE (9)

I APPEAR BEFORE YOU THIS AFTERNOON IN SUPPORT OF HB1480. HB1480
WOULD ESTABLISH A MENTORSHIP GRANT PROGRAM AND AN INSTRUCTIONAL
COACHING PILOT PROJECT. I WILL ASK THAT YOU ALLOW OTHERS WHO ARE
HERE TO EXPLAIN TO YOU THE MECHANICAL DETAILS OF THE BILL.

AS A FORMER EDUCATOR, I CAN RELATE TO THE NEED AND THE VALUE OF THIS
INITIATIVE. BEING A FIRST YEAR TEACHER IS A CHALLENGING AND A DAUNTING
EXPERIENCE. THAT FIRST YEAR HAS A PROFOUND IMPACT ON THE PROFESSIONAL
QUALITY OF THE PERSON, AND HAS MUCH TO DO WITH AN INDIVIDUAL'S DESIRE
TO CONTINUE IN THE CLASSROOM

THE IMPORTANCE OF THIS EFFORT IS TO ENHANCE THE QUALITY OF EDUCATION,
AND FURTHER ENHANCE OUR STUDENT'S EDUCATION EXPERIENCE BY RETAINING
OUR BETTER AND BRIGHTEST NEW TEACHERS.

A MENTORSHIP GRANT PROGRAM AND AN INSTRUCTIONAL COACHING PROJECT
IS GOOD EDUCATION POLICY.

I RECOMMEND THAT THE HOUSE EDUCATION COMMITTEE GIVE HB1480 A DO
PASS.

THANK YOU.



Testimony on HB 1480

By

Janet Placek Welk

Good morning, Madam Chair and Members of the House Education Committee. For the record, I am Janet Welk, Executive Director of the Education Standards and Practices Board and wish to provide testimony in support of HB 1480.

HB 1480 provides authority for a mentorship grant program to be administered by the Education Standards and Practices Board. As you are aware, ESPB through the Governor's Teacher Quality Grant, administered a mentoring program from 2002-2006. The Board has discussed this program and will make a few changes with regard to the administration of the program.

Key components of the program will be the advisory committee to help provide input from the field, revision and edits of the existing mentor training model and materials, contacting existing mentors that have been trained, developing a Request for Proposal (RFP) to fund the projects, and hiring the mentoring coordinator. I've attached the revised proposal including timeline and budget that was submitted to

the Governor's Commission.

Thank you for the opportunity to testify today and I would be happy to answer any questions. If you have questions after my testimony today, I can be reached at 328-9646 or jwelk@nd.gov.

One-Year Mentoring Proposal

HB 1013

Timeline:

2009 Year One:	May	ESPB -Advertise for coordinator
	August	ESPB -Contact advisory committee
		Hire coordinator
	September	Implement advisory committee
	October	Review and revise training
		Develop RFP
		Develop revised training model
	November	Solicit proposals
	December	Review proposals
	December	Negotiate proposal funding
		Identify projects to be funded
	January	Train new mentors as needed
	January	Begin mentoring process
	Jan-June	Technical Assistance
	March	One-day training
	June	Evaluate programs, provide reimbursement

Budget:

2009 Year One:	Coordinator	\$100,000	Salary, benefits, office supplies, and travel
	Mentors	\$187,500	Training (\$150/dayX250mentorsX5 days)
		\$250,000	Stipends (\$1,000X250mentors) ½ year
	Proteges	62,500	Stipends (\$250X250mentees) ½ year
	Evaluator	\$ 25,000	Contracted
	Conference	\$ 40,000	Speakers, travel, stipends, contracts
	Supplies	\$154,000	Project costs for travel, supplies, etc.
	Total	\$819,000.00	
2010 Year Two:	Coordinator	\$104,000	Salary, benefits, office supplies, and travel (4% increase)
	Mentors	\$112,500	Training/update for experienced mentors (\$150/dayX250mentorsX3 days)
		\$600,000	Stipends (\$2,000X 300mentors)
	Proteges	\$150,000	Stipends (\$500X300 proteges)
	Evaluator	\$ 25,000	Contracted
	Conference	\$ 40,000	Speakers, travel, stipends, contracts
	Supplies	\$440,000	Project costs for travel, supplies, etc.
	Total	\$1,471,500	

One year program for biennium with implementation beginning second semester of first year.
\$2,290,500.00

LeAnn Nelson
North Dakota Education Association
Testimony on HB 1480

Good Afternoon Chairperson Kelsch and members of the House Education Committee. For the record my name is LeAnn Nelson, Director of Professional Development for the North Dakota Education Association. I am here to voice NDEA's support for HB 1480.

Why do we support Mentoring?

Many newly hired teachers find themselves overwhelmed by the demands of the job and isolated in a classroom with not much time to collaborate with other teachers. They wonder if they are doing things the correct way and find themselves frustrated with lessons and assignments that do not turn out the way they had planned. About fifty percent of new teachers ^{Careers last longer} ~~leave the profession~~ ^{than five years} ~~within five years~~ - of those - one in five leave the profession after three years. Classroom management, lack of preparation for dealing with the multiple demands (including working with children of varied ability levels) and unrealistic expectations about the number of hours required to do the job are reasons new teachers leave the teaching profession. Mentors can help new teachers deal with these issues by

providing them with resources, support, and expertise. (*Mentoring Novice Teachers: Fostering a Dialogue Process*, Debra Eckerman Pitton, 2006)

Why do we support Instructional Coaches?

Instructional Coaches are experts in specific content areas: math, literacy, etc. They fulfill a variety of roles to help teachers increase skills and knowledge in these areas. Coaches assess needs, observe, train, model, collaborate research and evaluate. With time constraints and geographic barriers, many teachers are not able to attend quality professional development to help them strengthen instructional concept knowledge and skills. Access to Instructional Coaches is a successful avenue utilized by some schools to get around these barriers. (*What Instructional Coaches Do*, University of Kansas, www.instructionalcoach.org/about)

Chairman Kelsch and Members of the House Education Committee, thank you for the opportunity to speak to you this afternoon on HB 1480. We hope you give HB 1480 a 'Do Pass.'