

FISCAL NOTE
Requested by Legislative Council
03/17/2015

Amendment to: SB 2355

- 1 A. **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.*

	2013-2015 Biennium		2015-2017 Biennium		2017-2019 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
Appropriations	\$0	\$0	\$0	\$0	\$0	\$0

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

	2013-2015 Biennium	2015-2017 Biennium	2017-2019 Biennium
Counties	\$0	\$0	\$0
Cities	\$0	\$0	\$0
School Districts	\$0	\$0	\$0
Townships	\$0	\$0	\$0

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

Amended bill requires ESPB to survey interactions with persons seeking information and services; and directs Legislative Management to consider studying effectiveness and efficiency of educational service providers.

- 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.*

No fiscal impact for survey. Fiscal impact will be for the study of educational entities.

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.*

No revenues are expected.

- 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.*

The bill makes ESPB responsible for expenses for survey only. Legislative Management will be responsible for expenses of study of educational entities.

- 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 or a part of the appropriation is included in the executive budget or relates to a continuing appropriation.*

No appropriation is necessary for the survey. Appropriation will be needed for study of educational entities.

Name: Janet Welk

Agency: ESPB

Telephone: 701-328-9646

Date Prepared: 03/18/2015

FISCAL NOTE
Requested by Legislative Council
02/19/2015

Amendment to: SB 2355

- 1 A. **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.*

	2013-2015 Biennium		2015-2017 Biennium		2017-2019 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
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Appropriations	\$0	\$0	\$0	\$0	\$0	\$0

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

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Counties	\$0	\$0	\$0
Cities	\$0	\$0	\$0
School Districts	\$0	\$0	\$0
Townships	\$0	\$0	\$0

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

Amended bill requires DPI to develop electronic survey used by ESPB to survey interactions with persons seeking information and services; and directs Legislative Management to consider studying effectiveness and efficiency of ESPB and other educational service providers.

- 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.*

Minimal fiscal impact is anticipated.

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.*

No revenues are expected.

- 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.*

The bill makes ESPB responsible for expenses incurred by the superintendent of public instruction to develop an electronic survey. The Department anticipates a fiscal impact of \$800.00. (approximately 20 hours of staff time at \$40.00 per hour.)

- 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 or a part of the appropriation is included in the executive budget or relates to a continuing appropriation.*

No appropriation is necessary.

Name: Robert V. Marthaller

Agency: Department of Public Instruction

Telephone: 701-328-2267

Date Prepared: 02/19/2015

2015 SENATE EDUCATION

SB 2355

2015 SENATE STANDING COMMITTEE MINUTES

Education Committee
Missouri River Room, State Capitol

SB 2355
2/11/2015
Job # 23646 (1:39:28)

- Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

INITIAL HEARING

Minutes:

14 attachments

Chairman Flakoll called the committee to order at 9:00am with all committee members present.

Kyle Davison, District 41 Senator (*see attachment # 1*)

(17:15) **Senator Oban**: Perhaps the reason we don't have enough teachers isn't because of ESPB but because of the pay. Not all teachers are public school teachers. One of your reasons is that some teachers work for the public and others do not. Do you feel that that is an appropriate reason? There are plenty of other professions that get licensed such as an attorney. Do you think that should be placed under the attorney general?

Senator Davison: Yes I think that is an appropriate reason and no I don't believe lawyers should be placed under the attorney general.

Senator Oban: Besides the one complaint you attached to your testimony you said there were multiple others. Are these complaints you have heard personally with issues in ESPB?

Senator Davison: There has been multiple ways in which this issue has been presented.

Vice Chairman Rust: Will placing it under the Department of Public Instruction solve these issues?

Senator Davison: It will be more customer-service friendly and more convenient for those who are seeking their licensing and credentials.

OPPOSITION---

(21:45) **Joan Heckaman**, District 23 Senator (*see attachment #2*)

Senator Heckaman: As a disclaimer, I would like to state that I have nothing against the Department of Public Instruction or Superintendent Baesler in her qualifications to do this. To comment on Senator Davison's testimony, the legislature does have some control over

the ESPB. In fact we've passed legislation that the board needs to adhere to. The board also promulgates administrative rules that come before the administrative rules committee. We have oversight of the board. For example, we had legislation on special education licensing with teachers being required to come into the state of North Dakota and take the Native American culture class or another culture class. I sit on administrative rules and we covered education standard practices on our last two board meetings.

(25) **Tim Tausend**, Chair of ESPB (see attachment #3)

Chairman Flakoll: How many times has your board overruled a recommendation of Ms. Welk in the past year?

Tausend: She brings issues to the board and we as a board discuss issues and make decisions. It is not a process of overruling. I can't recall a specific case in which we've gone contrary to her issues.

Chairman Flakoll: There was recently a vote to provide severance packages for everyone. What is the justification for that?

Tausend: The concern the board has is the time of this bill. It would go into effect July 31st, the busiest time for ESPB to issue licenses. It is a small department. ESPB can be disbanded, and those members are going to be looking for jobs.

Chairman Flakoll: Why do you think the board would be disbanded rather than just a different governing structure?

Tausend: There are no guarantees that these people would have jobs.

Chairman Flakoll: None of us are guaranteed anything. That is irresponsible.

Tausend: We are looking at protecting and ensuring the integrity of the process.

Chairman Flakoll: How do you handle complaints? I have more complaints about your organization than all of the others combined. What are you doing to improve that?

Tausend: We are looking at updating our computerized system and we try to be customer friendly as much as possible.

Chairman Flakoll: Do you receive complaints forwarded to you by anyone in the office such as Mr. Montgomery's complaint stated in Senator Davison's testimony?

Tausend: No. I have never seen that complaint.

Chairman Flakoll: What is your reaction about the suggestion for customer satisfaction reviews and surveys?

Tausend: It is a good idea. It is valuable and we should always evaluate the work we do.

Chairman Flakoll: You have a large ending fund balance. Who initiated this concept of buying out? Was that initiated by the board members?

Tausend: It was brought to the board by Dr. Welk.

(31:55) **Dr. Janet Welk**, Executive Director of the Education Standards and Practices Board (see attachment #4, 4a, 4b, 4c)

(52:50) **Senator Schaible:** Explain the stipend that was offered.

Welk: I do not even allow my staff to take annual leave in August because we provide a service to the schools and that is our busiest month. My thought was that as soon as my staff hears the outcome of this bill, they will start looking for jobs. It will not give me any time to train any new members. I am positive that the superintendent will not use all of my staff because of efficiency. To provide the best service for our state schools, keeping my staff in tact until that last day would be the best decision. If teachers are not licensed and

administrators are filling out their MISO3 September 15th, then they are breaking state law. I did not want to be part of that. The administrators did vote for a 6 month severance package instead of 12.

Senator Oban: You've gotten a "D" at ESPB for the past couple of years. Do you agree that things could be better?

Welk: Yes I do. As a board with representation at the table, they know North Dakota. At this point with our shortages, it is not time to raise the bar. One of the recommendations of that organization was that our elementary teachers would take two additional tests. That isn't a bad thing, but we would lose more teachers.

Senator Oban: Then what is the "D" about? Are the complaints reflective of what the requirements are of becoming a teacher or is it about customer service?

Welk: The "D" has nothing to do with customer service. The grade wants to make the board more stringent with its licenser process and its program approval process. If we were to raise our grade to a "C" which is what most other states have, all of our tribal colleges would be out of business.

Chairman Flakoll: You went through a lengthy list of the history of this organization. Are there examples when those changes were opposed by the Department of Public Instruction either collectively or by the former or current superintendent?

Welk: The only one that comes to mind is when Superintendent Sanstead was in office. We were trying to develop our highly qualified definition and the department and I did not agree because of the board vote.

Chairman Flakoll: Are you a licensed teacher?

Welk: Yes I am. I've taught in Langdon and Grafton.

Chairman Flakoll: There seems to be some fear mongering that the Department of Public Instruction, who are all overworked right now, could absorb these duties without any resources or additional employees. Where did you get this idea?

Welk: Superintendent Baesler has not indicated that, but she has also not been in the office to understand the flow of work and what is done. She was at our board meeting last week and she said that it would flow right into my office.

Chairman Flakoll: How has your organization improved since the Demers bill was passed?

Welk: It is the fact that it is a board. I have never made a recommendation. I bring forward a policy and it is their decision, not mine.

Chairman Flakoll: Did you not recommend to them the severance packages?

Welk: I brought forward a policy for them to review.

Chairman Flakoll: That is the same concept.

Welk: That could be.

Chairman Flakoll: Are these buy outs or a continuation of employment? With buyouts they can leave on July 10th and have one year of severance pay or is it guaranteeing their employment for a year?

Welk: The policy is that they would need to be employed July 31st, 2015. The board discussion was that they can amend it, add to it or change it. They wanted something in place, so that my staff doesn't start looking for jobs.

Chairman Flakoll: We heard testimony in the past about an individual who wanted to become a teacher. They asked what classes are needed to be taken and you told them to take the classes and then after you would decide if they count or not. That is the kind of example that gets you before the committee with bills like this.

(1:03:00) **Senator Davison:** How do you determine if a teacher license is "brought forward because of background check" when seeking approval?

Welk: The board has given me authority to issue a license if someone has been charged with one bad decision. Anything more than a DUI in their criminal history is brought before the board.

Senator Davison: Is that in administrative rules?

Welk: That is in law. We call the process a "request for inquiry" and the attorney general's office is at every meeting guiding the board with regard to their legality.

Senator Davison: In the last three years, how many licenses has ESPB revoked?

Welk: I don't have that list with me, but probably less than 10 in the past 3 years. The board has a law in place, as do all the other boards, that if someone has not had any infractions in their history for the last 5 years, the board can deem them rehabilitated.

Senator Davison: I am looking at your balance sheet on the teacher support system. Are there more salaries than Lauri's that comes out of the salary line for that support system?

Welk: We have two part time people as well as Lauri.

Senator Davison: Within your administrative rules that the legislature set, it says that you only have the ability to hire a coordinator for that program. Where does that authority come to hire that additional part time work with those state dollars?

Welk: The additional dollars is because of the growth of the number of teachers that we are currently serving. The original bill and dollars provided for 250 teachers to be mentored. We are presently up to 350 and growing each year.

Senator Davison: If this was going to be under the Department of Public Instruction, legislatively you would have to account for those full time positions and dollars. Instead of taking those dollars to hire other part time staff and having a million dollars in your reserve, perhaps some of those dollars could have supported that additional part time help. In addition you took out \$43,000 in administrative expenses, so where did that money go?

Welk: The administrative fees provide for things such as phones, paper and use of machines. With the two temporary part time staff, they work as they are needed.

Senator Davison: Back in 1993 you brought forth some data regarding the work you've been doing with the colleges. I have some testimony from the ND Association of Colleges for Teacher Education and the president states that the association "wishes to express concern regarding SB 2418 for which no compelling reason has been presented. The purpose of the proposed legislation is to remove authority for certification of teachers and accreditation of teacher preparation programs from the Department of Public Instruction." You express how well you do with colleges, but your testimony did not address the philosophical differences of why we think this bill is important.

Welk: We have the representative here today that must meet with you.

Senator Davison: You mention the growing number of states that have independent professional standards boards. I went out to the professional educator standard's board association. Are we a member of that?

Welk: Yes we are.

Senator Davison: According to them, there are 13 states that have independent education standards and practice boards. On your website and our conversation, you keep referring to 22. You talk about Hawaii, which is a unique situation because they have one superintendent over the whole island. Where is the growth and the number of states that you say are continuing to move in this direction?

Welk: There are three different kinds of standards boards. 13 of them have the responsibility as does North Dakota for program approval licensure. The other boards have some different make up. I can get that information to you.

Chairman Flakoll: Who is qualified on your board to evaluate the training and regulation of school psychologists?

Welk: The school psychologist is at Minot State. They would send in a national team to review that process. As far as the specific program of school psychology, we would send it to a content expert who is also a school psychologist for the school psychologists in K-12.

(1:11:40) **Jane Rupprecht**, UniServ Director and the Director of Research for ND United (see attachment #5)

Rupprecht: There is another piece of testimony from Dr. LeAnn Nelson that she had asked me to mention as well (attachment #6)

Senator Davison: Who do you think is in the classrooms on more of a regular basis, the Superintendent of Public Instruction or the Executive Director of ESPB?

Rupprecht: I would believe that Superintendent Baesler is due to her responsibility of examining programs and policies. However I would like to clarify that Dr. Welk does not make the decisions. The board members who are in classrooms do.

Senator Davison: Those are the people who she travels and talks to regularly. There has never been a Superintendent of Public Instruction more engaged at the teacher level in the history.

Rupprecht: I would agree that she does an excellent job, but there is no guarantee that we will always have an elected official who will be that attentive and responsive to what he or she hears in the field.

Chairman Flakoll: Has your organization ever nominated or suggested anyone for the position who wasn't a member of your organization?

Rupprecht: No. I don't believe that we have.

(1:21:30) **Dr. Aimee Copas**, Executive Director for the NDCEL (see attachment # 7)

(1:24:50) **Teresa Delorme**, Director for Teacher Education Programs at Turtle Mountain Community College (see attachment #8)

(1:27:45) **Dr. Rod Jonas**, President of the NDACTE

Dr. Jonas: We have six public institutions, two private and four tribal schools that we represent. I have been the president for the past two years. We are in opposition to this bill primarily because the independent board that can make decisions that affect us. In our profession, we prepare teachers. We are required to adjust to federal and state mandates and do whatever necessary to meet them. This is one of the few places that we can actually feel like we can set our own future. Every institution is on board with the fact that they do not support this bill because we like the independent board that it is. We are the smallest representation on the board. Outside of school board members, teachers and school administrators, we have one. Right now that is Dr. Gary Thompson from Valley City State University. This system works for us. We have had issues with the ESPB, but we've

brought them forward and worked through them. Dr. Welk sits at every one of our meetings every month. Currently our association is as robust and excited as it has been for some time. We have great attendance and it is because we have taken ownership of teacher preparation in this state. There have been battles we have both lost and won with ESPB. Overall there is a great relationship and we have been able to work through any issues we have had in the past.

(1:30:15) **Linda Hoag**, Assistant Director of Special Education for Bismarck Public Schools (see attachment #9)

(1:32:50) **Mari Fridgen**, Assistant Director for the Education Standards and Practices (see attachment #10)

(1:37:50) **Fay Kopp**, Chief Retirement Officer for the ND TFFR(see attachment #11)

The hearing on SB 2355 is adjourned.

Testimony in opposition of bill handed in separate from hearing (see attachments #12-14)

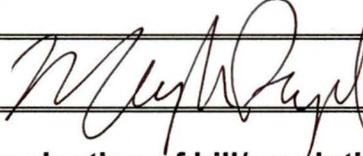
2015 SENATE STANDING COMMITTEE MINUTES

Education Committee
Missouri River Room, State Capitol

SB 2355
2/18/2015
Job # 24086 (14:46)

- Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

COMMITTEE ACTION

Minutes:

3 Attachments

Chairman Flakoll called the committee to order at 3:10pm with all committee members present.

(see attachment #1 of the 15.1006.01001 amendments)

Senator Davison: This is a hog house amendment and takes the new language and leaves it as it was. It adds in a legislative management study of the education standards and practices board. The Department of Public Instruction has the responsibility of educating children in North Dakota. We are looking at ways to strengthen the collaborative process and rolls of these organizations.

Senator Schaible: By including the additional educational service providers, is that study supposed to be how they affect the relationship with ESPB or are they completely separate, additional study criteria?

Senator Davison: It would not be in relationship to how they impact ESPB. It would be how all of those organizations work collectively with the Department of Public Instruction to help and support the infrastructure in delivering services to schools.

Senator Schaible: In adding additional criteria to study, it may weaken the effect of the study. The bill was concerned with complaints and issues and improvement of the ESPB. This seems to expand the scope so it may take the focus away of what the original intent of the bill was. Is that what we are trying to do?

Senator Davison: Yes, that is what I am trying to do. This is the amendment that I was comfortable with. I'm open to discussion.

Senator Schaible: It is your bill and your amendment. I agree that the ESPB should be studied. I am okay with it.

Chairman Flakoll: One could argue the germaneness of some of it, but I would be less worried because it will have another hearing likely if it were to pass.

Senator Davison makes a motion to adopt the 15.1006.01001 amendments.
Senator Oban seconds the motion.

A vote was taken: Yes: 6, No: 0, Absent: 0
The amendment is adopted.

(see attachment #2 of the 15.1006.01003 amendments)

Chairman Flakoll: These would be to further amend SB 2355.

Senator Oban: I don't have a problem creating a satisfaction survey, but is this something that the legislature often does to an independent board?

Chairman Flakoll: We do from time to time because of how the role affects the state. They should do this on their own, and that is part of the problem.

Senator Davison makes a motion to adopt the 15.1006.01003 amendments.
Senator Schaible seconds the motion.

Senator Schaible: What kind of reporting are we looking for- complaints, issues, general practices?

Chairman Flakoll: Codified.

Senator Schaible: We receive an emailed monthly report already.

Chairman Flakoll: We get an agenda. We are looking for an overall summary.

Senator Oban: If we approve the amendment to turn this into a study...

Chairman Flakoll: We are further amending, so both would be included. It doesn't supersede the previous amendment. They will be reconciled.

Vice Chairman Rust: what do "all interactions" interactions mean?

Chairman Flakoll: This is for the people who are asking about licensure. For instance when I pay online with my American Express card, before I am off the phone, I will have a notification acknowledging that I paid it. There are ways to do that.

A vote was taken: Yes: 6, No: 0, Absent: 0
The amendment is adopted.

Senator Schaible motions for a DO PASS as amended.

Senator Davison seconds the motion.

A vote was taken: Yes: 6, No: 0, Absent: 0
The motion passes 6-0.

Senator Davison will carry the bill

Testimony received separate from committee work *(see attachment #3)*

February 16, 2015

PROPOSED AMENDMENTS TO SENATE BILL NO. 2355

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for a legislative management study of the education standards and practices board and other educational service providers.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. LEGISLATIVE MANAGEMENT STUDY - EDUCATION STANDARDS AND PRACTICES BOARD - OTHER EDUCATIONAL SERVICE PROVIDERS. The legislative management shall consider studying the effectiveness and efficiency of the education standards and practices board and other educational service providers, including regional education associations, Edutech, the center for distance education, and the teacher center network. The study shall examine organizational, structural, administrative, and supervisory options for strengthening the role and function of the named entities and ensuring the optimal provision of services to students, teachers, schools, and school districts throughout the state. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly."

Renumber accordingly

February 17, 2015

PROPOSED AMENDMENTS TO SENATE BILL NO. 2355

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 15.1-13 of the North Dakota Century Code, relating to the development of a satisfaction survey for the education standards and practices board; and to declare an emergency.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 15.1-13 of the North Dakota Century Code is created and enacted as follows:

Satisfaction survey - Development - Utilization - Report to legislative management.

1. a. The superintendent of public instruction shall develop an electronic survey instrument that the education standards and practices board shall utilize at the conclusion of all interactions with individuals seeking information or services from the board.
- b. The survey instrument must include references to quality; timeliness; the availability, courtesy, knowledge, and responsiveness of staff; the ease of obtaining information or services; and the cost and value of the interaction.
- c. The education standards and practices board shall begin to utilize the survey no later than June 1, 2015.
2. The education standards and practices board shall compile the responses and provide regular reports regarding the results to an interim committee designated by the legislative management, at the times and in the manner requested by the committee.
3. Any expenses incurred by the superintendent of public instruction in developing the survey instrument are the responsibility of the education standards and practices board.

SECTION 2. EMERGENCY. This Act is declared to be an emergency measure."

Renumber accordingly

February 18, 2015

1 of 2
TD
2/18/15

PROPOSED AMENDMENTS TO SENATE BILL NO. 2355

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 15.1-13 of the North Dakota Century Code, relating to the development of a satisfaction survey for the education standards and practices board; to provide for a legislative management study; and to declare an emergency.

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3. Any expenses incurred by the superintendent of public instruction in developing the survey instrument are the responsibility of the education standards and practices board.

SECTION 2. LEGISLATIVE MANAGEMENT STUDY - EDUCATION STANDARDS AND PRACTICES BOARD - OTHER EDUCATIONAL SERVICE PROVIDERS. During the 2015-16 interim, the legislative management shall consider studying the effectiveness and efficiency of the education standards and practices board and other educational service providers, including regional education associations, EduTech, the center for distance education, and the teacher center network. The study shall examine organizational, structural, administrative, and supervisory options for strengthening the role and function of the named entities an ensuring the optimal provision of services to students, teachers, schools, and school districts throughout the state. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly.

SECTION 3. EMERGENCY. This Act is declared to be an emergency measure."

Renumber accordingly

REPORT OF STANDING COMMITTEE

SB 2355: Education Committee (Sen. Flakoll, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2355 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 15.1-13 of the North Dakota Century Code, relating to the development of a satisfaction survey for the education standards and practices board; to provide for a legislative management study; and to declare an emergency.

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Renumber accordingly

2015 HOUSE EDUCATION

SB 2355

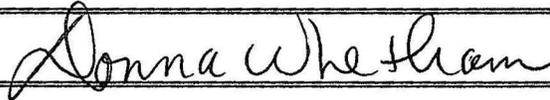
2015 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Pioneer Room, State Capitol

SB 2355
3/11/2015
24649

Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

Relating to the development of a satisfaction survey for the education standards and practices board; to provide for a legislative management study; and to declare an emergency.

Attachment # 1-4

Minutes:

Chairman Nathe: opened the hearing on SB 2355.

Senator Kyle Davison: District 41:(1:45-6:58) Introduced SB 2355. (See Attachment #1).

Rep Hunsakor: Is the motivation for the bill due to complaints about any of these entities or just by wanting some research to be better?

Senator Davison: In full disclosure it is important to recognize that I am the executive director of the Southeast Education Cooperative which is one of 8 North Dakota associations. We are the largest in the southeast part of the state. We have about one third of the students in southeast North Dakota. I don't think anyone is doing a bad job. The motivation behind this is how do we want to deliver education, what is the infrastructure that we need to provide it. How can we make each of those organizations stronger and more focused for young people coming into the system. It is a good opportunity to look at the system as a whole on how we deliver education. It is not just about dollars and cents.

Vice Chairman Schatz: When DPI had the ESPB which was called the TPPC, did they have a line item budget?

Senator Davison: I don't know the history from a funding standpoint. I didn't look at the funding side of this. The focus was about serving customers, teachers and schools in North Dakota and was the Education Standards Practice Board where it should be?

Vice Chairman Schatz: They did, but they don't now. The ESPB is something that works by itself without government money which is a good thing. You said in the satisfaction survey that DPI will write the survey but the ESPB is going to pay for it. Why doesn't DPI pay for it?

Senator Davison: I am comfortable with whoever pays for it. ESPB does fund themselves. They do get money for the teacher mentoring program and they get money from other areas. They really make their dollars from teacher's dues for their licenses and we pay teachers with tax payer dollars. Indirectly they are getting tax payer money. It is just through the teacher's salaries that we provide teachers. It is not a direct appropriation. Education Standards Practice board has a \$ 1 million dollar reserve. We felt they would be able to afford to pay for that. It will benefit the board to have the data of how they are doing. It is important for every organization to have feedback on how they are doing.

Vice Chairman Schatz: Would you be willing to have a satisfaction survey for the REA's?

Senator Davison: I would be willing to have a satisfaction survey for any organization in state government.

Chairman Nathe: In section 2 you list the entities to study, would you be opposed to adding CTE?

Senator Davison: No, I was concerned it would get to broad and big. Whatever you are comfortable with.

Rep Meier: In line 15 on the first page in your survey you list "and the cost and value of the interaction", can you explain in detail about what the language means?

Senator Davison: How I would interpret that language, I don't know why they put the "value " in there, has it been a valuable survey. You will have to ask Anita Thomas.

Chairman Nathe: I think that is just legal speak for what are the benefits of that.

Rep Rohr: In the terms of the survey instrument that is being used. It looks you are only going to be surveying the people that have gone through the ESPB process. Is there the intent to also survey the staff for feedback?

Senator Davison: The board can do that currently. They can survey the staff at any moment. We sat through 2 hours of testimony and there was unanimous consent amongst Senate Education people that the survey was an important piece. We could discuss this more by I think the unanimous bipartisan vote in the Senate speaks to the fact that we need some feedback to the legislators on what work is being done there. We need to be assured that having teachers in the classroom are appropriate for the kids and that it is happening in a timely fashion.

Rep Rohr: I am concerned about the survey instrument that you would use because the intent is you would like to see the board go back under DPI. Yet we have DPI developing

the actual tool that will be used to survey the teachers. So I am wondering about the validity of the results if you don't have a tool developed by someone outside the entity.

Senator Davison: The goal is not to have ESPB go back under DPI. The goal is to survey is to improve customer service to those that interact with the ESPB and to provide feedback to their board and to legislative management on the customers level and the teachers that are working with that organization.

Chairman Nathe: I did have some emails in the interim from teachers that had some issues as far as ESPB. Timeliness of getting license and other things they had to deal with. It was more than one email so I feel a customer survey would help show why are they having the problems. This bill helps us find out from a customer service standpoint if someone out of state is coming here and having a hard time getting licensed to work in a school we need to find that out. We get one side of the story from ESPB but we need to get the other side from that applicant.

Rep Rohr: I think we need to make sure we have a valid and reliable tool so that it is objective data.

Vice Chairman Schatz: What daily activity goes on at the ESPB that is a concern to you, you mentioned the daily activities, what is the problem here?

Senator Davison: The survey is focused on customer satisfaction. It is the people that go in for licensure, where and how they are going to teach. It is like any business, it may not be the ESPB's fault they cannot issue a license. If they aren't qualified then they can't be licensed. The issue is the timeliness and randomness on how the decisions are made and how are they made.

Nick Archuleta: President of North Dakota United. (19:29-21:31) In support of SB 2355. It is always good practice to evaluate what, how and why we do what we do. All the entities that receive state moneys should have the right to a survey. One improvement that should be made is that an outside neutral source should create the survey to be used by ESPB. The genesis of 2355 comes from the idea ESPB would be put back under the jurisdiction of DPI. We believe that was a mistake in the first place because professional teachers deserved a say in their licensure and that is what ESPB does. I do believe if we had an outside group such as Eide Bailly or others would add a level of transparency and integrity to the process.

Rep Kelsh: The teachers supported the individual organization so they would be viewed as professional people. Has that been weakened in any way by the ESPB?

Nick Archuleta: No. The ESPB is basically the gatekeeper on quality education and educators. I used to serve on the board. They are processing more out of state applications and our standards are much higher. At one point we could guarantee that 100% of our teachers were highly qualified but we can't do that now. ESPB has now been instructed to allow people with credentials from other state to teach. Not necessarily the high quality we had set.

Rep Kelsh: It is fair to point out that it is not ESPB that has lowered those standards, it is the legislature that has done that. They have allowed someone with practical experience to be able to be hired. That is where maybe a lot of the problems have come in.

Nick Archuleta: I share that opinion

Janet Welk: Executive Director of Education Standard Practices Board: in support of SB 2355. (24:18-28:58) (See Attachment #2).

Rep Meier: Would you agree to an outside source to develop the survey?

Janet Welk: Yes I would, we had Eide Bailly come into our office in 2012 and they did a phenomenal job.

Chairman Nathe: When I think of a survey in my mind is when you leave a business what was your experience from to beginning to end. The spirit of the bill is not to get a survey from every fax or phone call, but from anyone who applies and goes through that process and then have a survey. Looking at your layout on lines 7-8 would be the groups of people we would survey, which would total about 338 in that time frame. Would you agree with that?

Janet Welk: Yes, and I have two staff members with to help walk you through that process.

Amy Folkestad, Licensure Specialist with Education Standards and Practices Board: (29:00-34:25)(See attachment # 3).

Rep Zubke: When do you think we should survey them?

Amy Folkestad: I believe it should be at the end of the process.

Rep Rohr: Do you already have a performance improvement plan defined?

Amy Folkestad: We do have that process set out and it is given to each applicant.

Rep Rohr: So you have that process and you go over that with the applicant first and at the end you have the results.

Amy Folkestad: That is correct.

Rep Meier: If you have an out of state that is applying for licensure in the state, typically how long does it take?

Amy Folkestad: It varies, depending on how quickly they get their information to us. The background check takes about 2-3 weeks and once we get that back in our office, our turn around I a couple days.

Rep Meier: So it is probably about a month with the BCI report , I am guessing.

Amy Folkestad: That is correct.

Chairman Nathe: When is your busy time with the most applicants?

Amy Folkestad: It starts in April and in August we are crazy busy.

Rep Kelsh: What is the average cost for someone graduating in April to get their licensure?

Amy Folkestad: We have a one-time applicant fee of \$30 for every applicant. If they are an in state graduate they will pay \$70 for a two year license and \$44.50 for a fingerprint background check. If they are an out of state applicant the fees are a little different, they could be eligible for a 5 year license which is \$175 a year or a 2 year license for \$70.

Rep Kelsh: They have to renew it every two years and go through background checks?

Amy Folkestad: They only have to have a background check when they apply for their very first license, or once they have a license that has lapsed for more than five year. If they keep the license up to date we don't require a background check again so the \$44.50 would not have to be paid. They can renew every 2 or every 5 years.

Vice Chairman Schatz: You had satisfaction surveys until 2011 and then they stopped. Why did they stop?

Janet Welk: We stopped because we went on line.

Rep Hunskor: The survey would be done in the privacy of their home.

Amy Folkestad: Yes. It would be an online survey.

Rep Hunskor: Do you think it would be more unbiased if an independent party did the survey versus an electronic one?

Amy Folkestad: I believe it should be administered electronically but it should be done by a third party vendor so we can get true unbiased results

Rep Rohr: This survey is looking for trends in those particular areas that are addressed in the bill, correct?

Amy Folkestad: Correct.

Mari Fridgen, Assistant Director: Education Standards Practice Board: (42:08- 46:25)
(See attachment # 4).

Rep Schreiber Beck: Could this be done without the directives in SB 2355?

Mari Fridgen: I think we could.

Rep Rohr: Just as important as having a valid tool you need the appropriate analysis and recommendations done. Who did that in the past for you?

Mari Fridgen: In the past Eide Bailly came in and you make a great point result aren't anything unless we are going to us them to change the way we do business. So it is important that we have the right consultaion.

Rep Rohr: So the expectation it was Eide Bailey would the analysis the resulting out and pose the recommendations?

Mari Fridgen: That could be done. It was my understanding that they have worked with Eide Bailley in the past.

Chairman Nathe: Any other support? Any opposition to SB 2355? Closed the hearing on SB 2355.

2015 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Pioneer Room, State Capitol

SB 2355
3/16/2015
24864

- Subcommittee
 Conference Committee

Committee Clerk Signature

Donna Whitham

Explanation or reason for introduction of bill/resolution:

Relating to the development of a satisfaction survey for the education standards and practices board; to provide for a legislative management study; and to declare an emergency.

Attachment # 1.

Minutes:

Chairman Nathe: reopened the hearing on SB 2355. This bill has to do with the satisfaction survey for Education Standards Practices Board (ESPB).

Vice Chairman Schatz: (00:22- Explained amendments (See Attachment # 1).

Chairman Nathe: Basically it is taking Department of Public Instruction (DPI) out of it and letting Education Standard Practices Board the ability to contract with another party to do the survey.

Rep Rohr: moved do pass on the amendment 15.1006.02001 to SB 2355.

Rep Meier: seconded.

Rep. Olson: On the amendment why we want to force the contract with a private entity what if DPI has some ideas, maybe they want to contract with DPI after all or get involved with them?

Vice Chairman Schatz: There is a disconnect between the ESPB and the DPI. This gives them their autonomy. That is the original intent of why we have an ESPB, what the legislature brought up and that would keep that in force.

Rep Schreiber Beck: The question was asked can this be done without this direction in the SB 2355. I believe it was Janet Welk who stated this is what they used to do until 2011

and they would definitely keep doing it and the hired it out to Eide Bailey. They don't need this bill to do this anyway. I am not sure why we have this bill

Chairman Nathe: This bill would make them do it so there is no option not to do it.

Rep Schreiber Beck: But they were already doing it until 2011. What changed?

Rep Kelsh: The online.

Rep Schreiber Beck: That's right, the surveys went online and they said they could reinstitute them and they would be happy too. So I don't see why we need this bill.

Voice vote on motion to adopt amendment: All Ayes. Motion carried.

Rep Rohr: Do Pass as Amended on SB 2355.

Rep Meier: seconded.

A Roll Call Vote was taken. Yes: 7 No: 6 Absent: 0. Motion carried.

Vice Chairman Schatz: will carry the bill.

SL
3/11/15

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2355

Page 1, line 9, replace "superintendent of public instruction shall develop" with "education standards and practices board shall contract with a private entity for the development of"

Page 1, line 10, remove "education standards and practices"

Page 1, line 16, after "survey" insert "instrument"

Page 1, line 21, replace "superintendent of public instruction in developing" with "education standards and practices board in procuring and utilizing"

Page 1, line 22, remove "education standards and practices"

Renumber accordingly

Date: 3/16/15
 Roll Call Vote #: 1

**2015 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 2355**

House Education Committee

Subcommittee

Amendment LC# or Description: 15.1006.02001

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
 Other Actions: Reconsider _____

Motion Made By Rep. Rohr Seconded By Rep. Meier

Representatives	Yes	No	Representatives	Yes	No
Chairman Nathe			Rep. Hunskor		
Vice Chairman Schatz			Rep. Kelsh		
Rep. Dennis Johnson			Rep. Mock		
Rep. B. Koppelman					
Rep. Looyesen					
Rep. Meier					
Rep. Olson					
Rep. Rohr					
Rep. Schreiber Beck					
Rep. Zubke					

Vote
file

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Motion Carries

Date: 3/16/15
 Roll Call Vote #: 2

**2015 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. 2355**

House Education Committee

Subcommittee

Amendment LC# or Description: _____

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
 Other Actions: Reconsider _____

Motion Made By Rep. Rohr Seconded By Rep. Meier

Representatives	Yes	No	Representatives	Yes	No
Chairman Nathe	✓		Rep. Hunskor		✓
Vice Chairman Schatz	✓		Rep. Kelsh	✓	
Rep. Dennis Johnson		✓	Rep. Mock		✓
Rep. B. Koppelman	✓				
Rep. Looyen	✓				
Rep. Meier	✓				
Rep. Olson		✓			
Rep. Rohr	✓				
Rep. Schreiber Beck		✓			
Rep. Zubke		✓			

Total (Yes) 7 No 6

Absent 0

Floor Assignment Rep. Schatz

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

REPORT OF STANDING COMMITTEE

SB 2355, as engrossed: Education Committee (Rep. Nathe, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS** (7 YEAS, 6 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2355 was placed on the Sixth order on the calendar.

Page 1, line 9, replace "superintendent of public instruction shall develop" with "education standards and practices board shall contract with a private entity for the development of"

Page 1, line 10, remove "education standards and practices"

Page 1, line 16, after "survey" insert "instrument"

Page 1, line 21, replace "superintendent of public instruction in developing" with "education standards and practices board in procuring and utilizing"

Page 1, line 22, remove "education standards and practices"

Renumber accordingly

2015 TESTIMONY

SB 2355

#1
2/11/15

Testimony SB 2355
Senator Kyle R. Davison
February 11th, 2015

Good Morning, for the record my name is Kyle Davison and I'm the Senator from District 41 in south Fargo. I'm here today to introduce and support SB 2355. SB 2355 is a straightforward bill which moves Education Standards and Practice Board to the Department of Public Instruction under the authority of the (elected) position of Superintendent of Public Instruction. This would include turning the ESPB into an advisory board. As I campaigned this past fall many people asked me "Why are you running for the State Legislature?" My answer was "To work on making government more efficient and effective with the possibility of saving dollars in the process." I believe SB 2355 will contribute towards making for a more efficient and effective education system in North Dakota.

A brief history of teacher licensing, In 1879 certificates of qualification were granted by the Superintendent of Public Instruction (S. L. 1863, Ch. 41) to those wishing to teach in public schools. After 1890 the Superintendent was required to prepare all of the questions for the exam (S. L. 1890, Ch. 62). An initiated measure on the November 11, 1920 ballot required the Superintendent to certify all individuals teaching in the public school system.

In 1965 the Teachers' Professional Practices Commission [NDCC 15-38-17] was created (S. L. 1965, Ch. 139). Initially the Commission, along with the Superintendent of Public Instruction, developed and revised professional codes or standards relating to ethics and conduct for teachers (S. L. 1965, Ch. 139). The Century Code required that the Commission establish grounds for and the effect of "revocation" for those certified [NDCC 15-36-15]. It investigated complaints against teachers and filed formal complaints with the Superintendent of Public Instruction. The Commission revised certification standards, developing a professional code of ethics, and recommended in-service training. The Commission was responsible for handling complaints against teachers holding valid North Dakota certificates and for conducting necessary investigations and making recommendations for disciplinary action to the Superintendent of Public Instruction. The nine member Board was selected from a list of nominees submitted by the North Dakota Education Association (NDEA).

On July 1, 1973 all members of the TPCC were required to resign. The Governor appointed new members from a list provided by the North Dakota Education Association, the North Dakota School Boards Association, the North Dakota Association of School Administrators, and the State Board of Public School Education. The Superintendent of Public Instruction served as secretary (S. L. 1973, Ch. 150). The Commission continued to be located within the Department of Public Instruction. The TPCC was charged to formulate, review, and revise codes that related to issues of ethics, conduct, and professional practices (S. L. 1973, Ch. 150). The Commission investigated complaints, proposed solution alternatives, and formulated standards of teaching performance and disciplinary measures and advised the Superintendent on policies and procedures for issuing certificates. Commission recommendations were then submitted to the Superintendent. So for nearly 125 years this system under the Department of Public Instruction with periodic tweaks seemed to be working well.

In 1993 the Teachers' Professional Practices Commission became the Educational Standards and Practices Board. Legislation allowed for the addition of the Administrator's Professional Practices Board [NDCC 15-38-17]. The ESPB was authorized to supervise certification and set and approve standards for the teacher preparation program [NDCC 15-38-18]. Legislation no longer required the Governor to fill

vacancies from the statewide organizations of North Dakota Education Association, North Dakota Council of School Administrators, North Dakota School Boards Association, and the Deans of College Education (S. L. 1993, Ch. 3). The Governor appointed nine members to the Board and each member served for three years. Statewide organizations provided to the Governor lists with three names from their respective professions. Selections were to include four public school teachers and one private school teacher chosen as members supplied from a list supplied by the NDEA and one school board member was chosen by a list submitted by the North Dakota School Boards Association. Two school administrators were selected from the list provided by the North Dakota Council on School Administrators and one dean from a college education department was chosen from a list submitted by the Deans of Colleges of Education. Each year the Board chose a chairman and vice chairman. An executive director was hired as secretary to serve in place of the Superintendent of Public Instruction. Legislation directed the Education Standards and Practices Board to supervise the certification of teachers and to set standards and approve teacher preparation programs. A five-member board called the Administrator's Professional Practices Board was chosen from within the Education Standards and Practices Board. The Administrator's Professional Practices Board consisted of two school administrators, one school board member, and two teachers. All members served for three years and each year selected a chairman and adopted the rules of order and procedures [NDCC 15-38-16 to 15-38-19]. Authority of the Board included responding to complaints against school administrators. After July 1, 1995 the Superintendent of Public Instruction was no longer responsible for accepting or rejecting the work of the Board relating to the rules and procedures that occurred in the issuing of certificates (S. L. 1993, Ch. 171).

Since 1995, the ESPB has operated as an independent Board with the responsibility of teacher licensure, teacher education program approval, and the development of professional practices. The Board, appointed by the Governor, is comprised of educators, administrators, school board members, and teacher educators committed to assuring highly qualified educators for all North Dakota students. Ten educators, administrators, school board members, and teacher educators were appointed by the Governor to serve three-year terms. Other 1995 legislation authorized the Board with the responsibility of certifying teachers and courses of study for the North Dakota American Indian Languages program (S. L. 1995, Ch. 186). License fees fund the actions of the Board. The Department of Public Instruction was assigned temporary fiscal management of the Education Standards and Practices Board (S. L. 1995, Ch. 189) until fiscal responsibility transferred to Board on July 1, 1997. Supervision of teachers (S. L. 1999, Ch. 162) replaced issuing teacher's certificates as the primary responsibility of the Board. The Board supplied minor equivalency endorsements for teachers (S. L. 1999, Ch. 172).

In 2001 legislation re-wrote the Century Code by repealing [NDCC 15-38-17] and creating [NDCC 15.1-13]. The Governor selected ten ESPB members from lists provided by statewide organizations. Board membership included the Superintendent or designee to serve as a nonvoting ex-officio member [NDCC 15.1-13-02]. The Administrator's Professional Practices Board increased to six members (S. L. 2001, Ch. 181).

In 2009 the legislature required the State Board of Public School Education, the State Board of Higher Education, the Education Standards and Practices Board, and the State Board of Career and Technical Education to work toward providing professional growth and development opportunities for all instructors and to hold annual meetings with the State Board of Higher Education (S. L. 2009, Ch. 31).

CHRONOLOGY

1879 certificates of qualification were granted by the Superintendent of Public Instruction (S. L. 1863, Ch. 41) to those wishing to teach in public schools. After 1890 the Superintendent was required to prepare all of the questions for the exam (S. L. 1890, Ch. 62). An initiated measure on the November 11, 1920 ballot required the Superintendent to certify all individuals teaching in the public school system.

1965 Prior to 1965 the responsibility of certification was under the direction of the Superintendent of Public Instruction, and in 1965 a nine member Board was created and called the Teachers Professional Practices Commission, members were appointed by the Governor from names were provided from a list of nominees submitted by the North Dakota Education Association. The goal of the Commission was to develop and revise professional codes and standards relating primarily to the issues of ethics and conduct and to investigate complaints against teachers. All formal complaints were sent to the Superintendent of Public Instruction (S. L. 1965, Ch. 139).

1973 Members serving on the Commission were to be replaced and new members selected from statewide organizations including the North Dakota Education Association and the North Dakota School Boards Association, the North Dakota Association of School Administrators and a member from the State Board of Public School Education. Commission members advised the Superintendent of Public Instruction about rules for issuing teachers' certificates (S. L. 1973, Ch. 150).

1981 Members selected by the Governor included four public school classroom teachers, two school board members, two school administrators, and a member nominated by the State Board of Public School Education (S. L. 1981, Ch. 189).

1985 The Teachers Professional Practices Commission was given additional duties and additional authority given to the Superintendent of Public Instruction concerning actions taken by the Commission (S. L. 1985, Ch. 216).

1993 At the request of the North Dakota Education Association a bill was brought forward to change the name Teachers' Professional Practices Commission was changed to Education Standards and Practices Board (ESPB) and the Governor appointed nine members to the ESPB for three-year terms. Legislation also expanded the duties of the ESPB and from within the ESPB a five-member board known as the Administrator's Professional Practices Board was created. Authority was given to investigate complaints against not only teachers but also against school administrators. The Superintendent of Public Instruction was no longer a part of the complaint process (S. L. 1993, Ch. 171) and the Governor no longer filled vacancies from a list submitted by the North Dakota Education Association, the North Dakota Council of School Administrators, the North Dakota School Boards Association, and Deans of Colleges of Education (S. L. 1993, Ch. 3).

1995 Guidelines for certification involving the North Dakota American Indian Languages program was added as a new section to the Century Code (S. L. 1995, Ch. 186). The Department of Public Instruction was assigned the temporary fiscal management over the ESPB (S. L. 1995, Ch. 189) until 1997 when the responsibility was transferred to Education Standards and Practices Board.

1999 Supervising teachers became the primary responsibility of the ESPB (S. L. 1999, Ch. 162). Legislation provided for the Board to issue minor equivalency endorsements for teachers (S. L. 1999, Ch. 172).

2001 Legislation repealed [NDCC15-38] and replaced it with [NDCC 15.1-13-02]. The composition of the number of the school board members who served on the ESPB Board changed as did the Administrator's Professional Practices Board (S. L. 2001, Ch. 181).

2009 Legislation required the Education Standards Practices Board, the State Board of Public School Education, the State Board of Higher Education, and the State Board of Career and Technical Education to meet annually and cooperate on providing professional growth and development opportunities for teachers (S. L. 2009, Ch. 31). Legislation repealed the cooperative effort in developing a unified system of teacher licensure and credential qualifications or reciprocity between the DPI, the states of Minnesota, Montana, and South Dakota (S. L. 2009, Ch. 65).

With that history in hand, let me get into the philosophical reasons to move the ESPB under the leadership of the Superintendent of Public Instruction. It's important to note I don't believe the ESPB is not broke. But the 1993 testimony, the discussion wasn't focused on DPI and the commission doing a bad job it was a philosophical discussion too.

- 1) The Department of Public Instruction lead by the Superintendent (an elected official) should be responsible for teachers who are public employees and serve in the public interest. I believe the constitutional responsibility or authority for education lies within DPI an arm of state government.
- 2) The current ESPB board is autonomous and accountable to no one. Where are the checks and balances which we value as legislators to protect our education system? If this board determined all teachers should be nationally certified this would cost our state and schools millions. Now, I don't believe that would happen but I'm trying to make a point.
 - a. If the Executive Director or staff doesn't want to cooperate to make the process smoother for teachers getting license and streamlining the process to get credentialed they don't have too.
 - b. Where is the data to show this is working better than before? No customer service evaluation -- They have no evaluation for people to rate whether their organization is doing a good job. How does the board know their servicing customers? Each customer is unique in their education, work experience and what they are teaching -- shouldn't this independent board know how we are servicing teachers? (Read letter)
 - c. They can set the prices for reviewing credentials and licensing, for an out-of-state teacher it's \$150 to review credential and \$70 to issue license. For a new teacher out of college and out-of-state who hasn't had a pay check that's a lot of money. The fact ESPB has nearly 1 million in reserves also makes this troubling.
 - d. It's my understanding in visiting with current board members that during the February 5th 2015 ESPB board meeting there was a first reading of a policy which if SB 2355

passes then each ESPB staff would receive 1 year severance package. With respect to the school superintendents on the ESPB, they were the only two "no" votes.

e. The board does send in a form to evaluate the Executive Director, but those results aren't shared back with the board in a formal process and what's going to move forward to improve the organization.

3) A two-headed process is not customer friendly or cost effective. (see above) Teachers have to call and send paperwork to one place for licensing and another for credentialing.

There are a few amendments which I've been asked to bring forward for consideration;

- 1) If I'm not sure why Legislative Council messed around with Section 3 regarding what a "Teacher" means and how they might qualify for TFFR so that needs to be cleaned up because it had nothing to do with the intent of the bill
- 2) To place a date for this transition out further such as January or July of 2016
- 3) To increase the number of school administrators to an equal number of teachers
- 4) To include two "public members" to the board
- 5) Look at what type of reporting requirements the legislature would like to put into place if SB 2355 would pass.

In closing, I ask for your support on SB 2355 because I believe it will lead to more efficient and effective government and strengthen our education system.

I'd be happy to answer any questions.....

Senator Kyle Davison

ADAM R. MONTGOMERY

TO: Dr. Janet Welk, Executive Director, ESPB of ND
FROM: Adam R. Montgomery, J.D.
CC: Kirsten Baesler, ND Superintendent of Public Instruction
Michael Heilman, Board Chair, ESPB of ND
Dr. David Flowers, Superintendent, West Fargo Public Schools District
RE: Initial Interim Substitute Teacher's License
DATE: May 6, 2014

Dr. Welk,

I write today to convey my displeasure and disappointment with the licensing operations of the Education Standards and Practices Board of North Dakota.

Upon hearing that the West Fargo School District does not have enough substitute teachers in their pool to fill classrooms, I submitted my initial interim substitute license application on April 10, 2014.

My academic credentials, letter from a school administrator, and fingerprints were all submitted and acknowledged in a timely manner. The FBI and BCI background check took longer than expected; this is understandable.

After receiving approval on May 5, 2014, I was informed by your office that my qualifications were still pending review, but that you would be out of the office for the week and a review could only be done as early as next week. A one-month licensing application time is unacceptable, especially when there is an obvious need.

As a North Dakota State University alum, serving in an executive student capacity, and earning a degree in Political Science - Public Policy, I share Dr. Joseph A. Chapman's vision that "students are paramount."

I am dismayed that a state government agency would lack the contingency to continue the important operations of its charge and thereby stall the hiring of qualified substitutes, to ensure the students of North Dakota's public institutions of instruction have a teacher in their classroom. There is a need for licensing and hiring of teachers and ESPB is unduly delaying the process.

I encourage the ESPB to review its operational procedures, to ensure that the agency does not unduly cause a burden at the detriment of North Dakota students.

PROFESSIONAL EDUCATOR STANDARDS BOARD ASSOCIATION

The 13 states with independent educator standards boards have joined together to form the Professional Educator Standards Boards Association (PESBA) under the auspices of the National Association of State Directors of Teacher Education and Certification (NASDTEC). PESBA is a special committee of NASDTEC and plays an important role in the NASDTEC Executive Board.

The first meeting of PESBA was held during the annual NASDTEC Conference which took place in Indianapolis during June of 2010.

PESBA has been formed to foster communication among the standards boards, establish a national presence on behalf of professional educators and provide information and support to jurisdictions seeking to establish independent standards boards.

The formation of the organization was the result of a 2009 survey conducted by NASDTEC that gathered information about standards boards in all 50 states and the District of Columbia.

The survey found that thirteen states have independent standards boards, boards that regulate the education profession and are independent of the state's board of education.

States with independent standards boards include California, Delaware, Georgia, Hawaii, Iowa, Kentucky, Minnesota, North Dakota, Oklahoma, Oregon, Vermont, Washington and Wyoming.

The independent standards boards collectively license over 670,000 teachers and approve 268 educator programs.

PESBA Documents

<u>ITEM NAME</u>	<u>POSTED BY</u>	<u>DATE POSTED</u>
PESBA 2011 Legislative Resource Guide PDF (409.08 KB)	Administration	3/15/2013
PESBA Bylaws PDF (113.07 KB)	Administration	8/15/2013
ISB Report June 2010 PDF (270.34 KB)	Administration	8/15/2013

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07/28/14

Cash Basis

ND ESPB
BALANCE SHEETS
As of June 30, 2014

Jun 30, 14

ASSETS

Current Assets

Checking/Savings

101 - CHECKING	148,243.36
102 - DAKOTA COMMUNITY	66,010.33
102.2 - CORNERSTONE 3.55%	60,006.72
102.6 - DAKOTA COMMUNITY BANK	70,046.86
103 - UNEMPLOYMENT .25%	29,754.17
104.2 - STARION 3.50	62,989.80
104.3 - STARION 2.40%	56,879.83
105 - CCU CD 1.883%	22.93
108 - NORTHLAND FINANCIAL 5.2%	74,691.14
109 - 1ST COMMUNITY CREDIT (16) 5.35%	52,899.40
109.1 - 1ST COMMUNITY CREDIT (17)	79,038.08
110.1 - US BANK 5.2%	65,706.24
110.2 - US BANCORP INVESTMENT	64,005.06
112 - CREDIT UNION MM .30%	5,931.56
113 - EDWARD JONES	91,478.76
114 - SECURIAN 3.544%	65,377.09

Total Checking/Savings 993,081.33

Other Current Assets

200 - OFFSET COMP ABSENCES 36,909.70

Total Other Current Assets 36,909.70

Total Current Assets 1,029,991.03

Fixed Assets

115 - FIXED ASSETS

113.1 - ACCUMULATED DEPRECIATION	-29,500.84
113.2 - ACCUMULATED DEPRECIATION -GRANT	-57,956.26
115.2 - GRANT FIXED ASSETS	73,299.23
115 - FIXED ASSETS - Other	36,801.76

Total 115 - FIXED ASSETS 22,643.89

Total Fixed Assets 22,643.89

TOTAL ASSETS 1,052,634.92

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Other Current Liabilities

401 - PAYROLL LIABILITIES

403 - STATE WITHHOLDING	867.47
404 - FEDERAL WITHHOLDING	1,148.22
405 - SS/MEDICARE PAYABLE	-5,303.42
406 - Flex - Vision	664.02
408 - FLEX-DENTAL	524.92
409 - MEDICAL FLEX	546.57
410 - FLEX-LIFE INS	56.93
411 - ANNUITY WITHHOLDING	5,825.00
413 - FLEX-CANCER	211.77
414 - NON-FLEX LIFE INS. WITHHELD	295.42
401 - PAYROLL LIABILITIES - Other	2,710.57

Total 401 - PAYROLL LIABILITIES 7,547.47

450 - YEAR END ACCOUNTS PAYABLE 10,221.60

475 - COMPENSATED ABSENCES PAYABLE 36,909.70

Total Other Current Liabilities 54,678.77

Total Current Liabilities 54,678.77

Total Liabilities 54,678.77

8/13

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07/28/14

Cash Basis

ND ESPB
BALANCE SHEETS
As of June 30, 2014

	<u>Jun 30, 14</u>
Equity	
300 RETAINED EARNINGS	999,092.97
310 - INVESTMENT IN GEN. FIXED ASSETS	7,300.92
311 - INVESTMENT IN GRANT FIXED ASSET	15,342.97
Net Income	<u>-23,780.71</u>
Total Equity	<u>997,956.15</u>
TOTAL LIABILITIES & EQUITY	<u>1,052,634.92</u>

9/13

2:19 PM

07/28/14

Cash Basis

**ESPB TEACHER SUPPORT SYSTEM
REVENUES & EXPENSES**
July 2013 through June 2014

	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13
Income					
500 · GRANT REVENUE	650,015.01	18.56	15.04	12.89	10.86
Total Income	650,015.01	18.56	15.04	12.89	10.86
Expense					
600 · RENT	450.00	0.00	450.00	0.00	0.00
601 · ADMINISTRATIVE	0.00	59,886.22	0.00	0.00	0.00
602 · EQUIPMENT	0.00	0.00	207.30	0.00	0.00
606 · SPECIAL PROJECTS	0.00	84.00	190.00	0.00	0.00
607 · 1ST-YR. TCHR COURSE RESPONDE...	630.00	0.00	0.00	0.00	0.00
609 · BEGINNING TEACHER NETWORKS	0.00	0.00	16,747.50	0.00	0.00
610 · MENTOR STIPENDS	0.00	0.00	0.00	0.00	0.00
611 · SUB REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
612 · SUPPLIES	1,346.73	466.47	1,308.23	816.61	946.01
613 · COACHES ACADEMY	0.00	0.00	0.00	8,778.49	4,725.28
614 · TRAINER EXPENSES	559.02	0.00	0.00	0.00	0.00
615 · ADVANCED COACH TRAINING	0.00	0.00	0.00	0.00	0.00
616 · SEMINAR	0.00	0.00	0.00	4,763.84	1,911.78
620 · MENTOR TRAINING	0.00	24,188.09	41,837.95	138.60	4,187.80
622 · TRAVEL-COORDINATOR	0.00	0.00	1,133.30	0.00	1,497.94
647 · PAYROLL EXPENSES					
648 · HEALTH BENEFITS	1,890.06	993.04	0.00	1,986.08	993.04
649 · RETIREMENT	1,631.40	848.33	848.33	848.33	848.33
650 · SALARIES & WAGES	9,787.66	15,531.91	11,107.66	11,467.66	9,202.66
651 · FICA/MEDICARE	729.97	1,169.38	848.71	876.23	702.98
647 · PAYROLL EXPENSES - Other	0.00	14.00	0.00	0.00	0.00
Total 647 · PAYROLL EXPENSES	14,039.09	18,556.66	12,804.70	15,178.30	11,747.01
66900 · Reconciliation Discrepancies	0.00	-2,226.38	2,226.38	0.00	0.00
Total Expense	17,024.84	100,955.06	76,905.36	29,675.84	25,015.82
Net Income	632,990.17	-100,936.50	-76,890.32	-29,662.95	-25,004.96

10/13

2:19 PM

07/28/14

Cash Basis

**ESPB TEACHER SUPPORT SYSTEM
REVENUES & EXPENSES**
July 2013 through June 2014

	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14
Income					
500 - GRANT REVENUE	9.66	6.65	500,003.80	19.64	17.19
Total Income	9.66	6.65	500,003.80	19.64	17.19
Expense					
600 - RENT	450.00	0.00	0.00	450.00	0.00
601 - ADMINISTRATIVE	0.00	0.00	0.00	0.00	0.00
602 - EQUIPMENT	26.49	0.00	0.00	0.00	1,182.12
606 - SPECIAL PROJECTS	0.00	2,400.00	1,858.00	4,937.51	49.00
607 - 1ST-YR. TCHR COURSE RESPONDE...	0.00	0.00	7,140.00	0.00	0.00
609 - BEGINNING TEACHER NETWORKS	0.00	0.00	1,056.86	0.00	0.00
610 - MENTOR STIPENDS	43,770.00	112,625.00	62,610.00	800.00	13,600.00
611 - SUB REIMBURSEMENT	0.00	0.00	100.00	0.00	3,181.54
612 - SUPPLIES	-616.63	2,565.35	1,521.55	450.71	1,674.80
613 - COACHES ACADEMY	7,440.63	4,467.35	4,713.96	0.00	0.00
614 - TRAINER EXPENSES	0.00	0.00	0.00	0.00	0.00
615 - ADVANCED COACH TRAINING	0.00	0.00	2,099.40	4,091.76	-149.40
616 - SEMINAR	261.87	0.00	0.00	0.00	0.00
620 - MENTOR TRAINING	0.00	4,042.26	2,911.59	644.21	507.50
622 - TRAVEL-COORDINATOR	0.00	636.15	199.00	825.54	0.00
647 - PAYROLL EXPENSES					
648 - HEALTH BENEFITS	993.04	993.04	993.04	993.04	993.04
649 - RETIREMENT	848.33	848.33	976.28	976.28	976.28
650 - SALARIES & WAGES	9,742.66	9,817.66	10,132.66	9,577.66	10,357.66
651 - FICA/MEDICARE	744.28	751.05	775.15	732.69	792.36
647 - PAYROLL EXPENSES - Other	0.00	0.00	0.00	0.00	0.00
Total 647 - PAYROLL EXPENSES	12,328.31	12,410.08	12,877.13	12,279.67	13,119.34
66900 - Reconciliation Discrepancies	0.00	0.00	0.00	0.00	0.00
Total Expense	63,660.67	139,146.19	97,087.49	24,479.40	33,164.90
Net Income	-63,651.01	-139,139.54	402,916.31	-24,459.76	-33,147.71

11/13

2:18 PM

07/28/14

Cash Basis

ESPB TEACHER SUPPORT SYSTEM
BALANCE SHEETS
As of June 30, 2014

	<u>Jun 30, 14</u>
ASSETS	
Current Assets	
Checking/Savings	
101 - CHECKING - CCU	16,805.91
Total Checking/Savings	<u>16,805.91</u>
Total Current Assets	<u>16,805.91</u>
TOTAL ASSETS	<u><u>16,805.91</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
401 - Payroll Liabilities	
403 - STATE WITHHOLDING	397.00
404 - FEDERAL WITHHOLDING	875.00
405 - SS/MEDICARE PAYABLE	-574.90
409 - MEDICAL FLEX	415.00
410 - FLEX-LIFE INS	182.04
412 - DEFERRED COMP PAYABLE	2,680.00
414 - NON-FLEX LIFE INS. WITHHE...	-92.99
401 - Payroll Liabilities - Other	14.00
Total 401 - Payroll Liabilities	<u>3,895.15</u>
Total Other Current Liabilities	<u>3,895.15</u>
Total Current Liabilities	<u>3,895.15</u>
Total Liabilities	3,895.15
Equity	
300 - FUND BALANCE	-165,993.30
Net Income	178,904.06
Total Equity	<u>12,910.76</u>
TOTAL LIABILITIES & EQUITY	<u><u>16,805.91</u></u>

12/13

2:18 PM
07/28/14
Cash Basis

ESPB TEACHER SUPPORT SYSTEM
REVENUES & EXPENSES
June 2014

	<u>TOTAL</u>
Income	
500 · GRANT REVENUE	8.55
Total Income	<u>8.55</u>
Expense	
600 · RENT	450.00
601 · ADMINISTRATIVE	43,398.24
606 · SPECIAL PROJECTS	500.00
607 · 1ST-YR. TCHR COURSE RESPONDE...	990.00
609 · BEGINNING TEACHER NETWORKS	13,938.87
610 · MENTOR STIPENDS	61,395.00
611 · SUB REIMBURSEMENT	25,719.21
612 · SUPPLIES	2,228.12
620 · MENTOR TRAINING	376.60
647 · PAYROLL EXPENSES	
648 · HEALTH BENEFITS	993.04
649 · RETIREMENT	976.28
650 · SALARIES & WAGES	11,947.66
651 · FICA/MEDICARE	913.99
647 · PAYROLL EXPENSES - Other	0.00
Total 647 · PAYROLL EXPENSES	<u>14,830.97</u>
Total Expense	<u>163,827.01</u>
Net Income	<u><u>-163,818.46</u></u>

13/13

#2
2/11/15

SB 2355

Chairman and Members of the Committee: I am Senator Joan Heckaman from District 23.

I am here in opposition to SB 2355. This is another bill that is trying to fix a problem that does not exist. Current teacher licensure by the Education Standards and Practices Board is in good hands. The professional level and educational experience of the board members lends itself well to the duties delegated to it. This board represents classroom teachers in public and private schools, school boards, schools of teacher training, and higher education faculty to name a few.

In looking at the recent history of the board, I had the privilege to attend several board meetings as a representative of the North Dakota Legislature and as a former teacher to provide insight into possibilities with licensure in the area of special education as well as substitute teachers.

I found the current system working well and working hard to make sure our children have the best instructors possible. When there is a concern with expired licenses or when a disciplinary action is needed, the board does its job.

In conclusion, I reiterate my beginning statement. Searching for a solution to a problem that doesn't exist is not good legislation.

I would hope you will consider a Do Not Pass recommendation on this bill.

Mr. Chairman, I would stand for any questions.

Senator Joan Heckaman

1/1

#3
2/11/15



Education Standards and Practices Board
2718 Gateway Avenue, Suite 303
Bismarck, ND 58503-0585
(701) 328-9641 Fax (701) 328-9647
<http://www.nd.gov/espb>

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Testimony on SB 2355
Senate Education Committee
February 11, 2015
Tim Tausend, Chair ESPB
Education Standards and Practices Board

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16

Good morning Chairman Flakoll and Members of the Senate Education

17 Committee. Thank you for the opportunity to testify today. For the record, I am Tim
18 Tausend, Chair of the Education Standards and Practices Board. I am here today to
19 testify in opposition of SB 2355.

20 The ESPB is responsible for teacher licensure, teacher education program
21 approval, professional development and professional practices. The ESPB is
22 comprised of a cross section of members including: school administrators, higher
23 education, teachers and school board members. I became a member of the Board in
24 August of 2013 representing school boards. My experience with the Board has
25 revealed the highest level of professionalism and integrity for the process of
26 ensuring quality programming and instruction to the students of North Dakota.

27 I have been a school board member with Mandan Public Schools for 9 years,
28 including serving on the same board with Kirsten Baesler. During the course of
29 these nine years, I have served on many committees and been involved in
30 negotiations with teachers and administrators on 5 separate occasions.

1 My primary concern with this bill is the advisory capacity of the Board. I feel
2 taking away the authority of the Board is essentially placing little if any value on the
3 expertise and diversity of opinion which are valuable in the decision-making
4 process. The Board composition is literally the pulse of education in North Dakota.
5 Although I feel the Superintendent of Public Instruction is competent in her position,
6 it would be a miscarriage of justice to place this level of authority solely with one
7 individual. If decisions are made that are contrary to the recommendations of a
8 committee, disenchantment of its members begins and the committee begins to see
9 no purpose in its existence. A committee with no purpose isn't a committee. The loss
10 of a diverse cross-section of educators making decisions about educators in North
11 Dakota would be a tragic loss. I will end my testimony now as I know that there are
12 many people which will shed light in opposition to this bill.

13 I urge you for a "do not pass" vote on SB 2355. Thank you for the opportunity to
14 testify today.

#4
2/11/15



Education Standards and Practices Board
2718 Gateway Avenue, Suite 303
Bismarck, ND 58503-0585
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<http://www.nd.gov/espb>

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Testimony on SB 2355
Senate Education Committee
February 11, 2015
Janet Welk, Executive Director
Education Standards and Practices Board

Good morning Chairman Flakoll and Members of the Senate Education

Committee. Thank you for the opportunity to testify today. For the record, I am Dr. Janet Welk, Executive Director of the Education Standards and Practices Board. I am here today to offer information and testify in opposition of SB 2355.

After visiting with Senator Davison, I learned he would like to study the efficiency of education for the State of North Dakota to provide the Superintendent of Public Instruction's office the best possible system. If we are to study the educational system in ND, we must include all the entities including the REAs, teacher center networks, EduTech, and the Center for Distance Education, to name a few. This bill is not a study resolution and so I must testify to the bill in place.

Educator Standards Board began in California in 1970. There are thirty-one (31) states that have some form of standards board (National State Directors of Teacher Education and Certification, 2009.) The last State to authorize a standards board was Hawaii in 2012 and the movement continues to grow.

What does SB 2355 do? SB 2355 takes away the voice and vote of the



1 educators in North Dakota, grows State government, increases State budget, and
2 adds to the power of one elected official. This is bad policy. SB 2355 takes us back
3 in time to the way things were prior to 1993. Why do we want to go backward?

4 SB2355 gives the Superintendent of Public Instruction authority for teacher
5 license, program approval, professional development (including the teacher support
6 program), and professional practices effective July 31, 2015. ESPB would be
7 advisory to the Superintendent. At this time, no state tax dollars are received for
8 administration of the Board's duties.

9 SB 2355, page 53, line 12, states under "j. The education standards and
10 practices advisory board" and removes the Education Standards and Practices
11 Board from North Dakota Century Code and replaces the Board with the
12 Superintendent of Public Instruction. The Superintendent of Public Instruction is
13 elected , which could change every four years at the voter's discretion and is
14 presently an educator. The position of Superintendent of Public Instruction does
15 not require an educator's license. If this bill passes, the teaching profession could be
16 in the hands of a non-educator.

17 SB2355 will take away the representation of the education profession at the
18 table for decisions on program approval and standards, licensure criteria, decisions
19 and authority for professional practices of other educators, and decisions on
20 professional development as the Superintendent will have the final and only vote.
21 ND educators fought very hard in beginning in 1988 until 1993 to gain a voice and a
22 vote at the table and the passage of this bill would remove all of that work.
23 Educators would no longer have a vote or a voice.

1 In 1993, Senator Judy Demers testified to the SB 2418, *"I am pleased to*
2 *appear this morning as the prime sponsor of SB 2418. I introduced SB 2418 at the*
3 *request of the North Dakota Education Association (NDEA); and,because I strongly*
4 *believe in the concept of regulation of a profession by the involved professionals. Our*
5 *North Dakota Teachers certainly are quality professionals deserving of this*
6 *consideration."*

7 Senator Judy Demers ended her testimony in 1993 with, *"I am a registered*
8 *nurse and my profession regulates itself through the North Dakota Board of Nursing.*
9 *The duties of the Board of Nursing, in fact, closely parallel those of the proposed*
10 *Education Standards and Practices Board...from certification of members of the*
11 *profession; to approval of educational programs; to the setting of standards of*
12 *practice; to the handling of complaints about nurses licensed to practice in this State.*
13 *Many other professional boards in this state do likewise (E.G. Medicine; Accounting;*
14 *Optometry, Pharmacy; Social Work; Architects; etc.) Teachers as well-regarded*
15 *professionals should be given the same privilege and responsibility.*

16 The teachers in North Dakota are still well-regarded professionals and
17 should be given the same privilege and responsibility today. The Governor has
18 forty one (41) other professional boards in North Dakota providing regulation and
19 licensure for their profession. The ESPB ten member board is appointed by the
20 Governor to two 3-year terms and was fully operational in 1995. The Board is
21 comprised of school board members, administrators, educator preparation
22 programs, private school teachers and public school teachers, that are nominated by
23 ND United, ND School Boards Assn, ND Council of Educational Leaders, ND

1 Association of Colleges for Teacher Education, and ND Association of Non-Public
2 Schools. The Superintendent of Public Instruction is ex-officio and sits at the table
3 with the Board for discussions and input.

4 Since the authorization of ESPB, they have had approximately 237 meetings
5 with 37 different Board members sitting at the table discussing the educator
6 program approval issues, educator licensure criteria, professional development, and
7 professional practices. Reviewing standards, representing ND on national
8 committees for content test development and validations, evaluation of ND
9 educator preparation programs on and off site, reviewing other state's educator
10 programs, becoming Nationally Certified, mentoring and coaching other teachers
11 involves approximately 400-500 educators every year.

12 Educator Program Approval. North Dakota is a partner state with the
13 Council for the Accreditation of Educator Preparation (CAEP). When our educator
14 preparation programs are evaluated, we use national standards for the unit
15 governance, faculty qualifications, budget, etc. We also use the InTASC standards to
16 assess learner development, learning differences, learning environments, content
17 knowledge, application of content, assessment of students, planning for instruction,
18 instructional strategies, professional learning and ethical practice, and
19 leadership/collaboration. For our educator preparation programs to continue to be
20 accredited, they must have an overall 80% pass rate on all assessments. Exhibit 1 (#4c)
21 provides the data and facts related to our educator preparation programs. As you
22 can see from the legal size document, our educator preparation programs have a
23 very high pass rate. If the institution did not have ten completers, you will not see a

1 pass rate. Remember, this is the data for the completers, not everyone becomes a
2 completer.

3 Educator Licensure. The Board has responded to changes for a more efficient
4 system of teacher licensure. During the 1999 Legislative Session, we received
5 authority to issue the **out of state reciprocal license** and allowed someone to begin
6 teaching while completing requirements to meet our standards. Most of the
7 reciprocal licenses issued were to out of state elementary teachers that did not have
8 college algebra or science coursework. Also during that session we were given
9 authority to bring back the "**life**" license and try to keep teachers from leaving North
10 Dakota once they had held a ND license for 30 years.

11 In 2002, we worked with the Governor Hoeven's office and received a \$2.2
12 million **Teacher Quality Grant**. The Teacher Quality Project's overall goal was to
13 begin the development of a performance-based licensure system by aligning the K-
14 12 content standards with the teacher education standards and developing
15 assessments, develop a mentoring program for beginning teachers within the first
16 two years of their experience, and develop a portfolio based assessment system for
17 those teachers "not new to the profession" but teaching without a major in the core
18 content areas as required by No Child Left Behind. We held this grant until 2006
19 after receiving a one year extension.

20 In December 2004, the US Dept. of Education paid a visit to ND for a compliance
21 review. We learned from that visit that our elementary and middle school teachers
22 did not meet the federal NCLB law. Exhibit 2 provides the background on that (#46)
23 experience. ND had to fight hard with the U.S. Dept. of Education to get our current

1 highly qualified definition approved. Governor John Hoeven, Senators Dorgan and
2 Conrad, and Representative Pomeroy were all involved in the process. We did end
3 up winning for those teachers in the field but were required to begin **testing** all
4 teachers applying for their first license.

5 In the 2011 Legislative Session, we received authority to issue a license to an out
6 of state applicant with a valid license from their sending state. The applicant would
7 not be required to complete any additional coursework or testing. Today and for
8 the past two years, ESPB has issued more **Other State Educator licenses (OSEL)**
9 than licenses to our own ND graduates.

10 Last session, this law was changed to include all endorsements on the other
11 state's license. To become more efficient for our own ND graduates, ESPB
12 developed the **Praxis endorsement** which allows a 2 year veteran teacher to test
13 into a new content area without completing any coursework. This endorsement
14 became effective last fall and we have approximately 70 teachers in ND that have
15 tested into a new content area and providing additional services for their local
16 school district.

17 We also have teachers applying for ND licensure that have gone through
18 alternative route programs (i.e. Teach for America), but hold a valid license from
19 other states. We issue them a license once they have completed our tests.

20 Since approximately 1995, ESPB identified **critical shortage areas** of educators
21 in North Dakota schools. From 1995 through 2005, all areas were considered
22 critical shortage with the exception of elementary education, physical education,
23 and social studies education. Because of the requirements of the federal mandate

1 under No Child Left Behind in 2006, social studies was included in the critical
2 shortage list. The fall of 2014, because of the continued growth in ND, the Education
3 Standards and Practices Board included elementary education and physical
4 education on the list of critical shortage areas. Many administrators from across the
5 state indicated there were no applicants when open positions were listed.

6 When critical shortage areas are identified, this allows a retired educator that
7 has not been employed for one full year, to return to work part time or full time and
8 continue to draw their retirement. This identification of shortage area also allows
9 the ESPB to issue an alternate access license for an applicant that has not been
10 prepared as an educator but does have a bachelor's degree in the content area to be
11 taught. They then begin teaching but are taking classes to prepare them as teachers.

12 ND recognized the need for additional **substitute teachers** in 2001 and
13 provided for a 30-year life license (NDCC 15.1-13-12.1) never needing renewal so
14 ND teachers would be available to help local school districts after retirement. Also
15 at that time, the requirement for an "interim substitute license" was changed to
16 require only a bachelor's degree and not the preparation of an educator. In 2013,
17 the changes for the interim substitute license were again changed to require only 48
18 semester hours of post-secondary education.

19 In 2009, we worked with the ND Counselor's Association to help with the
20 shortages of **counselors**. We changed the requirements from being prepared as a
21 teacher plus coursework or a Master's Degree in Counseling to just a Master's
22 Degree in Counseling. We also changed the counseling license to cover the entire
23 school population of PreK-12. We just changed this process to someone that has a

1 bachelor's degree and is enrolled in a Master's Program for Counseling to be allowed
2 to be hired by a local administrator, if that local administrator sends a letter
3 documenting they understand the counselor has not completed all of the
4 coursework.

5 In 2011, we also received authority to issue the **theology license** to an applicant
6 holding a bachelor's degree and is recommended for the license by the private
7 school administrator.

8 In 2009, we also worked with the special educators of ND because of the acute
9 **shortage of special educators**. At their request, we changed the requirements
10 from having a minimum of 16 semester hours in special education to begin working
11 with children with special needs to 3 semester hours in special education,
12 enrollment in two college courses, and being provided a special education mentor.
13 Again this endorsement is issued once we receive the letter from the local
14 administrator indicating they are aware the 16 semester hours have not been
15 completed by the teacher. In 2011-2012 we again looked at the special education
16 requirements because an out of state teacher with an OSEL license could teach any
17 child with a disability and our ND teachers were held to only being able to help
18 children with specific disabilities. This change allowed any teacher with any special
19 education endorsement to work with any and all children with disabilities. Many
20 times children with special needs do not have just one disability.

21 Professional Development. The third area of authority for the Board is
22 professional development. This is done through the re-licensure process, National
23 Board for Professional Teaching Standards Certification (that is funded through tax

1 dollars that Chairman Flakoll has spear headed for years), and the Teacher Support
2 system (funded with tax dollars) of mentoring and coaching. Prior to 2011 for re-
3 **licensure**, teachers were required to complete 4 semester hours in their content
4 area or in educational coursework every five years. That was changed in 2011 to 6
5 semester hours of coursework. **National Board certification** dollars are provided
6 to teachers each year for their assessment costs and once they certify they receive a
7 \$1000 yearly stipend. That stipend will increase to \$1500 next year.

8 ESPB began **mentoring** in 2002 with the Teacher Quality Grant. That grant
9 ended in 2006. Through the Department of Public Instruction, the 2007 Legislative
10 Assembly provided \$5,000 to each of the nine (9) REA's for a total of \$45,000 to
11 develop their own mentoring programs. The 2009 Legislative Assembly provided
12 ESPB with the present teacher support dollars. This was a result of the work of the
13 Governor's Education Commission. They felt ESPB should administer the program
14 since we had developed it through the Teacher Quality Grant. In August, 2008,
15 when Lt. Governor Jack Dalrymple and Doug Johnson, NDCEL asked ESPB if they
16 would administer the program, the Board said no. The Board felt it would be
17 additional duties, we had just been through the NCLB issues, and it would be
18 additional cost. Upon second request in September, 2008, the Board agreed to
19 administer the program. To date there have been 1,338 new teachers mentored in
20 their classrooms by 1,041 trained mentors. Three hundred thirty three (333)
21 principals have been trained and 236 coaches have participated in Coaches
22 Academy.

23 Professional Practices. The last area of authority for ESPB is professional

(#4a)

1 practices. All licenses issued by the Board include considerations of character,
2 adequate educational preparation, and general fitness to teach. We also have the
3 Educator Code of Ethics (handout), NDCC 15.1-13-24 Complaints against teachers or
4 administrators, NDCC 15.1-13-25 Causes for action by Board, and NDCC 15.1-13-26
5 Crimes against a child or sexual offenses.

6 Every month the Board reviews cases brought forward for teachers that are in
7 classrooms without licenses, teachers that are teaching subjects they are not
8 qualified to teach, Requests for Inquiry the public has brought forward, or for
9 criminal actions. There is a six member Administrative Sub-committee that
10 reviews any case involving an administrator. Before making any decisions, the
11 Board has the legal counsel of the Attorney General's office guiding them through
12 the legal process.

13 When a Board member has a conflict of interest with the educator's case before
14 them, they abstain from the discussion and vote. The other board members vote on
15 the case. Conflict of interest might be the Board member is the administrator at the
16 school, school board member when the educator is employed, colleague, family,
17 friend, or student in the educator preparation program. SB 2355 will provide for
18 only one vote from the Superintendent of Public Instruction's office. The
19 Superintendent's position is elected and the chances of a conflict of interest are very
20 high.

21 ESPB is governed by North Dakota Administrative Code. Once a law has been
22 passed, ESPB develops the administrative rules to carry out the law. Notice of the
23 administrative rules is published in all ND newspapers and a public hearing date is

1 set to provide the public comment. Notices are also sent to ND United, ND School
2 Board Association, and North Dakota Council of Educational Leaders. After the
3 public comment, additional days are provided for written comment. Once the oral
4 and written comments are received, they go back to ESPB for discussion and
5 possible changes. Any oral or written comments, copies of Board minutes with a
6 final copy of the administrative rules are sent to the Attorney General's office for
7 legality and to the Legislative Council for final approval. A hearing is scheduled by
8 Legislative Management's Administrative Rules Committee to verify the process and
9 document that all ND laws. Representative Koppelman is chair of that committee
10 and knows ESPB rules quite well. I then carry out the administrative rules as
11 adopted by ESPB and given final approval by the Legislative Management's
12 Administrative Rules Committee.

13 Board and verified by the ESPB does not receive tax dollars to operate as a
14 professional board. We do receive tax dollars to administer the Teacher Support
15 Program and to fund the National Board Certification process. The NBPTS dollars
16 flow directly to the teachers. ESPB has worked very hard to be good stewards of the
17 licensure fees of our North Dakota educators. Fees for licenses have not been raised
18 since 2004 and are based on \$25.00 per year.

19 ESPB has worked hard over the years to provide an effective and efficient system
20 for our ND educators. You will find verification through the ND Teach online
21 application system, Educator Public Lookup, directions to every educator to email
22 their transcripts, use of the Transcript Clearinghouse for official transcripts, and
23 open communication with you as Legislators.

1 As you probably have heard, a national organization has given ND a "D" the last
2 few years for our educator preparation programs and licensure process. This
3 national organization and a few others want to raise the bar for our programs and
4 teachers. ESPB held a meeting, again this year, the first week in January, asking
5 Legislators if we want to change our letter grade to a "C". After discussing what it
6 would take, they said no.

7 In this very room when Senator Freborg was the chairman of the Senate
8 Education Committee, he reminded us all sitting in the room, numerous times, that
9 we do not have the power to change the laws of the State of North Dakota. That is
10 what the Legislators are mandated to do. ESPB operates under the laws provided by
11 you the Legislators of North Dakota. The Superintendent of Public Instruction
12 would also have to operate under the laws of the State.

13 ESPB continues to work to provide a more efficient and flexible system for North
14 Dakota educators. At the previous meetings, we have been studying the issues
15 around Title credentials, CTE credentials, and will continue to work with
16 administrators in the Bakken to prepare for the next school year.

17 The Superintendent of Public Instruction will need staff and dollars to
18 administer educator preparation program approval, teacher license, professional
19 development, and professional practices. At the present time, ESPB has four full
20 time staff plus myself and the Teacher support system has one full time person and
21 two part-time. FTE will need to be added to the Department's budget. Fiscal year
22 2014-2015, the proposed budget for ESPB will be a net loss of \$127,444. Our
23 projected income is \$687,000 with our expenses at \$814,444.00. In the original

1 testimony on SB 2418 from 1993, it was testified to by Max Laird, "*...that if teachers*
2 *were allowed autonomy, most of his colleagues would be willing to pay more for*
3 *certificates.*" North Dakota teachers may not be willing to pay for their licenses
4 without the representation that goes with the fees. With expenses of approximately
5 \$814,000 per year, SB 2355 will cost the taxpayers of North Dakota approximately
6 \$1,628,000 per biennium. SB 2355 will also take away the vote and voice of
7 educators both public and private, school board members, administrators, and
8 teacher education programs. SB 2355 will grow State government and adds to the
9 power of one elected position.

10 I urge you for a "do not pass" vote on SB 2355. Thank you for the opportunity to
11 testify today and I would be happy to answer any questions. If you have questions
12 after my testimony today, I can be reached at 328-9646 or jwelk@nd.gov.

PROFESSIONAL BELIEFS

The educator recognizes that education preserves and promotes the principles of democracy. The educator shares with all other citizens the responsibility for the development of educational policy. The educator acts on the belief that the quality of the services of the education profession directly influences the nation and its citizens. The educator promotes the worth and dignity of each human being and strives to help each student realize the student's potential as a worthy, effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. The educator measures success by the progress each student makes toward the realization of his/her potential as an effective citizen. The educator regards the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. The educator accepts the responsibility to practice the profession according to the highest ethical standards. The educator strives to raise professional standards to improve service and achieve conditions which attract highly qualified persons to the profession.



EDUCATION
STANDARDS
and PRACTICES BOARD

SINCE 1995

Mission Statement

Assuring highly qualified
professional educators for North
Dakota students.

2718 Gateway Avenue Suite 303
Bismarck, ND 58503-0585

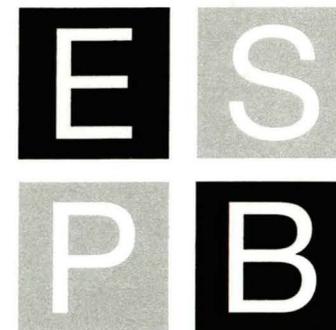
Tel: 701-328-9641

Fax: 701-328-9647

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EDUCATORS CODE OF ETHICS



EDUCATION
STANDARDS
and PRACTICES BOARD

SINCE 1995

Working to stimulate the
spirit of inquiry, the
acquisition of knowledge
and understanding, and
the thoughtful formulation
of worthy goals.

1/2
SB 2355
2/11/15
#4a

COMMITMENTS

TO THE STUDENT:

1. Shall not, without just cause, deny the student access to varying points of view;
2. Shall not intentionally suppress or distort subject matter relevant to a student's academic program;
3. Shall protect the student from conditions detrimental to learning or to physiological or psychological well-being;
4. Shall not engage in physical abuse of a student or sexual conduct with a student and shall report to the Education Standards and Practices Board knowledge of such an act by an educator;
5. Shall not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
6. Shall not use professional relationships with a student for personal advantage or gain;
7. Shall disclose confidential information about individuals, in accordance with state and federal laws, only when a compelling professional purpose is served or when required by law; and,
8. Shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

TO THE PROFESSION:

1. Shall accord just and equitable treatment of all members of the profession in the exercise of their professional rights and responsibilities;
2. Shall not, on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, or sexual orientation, deny to a colleague a professional benefit, advantage, or participation in any professional organization, nor discriminate in employment practice, assignment, or evaluation of personnel;
3. Shall not sexually harass a fellow employee;
4. Shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;
5. Shall present complete and accurate information on the application for licensure and employment;
6. Shall present complete and accurate information on any document in connection with professional responsibilities;
7. Shall present evaluations of and recommendations for colleagues fairly, accurately, and professionally;
8. Shall cooperate with the Education Standards and Practices Board in inquiries and hearings and shall not file false complaints or shall not seek reprisal against any individuals involved with the complaint;
9. Shall not knowingly distort, withhold or misrepresent information regarding a position from an applicant or misrepresent an assignment or conditions of employment;
10. Shall not breach a professional employment contract;
11. Shall not knowingly assign professional duties for which a professional educator's license is required;
12. Shall not accept a gratuity, gift, or favor that might influence or appear to influence professional judgement, nor offer a gratuity, gift, or favor to obtain special advantage; and
13. Shall exhibit professional conduct in safeguarding and maintaining the confidentiality of test materials and information.

TO THE COMMUNITY:

1. Shall distinguish between personal views and the views of the employing educational agency;
2. Shall not distort or misrepresent the facts concerning educational matters; and,
3. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.



2/2

#49

Today's forecast
Shower chance by
late morning; mild
with clouds and wind
40/19
Details, 12A

**Wednesday,
January 19, 2005**

Bismarck-Mandan, North Dakota

THE BISMARCK TRIBUNE



**Called
up**

Wizards' Billy Thomas going to the NBA's New Jersey Nets

Sports, 1D

873

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75 cents

State officials confident ruling will be reversed

By SHEENA DOOLEY
Bismarck Tribune

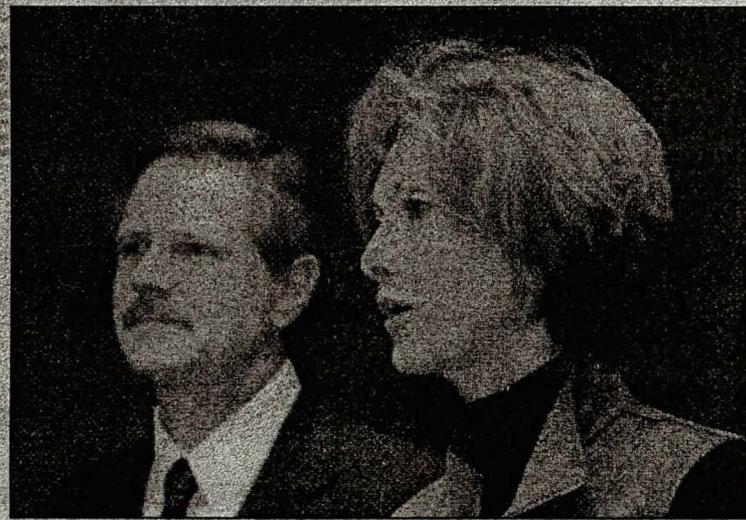
State officials are confident that the U.S. Department of Education will rescind an earlier decision that made 3,800 elementary teachers unqualified when they visit the state later this month.

Gov. John Hoeven said Tuesday that U.S. Department of Education and North Dakota officials will meet

next Tuesday to re-examine the federal government's ruling. The state plans to provide documentation of coursework elementary teachers are required to take. Also, the group will look at how teacher qualifications are evaluated.

Hoeven contacted federal officials shortly after the department's decision, requesting flexibility in No Child Left Behind. The law requires all

RULING: *Continued on Page 12A*



TOM STROMME/Tribune

Janet Welk, right, of the Education Standards and Practices Board, and Gov. John Hoeven, left, announced Tuesday that officials from the Department of Education will be in Bismarck on Jan. 25.

#46
2/11/15
582355

1/5



TOM STROMME/Tribune

Democratic-NPL leaders criticized the No Child Left Behind program Tuesday morning in the House minority leader's office at the Capitol. From left are Rep. Phil Mueller, Sen. Mike Every, Sen. David O'Connell and Rep. Merle Boucher.

Ruling: Could force school closures, cause an 'immediate teacher shortage'

FROM 1A

teachers to be "highly qualified" by July 2006.

For elementary teachers, that means they must hold a bachelor's degree and teaching license. In addition, they must show they are competent in English, math, social studies, science and language arts — or the core areas. They can do that by taking a test, compiling a portfolio, becoming National Board Certified or earning a master's degree.

North Dakota only requires elementary teachers to have a bachelor's degree and teaching license.

"The dialogue has been very positive," said Bill Goetz, Hoeven's chief of staff. "We will discuss the issues and reconcile in a positive way the fact

that our elementary teachers are qualified."

The state Education Standards and Practices Board developed the state's definition of "highly qualified," which was approved by the 2003 Legislature. Executive Director Janet Welk said North Dakota elementary teachers are required to complete college coursework that aligns with state standards and have already proved their content knowledge in the core areas.

"We believe we can demonstrate that we do meet the standards of No Child Left Behind," Hoeven said.

U.S. Department of Education officials will meet with Welk, Goetz and North Dakota Department of Public Instruction officials.

State Democrats responded to the governor's announcement, calling the federal government's decision and No Child Left Behind an insult to North Dakota's teachers and educational system. They said it was an opportunity for the governor to use his position to stand up for teachers.

The ruling could force school closures and cause an "immediate teacher shortage" if it stands, said Rep. Merle Boucher, D-Rolette.

"He's in a much better position to make a case," Boucher said. "They (Republicans) should use this as an opportunity to enhance their pipeline to Washington, D.C."

(Reach reporter Sheena Dooley at 250-8225 or sheenadooley@ndonline.com.)

THE BISMARCK TRIBUNE

Turning the tables

Demons avenge hockey loss to Braves

Sports, 1D

73

www.bismarcktribune.com

75 cents

"It's not everything we would want, but the law as passed by Congress is what we have to meet."

Bill Goetz, Gov. John Hoeven's chief of staff, on the U.S. Department of Education's decision

'Highly qualified' falls short

To-do list

■ The No Child Left Behind law calls for all teachers to be "highly qualified" by July 2006. If needed, to become "highly qualified," they can take a test or create a portfolio.

■ Middle school teachers are required to have a major in the subject they teach or prove they are competent in their subject area.

■ The state must provide the U.S. Department of Education with a plan and timeline for implementation of corrective actions by March 15.

Federal officials stand firm, say state's elementary, middle school teachers must further prove they are qualified

By SHEENA DOOLEY
Bismarck Tribune

North Dakota elementary and middle school teachers will have to further prove they are qualified to do the job they are already doing after federal officials Tuesday reinforced an earlier ruling.

U.S. Department of Education representatives met with North Dakota officials to review their December ruling that said the state's definition of "highly qualified" fell short of federal requirements. Federal officials stood behind their decision and offered the state solutions in creating a plan that would comply with the

standard.

State education officials are already working to develop a plan that would bring the estimated 6,000 teachers into compliance with federal No Child Left Behind regulations. Under the plan, elementary teachers and middle school teachers with a minor will have to take a test or compile a portfolio that shows they are competent in the core subject areas.

"It's not everything we would want, but the law as passed by Congress is what we have to meet," said Bill Goetz, Gov. John Hoeven's chief of staff. "They have
N.D.: Continued on Page 12A



MIKE McCLEARY/Tribune

Carolyn Snowbarger, left, and Rene Islas, center, both from the U.S. Department of Education, try to explain the new provisions for the No Child Left Behind law to Janet Welk of the state Education Standards and Practices Board and other state education representatives Tuesday.

5/15

#46



Today's forecast

Partly sunny and considerably colder

15/8

Details, 14A

Wednesday, January 26, 2005



N.D.: Report confirms verbal ruling

FROM 1A

reviewed the situation and opened up additional options. It was successful."

The department didn't give ground on its ruling, but encouraged North Dakota to look at other states' plans and gave guidance on what teachers need to include in portfolios, ranging from college coursework to professional development to classroom experience.

The No Child Left Behind law calls for all teachers to be "highly qualified" by July 2006. For elementary teachers, that means they must hold a bachelor's degree and a teaching license. In addition, they must show they are competent in English, math, science, social studies and language arts — or the core areas. They can do that by taking a test or creating a portfolio.

Currently, North Dakota only requires elementary teachers to have a bachelor's degree and

teaching license. The Education Standards and Practices Board developed the state's definition, which was approved by the 2003 Legislature.

North Dakota received a report Monday from the U.S. Department of Education's monitoring visit that confirmed its verbal ruling on elementary teachers. It also said portions of the state's definition for middle school teachers didn't comply with the law.

Middle school teachers are required to have a major in the subject they teach or prove they are competent in their subject area. North Dakota previously said they could do that by having a minor and passing a test, compiling a portfolio or having 16 additional credit hours of college classes.

Federal officials said 16 credit hours didn't equate to a major.

"We are confident North Dakota will be like other states

out there," said Carolyn Snowbarger, one of the two U.S. Department of Education officials to visit the state. "Once a procedure is in place, a majority of teachers will become highly qualified."

The state must provide the U.S. Department of Education with a plan and timeline for implementation of corrective actions by March 15. State Education Standards and Practices Board executive director Janet Welk said the state hopes to have portfolio guidelines in place by April or May so teachers can work on them during the summer and become highly qualified.

"(The meeting went) a little differently than we anticipated," Welk said. "Hopefully our teachers will have a clear direction and we will get started on the process immediately."

(Reach reporter Sheena Doolley at 250-8225 or sheenadoolley@ndonline.com.)

415

NEWS

FOR IMMEDIATE RELEASE
January 18, 2005

Contact Don Canton or Don Larson
701-328-2200

HOEVEN: U.S. DEPARTMENT OF ED TO SEND TEAM TO REVIEW NCLB TEACHER QUALIFICATIONS

BISMARCK, N.D. – Gov. John Hoeven today announced that he has arranged to have a special team of high-level U.S. Department of Education officials visit the state to help resolve the issue of qualifying North Dakota elementary school teachers under the No Child Left Behind Act (NCLB). Janet Welk, executive director of the state Education Standards and Practices Board, joined the Governor at the news conference.

The education team visit is the culmination of ongoing talks Hoeven and his staff have had with White House and Department of Education officials, including Assistant Secretary of Education Ray Simon.

“North Dakota teachers are among the most effective in the world, which is evidenced by the academic achievement of our children,” Hoeven said. “We are bringing the review team here to demonstrate that North Dakota elementary school teachers have the coursework in their degree necessary to meet the requirements of NCLB.”

“To be considered highly qualified meeting NCLB requirements, North Dakota teachers must hold full state licensure, a bachelor’s degree and a major in the area they are teaching,” Welk said. “Elementary teachers graduating from North Dakota institutions of higher education have documented content knowledge in the four core elementary areas.”

The Education Department team will include Caroline Snowbarger, Special Assistant for Teacher Quality in the Office of Elementary and Secondary Education, three senior level review team members and the Chief of Staff of Legal Counsel to the secretary. Snowbarger is a senior policy advisor on teacher quality for the Assistant Secretary of Elementary and Secondary Education.

The group will meet on January 25 with Janet Welk, director of the Education Standards and Practices Board; William Goetz, Hoeven’s Chief of Staff; and officials from the Department of Public Instruction. They will review the procedures for evaluating the qualifications and educational background of North Dakota teachers, and work to reconcile North Dakota teacher credentials with the definition of highly qualified teacher as outlined in No Child Left Behind.

-###-

PassRates

#4c
2/11/15
SB 2355

InstCode	Institution	ReportYea	ProgramTy	RecordTyp	GroupID	Assessmer	Assessment	TestComp	Takers	AvgScaled	Passers	PassRate
6477	Dickinson State University	2014	Traditional	Assessmer	1	ETS0134	ART CONTENT KNOWLEDGE II	1	2			
6477	Dickinson State University	2014	Traditional	Assessmer	2	ETS0134	ART CONTENT KNOWLEDGE II	1	1			
6477	Dickinson State University	2014	Traditional	Assessmer	4	ETS0235	BIOLOGY CONTENT KNOWLEDGE	1	1			
6477	Dickinson State University	2014	Traditional	Assessmer	3	ETS0101	BUSINESS ED CONTENT KNOWLE	1	1			
6477	Dickinson State University	2014	Traditional	Assessmer	1	ETS0011	ELEM ED CURR INSTRUC ASSESE	1	13	182	13	100
6477	Dickinson State University	2014	Traditional	Assessmer	2	ETS0011	ELEM ED CURR INSTRUC ASSESE	1	2			
6477	Dickinson State University	2014	Traditional	Assessmer	3	ETS0011	ELEM ED CURR INSTRUC ASSESE	1	38	175	38	100
6477	Dickinson State University	2014	Traditional	Assessmer	4	ETS0011	ELEM ED CURR INSTRUC ASSESE	1	16	173	16	100
6477	Dickinson State University	2014	Traditional	Assessmer	1	ETS0041	ENG LANG LIT COMP CONTENT K	1	4			
6477	Dickinson State University	2014	Traditional	Assessmer	3	ETS0041	ENG LANG LIT COMP CONTENT K	1	6			
6477	Dickinson State University	2014	Traditional	Assessmer	4	ETS0041	ENG LANG LIT COMP CONTENT K	1	1			
6477	Dickinson State University	2014	Traditional	Assessmer	4	ETS0435	GENERAL SCI CONTENT KNOWLE	1	1			
6477	Dickinson State University	2014	Traditional	Assessmer	1	ETS0061	MATHEMATICS CONTENT KNOWL	1	2			
6477	Dickinson State University	2014	Traditional	Assessmer	3	ETS0061	MATHEMATICS CONTENT KNOWL	1	4			
6477	Dickinson State University	2014	Traditional	Assessmer	4	ETS0061	MATHEMATICS CONTENT KNOWL	1	3			
6477	Dickinson State University	2014	Traditional	Assessmer	3	ETS0113	MUSIC CONTENT KNOWLEDGE	1	1			
6477	Dickinson State University	2014	Traditional	Assessmer	4	ETS0113	MUSIC CONTENT KNOWLEDGE	1	2			
6477	Dickinson State University	2014	Traditional	Assessmer	1	ETS0091	PHYSICAL ED CONTENT KNOWLE	1	2			
6477	Dickinson State University	2014	Traditional	Assessmer	3	ETS0091	PHYSICAL ED CONTENT KNOWLE	1	3			
6477	Dickinson State University	2014	Traditional	Assessmer	4	ETS0091	PHYSICAL ED CONTENT KNOWLE	1	1			
6477	Dickinson State University	2014	Traditional	Assessmer	1	ETS0730	PRAXIS I MATHEMATICS	1	28	179	28	100
6477	Dickinson State University	2014	Traditional	Assessmer	2	ETS0730	PRAXIS I MATHEMATICS	1	76	179	75	99
6477	Dickinson State University	2014	Traditional	Assessmer	3	ETS0730	PRAXIS I MATHEMATICS	1	60	178	60	100
6477	Dickinson State University	2014	Traditional	Assessmer	4	ETS0730	PRAXIS I MATHEMATICS	1	40	179	40	100
6477	Dickinson State University	2014	Traditional	Assessmer	1	ETS0710	PRAXIS I READING	1	28	179	28	100
6477	Dickinson State University	2014	Traditional	Assessmer	2	ETS0710	PRAXIS I READING	1	76	179	76	100
6477	Dickinson State University	2014	Traditional	Assessmer	3	ETS0710	PRAXIS I READING	1	60	178	59	98
6477	Dickinson State University	2014	Traditional	Assessmer	4	ETS0710	PRAXIS I READING	1	40	178	40	100
6477	Dickinson State University	2014	Traditional	Assessmer	1	ETS0720	PRAXIS I WRITING	1	28	175	28	100
6477	Dickinson State University	2014	Traditional	Assessmer	2	ETS0720	PRAXIS I WRITING	1	76	175	75	99
6477	Dickinson State University	2014	Traditional	Assessmer	3	ETS0720	PRAXIS I WRITING	1	60	175	59	98
6477	Dickinson State University	2014	Traditional	Assessmer	4	ETS0720	PRAXIS I WRITING	1	40	175	40	100
6477	Dickinson State University	2014	Traditional	Assessmer	4	ETS0524	PRINC LEARNING AND TEACHING	1	11	176	11	100
6477	Dickinson State University	2014	Traditional	Assessmer	1	ETS0624	PRINC LEARNING AND TEACHING	1	12	180	12	100
6477	Dickinson State University	2014	Traditional	Assessmer	2	ETS0624	PRINC LEARNING AND TEACHING	1	1			
6477	Dickinson State University	2014	Traditional	Assessmer	3	ETS0624	PRINC LEARNING AND TEACHING	1	21	179	21	100

PassRates

6477	Dickinson State University	2014 Traditional Assessment	4 ETS0624	PRINC LEARNING AND TEACHING	1	17	176	17	100
6477	Dickinson State University	2014 Traditional Assessment	4 ETS0522	PRINC LEARNING AND TEACHING	1	5			
6477	Dickinson State University	2014 Traditional Assessment	1 ETS0622	PRINC LEARNING AND TEACHING	1	13	179	13	100
6477	Dickinson State University	2014 Traditional Assessment	2 ETS0622	PRINC LEARNING AND TEACHING	1	2			
6477	Dickinson State University	2014 Traditional Assessment	3 ETS0622	PRINC LEARNING AND TEACHING	1	39	173	38	97
6477	Dickinson State University	2014 Traditional Assessment	4 ETS0622	PRINC LEARNING AND TEACHING	1	16	171	16	100
6477	Dickinson State University	2014 Traditional Assessment	1 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	2			
6477	Dickinson State University	2014 Traditional Assessment	3 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	5			
6477	Dickinson State University	2014 Traditional Assessment	4 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	13	161	13	100
6477	Dickinson State University	2014 Traditional Assessment	4 ETS5195	SPANISH WORLD LANGUAGE (CD	1	1			
6477	Dickinson State University	2014 Traditional Assessment	4 ETS0941	WORLD AND U.S. HISTORY CK	1	1			
6477	Dickinson State University	2014 Traditional Summary	3			63			
6477	Dickinson State University	2014 Traditional Summary	4			48		48	100
6511	Fort Berthold Community Colle	2014 Traditional Assessment	2 ETS0011	ELEM ED CURR INSTRUC ASSES	1	3			
6511	Fort Berthold Community Colle	2014 Traditional Assessment	4 ETS0011	ELEM ED CURR INSTRUC ASSES	1	4			
6511	Fort Berthold Community Colle	2014 Traditional Assessment	4 ETS0069	MIDDLE SCHOOL MATHEMATICS	1	1			
6511	Fort Berthold Community Colle	2014 Traditional Assessment	2 ETS0730	PRAXIS I MATHEMATICS	1	5			
6511	Fort Berthold Community Colle	2014 Traditional Assessment	4 ETS0730	PRAXIS I MATHEMATICS	1	4			
6511	Fort Berthold Community Colle	2014 Traditional Assessment	2 ETS0710	PRAXIS I READING	1	5			
6511	Fort Berthold Community Colle	2014 Traditional Assessment	4 ETS0710	PRAXIS I READING	1	4			
6511	Fort Berthold Community Colle	2014 Traditional Assessment	2 ETS0720	PRAXIS I WRITING	1	5			
6511	Fort Berthold Community Colle	2014 Traditional Assessment	4 ETS0720	PRAXIS I WRITING	1	4			
6511	Fort Berthold Community Colle	2014 Traditional Assessment	4 ETS0623	PRINC LEARNING AND TEACHING	1	1			
6511	Fort Berthold Community Colle	2014 Traditional Assessment	2 ETS0622	PRINC LEARNING AND TEACHING	1	4			
6511	Fort Berthold Community Colle	2014 Traditional Assessment	4 ETS0622	PRINC LEARNING AND TEACHING	1	4			
6511	Fort Berthold Community Colle	2014 Traditional Summary	4			4			
6318	Jamestown College	2014 Traditional Assessment	3 ETS0011	ELEM ED CURR INSTRUC ASSES	1	16	180	16	100
6318	Jamestown College	2014 Traditional Assessment	4 ETS0011	ELEM ED CURR INSTRUC ASSES	1	13	180	13	100
6318	Jamestown College	2014 Traditional Assessment	3 ETS0041	ENG LANG LIT COMP CONTENT K	1	3			
6318	Jamestown College	2014 Traditional Assessment	4 ETS0041	ENG LANG LIT COMP CONTENT K	1	1			
6318	Jamestown College	2014 Traditional Assessment	4 ETS0435	GENERAL SCI CONTENT KNOWLE	1	1			
6318	Jamestown College	2014 Traditional Assessment	4 ETS0061	MATHEMATICS CONTENT KNOWL	1	1			
6318	Jamestown College	2014 Traditional Assessment	3 ETS0113	MUSIC CONTENT KNOWLEDGE	1	2			
6318	Jamestown College	2014 Traditional Assessment	4 ETS0113	MUSIC CONTENT KNOWLEDGE	1	3			
6318	Jamestown College	2014 Traditional Assessment	3 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	6			
6318	Jamestown College	2014 Traditional Assessment	4 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	2			
6318	Jamestown College	2014 Traditional Assessment	1 ETS0730	PRAXIS I MATHEMATICS	1	11	179	11	100

PassRates

6318	Jamestown College	2014 Traditional Assessmei	2 ETS0730	PRAXIS I MATHEMATICS	1	57	180	56	98
6318	Jamestown College	2014 Traditional Assessmei	3 ETS0730	PRAXIS I MATHEMATICS	1	33	180	33	100
6318	Jamestown College	2014 Traditional Assessmei	4 ETS0730	PRAXIS I MATHEMATICS	1	25	180	25	100
6318	Jamestown College	2014 Traditional Assessmei	1 ETS0710	PRAXIS I READING	1	11	176	11	100
6318	Jamestown College	2014 Traditional Assessmei	2 ETS0710	PRAXIS I READING	1	57	175	47	82
6318	Jamestown College	2014 Traditional Assessmei	3 ETS0710	PRAXIS I READING	1	33	178	33	100
6318	Jamestown College	2014 Traditional Assessmei	4 ETS0710	PRAXIS I READING	1	25	179	25	100
6318	Jamestown College	2014 Traditional Assessmei	1 ETS0720	PRAXIS I WRITING	1	11	175	11	100
6318	Jamestown College	2014 Traditional Assessmei	2 ETS0720	PRAXIS I WRITING	1	57	174	48	84
6318	Jamestown College	2014 Traditional Assessmei	3 ETS0720	PRAXIS I WRITING	1	33	176	33	100
6318	Jamestown College	2014 Traditional Assessmei	4 ETS0720	PRAXIS I WRITING	1	25	175	25	100
6318	Jamestown College	2014 Traditional Assessmei	3 ETS0624	PRINC LEARNING AND TEACHING	1	10	174	10	100
6318	Jamestown College	2014 Traditional Assessmei	4 ETS0624	PRINC LEARNING AND TEACHING	1	6			
6318	Jamestown College	2014 Traditional Assessmei	4 ETS0522	PRINC LEARNING AND TEACHING	1	1			
6318	Jamestown College	2014 Traditional Assessmei	3 ETS0622	PRINC LEARNING AND TEACHING	1	20	173	19	95
6318	Jamestown College	2014 Traditional Assessmei	4 ETS0622	PRINC LEARNING AND TEACHING	1	11	176	11	100
6318	Jamestown College	2014 Traditional Assessmei	3 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	5			
6318	Jamestown College	2014 Traditional Assessmei	4 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	1			
6318	Jamestown College	2014 Traditional Assessmei	4 ETS5195	SPANISH WORLD LANGUAGE (CD	1	1			
6318	Jamestown College	2014 Traditional Summary	3			33		32	97
6318	Jamestown College	2014 Traditional Summary	4			27		27	100
6478	Mayville State University	2014 Traditional Assessmei	2 ETS0022	EARLY CHILDHOOD CONTENT KN	1	5			
6478	Mayville State University	2014 Traditional Assessmei	3 ETS0022	EARLY CHILDHOOD CONTENT KN	1	8			
6478	Mayville State University	2014 Traditional Assessmei	4 ETS0022	EARLY CHILDHOOD CONTENT KN	1	1			
6478	Mayville State University	2014 Traditional Assessmei	2 ETS0011	ELEM ED CURR INSTRUC ASSES	1	4			
6478	Mayville State University	2014 Traditional Assessmei	3 ETS0011	ELEM ED CURR INSTRUC ASSES	1	27	173	27	100
6478	Mayville State University	2014 Traditional Assessmei	4 ETS0011	ELEM ED CURR INSTRUC ASSES	1	24	172	22	92
6478	Mayville State University	2014 Traditional Assessmei	3 ETS0041	ENG LANG LIT COMP CONTENT K	1	3			
6478	Mayville State University	2014 Traditional Assessmei	4 ETS0041	ENG LANG LIT COMP CONTENT K	1	2			
6478	Mayville State University	2014 Traditional Assessmei	3 ETS0435	GENERAL SCI CONTENT KNOWLE	1	3			
6478	Mayville State University	2014 Traditional Assessmei	4 ETS0435	GENERAL SCI CONTENT KNOWLE	1	3			
6478	Mayville State University	2014 Traditional Assessmei	2 ETS0061	MATHEMATICS CONTENT KNOWL	1	1			
6478	Mayville State University	2014 Traditional Assessmei	3 ETS0061	MATHEMATICS CONTENT KNOWL	1	6			
6478	Mayville State University	2014 Traditional Assessmei	4 ETS0061	MATHEMATICS CONTENT KNOWL	1	7			
6478	Mayville State University	2014 Traditional Assessmei	4 ETS0049	MIDDLE SCHOOL ENGLISH LANGU	1	1			
6478	Mayville State University	2014 Traditional Assessmei	4 ETS0069	MIDDLE SCHOOL MATHEMATICS	1	1			
6478	Mayville State University	2014 Traditional Assessmei	3 ETS0439	MIDDLE SCHOOL SCIENCE	1	1			

PassRates

6478	Mayville State University	2014 Traditional Assessmer	3 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	13	154	13	100
6478	Mayville State University	2014 Traditional Assessmer	4 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	3			
6478	Mayville State University	2014 Traditional Assessmer	2 ETS0730	PRAXIS I MATHEMATICS	1	102	180	102	100
6478	Mayville State University	2014 Traditional Assessmer	3 ETS0730	PRAXIS I MATHEMATICS	1	59	179	59	100
6478	Mayville State University	2014 Traditional Assessmer	4 ETS0730	PRAXIS I MATHEMATICS	1	43	180	43	100
6478	Mayville State University	2014 Traditional Assessmer	2 ETS0710	PRAXIS I READING	1	102	178	102	100
6478	Mayville State University	2014 Traditional Assessmer	3 ETS0710	PRAXIS I READING	1	59	177	59	100
6478	Mayville State University	2014 Traditional Assessmer	4 ETS0710	PRAXIS I READING	1	43	177	43	100
6478	Mayville State University	2014 Traditional Assessmer	2 ETS0720	PRAXIS I WRITING	1	102	174	102	100
6478	Mayville State University	2014 Traditional Assessmer	3 ETS0720	PRAXIS I WRITING	1	59	174	59	100
6478	Mayville State University	2014 Traditional Assessmer	4 ETS0720	PRAXIS I WRITING	1	43	174	43	100
6478	Mayville State University	2014 Traditional Assessmer	4 ETS0524	PRINC LEARNING AND TEACHING	1	4			
6478	Mayville State University	2014 Traditional Assessmer	2 ETS0624	PRINC LEARNING AND TEACHING	1	1			
6478	Mayville State University	2014 Traditional Assessmer	3 ETS0624	PRINC LEARNING AND TEACHING	1	24	165	21	88
6478	Mayville State University	2014 Traditional Assessmer	4 ETS0624	PRINC LEARNING AND TEACHING	1	15	167	13	87
6478	Mayville State University	2014 Traditional Assessmer	2 ETS0621	PRINC LEARNING AND TEACHING	1	5			
6478	Mayville State University	2014 Traditional Assessmer	3 ETS0621	PRINC LEARNING AND TEACHING	1	8			
6478	Mayville State University	2014 Traditional Assessmer	4 ETS0621	PRINC LEARNING AND TEACHING	1	1			
6478	Mayville State University	2014 Traditional Assessmer	4 ETS0522	PRINC LEARNING AND TEACHING	1	6			
6478	Mayville State University	2014 Traditional Assessmer	2 ETS0622	PRINC LEARNING AND TEACHING	1	4			
6478	Mayville State University	2014 Traditional Assessmer	3 ETS0622	PRINC LEARNING AND TEACHING	1	27	172	26	96
6478	Mayville State University	2014 Traditional Assessmer	4 ETS0622	PRINC LEARNING AND TEACHING	1	18	168	15	83
6478	Mayville State University	2014 Traditional Assessmer	3 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	3			
6478	Mayville State University	2014 Traditional Assessmer	4 ETS0941	WORLD AND U.S. HISTORY CK	1	1			
6478	Mayville State University	2014 Traditional Summary	3			59		53	90
6478	Mayville State University	2014 Traditional Summary	4			44		39	89
6479	Minot State University	2014 Traditional Assessmer	4 ETS0133	ART CONTENT KNOWLEDGE	1	3			
6479	Minot State University	2014 Traditional Assessmer	3 ETS0134	ART CONTENT KNOWLEDGE II	1	4			
6479	Minot State University	2014 Traditional Assessmer	4 ETS0134	ART CONTENT KNOWLEDGE II	1	1			
6479	Minot State University	2014 Traditional Assessmer	3 ETS0235	BIOLOGY CONTENT KNOWLEDGE	1	1			
6479	Minot State University	2014 Traditional Assessmer	3 ETS0101	BUSINESS ED CONTENT KNOWLE	1	2			
6479	Minot State University	2014 Traditional Assessmer	4 ETS0101	BUSINESS ED CONTENT KNOWLE	1	1			
6479	Minot State University	2014 Traditional Assessmer	3 ETS0245	CHEMISTRY CONTENT KNOWLEC	1	1			
6479	Minot State University	2014 Traditional Assessmer	1 ETS0011	ELEM ED CURR INSTRUC ASSESS	1	12	169	10	83
6479	Minot State University	2014 Traditional Assessmer	2 ETS0011	ELEM ED CURR INSTRUC ASSESS	1	5			
6479	Minot State University	2014 Traditional Assessmer	3 ETS0011	ELEM ED CURR INSTRUC ASSESS	1	53	175	53	100
6479	Minot State University	2014 Traditional Assessmer	4 ETS0011	ELEM ED CURR INSTRUC ASSESS	1	27	179	27	100

PassRates

6479	Minot State University	2014 Traditional Assessmer	3 ETS0041	ENG LANG LIT COMP CONTENT K	1	4			
6479	Minot State University	2014 Traditional Assessmer	4 ETS0041	ENG LANG LIT COMP CONTENT K	1	6			
6479	Minot State University	2014 Traditional Assessmer	1 ETS0435	GENERAL SCI CONTENT KNOWLE	1	1			
6479	Minot State University	2014 Traditional Assessmer	3 ETS0435	GENERAL SCI CONTENT KNOWLE	1	1			
6479	Minot State University	2014 Traditional Assessmer	1 ETS0061	MATHEMATICS CONTENT KNOWL	1	1			
6479	Minot State University	2014 Traditional Assessmer	2 ETS0061	MATHEMATICS CONTENT KNOWL	1	2			
6479	Minot State University	2014 Traditional Assessmer	3 ETS0061	MATHEMATICS CONTENT KNOWL	1	3			
6479	Minot State University	2014 Traditional Assessmer	1 ETS0113	MUSIC CONTENT KNOWLEDGE	1	3			
6479	Minot State University	2014 Traditional Assessmer	2 ETS0113	MUSIC CONTENT KNOWLEDGE	1	1			
6479	Minot State University	2014 Traditional Assessmer	3 ETS0113	MUSIC CONTENT KNOWLEDGE	1	3			
6479	Minot State University	2014 Traditional Assessmer	4 ETS0113	MUSIC CONTENT KNOWLEDGE	1	2			
6479	Minot State University	2014 Traditional Assessmer	1 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	4			
6479	Minot State University	2014 Traditional Assessmer	3 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	15	158	15	100
6479	Minot State University	2014 Traditional Assessmer	4 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	7			
6479	Minot State University	2014 Traditional Assessmer	1 ETS0730	PRAXIS I MATHEMATICS	1	26	179	26	100
6479	Minot State University	2014 Traditional Assessmer	2 ETS0730	PRAXIS I MATHEMATICS	1	39	180	39	100
6479	Minot State University	2014 Traditional Assessmer	3 ETS0730	PRAXIS I MATHEMATICS	1	87	179	87	100
6479	Minot State University	2014 Traditional Assessmer	4 ETS0730	PRAXIS I MATHEMATICS	1	63	180	63	100
6479	Minot State University	2014 Traditional Assessmer	1 ETS0710	PRAXIS I READING	1	27	177	27	100
6479	Minot State University	2014 Traditional Assessmer	2 ETS0710	PRAXIS I READING	1	40	178	40	100
6479	Minot State University	2014 Traditional Assessmer	3 ETS0710	PRAXIS I READING	1	87	178	87	100
6479	Minot State University	2014 Traditional Assessmer	4 ETS0710	PRAXIS I READING	1	63	178	63	100
6479	Minot State University	2014 Traditional Assessmer	1 ETS0720	PRAXIS I WRITING	1	27	175	27	100
6479	Minot State University	2014 Traditional Assessmer	2 ETS0720	PRAXIS I WRITING	1	39	176	39	100
6479	Minot State University	2014 Traditional Assessmer	3 ETS0720	PRAXIS I WRITING	1	87	175	87	100
6479	Minot State University	2014 Traditional Assessmer	4 ETS0720	PRAXIS I WRITING	1	64	175	64	100
6479	Minot State University	2014 Traditional Assessmer	4 ETS0524	PRINC LEARNING AND TEACHING	1	10	172	10	100
6479	Minot State University	2014 Traditional Assessmer	1 ETS0624	PRINC LEARNING AND TEACHING	1	7			
6479	Minot State University	2014 Traditional Assessmer	2 ETS0624	PRINC LEARNING AND TEACHING	1	4			
6479	Minot State University	2014 Traditional Assessmer	3 ETS0624	PRINC LEARNING AND TEACHING	1	33	169	31	94
6479	Minot State University	2014 Traditional Assessmer	4 ETS0624	PRINC LEARNING AND TEACHING	1	19	168	18	95
6479	Minot State University	2014 Traditional Assessmer	4 ETS0522	PRINC LEARNING AND TEACHING	1	13	178	13	100
6479	Minot State University	2014 Traditional Assessmer	1 ETS0622	PRINC LEARNING AND TEACHING	1	13	170	10	77
6479	Minot State University	2014 Traditional Assessmer	2 ETS0622	PRINC LEARNING AND TEACHING	1	4			
6479	Minot State University	2014 Traditional Assessmer	3 ETS0622	PRINC LEARNING AND TEACHING	1	56	172	55	98
6479	Minot State University	2014 Traditional Assessmer	4 ETS0622	PRINC LEARNING AND TEACHING	1	18	173	17	94
6479	Minot State University	2014 Traditional Assessmer	1 ETS0543	SE CK AND MILD TO MODERATE /	1	2			

PassRates

6479	Minot State University	2014 Traditional Assessmer	3 ETS0543	SE CK AND MILD TO MODERATE /	1	7			
6479	Minot State University	2014 Traditional Assessmer	1 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	1			
6479	Minot State University	2014 Traditional Assessmer	3 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	1			
6479	Minot State University	2014 Traditional Assessmer	4 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	3			
6479	Minot State University	2014 Traditional Assessmer	3 ETS5195	SPANISH WORLD LANGUAGE (CD	1	1			
6479	Minot State University	2014 Traditional Assessmer	4 ETS0640	THEATRE	1	1			
6479	Minot State University	2014 Traditional Assessmer	3 ETS0941	WORLD AND U.S. HISTORY CK	1	1			
6479	Minot State University	2014 Traditional Assessmer	4 ETS0941	WORLD AND U.S. HISTORY CK	1	6			
6479	Minot State University	2014 Traditional Summary	3			92		88	96
6479	Minot State University	2014 Traditional Summary	4			68		65	96
6474	North Dakota State University	2014 Traditional Assessmer	3 ETS0700	AGRICULTURE	1	2			
6474	North Dakota State University	2014 Traditional Assessmer	4 ETS0700	AGRICULTURE	1	3			
6474	North Dakota State University	2014 Traditional Assessmer	1 ETS0235	BIOLOGY CONTENT KNOWLEDGE	1	1			
6474	North Dakota State University	2014 Traditional Assessmer	3 ETS0235	BIOLOGY CONTENT KNOWLEDGE	1	7			
6474	North Dakota State University	2014 Traditional Assessmer	4 ETS0235	BIOLOGY CONTENT KNOWLEDGE	1	5			
6474	North Dakota State University	2014 Traditional Assessmer	3 ETS0245	CHEMISTRY CONTENT KNOWLEC	1	2			
6474	North Dakota State University	2014 Traditional Assessmer	4 ETS0245	CHEMISTRY CONTENT KNOWLEC	1	1			
6474	North Dakota State University	2014 Traditional Assessmer	1 ETS0041	ENG LANG LIT COMP CONTENT K	1	2			
6474	North Dakota State University	2014 Traditional Assessmer	3 ETS0041	ENG LANG LIT COMP CONTENT K	1	7			
6474	North Dakota State University	2014 Traditional Assessmer	4 ETS0041	ENG LANG LIT COMP CONTENT K	1	8			
6474	North Dakota State University	2014 Traditional Assessmer	1 ETS0121	FAMILY AND CONSUMER SCIENCI	1	3			
6474	North Dakota State University	2014 Traditional Assessmer	3 ETS0121	FAMILY AND CONSUMER SCIENCI	1	9			
6474	North Dakota State University	2014 Traditional Assessmer	4 ETS0121	FAMILY AND CONSUMER SCIENCI	1	6			
6474	North Dakota State University	2014 Traditional Assessmer	3 ETS5174	FRENCH WORLD LANGUAGE (CD	1	1			
6474	North Dakota State University	2014 Traditional Assessmer	3 ETS0435	GENERAL SCI CONTENT KNOWLE	1	3			
6474	North Dakota State University	2014 Traditional Assessmer	1 ETS0061	MATHEMATICS CONTENT KNOWL	1	3			
6474	North Dakota State University	2014 Traditional Assessmer	2 ETS0061	MATHEMATICS CONTENT KNOWL	1	1			
6474	North Dakota State University	2014 Traditional Assessmer	3 ETS0061	MATHEMATICS CONTENT KNOWL	1	11	168	11	100
6474	North Dakota State University	2014 Traditional Assessmer	4 ETS0061	MATHEMATICS CONTENT KNOWL	1	4			
6474	North Dakota State University	2014 Traditional Assessmer	1 ETS0113	MUSIC CONTENT KNOWLEDGE	1	3			
6474	North Dakota State University	2014 Traditional Assessmer	2 ETS0113	MUSIC CONTENT KNOWLEDGE	1	2			
6474	North Dakota State University	2014 Traditional Assessmer	3 ETS0113	MUSIC CONTENT KNOWLEDGE	1	14	169	14	100
6474	North Dakota State University	2014 Traditional Assessmer	4 ETS0113	MUSIC CONTENT KNOWLEDGE	1	7			
6474	North Dakota State University	2014 Traditional Assessmer	1 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	1			
6474	North Dakota State University	2014 Traditional Assessmer	2 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	2			
6474	North Dakota State University	2014 Traditional Assessmer	3 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	17	157	17	100
6474	North Dakota State University	2014 Traditional Assessmer	4 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	7			

PassRates

6474	North Dakota State University	2014 Traditional Assessme	1	ETS0730	PRAXIS I MATHEMATICS	1	24	181	24	100
6474	North Dakota State University	2014 Traditional Assessme	2	ETS0730	PRAXIS I MATHEMATICS	1	135	183	135	100
6474	North Dakota State University	2014 Traditional Assessme	3	ETS0730	PRAXIS I MATHEMATICS	1	91	182	91	100
6474	North Dakota State University	2014 Traditional Assessme	4	ETS0730	PRAXIS I MATHEMATICS	1	58	182	58	100
6474	North Dakota State University	2014 Traditional Assessme	1	ETS0710	PRAXIS I READING	1	24	180	24	100
6474	North Dakota State University	2014 Traditional Assessme	2	ETS0710	PRAXIS I READING	1	135	181	135	100
6474	North Dakota State University	2014 Traditional Assessme	3	ETS0710	PRAXIS I READING	1	91	179	91	100
6474	North Dakota State University	2014 Traditional Assessme	4	ETS0710	PRAXIS I READING	1	58	181	58	100
6474	North Dakota State University	2014 Traditional Assessme	1	ETS0720	PRAXIS I WRITING	1	24	176	24	100
6474	North Dakota State University	2014 Traditional Assessme	2	ETS0720	PRAXIS I WRITING	1	135	177	135	100
6474	North Dakota State University	2014 Traditional Assessme	3	ETS0720	PRAXIS I WRITING	1	91	176	91	100
6474	North Dakota State University	2014 Traditional Assessme	4	ETS0720	PRAXIS I WRITING	1	58	177	57	98
6474	North Dakota State University	2014 Traditional Assessme	4	ETS0524	PRINC LEARNING AND TEACHING	1	25	174	25	100
6474	North Dakota State University	2014 Traditional Assessme	1	ETS0624	PRINC LEARNING AND TEACHING	1	16	177	16	100
6474	North Dakota State University	2014 Traditional Assessme	2	ETS0624	PRINC LEARNING AND TEACHING	1	7			
6474	North Dakota State University	2014 Traditional Assessme	3	ETS0624	PRINC LEARNING AND TEACHING	1	87	175	87	100
6474	North Dakota State University	2014 Traditional Assessme	4	ETS0624	PRINC LEARNING AND TEACHING	1	32	173	30	94
6474	North Dakota State University	2014 Traditional Assessme	3	ETS0622	PRINC LEARNING AND TEACHING	1	2			
6474	North Dakota State University	2014 Traditional Assessme	4	ETS0622	PRINC LEARNING AND TEACHING	1	2			
6474	North Dakota State University	2014 Traditional Assessme	1	ETS0081	SOCIAL STUDIES CONTENT KNOW	1	6			
6474	North Dakota State University	2014 Traditional Assessme	2	ETS0081	SOCIAL STUDIES CONTENT KNOW	1	1			
6474	North Dakota State University	2014 Traditional Assessme	3	ETS0081	SOCIAL STUDIES CONTENT KNOW	1	13	167	12	92
6474	North Dakota State University	2014 Traditional Assessme	4	ETS0081	SOCIAL STUDIES CONTENT KNOW	1	11	162	10	91
6474	North Dakota State University	2014 Traditional Assessme	3	ETS5195	SPANISH WORLD LANGUAGE (CD	1	2			
6474	North Dakota State University	2014 Traditional Assessme	3	ETS0941	WORLD AND U.S. HISTORY CK	1	5			
6474	North Dakota State University	2014 Traditional Assessme	4	ETS0941	WORLD AND U.S. HISTORY CK	1	3			
6474	North Dakota State University	2014 Traditional Summary	3				91		90	99
6474	North Dakota State University	2014 Traditional Summary	4				59		56	95
6476	Sitting Bull College	2014 Traditional Assessme	2	ETS0730	PRAXIS I MATHEMATICS	1	2			
6476	Sitting Bull College	2014 Traditional Assessme	2	ETS0710	PRAXIS I READING	1	2			
6476	Sitting Bull College	2014 Traditional Assessme	2	ETS0720	PRAXIS I WRITING	1	2			
6813	Turtle Mountain Community Cc	2014 Traditional Assessme	1	ETS0011	ELEM ED CURR INSTRUC ASSES	1	2			
6813	Turtle Mountain Community Cc	2014 Traditional Assessme	3	ETS0011	ELEM ED CURR INSTRUC ASSES	1	4			
6813	Turtle Mountain Community Cc	2014 Traditional Assessme	4	ETS0011	ELEM ED CURR INSTRUC ASSES	1	8			
6813	Turtle Mountain Community Cc	2014 Traditional Assessme	1	ETS0435	GENERAL SCI CONTENT KNOWLE	1	1			
6813	Turtle Mountain Community Cc	2014 Traditional Assessme	3	ETS0435	GENERAL SCI CONTENT KNOWLE	1	1			
6813	Turtle Mountain Community Cc	2014 Traditional Assessme	4	ETS0435	GENERAL SCI CONTENT KNOWLE	1	5			

PassRates

6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	1 ETS0730	PRAXIS I MATHEMATICS	1	3			
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	3 ETS0730	PRAXIS I MATHEMATICS	1	5			
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	4 ETS0730	PRAXIS I MATHEMATICS	1	12	176	11	92
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	1 ETS0710	PRAXIS I READING	1	3			
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	3 ETS0710	PRAXIS I READING	1	5			
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	4 ETS0710	PRAXIS I READING	1	12	178	12	100
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	1 ETS0720	PRAXIS I WRITING	1	3			
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	3 ETS0720	PRAXIS I WRITING	1	5			
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	4 ETS0720	PRAXIS I WRITING	1	12	173	12	100
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	4 ETS0524	PRINC LEARNING AND TEACHING	1	4			
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	1 ETS0624	PRINC LEARNING AND TEACHING	1	1			
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	3 ETS0624	PRINC LEARNING AND TEACHING	1	1			
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	4 ETS0624	PRINC LEARNING AND TEACHING	1	1			
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	1 ETS0622	PRINC LEARNING AND TEACHING	1	2			
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	3 ETS0622	PRINC LEARNING AND TEACHING	1	4			
6813	Turtle Mountain Community Cc	2014 Traditional Assessmei	4 ETS0622	PRINC LEARNING AND TEACHING	1	8			
6813	Turtle Mountain Community Cc	2014 Traditional Summary				5			
6813	Turtle Mountain Community Cc	2014 Traditional Summary				13			
6425	United Tribes Technical Colleg	2014 Traditional Assessmei	3 ETS0011	ELEM ED CURR INSTRUC ASSES	1	1			
6425	United Tribes Technical Colleg	2014 Traditional Assessmei	2 ETS0730	PRAXIS I MATHEMATICS	1	8			
6425	United Tribes Technical Colleg	2014 Traditional Assessmei	3 ETS0730	PRAXIS I MATHEMATICS	1	1			
6425	United Tribes Technical Colleg	2014 Traditional Assessmei	2 ETS0710	PRAXIS I READING	1	8			
6425	United Tribes Technical Colleg	2014 Traditional Assessmei	3 ETS0710	PRAXIS I READING	1	1			
6425	United Tribes Technical Colleg	2014 Traditional Assessmei	2 ETS0720	PRAXIS I WRITING	1	8			
6425	United Tribes Technical Colleg	2014 Traditional Assessmei	3 ETS0720	PRAXIS I WRITING	1	1			
6425	United Tribes Technical Colleg	2014 Traditional Assessmei	3 ETS0622	PRINC LEARNING AND TEACHING	1	1			
6425	United Tribes Technical Colleg	2014 Traditional Summary				3			
6428	University of Mary	2014 Traditional Assessmei	1 ETS0235	BIOLOGY CONTENT KNOWLEDGE	1	1			
6428	University of Mary	2014 Traditional Assessmei	3 ETS0235	BIOLOGY CONTENT KNOWLEDGE	1	1			
6428	University of Mary	2014 Traditional Assessmei	4 ETS0235	BIOLOGY CONTENT KNOWLEDGE	1	1			
6428	University of Mary	2014 Traditional Assessmei	3 ETS0101	BUSINESS ED CONTENT KNOWLE	1	1			
6428	University of Mary	2014 Traditional Assessmei	4 ETS0101	BUSINESS ED CONTENT KNOWLE	1	1			
6428	University of Mary	2014 Traditional Assessmei	4 ETS0022	EARLY CHILDHOOD CONTENT KN	1	1			
6428	University of Mary	2014 Traditional Assessmei	1 ETS0011	ELEM ED CURR INSTRUC ASSES	1	1			
6428	University of Mary	2014 Traditional Assessmei	2 ETS0011	ELEM ED CURR INSTRUC ASSES	1	1			
6428	University of Mary	2014 Traditional Assessmei	3 ETS0011	ELEM ED CURR INSTRUC ASSES	1	21	180	21	100
6428	University of Mary	2014 Traditional Assessmei	4 ETS0011	ELEM ED CURR INSTRUC ASSES	1	20	181	20	100

PassRates

6428	University of Mary	2014 Traditional Assessmei	3 ETS0041	ENG LANG LIT COMP CONTENT K	1	1			
6428	University of Mary	2014 Traditional Assessmei	4 ETS0041	ENG LANG LIT COMP CONTENT K	1	2			
6428	University of Mary	2014 Traditional Assessmei	4 ETS0435	GENERAL SCI CONTENT KNOWLE	1	1			
6428	University of Mary	2014 Traditional Assessmei	3 ETS0061	MATHEMATICS CONTENT KNOWL	1	3			
6428	University of Mary	2014 Traditional Assessmei	4 ETS0061	MATHEMATICS CONTENT KNOWL	1	6			
6428	University of Mary	2014 Traditional Assessmei	3 ETS0113	MUSIC CONTENT KNOWLEDGE	1	2			
6428	University of Mary	2014 Traditional Assessmei	4 ETS0113	MUSIC CONTENT KNOWLEDGE	1	2			
6428	University of Mary	2014 Traditional Assessmei	3 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	8			
6428	University of Mary	2014 Traditional Assessmei	1 ETS0730	PRAXIS I MATHEMATICS	1	28	180	28	100
6428	University of Mary	2014 Traditional Assessmei	2 ETS0730	PRAXIS I MATHEMATICS	1	34	180	32	94
6428	University of Mary	2014 Traditional Assessmei	3 ETS0730	PRAXIS I MATHEMATICS	1	41	180	41	100
6428	University of Mary	2014 Traditional Assessmei	4 ETS0730	PRAXIS I MATHEMATICS	1	43	181	42	98
6428	University of Mary	2014 Traditional Assessmei	1 ETS0710	PRAXIS I READING	1	28	177	28	100
6428	University of Mary	2014 Traditional Assessmei	2 ETS0710	PRAXIS I READING	1	34	179	32	94
6428	University of Mary	2014 Traditional Assessmei	3 ETS0710	PRAXIS I READING	1	41	179	40	98
6428	University of Mary	2014 Traditional Assessmei	4 ETS0710	PRAXIS I READING	1	44	179	43	98
6428	University of Mary	2014 Traditional Assessmei	1 ETS0720	PRAXIS I WRITING	1	28	175	27	96
6428	University of Mary	2014 Traditional Assessmei	2 ETS0720	PRAXIS I WRITING	1	34	176	32	94
6428	University of Mary	2014 Traditional Assessmei	3 ETS0720	PRAXIS I WRITING	1	41	177	40	98
6428	University of Mary	2014 Traditional Assessmei	4 ETS0720	PRAXIS I WRITING	1	44	176	41	93
6428	University of Mary	2014 Traditional Assessmei	1 ETS0624	PRINC LEARNING AND TEACHING	1	2			
6428	University of Mary	2014 Traditional Assessmei	3 ETS0624	PRINC LEARNING AND TEACHING	1	14	173	13	93
6428	University of Mary	2014 Traditional Assessmei	4 ETS0624	PRINC LEARNING AND TEACHING	1	18	175	17	94
6428	University of Mary	2014 Traditional Assessmei	1 ETS0622	PRINC LEARNING AND TEACHING	1	1			
6428	University of Mary	2014 Traditional Assessmei	2 ETS0622	PRINC LEARNING AND TEACHING	1	1			
6428	University of Mary	2014 Traditional Assessmei	3 ETS0622	PRINC LEARNING AND TEACHING	1	24	177	24	100
6428	University of Mary	2014 Traditional Assessmei	4 ETS0622	PRINC LEARNING AND TEACHING	1	22	177	22	100
6428	University of Mary	2014 Traditional Assessmei	3 ETS0543	SE CK AND MILD TO MODERATE /	1	8			
6428	University of Mary	2014 Traditional Assessmei	3 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	4			
6428	University of Mary	2014 Traditional Assessmei	4 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	2			
6428	University of Mary	2014 Traditional Summary	3			41		38	93
6428	University of Mary	2014 Traditional Summary	4			49		47	96
6878	University of North Dakota	2014 Traditional Assessmei	2 ETS0134	ART CONTENT KNOWLEDGE II	1	3			
6878	University of North Dakota	2014 Traditional Assessmei	2 ETS0235	BIOLOGY CONTENT KNOWLEDGE	1	2			
6878	University of North Dakota	2014 Traditional Assessmei	4 ETS0235	BIOLOGY CONTENT KNOWLEDGE	1	2			
6878	University of North Dakota	2014 Traditional Assessmei	2 ETS0245	CHEMISTRY CONTENT KNOWLEEC	1	1			
6878	University of North Dakota	2014 Traditional Assessmei	2 ETS0022	EARLY CHILDHOOD CONTENT KN	1	25	177	25	100

PassRates

6878	University of North Dakota	2014 Traditional Assesmer	3 ETS0022	EARLY CHILDHOOD CONTENT KN	1	7			
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0022	EARLY CHILDHOOD CONTENT KN	1	21	176	21	100
6878	University of North Dakota	2014 Traditional Assesmer	2 ETS0011	ELEM ED CURR INSTRUC ASSESE	1	62	177	60	97
6878	University of North Dakota	2014 Traditional Assesmer	3 ETS0011	ELEM ED CURR INSTRUC ASSESE	1	67	176	64	96
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0011	ELEM ED CURR INSTRUC ASSESE	1	47	180	46	98
6878	University of North Dakota	2014 Traditional Assesmer	2 ETS0041	ENG LANG LIT COMP CONTENT K	1	11	182	11	100
6878	University of North Dakota	2014 Traditional Assesmer	3 ETS0041	ENG LANG LIT COMP CONTENT K	1	8			
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0041	ENG LANG LIT COMP CONTENT K	1	7			
6878	University of North Dakota	2014 Traditional Assesmer	3 ETS5174	FRENCH WORLD LANGUAGE (CD	1	1			
6878	University of North Dakota	2014 Traditional Assesmer	2 ETS0435	GENERAL SCI CONTENT KNOWLE	1	2			
6878	University of North Dakota	2014 Traditional Assesmer	3 ETS0435	GENERAL SCI CONTENT KNOWLE	1	1			
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0435	GENERAL SCI CONTENT KNOWLE	1	2			
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0920	GEOGRAPHY	1	1			
6878	University of North Dakota	2014 Traditional Assesmer	3 ETS0921	GEOGRAPHY II	1	1			
6878	University of North Dakota	2014 Traditional Assesmer	2 ETS5183	GERMAN WORLD LANGUAGE (CD	1	1			
6878	University of North Dakota	2014 Traditional Assesmer	2 ETS0061	MATHEMATICS CONTENT KNOWL	1	8			
6878	University of North Dakota	2014 Traditional Assesmer	3 ETS0061	MATHEMATICS CONTENT KNOWL	1	8			
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0061	MATHEMATICS CONTENT KNOWL	1	5			
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0049	MIDDLE SCHOOL ENGLISH LANGI	1	2			
6878	University of North Dakota	2014 Traditional Assesmer	3 ETS0069	MIDDLE SCHOOL MATHEMATICS	1	1			
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0069	MIDDLE SCHOOL MATHEMATICS	1	3			
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0439	MIDDLE SCHOOL SCIENCE	1	4			
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0089	MIDDLE SCHOOL SOCIAL STUDIE	1	3			
6878	University of North Dakota	2014 Traditional Assesmer	2 ETS0113	MUSIC CONTENT KNOWLEDGE	1	3			
6878	University of North Dakota	2014 Traditional Assesmer	3 ETS0113	MUSIC CONTENT KNOWLEDGE	1	5			
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0113	MUSIC CONTENT KNOWLEDGE	1	2			
6878	University of North Dakota	2014 Traditional Assesmer	2 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	2			
6878	University of North Dakota	2014 Traditional Assesmer	3 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	5			
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	2			
6878	University of North Dakota	2014 Traditional Assesmer	2 ETS0265	PHYSICS CONTENT KNOWLEDGE	1	1			
6878	University of North Dakota	2014 Traditional Assesmer	2 ETS0730	PRAXIS I MATHEMATICS	1	334	181	334	100
6878	University of North Dakota	2014 Traditional Assesmer	3 ETS0730	PRAXIS I MATHEMATICS	1	106	181	106	100
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0730	PRAXIS I MATHEMATICS	1	108	180	107	99
6878	University of North Dakota	2014 Traditional Assesmer	2 ETS0710	PRAXIS I READING	1	334	179	334	100
6878	University of North Dakota	2014 Traditional Assesmer	3 ETS0710	PRAXIS I READING	1	106	179	106	100
6878	University of North Dakota	2014 Traditional Assesmer	4 ETS0710	PRAXIS I READING	1	108	179	107	99
6878	University of North Dakota	2014 Traditional Assesmer	2 ETS0720	PRAXIS I WRITING	1	334	176	334	100

PassRates

6878	University of North Dakota	2014 Traditional Assesm	3 ETS0720	PRAXIS I WRITING	1	106	176	106	100
6878	University of North Dakota	2014 Traditional Assesm	4 ETS0720	PRAXIS I WRITING	1	108	176	104	96
6878	University of North Dakota	2014 Traditional Assesm	2 ETS0623	PRINC LEARNING AND TEACHING	1	1			
6878	University of North Dakota	2014 Traditional Assesm	4 ETS0524	PRINC LEARNING AND TEACHING	1	30	174	30	100
6878	University of North Dakota	2014 Traditional Assesm	2 ETS0624	PRINC LEARNING AND TEACHING	1	37	174	35	95
6878	University of North Dakota	2014 Traditional Assesm	3 ETS0624	PRINC LEARNING AND TEACHING	1	35	171	34	97
6878	University of North Dakota	2014 Traditional Assesm	4 ETS0624	PRINC LEARNING AND TEACHING	1	10	170	9	90
6878	University of North Dakota	2014 Traditional Assesm	2 ETS0621	PRINC LEARNING AND TEACHING	1	13	161	10	77
6878	University of North Dakota	2014 Traditional Assesm	3 ETS0621	PRINC LEARNING AND TEACHING	1	6			
6878	University of North Dakota	2014 Traditional Assesm	4 ETS0621	PRINC LEARNING AND TEACHING	1	3			
6878	University of North Dakota	2014 Traditional Assesm	4 ETS0522	PRINC LEARNING AND TEACHING	1	31	179	31	100
6878	University of North Dakota	2014 Traditional Assesm	2 ETS0622	PRINC LEARNING AND TEACHING	1	63	174	59	94
6878	University of North Dakota	2014 Traditional Assesm	3 ETS0622	PRINC LEARNING AND TEACHING	1	71	171	66	93
6878	University of North Dakota	2014 Traditional Assesm	4 ETS0622	PRINC LEARNING AND TEACHING	1	27	174	27	100
6878	University of North Dakota	2014 Traditional Assesm	2 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	6			
6878	University of North Dakota	2014 Traditional Assesm	3 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	9			
6878	University of North Dakota	2014 Traditional Assesm	4 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	13	168	13	100
6878	University of North Dakota	2014 Traditional Assesm	2 ETS5195	SPANISH WORLD LANGUAGE (CD	1	2			
6878	University of North Dakota	2014 Traditional Assesm	4 ETS5195	SPANISH WORLD LANGUAGE (CD	1	2			
6878	University of North Dakota	2014 Traditional Assesm	4 ETS0051	TECHNOLOGY EDUCATION II	1	1			
6878	University of North Dakota	2014 Traditional Assesm	2 ETS0941	WORLD AND U.S. HISTORY CK	1	2			
6878	University of North Dakota	2014 Traditional Assesm	4 ETS0941	WORLD AND U.S. HISTORY CK	1	1			
6878	University of North Dakota	2014 Traditional Summary	3			111		102	92
6878	University of North Dakota	2014 Traditional Summary	4			115		112	97
6480	Valley City State University	2014 Traditional Assesm	4 ETS0134	ART CONTENT KNOWLEDGE II	1	2			
6480	Valley City State University	2014 Traditional Assesm	2 ETS0235	BIOLOGY CONTENT KNOWLEDGE	1	1			
6480	Valley City State University	2014 Traditional Assesm	3 ETS0235	BIOLOGY CONTENT KNOWLEDGE	1	2			
6480	Valley City State University	2014 Traditional Assesm	4 ETS0235	BIOLOGY CONTENT KNOWLEDGE	1	3			
6480	Valley City State University	2014 Traditional Assesm	2 ETS0101	BUSINESS ED CONTENT KNOWLE	1	1			
6480	Valley City State University	2014 Traditional Assesm	3 ETS0101	BUSINESS ED CONTENT KNOWLE	1	8			
6480	Valley City State University	2014 Traditional Assesm	4 ETS0101	BUSINESS ED CONTENT KNOWLE	1	7			
6480	Valley City State University	2014 Traditional Assesm	4 ETS0245	CHEMISTRY CONTENT KNOWLEC	1	1			
6480	Valley City State University	2014 Traditional Assesm	1 ETS0011	ELEM ED CURR INSTRUC ASSESS	1	1			
6480	Valley City State University	2014 Traditional Assesm	2 ETS0011	ELEM ED CURR INSTRUC ASSESS	1	33	177	33	100
6480	Valley City State University	2014 Traditional Assesm	3 ETS0011	ELEM ED CURR INSTRUC ASSESS	1	93	175	88	95
6480	Valley City State University	2014 Traditional Assesm	4 ETS0011	ELEM ED CURR INSTRUC ASSESS	1	81	175	79	98
6480	Valley City State University	2014 Traditional Assesm	1 ETS0041	ENG LANG LIT COMP CONTENT K	1	1			

PassRates

6480	Valley City State University	2014 Traditional Assessmer	3 ETS0041	ENG LANG LIT COMP CONTENT K	1	3			
6480	Valley City State University	2014 Traditional Assessmer	4 ETS0041	ENG LANG LIT COMP CONTENT K	1	5			
6480	Valley City State University	2014 Traditional Assessmer	3 ETS0061	MATHEMATICS CONTENT KNOWL	1	5			
6480	Valley City State University	2014 Traditional Assessmer	4 ETS0061	MATHEMATICS CONTENT KNOWL	1	3			
6480	Valley City State University	2014 Traditional Assessmer	2 ETS0113	MUSIC CONTENT KNOWLEDGE	1	1			
6480	Valley City State University	2014 Traditional Assessmer	2 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	1			
6480	Valley City State University	2014 Traditional Assessmer	3 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	11	155	11	100
6480	Valley City State University	2014 Traditional Assessmer	4 ETS0091	PHYSICAL ED CONTENT KNOWLE	1	3			
6480	Valley City State University	2014 Traditional Assessmer	1 ETS0730	PRAXIS I MATHEMATICS	1	2			
6480	Valley City State University	2014 Traditional Assessmer	2 ETS0730	PRAXIS I MATHEMATICS	1	242	180	242	100
6480	Valley City State University	2014 Traditional Assessmer	3 ETS0730	PRAXIS I MATHEMATICS	1	126	180	126	100
6480	Valley City State University	2014 Traditional Assessmer	4 ETS0730	PRAXIS I MATHEMATICS	1	110	180	110	100
6480	Valley City State University	2014 Traditional Assessmer	1 ETS0710	PRAXIS I READING	1	2			
6480	Valley City State University	2014 Traditional Assessmer	1 ETS0710	PRAXIS I READING	1	242	178	242	100
6480	Valley City State University	2014 Traditional Assessmer	3 ETS0710	PRAXIS I READING	1	126	178	126	100
6480	Valley City State University	2014 Traditional Assessmer	4 ETS0710	PRAXIS I READING	1	110	178	109	99
6480	Valley City State University	2014 Traditional Assessmer	1 ETS0720	PRAXIS I WRITING	1	2			
6480	Valley City State University	2014 Traditional Assessmer	2 ETS0720	PRAXIS I WRITING	1	242	176	242	100
6480	Valley City State University	2014 Traditional Assessmer	3 ETS0720	PRAXIS I WRITING	1	127	175	127	100
6480	Valley City State University	2014 Traditional Assessmer	4 ETS0720	PRAXIS I WRITING	1	110	175	109	99
6480	Valley City State University	2014 Traditional Assessmer	4 ETS0524	PRINC LEARNING AND TEACHING	1	3			
6480	Valley City State University	2014 Traditional Assessmer	1 ETS0624	PRINC LEARNING AND TEACHING	1	2			
6480	Valley City State University	2014 Traditional Assessmer	2 ETS0624	PRINC LEARNING AND TEACHING	1	5			
6480	Valley City State University	2014 Traditional Assessmer	3 ETS0624	PRINC LEARNING AND TEACHING	1	36	165	30	83
6480	Valley City State University	2014 Traditional Assessmer	4 ETS0624	PRINC LEARNING AND TEACHING	1	27	170	26	96
6480	Valley City State University	2014 Traditional Assessmer	4 ETS0522	PRINC LEARNING AND TEACHING	1	15	175	14	93
6480	Valley City State University	2014 Traditional Assessmer	1 ETS0622	PRINC LEARNING AND TEACHING	1	1			
6480	Valley City State University	2014 Traditional Assessmer	2 ETS0622	PRINC LEARNING AND TEACHING	1	32	173	29	91
6480	Valley City State University	2014 Traditional Assessmer	3 ETS0622	PRINC LEARNING AND TEACHING	1	94	173	87	93
6480	Valley City State University	2014 Traditional Assessmer	4 ETS0622	PRINC LEARNING AND TEACHING	1	68	173	66	97
6480	Valley City State University	2014 Traditional Assessmer	3 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	5			
6480	Valley City State University	2014 Traditional Assessmer	4 ETS0081	SOCIAL STUDIES CONTENT KNOW	1	4			
6480	Valley City State University	2014 Traditional Assessmer	3 ETS5195	SPANISH WORLD LANGUAGE (CD	1	1			
6480	Valley City State University	2014 Traditional Assessmer	4 ETS5195	SPANISH WORLD LANGUAGE (CD	1	1			
6480	Valley City State University	2014 Traditional Assessmer	1 ETS0051	TECHNOLOGY EDUCATION II	1	1			
6480	Valley City State University	2014 Traditional Assessmer	2 ETS0051	TECHNOLOGY EDUCATION II	1	2			
6480	Valley City State University	2014 Traditional Assessmer	3 ETS0051	TECHNOLOGY EDUCATION II	1	4			

PassRates

6480	Valley City State University	2014 Traditional Assessment	4 ETS0941 WORLD AND U.S. HISTORY CK	1	2		
6480	Valley City State University	2014 Traditional Summary	3		132	114	86
6480	Valley City State University	2014 Traditional Summary	4		113	103	91



Great Public Schools

Great Public Service

SB 2355

Senate Education Committee

February 11, 2015

Chairman Flakoll and Committee members, for the record, my name is Jane Rupprecht, and I am currently a UniServ Director and the Director of Research for North Dakota United. However, my former position is probably more relevant to what I need to say today. From 1974 until 2004, I was a high school English teacher here in North Dakota. I am a former president of the ND Council of Teachers of English, and a board member and vice president of the former North Dakota Education Association. In 1993 I was one of the educators in our state who proposed and fought for the formation of an independent licensing board for teachers. I would like to tell you why we did that, and why we continue to support ESPB.

All during my 41-year career in education, we have been in the throes of reform. Lots of people from every walk of life imaginable have been agonizing over what is wrong with our public schools. Classroom teachers are usually never part of that dialogue because they are actually in classrooms teaching during the debate—as they are today. They read about all of the researchers and policy makers who have committed themselves to fixing schools. From the perspective of the classroom teachers, that usually means that there will be a great deal of teacher bashing followed by more committees, more hearings, more testing, more theories, more programs, and then more teacher bashing when all of that fails to achieve the desired results—whatever that means. In spite of the fact that we have been talking about reform for more than 50 years, the actual format of schools has changed very little. Teaching, however, and the demands upon teachers' time have radically changed. Maybe systemic change that nurtures and supports teachers and students would work better. But no one has asked us about the system...

I have lost count of the number of DPI meetings and committees I served on during my 30 years of teaching. I would get to a meeting where I was the "token teacher" and find that I was the only one in the room who didn't have a name badge—often I was the only teacher. No one at these meetings was interested in my perspective, and if I managed to get a word in edgewise, some might smile nod while others just gave me a blank stare. It became clear to me that I was there so that they could say that teachers had been consulted. I would later read about how the committee got extensive teacher "input" before making their recommendations to lawmakers.

After I had been in the classroom for about 10 years, someone came up with the bold idea that maybe teachers should be consulted about teaching. The word used was the despised "input." As president of the ND English Council, I found myself on all kinds of committees and commissions designed to provide "input" to decision-makers about curriculum and teaching. Very little of what we recommended actually happened. My experience and the experiences of my colleagues during that time brought us to the realization that if we didn't somehow get more than "input," we would see our profession deteriorate to the point that every minute of every day would be scrutinized and micro-managed.

We saw that in some other states, there were independent licensing boards composed of teachers and field practitioners who examined licensure requirements and actually made decisions about rigor and entrance into the professions. Physicians license themselves. Attorneys license themselves. Cosmetologists license themselves. Why not teachers? Are we not a profession? Do we not hold ourselves to high standards? Are we not the people who are in the best position to know how to teach and support students? Aren't we the people who actually do that work day in and day out under conditions that we did not design? Don't we provide materials for students who need them out of our own meager salaries when districts won't or can't? And with regard to licensure and teacher preparation, who knows better than we what teachers need to be able to do? We fought for an independent licensing board that could elevate us to the level of other professionals. We wanted a teacher majority, and we wanted all education stakeholders represented, and unlike the committees I had served on—we wanted them to be decision-makers, not just people whose opinions didn't matter.

Today we are very proud of the fact that we consult teachers, and there is a great deal of rhetoric about “teacher-driven” curriculum and “teacher-driven” professional development. The fact that we are doing a better job of visiting with teachers about teaching issues doesn't change the fact that it is still just “input.” I talk to the teachers who serve on these commissions and committees. Everyone is really nice to them, but they don't feel that their “input” has any great effect on outcomes.

ESPB is our Board. We serve on it. We police our profession through it. And when it needs to do something differently or better, we change it. The fact remains. DPI, while competent and knowledgeable about process and good policy, is not composed of classroom teachers. While I do believe that Superintendent Baesler and her DPI staff have more respect for classroom teachers than previously, what we do daily is just not on their radar like it is on ours. We have confidence in the leadership at DPI, but we feel most strongly that while they have their responsibilities, so do we. Ours is teaching and learning. We are the people who need to focus on the minutiae of classroom teaching.

Relegating ESPB to an advisory role would absolutely eliminate the meaningful participation that we currently have in our own profession. We would become hired help with limited and meaningless “input”—seen, but certainly not heard with any credibility. The effect on the profession and the quality of the professionals in the field would suffer. Now we have a board that is focused only on practice. There are no distractions. The members of this board are our colleagues. The staff who work for this board are accessible—and they are accountable to us. We are supportive of their efforts to improve services to teachers and students without eroding the rigor that we know our profession requires of individuals so that they will be successful teachers.

We stand in opposition to SB 2355, and we urge a “Do Not Pass” recommendation on this bill. I would be happy to answer any questions you may have.

Jane Rupprecht
North Dakota United

#6
2/11/15

Testimony in Opposition of SB 2355

LeAnn Nelson, Ed.D.

leann.nelson@uj.edu

February 11, 2015

Good Morning Senator Flakoll and Members of the Senate Education Committee. For the record my name is LeAnn Nelson, Assistant Chair in the Teacher Education Department at the University of Jamestown. I am submitting this testimony as an individual in opposition of SB 2355.

Because of limited resources to operate an effective and efficient licensing program, the licensing of teachers was directed away from North Dakota's Department of Public Instruction and became its own autonomous Board (the Education Standards and Practices Board (ESPB)) in the middle 1990s.

I have been with the University of Jamestown (UJ) for less than a year. Prior to my employment with UJ, I was employed by North Dakota United (NDU), previously the North Dakota Education Association (NDEA), for twelve years. During those years I worked closely with ESPB on numerous educational issues:

- Program Approval
- New State and Federal Education Laws
- Teacher Support System
- Praxis Tests
- National Board for Professional Teaching Standards (NBPTS)

- Alternative Licenses, Certifications, and Endorsements – Many long hours of intense discussions have been had over these issues and recent legislation have been passed to address them.

Teacher licensure is an intensive process that needs continuous attention and review. It will suffer if it becomes a small part of a large whole, which is what happened prior to it becoming an autonomous Board. I understand no Board is without flaws, but with continued involvement by educational organizations in the state, ND can continue to produce highly qualified and effective teachers without the Board losing its autonomy.

In closing, I leave you with two questions:

- 1) How will legal counsel be conducted? In the current system legal counsel is always present to advise on licensing cases. Outcomes are usually determined at the meeting by the Board who directs, not advises, the Executive Director of their decisions. With SB 2355, I fear this process will be long and drawn out – not good news for someone who is anxiously waiting to hear if their license has be issued, suspended or revoked. It will also be the decision of an individual and not a group.
- 2) NDU and other organizations have worked closely with the Board. How will their voices of opposition and support on licensing issues continue to be heard?

Senator Flakoll and Members of the Senate Education Committee thank you for your time, and I hope the Senate Education Committee votes a Do Not Pass on SB 2355.

#7
2/11/15

**SB 2355 - Testimony
Dr. Aimee Copas - NDCEL
Relating to the ESPB Board**

Chairman Flakoll, and members of the Senate Education Committee, for the record my name is Aimee Copas and I serve as the Executive Director for the North Dakota Council of Educational Leaders. I stand before you today to voice our organization's testimony in opposition to the bill that would change the process by which teachers receive their licenses.

You've heard today the historical context by which we came to have our ESPB board as it currently operates. Most certainly we as a state have had some growing pains along the way but that is likely true with most processes. Where we are now, however, is a place where we have a highly functioning board, a board where the key stakeholders have a voice and a vote at the table, a due process board that treats individuals appropriately and decisions aren't made for reasons outside of what might be right for education. Additionally we have in ESPB an organization that has become specialists in the fields of program approval, teacher training, and mentoring. ESPB does far more than licensing teachers.

This board is able to operate without putting a strain on tax dollars as well which is a piece of efficiency brought into the board.

When this bill came to pass, an inquiry was sent to school administrators across the state to inquire on their sentiment with regard to this bill. The overwhelming response was to keep ESPB operating in its current structure. To change something that is working well and shifting that to a new state tax burden is not what our membership feels would be appropriate at this time. However, conceptually perhaps the time is right for a comprehensive study of all education related entities outside of the Department of Public Instruction to study for efficiency and effectiveness in their current structure and method of execution.

It should be noted as well that there is some language in the bill that may need clarification to ensure appropriate interpretation. The intent was assured in conversation with the bill sponsor, but adding it to the language would certainly clear the interpretation for all. We ask that on page 3 Section 3 that in the definition of "teacher" that Superintendent and Principal be added to the list. It is implied in the definition of that section, but since positions are being listed, it would make good sense to list all positions.

We thank you for your consideration of our testimony and I stand for any questions you may have.

#8
2/11/15

February 10, 2015

Dear Senator Flakoll and Members of the Committee:

As I stated in earlier message to Senator Marcellais, I am quite concerned with what Senate Bill 2355 proposes. The Educational Standards and Practices Board offers multiple services to K-12 schools, institutes of higher education, and educators. ESPB "holds the line" when it comes to assuring the public that highly qualified teachers will be placed in our schools.

During the past several months, as the Director for Teacher Education Department at TMCC, I have had the privilege of working far more closely with Dr. Janet Welk and the ESPB than ever before. Dr. Welk has served as an amazing resource for me. I can ask her anything, and her response is almost instantaneous! That's the "personal side" of ESPB. I am not sure that the Department of Public Instruction would have the time or the resources to do this with the many duties and responsibilities they already have. I know Kirsten Baesler personally, and I know how dedicated and hardworking she is. My perspective regarding this issue should, in no way, be construed as a criticism of her. I simply know how complex and complicated her work already is without the added burden of managing the work currently performed by the ESPB.

On a practical level, I have worked in the Department of Public Instruction, and I know, first hand, the demands place upon that organization, I have also experienced the licensure process with both entities, and I can attest to the fact that the process was merely cursory in nature when it was conducted by the department (years ago), purely due to time constraints. Receiving licensure from ESPB *means something*, and my teacher certificate is one of my most prized possession because it was not earned lightly nor was it awarded lightly. In the same manner, ESPB works hand-in-hand with Institutes of Higher Education to ensure quality of teacher education programs and holds all institutes to the same high standards as it does teachers. You cannot have outstanding teachers without outstanding teacher education programs.

ESPB is always in the process of improving and advancing the profession through the many services offered to institutions and practitioners! ESPB is the voice for education/educators, and is the representation of the profession at the table for decisions regarding program approval and standards, licensure criteria, decisions and authority for professional practices of other educators, and decisions on professional development.

Frankly, the system (ESPB as a stand-alone entity) is working! Why fix what is not broken??

Senators, thank you for taking the time to hear my perspective, today. I appreciate all that you do for North Dakota.

Teresa Delorme, Director for Teacher Education Programs
Turtle Mountain Community College
P.O. Box 340
10145 BIA Road 7
Belcourt, ND 58316

1/1

#9
2/11/15

TESTIMONY ON SENATE BILL 2355

SENATE EDUCATION COMMITTEE

February 10, 2015

By: Linda M. Hoag, Assistant Director of Special Education

Bismarck Public Schools

701-323-4002

Chairman Flakoll and Members of the Committee:

I am Linda Hoag, Assistant Director of Special Education for Bismarck Public Schools. I am here today to offer information and to testify in opposition to Senate Bill #2355. The proposed amendments include moving teacher licensing from the Educational Standards and Practices Board (ESPB) to the Superintendent of Public Instruction. Before making a decision, I believe it is important that you have an understanding of how the current teacher licensing board, ESPB, operates today in terms of licensing teachers for positions within special education.

As the population of North Dakota increases, so has the need for additional school buildings, additional classrooms, additional support staff and of course additional licensed teachers. In special education, an area of critical shortage of teachers prior to the population growth, the challenge is not having licensed individuals to recruit and ultimately hire. When hiring for the 14-15 school year, we as administrators for the Bismarck Public Schools special education department found that there were not enough licensed special education teachers to fill our positions. If this was the case in Bismarck, I made the assumption that the need was even greater in other schools districts across the state. Through vigilant association with ESPB, we were able to recruit and ultimately fill all open teaching positions.

Several staff at ESPB were involved in supporting our efforts to become fully staffed for the 14-15 school year. Janet Welk, Executive Director at ESPB worked to have the licensing regulation for special education teachers relaxed to include general education teachers licensed for at least two years. This provided a much wider net to be cast in terms of recruitment. Mari Fridgen, Assistant Director at

1/2

ESPB, worked tirelessly with special education administrators to understand the licensing requirement and how to best work within the new guidelines. Amy Folkestad, Licensing Specialist, spent time directing potential hires through the process of becoming a licensed special education teacher.

Working with ESPB was an easy, productive way of getting special education personnel licensed. We were operating under a time constraint in that we needed to be fully staffed before the start of the school year. The availability of ESPB was reassuring that this could happen.

I am concerned that moving licensing to the office of the Superintendent of Public Instruction could delay licensing efforts, make staffing critical shortage areas more troubling and diminish the educational component of learning new licensing regulations both for administrators and for those seeking to be licensed teachers within the state of North Dakota.

My other opposition to moving teacher licensing to the office of the Superintendent of Public Instruction is that it takes away the representative process. Having a board made up of stakeholders; educators, administrators, school board members and teacher educators allows the views of those in the field to be heard and represented. While I trust the Superintendent of Public Instruction, absolute power has the potential of derailing the voice of the people.



Senate Education Committee
SB 2355
February 11, 2015
Mari Fridgen – ESPB mfridgen@nd.gov

#10
2/11/15

Chairman Flakoll and Members of the Committee,

I am Mari Fridgen, Assistant Director for the Education Standards and Practices Board. I am here today to offer information and to testify in opposition to Senate Bill 2355. I believe it is important for you to hear a little more about what ESPB has done to adapt to the ever-changing needs of education in ND. I want you to know that not only am I representing ESPB today, I am also a licensed educator who, within the past 6 years, has been a classroom teacher and an administrator in ND. I've been through the process of getting a teaching license in ND when you have graduated out of state. I have had similar situations as the administrators in the room who try hard to fill vacancies with the ever-diminishing pool of qualified applicants. But most importantly, I am also a parent. And as many of us here in this room we have our children, grandchildren, nieces or nephews in ND schools. It doesn't matter if it's in a private school in Fargo or a public school in the Bakken, all ND kids deserve qualified and competent teachers. I value the standards ND has for its teachers. It is these teachers who spend more time with my kids on any given weekday than I do as a parent. They are the ones who make sure our children are safe at school, understand their algebra, and instruct them on how to throw a softball correctly.

During my time at ESPB I have seen our office change and adapt to the concerns of schools and our members that are brought before our board. As standards continue to increase for students it is important for our board to strive to establish a balance between high standards for teachers and the dwindling number of teachers. This past summer our board voted to allow teachers to test into new content areas. This was an enormous change in response to administrators' concerns in filling vacancies.

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We are working hard to help license substitute teachers in the state. We know there is a high need for substitute teachers and the requirements were adjusted to meet that need. As part of my job, I help teacher candidates with their online application by going out to the ND teacher preparation programs and walking candidates through the process and answering questions about endorsements. Recently I have expanded this to also include MN institutions near the ND boarder. There are qualified teachers just outside ND that we need to reach out to in an effort to help fill the vacancies in ND schools. ESPB is trying new approaches to help schools find teachers and we want to continue to help find solutions.

Please remember that we are in fact the Education Standards and Practices Board. Standards are important to us and whether we lower or raise the bar, there will always be good people with good intentions out there who fall just short of that bar. We are going to upset some people but is that our mission – No. Don't our kids and grandkids deserve better than just a warm body? We sure can't have standards for students and not have standards for teachers. In cases when someone might have had an unpleasant experience with us I have to wonder – what would DPI have done differently? I believe they would want much the same in terms of a qualified teacher in the classroom.

At ESPB, ND teachers and administrators are our customers. In any customer service industry we strive to service our customers in the most efficient way possible. I hope we can continue to listen to ND teachers, administrators, school board members, and teacher preparation programs to continue to provide the best possible teachers for our kids – our future. ESPB is just a phone call away. Or if you prefer you can send us an email or just stop by our office. We want to visit with people and help with any questions or concerns. ESPB strives to find solutions to meet the demands of the ever-changing needs in ND schools.

Thank you.

2/2

#11
2/11/15

TESTIMONY ON SB 2355

Senate Education Committee

February 11, 2015

Fay Kopp, Chief Retirement Officer – ND Teachers’ Fund for Retirement
Deputy Executive Director – ND Retirement and Investment Office

On behalf of the Teachers’ Fund for Retirement (TFFR), I am here to request certain amendments to SB 2355. My testimony is neither in favor of, nor in opposition to, the provisions of the bill that change teacher licensing responsibilities from ESPB to DPI, but is related to potential implications on the TFFR plan only. From our review of the bill, it appears that there were certain unintentional changes made to TFFR statutes that may go beyond changing who is responsible for teacher licensing, as follows:

- **Section 3. Definition of teacher (for TFFR purposes). Page 3, lines 16, 28, 29.**

SB 2355 removes “other governing body” of a school district from a covered TFFR employer for purposes of determining member eligibility in the TFFR plan. The current language provides for employers of licensed teachers who may not fall into the definition of those already listed. As the education system continues to evolve in ND, there is the possibility that other governing bodies (i.e. public boards of consortiums, regional educational associations, etc. in the past) may employ licensed teachers, therefore current language covered them. At this time, we are not aware of any “other governing bodies” of school districts that employ licensed teachers, but request the language in current statutes to be reinstated, should the need arise in the future.

- **Section 3. Definition of teacher (for TFFR purposes). Page 3, lines 17-20.**

This bill removes specific language that includes “school superintendents and principals” in the list of required TFFR members. Deleting superintendents and principals from the definition of teacher could have the effect of reducing the number of covered employees from the plan. If the deletion of superintendents and principals was not intended, then we request the language in current statutes be restored as suggested in the attached proposed amendment. If the deletion was intended, then additional legislation should be proposed that addresses how and when these individuals will be transferred out and to what extent the transfer will have on their retirement benefits.

- **Section 4. Membership in Fund and assessments (for TFFR purposes). Page 4, lines 20-30.**

SB 2355 removes references to prior employer contribution rates. Deleting the historical reference to the employer’s base contribution rate is not a great concern, but given that the historical reference to the member’s base contribution rate remains, this may result in interpretation or application issues at a later date. Ideally, if one is left in or removed, the other will be as well. The amendment removes the historical reference from both.

- **Section 5. Retired teachers return to active service – Critical shortage areas. Page 6, line 25.**

This bill also shifts the responsibility of reporting a retired teachers’ return to covered employment from a shared responsibility between retired member and employer to a retired member only responsibility. This could cause reporting issues for TFFR and be problematic for the retiree. Again, the proposed amendment reinstates current language.

Please consider the attached amendments to SB 2355 to restore TFFR provisions explained above. Thank you.

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PROPOSED AMENDMENTS TO SENATE BILL 2355

Page 3, line 16, remove the overstrike over "~~school board, or other governing body~~"

Page 3, line 16, remove "or the board"

Page 3, line 18, replace "An" with "A superintendent and an"

Page 3, line 20, replace "An" with "A principal and an"

Page 3, line 28, remove the overstrike over "~~school board, or other~~"

Page 3, line 29, remove the overstrike over "~~governing body~~"

Page 3, line 29, remove "or the board"

Page 4, line 20, overstrike "seven and seventy-five hundredths percent per"

Page 4, overstrike lines 21 through 22

Page 4, line 23, overstrike "Member contributions"

Page 4, line 24, remove "are"

Page 4, line 25, after "2014" insert ", which must be deducted, certified, and paid monthly to the fund by the disbursing official of the governmental body by which the teacher is employed"

Page 6, line 25, remove overstrike over "~~. The~~"

Page 6, line 25, remove "and have the"

Page 6, line 25, remove overstrike over "~~must also~~"

Renumber accordingly

#12
2/11/15

1 SB 2355: Testimony: February 11, 2015

2
3 Mr. Chairman and members of the committee, for the record my name is Julee Ann Hauff Russell.

4 I am a Professor of English and serve as Dean of Faculty at Valley City State University.

5
6 I have been teaching English for 33 years, all but four of those years in North Dakota. For the past
7 ten years I have reviewed English education teacher preparation programs nationally and within the
8 state. I have assisted in the development and adoption of North Dakota content area standards as
9 well as teacher preparation standards.

10
11 I first became acquainted with the Educational Standards and Practices Board in 1995 when I came
12 to Valley City State University. I have worked with Dr. Welk and her staff on many different
13 projects, most recently the revision of the English Language Arts standards for teacher preparation
14 programs in North Dakota.

15
16 The ESPB serves several significant functions within the North Dakota education system. The
17 board itself includes representation from all areas of education, both K-12 and higher education.
18 Everyone from classroom teachers to school administrators (both public and private) to higher
19 education faculty and local school boards has a voice in the decisions made through ESPB.

20
21 This bill seeks to disband the ESPB, its systems and boards, and place all of the professional
22 development, licensure, and professional practices for teachers as well as program
23 approval/accreditation for colleges of teacher education under one elected administrator, the
24 superintendent for public instruction.

25

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26 I have serious concerns about the changes required by this bill. Right now all of the stakeholders in
27 North Dakota's education system have a seat at the table with regard to professional educators, their
28 training, requirements, and preparation. If SB 2355 is passed, many of the stakeholders will be shut
29 out of the discussions, processes, and decisions related to our state's professional educators.

30

31 I have been a teacher educator for many years. I have seen many efforts to improve our education
32 system within the state and nation wide. This bill, if passed, will do nothing to improve education
33 in our great state. Instead it will essentially stop the involvement of the stakeholders and place all
34 decision-making power – over all of K-12 and teacher education, in the hands of one person who
35 might only hold the office of superintendent for public instruction for four years, one who would
36 not be required to gather any input from constituents before making decisions that impact every
37 teacher and teacher educator and school administrator and school board member in the state of
38 North Dakota.

39

40 The separation of ESPB from DPI took effect twenty years ago. The results have been very positive
41 for everyone involved. The preparation, licensure, and development of North Dakota's educators,
42 as well as the standards and requirements that govern their profession, must remain separate from
43 the political influences related to the office of an elected official.

44

45 I urge you to give this bill a "do not pass" vote. The citizens and the educators of North Dakota
46 deserve respect. Keeping ESPB intact and functioning is the right decision for the senate and the
47 right decision for North Dakota.

48

49 Respectfully,

50

51 Julee A. Russell, Ph.D.

#13
2/11/15

**Testimony on SB 2355 – Senate Education Committee
February 11, 2015**



**Laurie Stenehjem, Coordinator
North Dakota Teacher Support System
lstenehj@nd.gov 701.328.9644**

Chairman Flakoll and Members of the Committee,

As Coordinator of the North Dakota Teacher Support System, I want to share my opposition to SB 2355. This bill would move the Teacher Support System under the supervision of the Superintendent of Public Instruction rather than the Education Standards and Practices Board where it is at present. This would affect this program negatively at the present time.

A major concern is that DPI is presently understaffed, due to the fact they cannot attract and retain staff, as shown in their testimony to the Senate Appropriations committee last month. I am concerned about not only losing the help we have but also being given other responsibilities in addition to our present focus. Because we are presently funded as a flow-through grant that passes through DPI, our funding would be unclear if we were to become part of the department itself.

On an important note, we would no longer be under the ESP Board and would not have the guidance of those teachers, administrators, school board members and teacher education representatives who have supported and helped shape our program to be what it is today. We have developed a research-based, well-received program that makes a difference in classrooms in North Dakota. We would continue to exist but would work under a great deal more bureaucracy with less flexibility and efficiency to meet the needs of our new teachers, mentors, administrators, coaches and teachers.

I would be happy to answer any questions you might have and can be reached using the contact information above.

1/1

#14
2/11/15

Mary Eldredge-Sandbo
Box 33
Des Lacs, ND 58733

February 9, 2015

Dear Members of the North Dakota Senate Education Committee,

I have taught biology in North Dakota for 32 years. I am also a current teacher representative on the Education Standards and Practices Board (ESPB). With these perspectives, I oppose HB 2355 and ask you to recommend a "do not pass" vote for this bill. SB

Far before I was selected to serve on ESPB, I have been proud that my license was granted by a professional board comprised of fellow teachers, as well as administrators, school board members, and a representative from an educator preparation program. Knowing that my license was granted by my peers added a level of accountability and professionalism that I did not feel when it was issued by the Department of Public Instruction.

As a current member of ESPB, I am honored to represent teachers and serve on a board with dedicated members who each bring a crucial perspective and voice to the table. The board members and ESPB staff serve with integrity, professionalism, and a constant focus on what is best for the students in our state. Sometimes we make difficult decisions that are not popular. Those decisions are never made lightly and they are always made in the best interest of our North Dakota students.

North Dakota teachers and their students are best served by the current professional board for numerous reasons. I will list a few below:

- 1). The ESPB recognizes the professional responsibilities of teachers that include licensing its own members.
- 2). The ESPB brings a collective, balanced ability to make unbiased decisions about teacher licensing, teacher training programs, professional development, disciplinary actions, and professional practices.
- 3). The ESPB directs the executive director, Dr. Welk, to efficiently carry out the policies of the board. Dr. Welk and the staff in the ESPB office have a comprehensive understanding of those policies and work tirelessly to support teachers as they pursue professional development and licensure.
- 4). The ESPB continuously works to change with the times and meet the needs of school districts while making every effort to maintain the high professional bar that is expected of North Dakota teachers.

SB 2355 would change the professional board to an advisory position. Such a change would diminish the professional standing of all teachers in the state. Please vote "do not pass" on this bill so that teachers can continue to be licensed and supported by a professional board of teachers and other educational stakeholders.

Thank you for all you do to promote education in our state.

With respect,



Mary Eldredge-Sandbo

1/1

February 16, 2015

#1
2/18/15

PROPOSED AMENDMENTS TO SENATE BILL NO. 2355

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for a legislative management study of the education standards and practices board and other educational service providers.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. LEGISLATIVE MANAGEMENT STUDY - EDUCATION STANDARDS AND PRACTICES BOARD - OTHER EDUCATIONAL SERVICE PROVIDERS. The legislative management shall consider studying the effectiveness and efficiency of the education standards and practices board and other educational service providers, including regional education associations, Edutech, the center for distance education, and the teacher center network. The study shall examine organizational, structural, administrative, and supervisory options for strengthening the role and function of the named entities and ensuring the optimal provision of services to students, teachers, schools, and school districts throughout the state. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly."

Renumber accordingly

February 17, 2015

#2
2/18/15

PROPOSED AMENDMENTS TO SENATE BILL NO. 2355

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to create and enact a new section to chapter 15.1-13 of the North Dakota Century Code, relating to the development of a satisfaction survey for the education standards and practices board; and to declare an emergency.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 15.1-13 of the North Dakota Century Code is created and enacted as follows:

Satisfaction survey - Development - Utilization - Report to legislative management.

1. a. The superintendent of public instruction shall develop an electronic survey instrument that the education standards and practices board shall utilize at the conclusion of all interactions with individuals seeking information or services from the board.
- b. The survey instrument must include references to quality; timeliness; the availability, courtesy, knowledge, and responsiveness of staff; the ease of obtaining information or services; and the cost and value of the interaction.
- c. The education standards and practices board shall begin to utilize the survey no later than June 1, 2015.
2. The education standards and practices board shall compile the responses and provide regular reports regarding the results to an interim committee designated by the legislative management, at the times and in the manner requested by the committee.
3. Any expenses incurred by the superintendent of public instruction in developing the survey instrument are the responsibility of the education standards and practices board.

SECTION 2. EMERGENCY. This Act is declared to be an emergency measure."

Renumber accordingly

3

2/18/15

SB 2355

Rebekah Middlestead
PO Box 522
Ellendale ND 58436

Legislative Management interim Education Funding and Taxation Committee Testimony

I graduated from a college in North Dakota in 1991. As part of my BA in Elementary Education, I completed my Student Teaching in a second grade classroom.

Several years after completing my degree, I accepted a teaching position in a two room school. During my first year teaching, I taught grades four through eight. I taught all subjects with the exception of Music. At times, I also taught Music when the Music Teacher was unable to make it to our location.

I completed my Masters in Education in Educational Technology from Dakota State University in Madison, SD in August of 2010. Upon completion of the program, I submitted my transcripts to the South Dakota Department of Education for my Educational Technology endorsement. This would allow me to teach K-12 computers in South Dakota. The certifying office said I would need to student teach again for the endorsement. I was told it would need to be grades seven or above. I explained that I had taught grades seven and eight. The SD DOE said that "Verified teaching experience in K-12 educational technology within the five-year period immediately preceding application may be accepted in lieu of the above field experiences." As a result, I am now certified in SD for K-12 Educational Technology. I can teach computer related courses such as Computer Applications, Introduction to Information Technology, Web Publishing and Design, Computer Graphics, Multi-Media Design, Computer Hardware, Desktop Publishing and Word Processing.

It was suggested that I also look for teaching positions in North Dakota. I looked into the endorsements required for teaching computers in North Dakota. There were no endorsements for just computers, so I reviewed the available endorsements and submitted my transcripts and a completed application for the Business Education endorsement, which I felt was the closest fit.

I was told via an email dated 07/12/10, from Beverly Sandness, that I would need to complete a Methods of Teaching Business course along with five weeks of student teaching in order to meet the ME 24 requirements. She stated in the email that I was not qualified to teach Business Education until I completed the required student teaching and methods course.

I spoke with Beverly on the phone on 07/15/10 concerning the Methods course. The Methods course in question was on the endorsement application in the ME 24 section. I questioned that I was being required to take the Methods course as part of the requirement to be able to begin teaching Business Education. With the exception of the Student Teaching, I had met the requirements for ME 16, which would allow me to teach for a maximum of five years before requiring me to take the Methods course. Beverly stated that the Methods course should be in the ME 16 sections and they need to correct the form. She said that most people who have as many credits as I do have already taken the methods course.

1/3

I explained to Beverly that I had taught grades seven and eight. Since my classroom time does not appear on a college transcription, it would not be accepted. I was told that when I had received my BA, if I had student taught grades seven or eight, regardless of the subject, I would not be asked to student teach again. However, since this was not the case, I would need to student teach grades seven or above in a Business Department.

During this entire process, I was in dialogue with a Superintendent in a neighboring community. He had an opening for a Business Teacher and was very interested in hiring me. He and I both spoke with Beverly and the ESPB concerning my situation. He was told that he could not hire me if he had another applicant who was completely qualified. If he did not have a qualified applicant, he could apply for a special waiver after August 1st and hire me. He ended up hiring the only applicant he had who was qualified and who had just graduated from Valley City State.

In October of 2010, I again began conversing again with Beverly Sandness, as I wanted to make sure I understood what I needed to do and what I could or could not teach. Beverly confirmed that I had met the ME 16 requirements (contradiction to what I had been told previously) and could teach business related courses to grades K-8. It was at this time that she also told me about TAFE. I could apply for this special license and have three years to complete my Methods course and Student Teaching. It made it appear that I could have been hired by the Superintendent, but I had not been told about this alternative.

I was hired by a local college as an Adjunct Business Professor in November of 2010. A professor had to leave suddenly and I was asked to fill the position for the remainder of the year. I taught most of the business classes for the department including Personal Finance, Accounting, Introduction to Business, Marketing, Business Law, Principles of Management and Human Resource Management. I asked the NSPB if this could be used for a Student Teaching experience. I was told that it must be at the 7th – 12th grade level and could not be used.

The position I had missed out on in the neighboring community opened up again for 2011-2012. I called the Superintendent and told him I could apply for TAFE and accept a position. We spoke of the student teaching and he wondered if he could supervise me for the student teaching. He was told I could not be supervised by a hiring superintendent or a business teacher from a neighboring school. This in essence would mean I could teach for two years at a school that had only one business teacher. After the second year, I would not be able to return as I would need to go somewhere and student teach. I was not offered the position due to the student teaching issue. He didn't want to hire someone and then be back in the same situation after two years.

The time for positions to begin to open up is upon us, and I was at a crossroads. Do I spend the time and money and student teach, or do I only apply for positions in South Dakota? A former colleague of mine suggested I write to the Governor, Representative and Senator, and explain my situation. I did so and promptly received a phone call from Barb in the Constituents Service office for the Governor. She stated that nothing could be done for me and that she had been in

communication with Janet Welk of the ESPB. I was given Janet's phone number and asked to give her a call. I called Janet on 01/25/12 concerning my situation. She told me there was nothing that could be done and that I would have to student teach or do a clinical. Student teaching would be for five weeks as I had already student taught once. If I were to do a clinical, the school would have to hire a business teacher for the 10 weeks so that they could be the teacher of record.

I received a phone call from Representative Brandenburg and Senator Erbele a few days later. I told them what I had been told by Janet Welk. They spoke amongst themselves and asked if Chairman Kelsch would allow me to share my story with this committee.

I feel North Dakota needs to have a policy in effect like South Dakota that acknowledges teaching experience and accepts it in lieu of Student Teaching for additional degrees. I would like to thank you for the time granted to me to share today, and for your careful reflection on these circumstances.

Respectfully Submitted,

Rebekah Middlestead

#1
SB 2355
3/11/15

Testimony SB 2355
Senator Kyle R. Davison
February 11th, 2015

Good Morning, for the record my name is Kyle Davison and I'm the Senator from District 41 in south Fargo. I'm here today to introduce and support SB 2355. SB 2355 is a straightforward bill which moves Education Standards and Practice Board to the Department of Public Instruction under the authority of the (elected) position of Superintendent of Public Instruction. This would include turning the ESPB into an advisory board. As I campaigned this past fall many people asked me "Why are you running for the State Legislature?" My answer was "To work on making government more efficient and effective with the possibility of saving dollars in the process." I believe SB 2355 will contribute towards making for a more efficient and effective education system in North Dakota.

A brief history of teacher licensing, In 1879 certificates of qualification were granted by the Superintendent of Public Instruction (S. L. 1863, Ch. 41) to those wishing to teach in public schools. After 1890 the Superintendent was required to prepare all of the questions for the exam (S. L. 1890, Ch. 62). An initiated measure on the November 11, 1920 ballot required the Superintendent to certify all individuals teaching in the public school system.

In 1965 the Teachers' Professional Practices Commission [NDCC 15-38-17] was created (S. L. 1965, Ch. 139). Initially the Commission, along with the Superintendent of Public Instruction, developed and revised professional codes or standards relating to ethics and conduct for teachers (S. L. 1965, Ch. 139). The Century Code required that the Commission establish grounds for and the effect of "revocation" for those certified [NDCC 15-36-15]. It investigated complaints against teachers and filed formal complaints with the Superintendent of Public Instruction. The Commission revised certification standards, developing a professional code of ethics, and recommended in-service training. The Commission was responsible for handling complaints against teachers holding valid North Dakota certificates and for conducting necessary investigations and making recommendations for disciplinary action to the Superintendent of Public Instruction. The nine member Board was selected from a list of nominees submitted by the North Dakota Education Association (NDEA).

On July 1, 1973 all members of the TPCC were required to resign. The Governor appointed new members from a list provided by the North Dakota Education Association, the North Dakota School Boards Association, the North Dakota Association of School Administrators, and the State Board of Public School Education. The Superintendent of Public Instruction served as secretary (S. L. 1973, Ch. 150). The Commission continued to be located within the Department of Public Instruction. The TPCC was charged to formulate, review, and revise codes that related to issues of ethics, conduct, and professional practices (S. L. 1973, Ch. 150). The Commission investigated complaints, proposed solution alternatives, and formulated standards of teaching performance and disciplinary measures and advised the Superintendent on policies and procedures for issuing certificates. Commission recommendations were then submitted to the Superintendent. So for nearly 125 years this system under the Department of Public Instruction with periodic tweaks seemed to be working well.

In 1993 the Teachers' Professional Practices Commission became the Educational Standards and Practices Board. Legislation allowed for the addition of the Administrator's Professional Practices Board [NDCC 15-38-17]. The ESPB was authorized to supervise certification and set and approve standards for the teacher preparation program [NDCC 15-38-18]. Legislation no longer required the Governor to fill

vacancies from the statewide organizations of North Dakota Education Association, North Dakota Council of School Administrators, North Dakota School Boards Association, and the Deans of College Education (S. L. 1993, Ch. 3). The Governor appointed nine members to the Board and each member served for three years. Statewide organizations provided to the Governor lists with three names from their respective professions. Selections were to include four public school teachers and one private school teacher chosen as members supplied from a list supplied by the NDEA and one school board member was chosen by a list submitted by the North Dakota School Boards Association. Two school administrators were selected from the list provided by the North Dakota Council on School Administrators and one dean from a college education department was chosen from a list submitted by the Deans of Colleges of Education. Each year the Board chose a chairman and vice chairman. An executive director was hired as secretary to serve in place of the Superintendent of Public Instruction. Legislation directed the Education Standards and Practices Board to supervise the certification of teachers and to set standards and approve teacher preparation programs. A five-member board called the Administrator's Professional Practices Board was chosen from within the Education Standards and Practices Board. The Administrator's Professional Practices Board consisted of two school administrators, one school board member, and two teachers. All members served for three years and each year selected a chairman and adopted the rules of order and procedures [NDCC 15-38-16 to 15-38-19]. Authority of the Board included responding to complaints against school administrators. After July 1, 1995 the Superintendent of Public Instruction was no longer responsible for accepting or rejecting the work of the Board relating to the rules and procedures that occurred in the issuing of certificates (S. L. 1993, Ch. 171).

Since 1995, the ESPB has operated as an independent Board with the responsibility of teacher licensure, teacher education program approval, and the development of professional practices. The Board, appointed by the Governor, is comprised of educators, administrators, school board members, and teacher educators committed to assuring highly qualified educators for all North Dakota students. Ten educators, administrators, school board members, and teacher educators were appointed by the Governor to serve three-year terms. Other 1995 legislation authorized the Board with the responsibility of certifying teachers and courses of study for the North Dakota American Indian Languages program (S. L. 1995, Ch. 186). License fees fund the actions of the Board. The Department of Public Instruction was assigned temporary fiscal management of the Education Standards and Practices Board (S. L. 1995, Ch. 189) until fiscal responsibility transferred to Board on July 1, 1997. Supervision of teachers (S. L. 1999, Ch. 162) replaced issuing teacher's certificates as the primary responsibility of the Board. The Board supplied minor equivalency endorsements for teachers (S. L. 1999, Ch. 172).

In 2001 legislation re-wrote the Century Code by repealing [NDCC 15-38-17] and creating [NDCC 15.1-13]. The Governor selected ten ESPB members from lists provided by statewide organizations. Board membership included the Superintendent or designee to serve as a nonvoting ex-officio member [NDCC 15.1-13-02]. The Administrator's Professional Practices Board increased to six members (S. L. 2001, Ch. 181).

In 2009 the legislature required the State Board of Public School Education, the State Board of Higher Education, the Education Standards and Practices Board, and the State Board of Career and Technical Education to work toward providing professional growth and development opportunities for all instructors and to hold annual meetings with the State Board of Higher Education (S. L. 2009, Ch. 31).

CHRONOLOGY

1879 certificates of qualification were granted by the Superintendent of Public Instruction (S. L. 1863, Ch. 41) to those wishing to teach in public schools. After 1890 the Superintendent was required to prepare all of the questions for the exam (S. L. 1890, Ch. 62). An initiated measure on the November 11, 1920 ballot required the Superintendent to certify all individuals teaching in the public school system.

1965 Prior to 1965 the responsibility of certification was under the direction of the Superintendent of Public Instruction, and in 1965 a nine member Board was created and called the Teachers Professional Practices Commission, members were appointed by the Governor from names were provided from a list of nominees submitted by the North Dakota Education Association. The goal of the Commission was to develop and revise professional codes and standards relating primarily to the issues of ethics and conduct and to investigate complaints against teachers. All formal complaints were sent to the Superintendent of Public Instruction (S. L. 1965, Ch. 139).

1973 Members serving on the Commission were to be replaced and new members selected from statewide organizations including the North Dakota Education Association and the North Dakota School Boards Association, the North Dakota Association of School Administrators and a member from the State Board of Public School Education. Commission members advised the Superintendent of Public Instruction about rules for issuing teachers' certificates (S. L. 1973, Ch. 150).

1981 Members selected by the Governor included four public school classroom teachers, two school board members, two school administrators, and a member nominated by the State Board of Public School Education (S. L. 1981, Ch. 189).

1985 The Teachers Professional Practices Commission was given additional duties and additional authority given to the Superintendent of Public Instruction concerning actions taken by the Commission (S. L. 1985, Ch. 216).

1993 At the request of the North Dakota Education Association a bill was brought forward to change the name Teachers' Professional Practices Commission was changed to Education Standards and Practices Board (ESPB) and the Governor appointed nine members to the ESPB for three-year terms. Legislation also expanded the duties of the ESPB and from within the ESPB a five-member board known as the Administrator's Professional Practices Board was created. Authority was given to investigate complaints against not only teachers but also against school administrators. The Superintendent of Public Instruction was no longer a part of the complaint process (S. L. 1993, Ch. 171) and the Governor no longer filled vacancies from a list submitted by the North Dakota Education Association, the North Dakota Council of School Administrators, the North Dakota School Boards Association, and Deans of Colleges of Education (S. L. 1993, Ch. 3).

1995 Guidelines for certification involving the North Dakota American Indian Languages program was added as a new section to the Century Code (S. L. 1995, Ch. 186). The Department of Public Instruction was assigned the temporary fiscal management over the ESPB (S. L. 1995, Ch. 189) until 1997 when the responsibility was transferred to Education Standards and Practices Board.

1999 Supervising teachers became the primary responsibility of the ESPB (S. L. 1999, Ch. 162). Legislation provided for the Board to issue minor equivalency endorsements for teachers (S. L. 1999, Ch. 172).

2001 Legislation repealed [NDCC15-38] and replaced it with [NDCC 15.1-13-02]. The composition of the number of the school board members who served on the ESPB Board changed as did the Administrator's Professional Practices Board (S. L. 2001, Ch. 181).

2009 Legislation required the Education Standards Practices Board, the State Board of Public School Education, the State Board of Higher Education, and the State Board of Career and Technical Education to meet annually and cooperate on providing professional growth and development opportunities for teachers (S. L. 2009, Ch. 31). Legislation repealed the cooperative effort in developing a unified system of teacher licensure and credential qualifications or reciprocity between the DPI, the states of Minnesota, Montana, and South Dakota (S. L. 2009, Ch. 65).

With that history in hand, let me get into the philosophical reasons to move the ESPB under the leadership of the Superintendent of Public Instruction. It's important to note I don't believe the ESPB is not broke. But the 1993 testimony, the discussion wasn't focused on DPI and the commission doing a bad job it was a philosophical discussion too.

- 1) The Department of Public Instruction lead by the Superintendent (an elected official) should be responsible for teachers who are public employees and serve in the public interest. I believe the constitutional responsibility or authority for education lies within DPI an arm of state government.
- 2) The current ESPB board is autonomous and accountable to no one. Where are the checks and balances which we value as legislators to protect our education system? If this board determined all teachers should be nationally certified this would cost our state and schools millions. Now, I don't believe that would happen but I'm trying to make a point.
 - a. If the Executive Director or staff doesn't want to cooperate to make the process smoother for teachers getting license and streamlining the process to get credentialed they don't have too.
 - b. Where is the data to show this is working better than before? No customer service evaluation -- They have no evaluation for people to rate whether their organization is doing a good job. How does the board know their servicing customers? Each customer is unique in their education, work experience and what they are teaching -- shouldn't this independent board know how we are servicing teachers? (Read letter)
 - c. They can set the prices for reviewing credentials and licensing, for an out-of-state teacher it's \$150 to review credential and \$70 to issue license. For a new teacher out of college and out-of-state who hasn't had a pay check that's a lot of money. The fact ESPB has nearly 1 million in reserves also makes this troubling.
 - d. It's my understanding in visiting with current board members that during the February 5th 2015 ESPB board meeting there was a first reading of a policy which if SB 2355

passes then each ESPB staff would receive 1 year severance package. With respect to the school superintendents on the ESPB, they were the only two "no" votes.

e. The board does send in a form to evaluate the Executive Director, but those results aren't shared back with the board in a formal process and what's going to move forward to improve the organization.

3) A two-headed process is not customer friendly or cost effective. (see above) Teachers have to call and send paperwork to one place for licensing and another for credentialing.

There are a few amendments which I've been asked to bring forward for consideration;

- 1) If I'm not sure why Legislative Council messed around with Section 3 regarding what a "Teacher" means and how they might qualify for TFFR so that needs to be cleaned up because it had nothing to do with the intent of the bill
- 2) To place a date for this transition out further such as January or July of 2016
- 3) To increase the number of school administrators to an equal number of teachers
- 4) To include two "public members" to the board
- 5) Look at what type of reporting requirements the legislature would like to put into place if SB 2355 would pass.

In closing, I ask for your support on SB 2355 because I believe it will lead to more efficient and effective government and strengthen our education system.

I'd be happy to answer any questions.....

Senator Kyle Davison

ADAM R. MONTGOMERY

TO: Dr. Janet Welk, Executive Director, ESPB of ND
FROM: Adam R. Montgomery, J.D.
CC: Kirsten Baesler, ND Superintendent of Public Instruction
Michael Heilman, Board Chair, ESPB of ND
Dr. David Flowers, Superintendent, West Fargo Public Schools District
RE: Initial Interim Substitute Teacher's License
DATE: May 6, 2014

Dr. Welk,

I write today to convey my displeasure and disappointment with the licensing operations of the Education Standards and Practices Board of North Dakota.

Upon hearing that the West Fargo School District does not have enough substitute teachers in their pool to fill classrooms, I submitted my initial interim substitute license application on April 10, 2014.

My academic credentials, letter from a school administrator, and fingerprints were all submitted and acknowledged in a timely manner. The FBI and BCI background check took longer than expected; this is understandable.

After receiving approval on May 5, 2014, I was informed by your office that my qualifications were still pending review, but that you would be out of the office for the week and a review could only be done as early as next week. A one-month licensing application time is unacceptable, especially when there is an obvious need.

As a North Dakota State University alum, serving in an executive student capacity, and earning a degree in Political Science - Public Policy, I share Dr. Joseph A. Chapman's vision that "students are paramount."

I am dismayed that a state government agency would lack the contingency to continue the important operations of its charge and thereby stall the hiring of qualified substitutes, to ensure the students of North Dakota's public institutions of instruction have a teacher in their classroom. There is a need for licensing and hiring of teachers and ESPB is unduly delaying the process.

I encourage the ESPB to review its operational procedures, to ensure that the agency does not unduly cause a burden at the detriment of North Dakota students.

PROFESSIONAL EDUCATOR STANDARDS BOARD ASSOCIATION

The 13 states with independent educator standards boards have joined together to form the Professional Educator Standards Boards Association (PESBA) under the auspices of the National Association of State Directors of Teacher Education and Certification (NASDTEC). PESBA is a special committee of NASDTEC and plays an important role in the NASDTEC Executive Board.

The first meeting of PESBA was held during the annual NASDTEC Conference which took place in Indianapolis during June of 2010.

PESBA has been formed to foster communication among the standards boards, establish a national presence on behalf of professional educators and provide information and support to jurisdictions seeking to establish independent standards boards.

The formation of the organization was the result of a 2009 survey conducted by NASDTEC that gathered information about standards boards in all 50 states and the District of Columbia.

The survey found that thirteen states have independent standards boards, boards that regulate the education profession and are independent of the state's board of education.

States with independent standards boards include California, Delaware, Georgia, Hawaii, Iowa, Kentucky, Minnesota, North Dakota, Oklahoma, Oregon, Vermont, Washington and Wyoming.

The independent standards boards collectively license over 670,000 teachers and approve 268 educator programs.

PESBA Documents

<u>ITEM NAME</u>	<u>POSTED BY</u>	<u>DATE POSTED</u>
PESBA 2011 Legislative Resource Guide PDF (409.08 KB)	Administration	8/15/2013
PESBA Bylaws PDF (113.07 KB)	Administration	8/15/2013
ISB Report June 2010 PDF (270.34 KB)	Administration	8/15/2013

2:26 PM
07/28/14
Cash Basis

ND ESPB
BALANCE SHEETS
As of June 30, 2014

Jun 30, 14

ASSETS	
Current Assets	
Checking/Savings	
101 · CHECKING	148,243.36
102 · DAKOTA COMMUNITY	66,010.33
102.2 · CORNERSTONE 3.55%	60,006.72
102.6 · DAKOTA COMMUNITY BANK	70,046.86
103 · UNEMPLOYMENT .25%	29,754.17
104.2 · STARION 3.50	62,989.80
104.3 · STARION 2.40%	56,879.83
105 · CCU CD 1.883%	22.93
108 · NORTHLAND FINANCIAL 5.2%	74,691.14
109 · 1ST COMMUNITY CREDIT (16) 5.35%	52,899.40
109.1 · 1ST COMMUNITY CREDIT (17)	79,038.08
110.1 · US BANK 5.2%	65,706.24
110.2 · US BANCORP INVESTMENT	64,005.06
112 · CREDIT UNION MM .30%	5,931.56
113 · EDWARD JONES	91,478.76
114 · SECURIAN 3.544%	65,377.09
Total Checking/Savings	993,081.33
Other Current Assets	
200 · OFFSET COMP ABSENCES	36,909.70
Total Other Current Assets	36,909.70
Total Current Assets	1,029,991.03
Fixed Assets	
115 · FIXED ASSETS	
113.1 · ACCUMULATED DEPRECIATION	-29,500.84
113.2 · ACCUMULATED DEPRECIATION -GRANT	-57,956.26
115.2 · GRANT FIXED ASSETS	73,299.23
115 · FIXED ASSETS - Other	36,801.76
Total 115 · FIXED ASSETS	22,643.89
Total Fixed Assets	22,643.89
TOTAL ASSETS	1,052,634.92
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
401 · PAYROLL LIABILITIES	
403 · STATE WITHHOLDING	867.47
404 · FEDERAL WITHHOLDING	1,148.22
405 · SS/MEDICARE PAYABLE	-5,303.42
406 · Flex - Vision	664.02
408 · FLEX-DENTAL	524.92
409 · MEDICAL FLEX	546.57
410 · FLEX-LIFE INS	56.93
411 · ANNUITY WITHHOLDING	5,825.00
413 · FLEX-CANCER	211.77
414 · NON-FLEX LIFE INS. WITHHELD	295.42
401 · PAYROLL LIABILITIES - Other	2,710.57
Total 401 · PAYROLL LIABILITIES	7,547.47
450 · YEAR END ACCOUNTS PAYABLE	10,221.60
475 · COMPENSATED ABSENCES PAYABLE	36,909.70
Total Other Current Liabilities	54,678.77
Total Current Liabilities	54,678.77
Total Liabilities	54,678.77

2:26 PM

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Cash Basis

ND ESPB
BALANCE SHEETS
As of June 30, 2014

	<u>Jun 30, 14</u>
Equity	
300 RETAINED EARNINGS	999,092.97
310 · INVESTMENT IN GEN. FIXED ASSETS	7,300.92
311 · INVESTMENT IN GRANT FIXED ASSET	15,342.97
Net Income	-23,780.71
Total Equity	<u>997,956.15</u>
TOTAL LIABILITIES & EQUITY	<u><u>1,052,634.92</u></u>

2:19 PM

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Cash Basis

**ESPB TEACHER SUPPORT SYSTEM
REVENUES & EXPENSES
July 2013 through June 2014**

	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13
Income					
500 - GRANT REVENUE	650,015.01	18.56	15.04	12.89	10.86
Total Income	650,015.01	18.56	15.04	12.89	10.86
Expense					
600 - RENT	450.00	0.00	450.00	0.00	0.00
601 - ADMINISTRATIVE	0.00	59,886.22	0.00	0.00	0.00
602 - EQUIPMENT	0.00	0.00	207.30	0.00	0.00
606 - SPECIAL PROJECTS	0.00	84.00	190.00	0.00	0.00
607 - 1ST-YR. TCHR COURSE RESPONDE...	630.00	0.00	0.00	0.00	0.00
609 - BEGINNING TEACHER NETWORKS	0.00	0.00	16,747.50	0.00	0.00
610 - MENTOR STIPENDS	0.00	0.00	0.00	0.00	0.00
611 - SUB REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
612 - SUPPLIES	1,346.73	466.47	1,308.23	816.61	946.01
613 - COACHES ACADEMY	0.00	0.00	0.00	8,778.49	4,725.28
614 - TRAINER EXPENSES	559.02	0.00	0.00	0.00	0.00
615 - ADVANCED COACH TRAINING	0.00	0.00	0.00	0.00	0.00
616 - SEMINAR	0.00	0.00	0.00	4,763.84	1,911.78
620 - MENTOR TRAINING	0.00	24,188.09	41,837.95	138.60	4,187.80
622 - TRAVEL-COORDINATOR	0.00	0.00	1,133.30	0.00	1,497.94
647 - PAYROLL EXPENSES					
648 - HEALTH BENEFITS	1,890.06	993.04	0.00	1,986.08	993.04
649 - RETIREMENT	1,631.40	848.33	848.33	848.33	848.33
650 - SALARIES & WAGES	9,787.66	15,531.91	11,107.66	11,467.66	9,202.66
651 - FICA/MEDICARE	729.97	1,169.38	848.71	876.23	702.98
647 - PAYROLL EXPENSES - Other	0.00	14.00	0.00	0.00	0.00
Total 647 - PAYROLL EXPENSES	14,039.09	18,556.66	12,804.70	15,178.30	11,747.01
66900 - Reconciliation Discrepancies	0.00	-2,226.38	2,226.38	0.00	0.00
Total Expense	17,024.84	100,955.06	76,905.36	29,675.84	25,015.82
Net Income	632,990.17	-100,936.50	-76,890.32	-29,662.95	-25,004.96

10

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 Cash Basis

**ESPB TEACHER SUPPORT SYSTEM
 REVENUES & EXPENSES
 July 2013 through June 2014**

	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14
Income					
500 - GRANT REVENUE	9.66	6.65	500,003.80	19.64	17.19
Total Income	<u>9.66</u>	<u>6.65</u>	<u>500,003.80</u>	<u>19.64</u>	<u>17.19</u>
Expense					
600 - RENT	450.00	0.00	0.00	450.00	0.00
601 - ADMINISTRATIVE	0.00	0.00	0.00	0.00	0.00
602 - EQUIPMENT	26.49	0.00	0.00	0.00	1,182.12
606 - SPECIAL PROJECTS	0.00	2,400.00	1,858.00	4,937.51	49.00
607 - 1ST-YR. TCHR COURSE RESPONDE...	0.00	0.00	7,140.00	0.00	0.00
609 - BEGINNING TEACHER NETWORKS	0.00	0.00	1,056.86	0.00	0.00
610 - MENTOR STIPENDS	43,770.00	112,625.00	62,610.00	800.00	13,600.00
611 - SUB REIMBURSEMENT	0.00	0.00	100.00	0.00	3,181.54
612 - SUPPLIES	-616.63	2,565.35	1,521.55	450.71	1,674.80
613 - COACHES ACADEMY	7,440.63	4,467.35	4,713.96	0.00	0.00
614 - TRAINER EXPENSES	0.00	0.00	0.00	0.00	0.00
615 - ADVANCED COACH TRAINING	0.00	0.00	2,099.40	4,091.76	-149.40
616 - SEMINAR	261.87	0.00	0.00	0.00	0.00
620 - MENTOR TRAINING	0.00	4,042.26	2,911.59	644.21	507.50
622 - TRAVEL-COORDINATOR	0.00	636.15	199.00	825.54	0.00
647 - PAYROLL EXPENSES					
648 - HEALTH BENEFITS	993.04	993.04	993.04	993.04	993.04
649 - RETIREMENT	848.33	848.33	976.28	976.28	976.28
650 - SALARIES & WAGES	9,742.66	9,817.66	10,132.66	9,577.66	10,357.66
651 - FICA/MEDICARE	744.28	751.05	775.15	732.69	792.36
647 - PAYROLL EXPENSES - Other	0.00	0.00	0.00	0.00	0.00
Total 647 - PAYROLL EXPENSES	<u>12,328.31</u>	<u>12,410.08</u>	<u>12,877.13</u>	<u>12,279.67</u>	<u>13,119.34</u>
66900 - Reconciliation Discrepancies	0.00	0.00	0.00	0.00	0.00
Total Expense	<u>63,660.67</u>	<u>139,146.19</u>	<u>97,087.49</u>	<u>24,479.40</u>	<u>33,164.90</u>
Net Income	<u><u>-63,651.01</u></u>	<u><u>-139,139.54</u></u>	<u><u>402,916.31</u></u>	<u><u>-24,459.76</u></u>	<u><u>-33,147.71</u></u>

2:18 PM

07/28/14

Cash Basis

ESPB TEACHER SUPPORT SYSTEM
BALANCE SHEETS
As of June 30, 2014

	<u>Jun 30, 14</u>
ASSETS	
Current Assets	
Checking/Savings	
101 · CHECKING - CCU	16,805.91
Total Checking/Savings	<u>16,805.91</u>
Total Current Assets	<u>16,805.91</u>
TOTAL ASSETS	<u><u>16,805.91</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Other Current Liabilities	
401 · Payroll Liabilities	
403 · STATE WITHHOLDING	397.00
404 · FEDERAL WITHHOLDING	875.00
405 · SS/MEDICARE PAYABLE	-574.90
409 · MEDICAL FLEX	415.00
410 · FLEX-LIFE INS	182.04
412 · DEFERRED COMP PAYABLE	2,680.00
414 · NON-FLEX LIFE INS. WITHHE...	-92.99
401 · Payroll Liabilities - Other	14.00
Total 401 · Payroll Liabilities	<u>3,895.15</u>
Total Other Current Liabilities	<u>3,895.15</u>
Total Current Liabilities	<u>3,895.15</u>
Total Liabilities	3,895.15
Equity	
300 · FUND BALANCE	-165,993.30
Net Income	178,904.06
Total Equity	<u>12,910.76</u>
TOTAL LIABILITIES & EQUITY	<u><u>16,805.91</u></u>

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Cash Basis

ESPB TEACHER SUPPORT SYSTEM
REVENUES & EXPENSES
June 2014

	<u>TOTAL</u>
Income	
500 · GRANT REVENUE	8.55
Total Income	<u>8.55</u>
Expense	
600 · RENT	450.00
601 · ADMINISTRATIVE	43,398.24
606 · SPECIAL PROJECTS	500.00
607 · 1ST-YR. TCHR COURSE RESPONDE...	990.00
609 · BEGINNING TEACHER NETWORKS	13,938.87
610 · MENTOR STIPENDS	61,395.00
611 · SUB REIMBURSEMENT	25,719.21
612 · SUPPLIES	2,228.12
620 · MENTOR TRAINING	376.60
647 · PAYROLL EXPENSES	
648 · HEALTH BENEFITS	993.04
649 · RETIREMENT	976.28
650 · SALARIES & WAGES	11,947.66
651 · FICA/MEDICARE	913.99
647 · PAYROLL EXPENSES - Other	0.00
Total 647 · PAYROLL EXPENSES	<u>14,830.97</u>
Total Expense	<u>163,827.01</u>
Net Income	<u><u>-163,818.46</u></u>

2
SB 2355
3/11/15



Education Standards and Practices Board
2718 Gateway Avenue, Suite 303
Bismarck, ND 58503-0585
(701) 328-9641 Fax (701) 328-9647
<http://www.nd.gov/espb>

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Testimony on SB 2355
House Education Committee
March 11, 2015
Janet Welk, Executive Director
Education Standards and Practices Board

Good morning Mister Chairman and Members of the House Education

Committee. For the record, I am Dr. Janet Welk, Executive Director of the Education Standards and Practices Board and wish to testify in support of SB 2355, but would ask your guidance. ESPB wants to be able to utilize the results of this survey to provide better service. We do understand, as a regulatory office, we are not going to please everyone with our answers.

I have two staff members with me today to help explain the processes in the office. We have some concerns with specific wording of the bill.

Section 1 (a), page 1, line 9 directs the superintendent of public instruction to develop an electronic survey that ESPB will utilize at the "conclusion of all interactions with individuals seeking information or services from the board". To help better understand what this might mean, we documented all interactions received in the office for a five day period after this First Engrossment the last week of February and first week of March. What we found was:

1	Phone Calls	357
2	Voicemail	56
3	Emails	912
4	Faxes	17
5	Walk-in Customers	12
6	Mail	163
7	On-line Applications	163
8	Licenses and Endorsements	175
9	Total Interactions	1,855

10 My question for you is, do we survey “at the conclusion of all of these 1,855
11 interactions?” Also this was a slow week as is the month of February. We will have
12 many more “interactions” as we move through the end of the spring semester and
13 into the summer hiring season. Both Mari Fridgen and Amy Folkestad will also
14 address these processes with you.

15 Our second concern is in section 1 (b), page 1, line 13 which lays out the
16 context of the survey including quality; timeliness; availability, courtesy, knowledge,
17 and responsiveness of staff; the ease of obtaining information or services; and the
18 cost and value of the interaction. Could this section be better defined?

19 Section 1 (c), page 1, line 16 provides for the start date of the survey which is
20 June 1, 2015. My question is does this survey continue until the end of the 64th
21 Interim? If that is the case because of the sheer volume of “interactions”, I will need
22 to hire staff to administer this survey which will add a fiscal impact to this bill.

23 Many educators also have interactions with the Department of Public

1 Instruction to become credentialed as administrators, counselors, librarians, or Title
2 teachers as well as the Department of Career Technical Education for trade and
3 industry certification. I would urge you to have an outside vendor develop and
4 implement the survey.

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



Education Standards and Practices Board
2718 Gateway Ave Suite 303
Bismarck ND 58503
701-328-9641
www.nd.gov/espb

#3
SB 2355
3/11/15

**Testimony on SB 2355
House Education Committee
Wednesday, March 11, 2015
Amy Folkestad, Licensure Specialist
Education Standards and Practices Board**

Good morning Chairman Nathe, Vice Chairman Schatz, and Members of the House Education Committee. I am Amy Folkestad, Licensure Specialist of the Education Standards and Practices Board. Today, I would like to testify in favor of the survey included in SB 2355, and also provide you with some insight on the information we provide to educators throughout the application process and continue to provide after an educator's professional license has been issued. The information we provide includes communication face to face, by telephone, email, and fax. I would also like to ask for clarification as to what is defined as an interaction and would necessitate someone receiving a survey so we can receive valuable feedback that will only help to improve our customer service.

One of the questions most often asked is, "How do I apply for a North Dakota teaching license?" For many new educators who are graduating from a North Dakota college or university with their teacher education degree, this question is answered in a face to face setting. In the past year, Education Standards and Practices Board's Assistant Director, Mari Fridgen, and myself have begun visiting student teachers on campus prior to their graduation. We walk them through the application process, talk about requesting official transcripts from their college, submitting test scores, then open the floor for any questions or concerns they may have about what they may be qualified to teach or the application process. We have found these visits have helped to eliminate many questions from our in-state graduates.

When answering this same question over the phone, applicants are given an overview of the licensure process, then guided to NDTech, our online application site where they can apply for their license. Once the application is submitted, educators are provided with a list of supporting documents that are needed to complete their file.

Other questions we receive from applicants include wondering if we have received their transcripts from their college or university, if we have received the results of their background check from the North Dakota Bureau of Criminal Investigations (BCI) and Federal Bureau of Investigations (FBI), asking what mailing address they should use when they send their fingerprinting packet to ESPB, or what they may need to add certain endorsements to their Educator's Professional License. We also receive questions from educators asking how many credits they need to renew their license or how early they can apply for renewal.

As Dr. Janet Welk addressed in previous testimony today, we work with close to 1900 different forms of communication per week. This includes over 350 telephone calls and 900 emails. Each of these exchanges varies and may be as simple as letting a teacher know the expiration date of their license or may be as complex as brainstorming with an administrator on different routes a teacher can take to become qualified to teach in a completely new content area. The area that needs clarification: are each one of these emails, telephone calls, faxes, and face to face visits considered a separate interaction with an educator who then needs to be asked to complete a survey?

Thank you for the opportunity to testify for you today. I would be happy to answer any questions you may have. If you have questions after today's hearing, you can contact me at afolkestad@nd.gov or 701-328-9641.



Education Standards and Practices Board
2718 Gateway Avenue, Suite 303
Bismarck ND, 58503-0585
(701) 328-9641 Fax (701) 328-9647
<http://www.nd.gov/espb>

4
SB 2355
3/11/15

**Testimony on SB 2355
Senate Education Committee
March 11, 2015
Mari Fridgen, Assistant Director
Education Standards and Practices Board**

Good morning Chairman Nathe, Vice Chairman Schatz, and Members of the House Education Committee. I am Mari Fridgen, Assistant Director of the Education Standards and Practices Board. I am here today to testify in support of SB 2355 and would like to share some information with you regarding teacher licensure at ESPB and my hopes for this survey to help build a positive licensing experience for North Dakota educators.

As Dr. Welk indicated, we support the idea of surveying educators as it is important we provide the best service possible for teachers and administrators – our customers. We understand as a regulatory agency we might not always have the answer our customers want to hear. When that happens we want to work with these individuals or school districts to discuss both short term and long term solutions. No matter the situation, we certainly want to deliver the message in a courteous and timely manner. Due to the vast variety of licenses that are issued and different licensure pathways, constructing a reliable and comprehensive survey is very important.

Please allow me to elaborate further on pathways to licensure. All first-time teacher applicants have similar requirements such as needing to submit an application and payment, official transcripts, testing results (example Praxis), and results of their background check. All this required information takes time to collect, and is dependent on others. In addition to this required information for an initial teaching license, there may be additional information needed, depending on the type of license for

which they are applying. For example, if they are coming into ND with an out-of-state license and want to be an administrator in North Dakota, we require a copy and verification of their out-of-state teaching license, and then they also work with the Department of Public Instruction to attain an administrator's credential. Another example is an educator who wants to be licensed to teach Information Technology. They would apply for a Career and Technical Education Endorsement on top of their ESPB teaching license. This is similar for a school counselor – they would work with ESPB to attain a teaching license, then with the Department of Public Instruction to add their counseling credential.

My wish for this survey is two-fold. First, we wish to ensure the appropriate questions are asked as the journey to licensure may vary. The appropriate questions will help produce more meaningful feedback. And second, ESPB would like to collaborate with the Department of Public instruction and other educational agencies to develop the survey under the guidance of a third party who specializes in this type of work. It is important to ESPB that our customers find value when they are asked to take time to complete our survey.

I think of ESPB as a hub of information. We gather the information from institutions of higher education, the Education Testing Service, FBI, and other education agencies in order to ensure qualified teachers for all ND students. We strive to provide clear, straightforward answers and information regarding teacher licensure in ND. We work for quality and always look to improve our services. A survey is a great way to get feedback on how we are doing but a high quality, well-constructed, reliable tool developed with the guidance of a third party would be appropriate with this legislation. Thank you. I welcome any questions from the committee. If you want to contact me after today, I can be reached at 701.328.9645 or at mfridgen@nd.gov.

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Prepared by the Legislative Council staff for
Representative Schatz
March 11, 2015

1 SB 2355
3/16/15

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2355

Page 1, line 9, replace "superintendent of public instruction shall develop" with "education standards and practices board shall contract with a private entity for the development of"

Page 1, line 10, remove "education standards and practices"

Page 1, line 16, after "survey" insert "instrument"

Page 1, line 21, replace "superintendent of public instruction in developing" with "education standards and practices board in procuring and utilizing"

Page 1, line 22, remove "education standards and practices"

Renumber accordingly