

**CHAPTER 67.1-02-03  
REEDUCATION**

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**67.1-02-03-01. Elementary endorsement.** Reeducation of a licensed teacher for elementary schoolteaching may be accomplished by completing a state-approved elementary teacher education program of thirty-two semester hours, including a regular classroom student teaching experience of six quarter hours or a minimum of five consecutive weeks between kindergarten through grade six, or the clinical practice option described in section 67.1-02-04-07. The coursework must include special methods of teaching elementary content areas with a minimum of twelve semester hours specific to teaching elementary school reading, language arts, mathematics, science, and social studies along with additional appropriate elementary education coursework.

Prior to July 1, 2006, reeducation for the elementary endorsement must be completed prior to or within two years of assignment to teach at the elementary level. Effective July 1, 2006, all elementary endorsement applicants grades one through six will need to meet or exceed the cut scores for the praxis II elementary test 10011 and the praxis II principles of learning and teaching test 30522.

A verified successful college-supervised internship with credit may be substituted for student teaching under this section. The internship option within the elementary endorsement is available only:

1. To an individual who has graduated from a state-approved teacher education program that has as part of its approved preparation a year of college-supervised internship at the elementary level; or
2. To an individual licensed by the North Dakota education standards and practices board to teach kindergarten through grade twelve in accordance with North Dakota Century Code sections 15.1-18-03 and 15.1-18-02 who has already successfully completed a minimum of five weeks of full-time student teaching at the elementary level in the

individual's specialty area. The total internship contact hours in the classroom must be equivalent to a minimum of five weeks of full-time student teaching and consist of classroom time blocks not less than one-half of one day.

The internship must occur in a regular kindergarten through grade six classroom setting and allow the intern to experience the full range of curriculum and classroom operations. Individuals performing elementary endorsement internships work under the supervision of licensed teachers and must not be assigned in lieu of regularly employed teachers. Individuals completing the internship option who are doing so to meet the requirements for elementary principalship must not intern with classroom teachers they would be supervising or evaluating in their role as principal. The internship must be approved by the education standards and practices board and transcribed through a state-approved teacher education institution.

The applicant must request the endorsement form from the education standards and practices board or from [www.state.nd.us/espb/form](http://www.state.nd.us/espb/form), complete it, and return to the board office with the official transcripts and the review fee of seventy-five dollars.

Specialty area endorsement in art, foreign language, or music for elementary teachers grades one through six. Elementary teachers with a major or major equivalency defined in section 67.1-02-03-01 in elementary education will be considered highly qualified to teach art, foreign language, or music grades one through six. Elementary teachers with a major, minor, or minor equivalency endorsement in art, foreign language, or music will be considered highly qualified in art, foreign language, or music grades one through six.

**History:** Effective July 1, 1995; amended effective June 1, 1999; March 1, 2000; August 1, 2002; July 1, 2004; April 1, 2006.

**General Authority:** NDCC 15.1-13-09, 15.1-13-10

**Law Implemented:** NDCC 15.1-13-10, 15.1-18-02

**67.1-02-03-02. Kindergarten endorsement.** Reeducation of elementary teachers for kindergarten schoolteaching may be accomplished by presenting a minimum of twelve semester hours of kindergarten coursework in foundations of early childhood, kindergarten methods and materials, early language and literacy, observation, and assessment for the kindergarten child. The applicant must have a minimum of one year full-time equivalent successful teaching experience in kindergarten or grade one or student teaching of four semester hours or six quarter hours or a minimum of five consecutive weeks applicable to the endorsed area. Reeducation for the kindergarten endorsement must be completed prior to or within two years of assignment to teach at the kindergarten level.

The applicant must request the endorsement form from the education standards and practices board or from [www.state.nd.us/espb/form](http://www.state.nd.us/espb/form), complete it,

and return to the board office with the official transcripts and the review fee of seventy-five dollars.

**History:** Effective July 1, 1995; amended effective June 1, 1999; March 1, 2000; July 1, 2004; April 1, 2006.

**General Authority:** NDCC 15.1-13-09, 15.1-13-10

**Law Implemented:** NDCC 15.1-13-10, 15.1-18-02

**67.1-02-03-03. Secondary endorsement.** Reeducation for secondary schoolteaching may be accomplished in one of the following ways:

1. By completing the minimum requirements for a degree in secondary education, including student teaching in grades seven through twelve or the clinical practice option as described in section 67.1-02-04-07, and a North Dakota-recognized content area major.
2. An individual who already has a North Dakota-recognized content area major meeting the state-approved teacher education standards may complete the secondary endorsement by presenting a minimum of twenty-two semester hours of secondary education professional courses for the endorsement in addition to the major or minor field. The applicant must have a minimum of one year successful teaching experience in grades seven through twelve or have five weeks supervised student teaching as part of the above program or the clinical practice option as described in section 67.1-02-04-07.
3. An individual who has a bachelor's degree in elementary education with a transcribed recognized content minor may complete the coursework necessary for the major in the core academic areas, secondary methods coursework, and a minimum of five weeks of student teaching in grades seven through twelve or the interim licensure clinical practice option under section 67.1-02-04-07.
4. An individual who has a bachelor's degree in elementary education with a transcribed recognized core content minor may complete the praxis II test and a minimum of five weeks of student teaching in grades seven through twelve or the interim licensure clinical practice under section 67.1-02-04-07.

Reeducation for the secondary endorsement must be completed prior to assignment to teach in the secondary content area. An official transcript documenting the major must be attached to the endorsement form. Effective July 1, 2009, all applicants for a secondary endorsement must complete the praxis II test in the core academic areas meeting or exceeding the cut scores set by the education standards and practices board.

The applicant must request the endorsement form from the education standards and practices board or from [www.state.nd.us/espb/form](http://www.state.nd.us/espb/form), complete it,

and return to the board office with the official transcripts and the review fee of seventy-five dollars.

**History:** Effective July 1, 1995; amended effective October 1, 1998; June 1, 1999; March 1, 2000; August 1, 2002; July 1, 2004; April 1, 2006; July 1, 2008.

**General Authority:** NDCC 15.1-13-09, 15.1-13-10

**Law Implemented:** NDCC 15.1-13-10, 15.1-18-03

**67.1-02-03-04. Middle school pedagogical endorsement for grades five through eight.** The middle school pedagogical endorsement is mandatory for teachers licensed for grades seven through twelve to qualify for work with grades five and six in the subject fields of their licensure and voluntary for work with students in grades seven and eight. Elementary teachers licensed to teach grades one through six must complete the middle school pedagogical endorsement to teach in grades seven and eight. Endorsement for teaching in middle school is available on a voluntary basis to teachers licensed to teach elementary grades one through eight or to specialty areas licensed to teach grades one through twelve under paragraph 1, 3, or 4 of subdivision b of subsection 1 of section 67.1-02-02-02. A review of past coursework will be conducted and a program of study needed for completion will be established. The middle school pedagogical endorsement requires a minimum of ten semester hours, including all of the following:

1. Development of young adolescents.
2. Philosophy and curriculum (foundations) of middle school education.
3. Teaching reading and other study or learning skills in the content areas.
4. Methods or strategies of teaching in the middle grades, two semester hours minimum.
5. Reeducation for the middle level endorsement must include a twenty clock-hour field experience in grades five through eight in a school setting where middle level philosophy has been implemented, or successful teaching in grades five through eight in a school setting where middle level philosophy has been implemented.

Reeducation for the middle school endorsement must be completed prior to or within two years of assignment to teach at the middle level, grades five through eight.

The applicant must request the endorsement form from the education standards and practices board or from [www.state.nd.us/espb/form](http://www.state.nd.us/espb/form), complete it,

and return to the board office with the official transcripts and the review fee of seventy-five dollars.

**History:** Effective July 1, 1995; amended effective June 1, 1999; March 1, 2000; August 1, 2002; July 1, 2004; April 1, 2006; July 1, 2008.

**General Authority:** NDCC 15.1-13-09, 15.1-13-10

**Law Implemented:** NDCC 15.1-13-10, 15.1-18-02

**67.1-02-03-05. Bilingual education or English language learner endorsement.** English language learner endorsement. Reeducation for "English language learner" endorsement for any licensed teacher may be accomplished by presenting at least sixteen semester hours or twenty-four quarter hours of college coursework in all of the areas following in subsections 1 through 5.

Bilingual education endorsement. Reeducation for a bilingual education endorsement for any licensed teacher may be accomplished by completing all the requirements for the English language learner endorsement in subsections 1 through 5 and meeting the additional requirements related to bilingual education in subsections 6 and 7.

1. Foundations. Four semester hours or six quarter hours of college coursework, including the following:
  - a. Multicultural education, which involves a knowledge of ethnic groups in North Dakota and the United States, and different instructional methods to use with different ethnic and language groups.
  - b. Foundations of second language instruction, including history, models of instruction, research, and significant laws and court decisions affecting language minority students.
2. Linguistics. Six semester or nine quarter hours of college coursework, including the following areas:
  - a. Linguistics, which involves the nature of language, organizational principles of language (phonology, morphology, syntax, and semantics), principles of language change, and development of language families.
  - b. Psycholinguistics, which involves first and second language, oral and written acquisition processes, and learning theories.
  - c. Sociolinguistics, which involves basic sociocultural variables in language use and language learning, types of bilingual and multilingual educational situations, and social determinants of dialect and style.

3. Methods. Two semester or three quarter hours of college coursework, including methods of teaching English as a second language to students, which involves an exploration of historical and current instructional approaches in teaching English as a second language, from the grammar-translation method to the natural method.
4. Assessment. Two semester hours or three quarter hours of college coursework from assessment and testing of culturally diverse students, which involves a study of culturally appropriate assessment tools and methods of identifying and assessing limited English proficient students.
5. Field experience. Two semester or three quarter hours of college coursework in field teaching experience with limited English proficient students in a bilingual or English as a second language setting.
6. Methods of teaching bilingual education, which involves an understanding of instructional programs in bilingual education, such as immersion, transitional, early entry, and late entry.
7. A minimum of sixteen semester hours or twenty-four quarter hours in a language other than English or documented proficiency in a language other than English.

Reeducation for the bilingual education or English language learner endorsement must be completed within two years of assignment to teach bilingual education or English as a second language. The applicant shall file a plan with the education standards and practices board upon becoming employed as a bilingual or English language learner teacher, outlining how the endorsement will be completed within the two-year period. The bilingual or English language learner endorsement enables the applicant to teach bilingual or English as a second language grades prekindergarten through twelve. Applicants teaching other content material must hold licensure appropriate to the teaching of that content at the assigned grade levels in compliance with North Dakota Century Code sections 15.1-18-03 and 15.1-18-02 and this article.

The applicant must request the endorsement form from the education standards and practices board or from [www.state.nd.us/espb/form](http://www.state.nd.us/espb/form), complete it, and return to the board office with the official transcripts and the review fee of seventy-five dollars.

**History:** Effective July 1, 1995; amended effective October 1, 1998; June 1, 1999; March 1, 2000; August 1, 2002; July 1, 2004; July 1, 2008.

**General Authority:** NDCC 15.1-13-09, 15.1-13-10

**Law Implemented:** NDCC 15.1-13-10

### **67.1-02-03-06. Minor equivalency endorsement.**

1. Nothing in this section may be interpreted to affect the validity of minor equivalencies issued by the department of public instruction prior to September 1, 1998.
2. The applicant wishing to apply under the minor equivalency endorsement option must be licensed by the education standards and practices board to teach under North Dakota Century Code section 15.1-18-02 or 15.1-18-03. The minor equivalency endorsement will be issued for the same grade levels as the individual's primary licensure, the same as for minors transcribed by colleges of teacher education. Those whose primary licensure is secondary may use the endorsement to teach the new content area in grades seven through twelve. Those whose primary licensure is elementary (grades one through six or one through eight) or middle school (grades five through eight) may use the endorsement for additional content expertise at those levels but may not use it to teach at the high school level without a complete secondary endorsement. The minor equivalency endorsement in core academic areas will no longer be available at the secondary level (grades nine through twelve) effective July 1, 2006.
3. The applicant must request a minor equivalency endorsement form from the education standards and practices board, complete it, and return it to the education standards and practices board with official transcripts and the review fee of seventy-five dollars.
4. Once the transcripts have been reviewed, if all requirements have been met, the minor equivalency endorsement will be added to the teaching license. A new teaching license will be issued.
5. If the requirements have not been met, the education standards and practices board will return the minor equivalency endorsement form listing the additional requirements to be completed. No additional fee will be charged when the requirements have been met and the minor equivalency endorsement is added to the teaching license.
6. Two levels of content area endorsements are available to be added to the existing North Dakota professional educator's license. A listing of all the minor equivalency endorsement content areas available and specific areas of study required within each equivalency can be obtained by contacting the office of the education standards and practices board.
  - a. The ME16 requires a minimum of sixteen semester hours of content-specific coursework, including the areas of study approved and required by the education standards and practices board. The ME16 will be reviewed when the applicant applies for renewal licensure. The coursework for the ME24 must be

completed within five years of the application date for the ME16. If the ME24 coursework is not completed within five years, the ME16 will be removed from the license.

- b. The ME24 requires a minimum of twenty-four semester hours of content-specific coursework, including the areas of study approved and required by the education standards and practices board. The ME24 also must include the special methods of teaching in the content area. The ME24 is considered equivalent to a full teaching minor.
7. All coursework for the minor equivalency endorsement must be beyond the introductory level general studies courses as defined in section 67.1-02-02-02 and be transcribed by an approved teacher education program.
8. All coursework must be transcribed by a state-approved college of teacher education program.
9. The minor equivalency endorsement must be completed prior to contracted teaching in the content area.
10. Effective July 1, 2006, minor equivalencies will continue to be available in the noncore academic areas. If a teacher chooses to complete a minor equivalency in the core academic areas, the teacher will need to complete the praxis II content-based test in addition to the minor equivalency to be eligible to teach in grades nine through twelve.
11. The following coursework and requirements must be completed for the specific minor equivalency:
  - a. Agriculture (01005) - A total of sixteen semester hours, including three semester hours each in agriculture economics, agriculture management, animal science, plant science, and elective; six semester hours in agriculture leadership, community development, or philosophy of career and technical education; and special methods of teaching agriculture education.
  - b. Art (02005) - A total of sixteen semester hours, including art history, design, drawing, painting, ceramics, and special methods of teaching art.
  - c. Biology (13010) - A total of sixteen semester hours, including biology I and II, botany, zoology, genetics, general chemistry I and II, and special methods of teaching biology or science.
  - d. Business (03020) - A total of sixteen semester hours, including three semester hours in keyboarding, six semester hours in accounting, three semester hours in computer technology, general

business, business communication, and special methods of teaching business.

- e. Chemistry (13020) - A total of sixteen semester hours, including general chemistry I and II with labs, organic chemistry I and II with labs, analytic chemistry, and special methods of teaching chemistry or science.
- f. Composite science (13047) - A total of twenty-four semester hours with eight semester hours with labs in biology, chemistry, physics, and earth science, and special methods of teaching science.
- g. Computer science (23000) - A total of sixteen semester hours, including six semester hours a year-long sequence of structured language, two semester hours in advanced assembler language, eight semester hours in computer-related coursework, microcomputing, data structures and algorithms, operating systems, and special methods of teaching computer science.
- h. CTE health careers (07000) - Available through the department of career and technical education.
- i. CTE trade, industry, and technical (17000) - Available through the department of career and technical education.
- j. CTE diversified occupations (25000) - Coordinating techniques.
- k. CTE resource educator (26000) - Philosophy and practices of career and technical education, vocational assessment, career development, competency-based career and technical education, cooperative education, special needs teaching methods, introduction to exceptional children, mental retardation, learning disabilities, or emotional disturbance, working with at-risk students, behavior problems, classroom strategies, and other courses or workshops as approved by the career and technical education supervisor.
- l. CTE information technology (27000) - Available through the department of career and technical education.
- m. CTE basic skills educator (28000) - Philosophy and practices of career and technical education, vocational assessment, career development, competency-based career and technical education, cooperative education, special needs teaching methods, introduction to exceptional children, mental retardation, learning disabilities, or emotional disturbance, working with at-risk students, behavior problems, remedial mathematics, remedial reading, and other courses or workshops as approved by the career and technical education supervisor.

- n. CTE teacher student mentor (29000) - Available through the department of career and technical education.
- o. CTE career clusters (37000) - Available through the department of career and technical education.
- p. Drama or theater (05015) - Sixteen semester hours of drama or theater coursework.
- q. Driver education (21005) - Effective August 1, 2008, requirement: valid operator's license not suspended or revoked. Provide by January first of each year a complete abstract of the applicant's driving record for the past thirty-six months from a state driver's licensing office evidencing a satisfactory driving record free from any conviction that would constitute the basis for suspension or revocation on the instructor's operator's license, and not more than three moving traffic violations. Ten semester hours consisting of at least one course each in classroom driver and traffic education, in-car instruction, beginning driver problems, and organization and administration of safety education. Fourteen semester hours with no more than three semester hours in any one area: first aid; substance abuse education; equipment training, which may include simulator use and educational technology; classroom management; developmental psychology covering adolescent psychology; stress management; curriculum, planning, and assessment; teaching diverse learners; and educational psychology. Field experience required for elementary or middle school teachers provided by a driver's education mentor with a minimum of three years' experience in driver's education must include three clock-hours of in-car observation and three clock-hours of in-car instruction. This field experience must be documented with a letter from the school principal and driver education mentor. The renewal of the driver's education endorsement requires two semester hours every five years of driver and traffic safety coursework. It is the responsibility of the instructor to notify the education standards and practices board of any driving offense, suspension, revocation, or cancellation of the driving license.
- r. Earth science (13035) - A total of sixteen semester hours, including general chemistry I and II with labs, physical geology, historical geology, astronomy, meteorology, and special methods of teaching science.
- s. Economics (15010) - A total of sixteen semester hours, including principles of macroeconomics I and II, money and banking, computer applications in economics, and methods of teaching economics or social science.

- t. English (05020) - A total of sixteen semester hours, including three semester hours of grammar and usage, six semester hours of composition, three semester hours of speech, three semester hours of developmental reading, literary analysis and criticism, nine semester hours of American and English literature, media, and special methods of teaching English.
- u. Family and consumer science (09040) - A total of sixteen semester hours, including child development and family science, consumer education and resource management, food and nutrition, health and wellness, apparel and textiles, housing issues and interior design, and the special methods of teaching family and consumer science.
- v. Foreign languages (French 06010, German 06015, Greek 06020, Latin 06025, Spanish 06035) - Sixteen semester hours specific to the foreign language, including composition and conversational structure of the language, culture, customs, and civilization relative to the language, introduction to literature in the language, and the special methods of teaching foreign language.
- w. Geography (15015) - A total of sixteen semester hours, including physical geography, cultural geography, world geography, North American geography, and the special methods of teaching geography or social science.
- x. Government and political science (15007) - A total of sixteen semester hours, including American government, political thought, international or global politics, and the special methods of teaching social science.
- y. Health (18015) - Twenty-four semester hours in first aid, cardiopulmonary resuscitation, and safety, nutrition, exercise physiology or fitness, personal and community health, current issues in health education, and the special methods and curriculum in school health education.
- z. History (15020) - A total of sixteen semester hours, including United States history I and II, western civilization I and II or world history I and II, and the special methods of teaching.
- aa. Library science (50065) - Twenty-four semester hours in introduction to the role of the librarian in the school library, reference, selection of materials and collection development, classification and cataloging of library materials, library administration, conducting research following state and national library standards, current issues in school librarianship, a study of children's literature, young adult literature, and reading methods.

- bb. Marketing (04006) - A total of sixteen semester hours, including marketing, sales promotion, management, student organizations, methods of teaching marketing or business education, philosophy of career and technical education, coordinating techniques, and nine credits in any of the following: accounting, advertising, business, technology, economics, finance, promotion, and selling.
- cc. Mathematics (11010) - A total of sixteen semester hours, including calculus, abstract algebra, geometry (axiomatic), calculus I and II, linear algebra, abstract algebra, probability and statistics, and methods of teaching mathematics.
- dd. Music composite (12010) - Twenty-four semester hours in music theory (six semester hours), music history or literature, ear training or sight singing, conducting, keyboard proficiency, and methods of elementary and secondary music teaching.
- ee. Instrumental music (12005) - A total of sixteen semester hours, including music theory, ear training or sight singing, conducting, and eight semester hours of coursework in instrumental music, keyboard proficiency, and methods of elementary and secondary music teaching.
- ff. Choral or vocal music (12015) - A total of sixteen semester hours, including music theory, ear training or sight singing, conducting, and eight semester hours of coursework in vocal music, keyboard proficiency, and methods of elementary and secondary music teaching.
- gg. Physics (13050) - A total of sixteen semester hours, including general physics I and II, modern physics, electronics, mechanics, and methods of teaching science.
- hh. Physical education (08025) - A total of sixteen semester hours, including organization and administration of physical education and health, first aid and cardiopulmonary resuscitation, prevention and care of athletic injuries, health issues, physiology of exercise, foundations or curriculum of physical education, human physiology or anatomy, physical education for exceptional children, band, and methods of teaching sports activities, games, and dance.
- ii. Physical science (13045) - A total of sixteen semester hours, including eight semester hours each in general chemistry I and II with labs, general physics I and II, and methods of teaching science.
- jj. Psychology (15030) - A total of sixteen semester hours, including introduction to psychology, development psychology, abnormal

psychology, personality theory, social psychology, and methods of teaching psychology or social science.

- kk. Social studies composite (15035) - Twenty-four semester hours in United States history, world civilization, world history, American government, world geography, physical geography, introduction to sociology, economics, psychology, and methods of teaching social science.
- ll. Sociology (15040) - A total of sixteen semester hours, including introduction to sociology, introduction to anthropology, social psychology, and methods of teaching social science.
- mm. Speech (05045) - Sixteen semester hours of speech or communication coursework.
- nn. Technology education (10007) - Coursework must include sixteen semester hours from the following list: principles or foundations of technology, technology and society, impacts of technology, history of technology, engineering design, design process, troubleshooting, invention and innovation, research and development, technology systems, modeling, i.e., three-dimensional modeling and prototyping, technology resources, and intelligent machines or robotics or automated systems. Coursework must include six semester hours from the following list: medical technology, agriculture and related biotechnologies, energy and power technologies, information and communication technologies, transportation technology, manufacturing technology, and construction technology. A minimum of three semester hours in study of methods of teaching technology education that must include curriculum and methods in standards-based instruction.

**History:** Effective March 1, 2000; amended effective August 1, 2002; July 1, 2004; April 1, 2006; July 1, 2008; July 1, 2010.

**General Authority:** NDCC 15.1-13-09, 15.1-13-10

**Law Implemented:** NDCC 15.1-13-08, 15.1-13-10, 15.1-13-11, 15.1-18-03

#### **67.1-02-03-07. Major equivalency endorsements.**

1. **High, objective, uniform state standard of evaluation.** College transcribed majors, the major equivalency licensure options described in this section, and alternative licenses issued in compliance with chapter 67.1-02-04 will be aligned with the North Dakota standards for program approval in section 67.1-02-01-05 as the state of North Dakota criterion-based measure of assurance that all teachers are highly qualified.

2. **Core academic areas.** For purposes of this section, English, reading and language arts, mathematics, science, foreign languages, music, visual arts, history, civics and government, geography, and economics are considered core academic areas. All other areas are considered noncore academic areas.
3. **Major equivalency endorsement.** A major equivalency endorsement is a licensure option in which an individual already licensed to teach in North Dakota may add qualifications to the license by demonstrating the individual has competency equivalent to the North Dakota program approval standards and other licensure requirements in section 67.1-02-02-02 for the new area.
  - a. The minimum number of semester hours or equivalent competency documentation for a major equivalency is thirty-two semester hours, with the exception of composite majors, which require forty-two semester hours. Competency equivalent to a major in early childhood education, elementary education, middle level education, or secondary education academic majors must include evidence of appropriate:
    - (1) Content area preparation;
    - (2) Teaching methods and strategies; and
    - (3) Applied experience at the appropriate grade levels, i.e., field experience, clinical practice, or student teaching.

Endorsements issued by the education standards and practices board may be used toward demonstration of competency.

- b. North Dakota-licensed individuals who wish to add a major equivalency to an existing professional educators' license may demonstrate the new content area competency through the following options approved by the education standards and practices board:
  - (1) Undergraduate or graduate, or both, coursework equivalent to a major and aligned with the North Dakota program approval standards;
  - (2) An advanced degree in the major area which by itself, or in combination with other coursework, meets or exceeds the requirements for preparation in the major at the undergraduate level;
  - (3) Until July 1, 2006, a minor or minor equivalency in the area with successful completion of a portfolio which may include,

but not consist entirely of, evidence of successful teaching experience in the area and a one hundred dollar review fee;

- (4) A minor or minor equivalency in the area with successful completion of a content test meeting or exceeding the minimum scores determined by the education standards and practices board;
- (5) Until July 1, 2006, existing North Dakota licensure in the area with a minimum of three years of successful teaching experience in the area, and successful completion of a portfolio documenting competency;
- (6) Existing North Dakota licensure in the area with a minimum of one year of successful teaching experience in the area, and successful completion of a content-based competency test approved by the education standards and practices board; or
- (7) National board for professional teaching standards certification in the major area.

4. **Major equivalency endorsement - Requirements.** To be considered for a major equivalency, individuals teaching in the areas of early childhood education, elementary education, middle level education, and secondary education academic areas must be licensed in accordance with the laws and administrative rules of the education standards and practices board and must meet the provisions in North Dakota Century Code chapter 15.1-18, which include holding a major or major equivalency in the core content areas in which they are teaching, and a major, major equivalency, minor, or minor equivalency in noncore areas in which they are teaching.

- a. Major equivalency endorsement for elementary teachers grades one through six. Beginning July 1, 2006, all elementary teachers new to the profession and all early childhood education teachers whose licensure will include grades one through three must pass a content-based test and teaching skills test in elementary education or early childhood education, approved by the education standards and practices board. Elementary teachers already licensed in North Dakota prior to July 1, 2006, are considered highly qualified on the basis of holding a major or endorsement in elementary education or a major in early childhood education which qualifies to teach grades one through three.
- b. Major equivalency endorsement for middle level teachers grades five through eight. Individuals teaching in a middle school must meet the education standards and practices board grade level requirements in section 67.1-02-03-04, and hold a minimum equivalent of sixteen semester hours of content area preparation

and methods in the subject area specializations in which they are teaching. New middle school teachers must, beginning July 1, 2006, hold a minimum equivalent of twenty-four semester hours of content area preparation and methods in the subject area specializations in which they are teaching or may demonstrate major equivalency in subject areas through options allowed in subdivision b of subsection 3.

The twenty-four semester hours of content area preparation and methods of this subdivision for the subject area specialization must include the following specific semester hour preparation as listed in the following subject areas:

- (1) Middle school English and language arts (50117).
  - (a) Three semester hours in speech or debate;
  - (b) Six semester hours in reading;
  - (c) Three semester hours in grammar;
  - (d) Three semester hours in writing and composition;
  - (e) Six semester hours in literature; and
  - (f) Three semester hours in methods of teaching language and communication.
- (2) Middle school mathematics (50317). Required content must be beyond the college algebra level.
  - (a) Coursework in college algebra or precalculus;
  - (b) Three semester hours in calculus;
  - (c) Geometry;
  - (d) Probability and statistics;
  - (e) Computer and instruction technology;
  - (f) Mathematics electives; and
  - (g) Methods of teaching mathematics.
- (3) Middle school science (50417).
  - (a) Six semester hours in life science or biology;

- (b) Six semester hours in earth science or geology;
- (c) Four semester hours in physics;
- (d) Three semester hours in chemistry; and
- (e) Three semester hours in methods of teaching science.

(4) Middle school social studies (50217).

- (a) Nine semester hours in North Dakota geography, North American geography, world regional geography;
- (b) Twelve semester hours in world history, North Dakota studies or history, United States history to 1877; and
- (c) Three semester hours in teaching social science methods.

- c. Major equivalency endorsement for secondary teachers grades seven through twelve. To be considered highly qualified, secondary teachers must hold a major or major equivalency in the core content areas in which they are teaching, and a major, major equivalency, minor, or minor equivalency in noncore areas in which they are teaching.
- d. Major equivalency endorsement for teachers in science grades seven through twelve. Secondary teachers with majors in biology, chemistry, earth science, or physics (minimum of thirty-two semester hours) or physical science and other composite science degrees (minimum of forty-two semester hours) will be licensed to teach in each specific science discipline in which the individual has the minimum preparation for that specific science discipline aligned with the North Dakota standards for the areas (twelve semester hours).
- e. Major equivalency endorsement for teachers in social studies grades seven through twelve. Secondary teachers with majors in history (thirty-two semester hours), geography (thirty-two semester hours), civics and government (thirty-two semester hours), economics (thirty-two semester hours), or composite social studies (forty-two semester hours) will be licensed to teach in each specific social studies discipline in which the individual has a minimum number of semester hours aligned with the North Dakota standards for the area: history (eighteen semester hours), geography (twelve semester hours), civics and government (twelve semester hours), and economics (twelve semester hours), or a minimum of six semester hours aligned with the North Dakota standards for any other specific social studies disciplines.

- f. Major equivalency endorsement for English and language arts teachers grades seven through twelve. Secondary teachers with majors in English and language arts (thirty-two semester hours) will be licensed to teach in additional areas of speech, journalism, or drama and theater arts if the individual has a minimum preparation of six semester hours aligned with the North Dakota standards for that specialization. Individuals who hold majors, major equivalencies, minors, or minor equivalencies in speech, journalism, or drama and theater arts will also be licensed to teach those specializations.
  - g. Major equivalency endorsement for music teachers grades seven through twelve. Teachers with majors in the field of music (minimum of thirty-two semester hours) will be licensed to teach at grade levels consistent with their preparation as stated in the rules for initial licensure in section 67.1-02-02-02 and in specializations of instrumental or choral music in which they have a minimum of eight semester hours aligned with the North Dakota program approval standards for that specialization. The eight semester hours may not include hours in private or group lessons or participation in music ensembles.
- 5. **Special education licensure.** To be considered highly qualified in special education, the teacher will need to hold an early childhood, elementary, middle level, or secondary license at the specific level the teacher is teaching, hold a bachelor's degree, demonstrate knowledge in the subject the teacher is teaching, and hold the special education endorsement, major, or master's degree pursuant to the special education category the teacher is serving. Special education teachers not holding regular licensure at the level they are teaching will only be able to provide consultative services to students in grades kindergarten through grade twelve.
  - 6. **Elementary restricted special education (50915) licensure.** To be considered highly qualified in an elementary special education classroom grades one through six, the teacher will need to hold a restricted special education license and complete the praxis II tests 30522 and 10011. This license would not allow the teacher to qualify for a regular elementary classroom.
  - 7. **Early childhood restricted special education (50937) licensure.** To be considered highly qualified in an early childhood special education classroom birth through grade three, the teacher will need to hold a restricted special education license and complete the praxis II tests 30522 and 10022. This license would not allow the teacher to qualify for a regular early childhood classroom.

The applicant must request the endorsement form from the education standards and practices board or from [www.state.nd.us/espbfom](http://www.state.nd.us/espbfom), complete it, and return to the board office with the official transcripts and the review fee of seventy-five dollars.

**History:** Effective July 1, 2004; amended effective April 1, 2006; July 1, 2008.

**General Authority:** NDCC 15.1-13-09, 15.1-13-10

**Law Implemented:** NDCC 15.1-13-10, 15.1-13-11, 15.1-13-14

**67.1-02-03-08. Career and technical educator endorsements.** The applicant wishing to apply for the career and technical educator endorsements must be licensed by the education standards and practices board to teach under North Dakota Century Code section 15.1-18-02 or 15.1-18-03. Prior to applying for the career and technical educator endorsement, the applicant must be approved by the career and technical educator state supervisor of special needs or diversified occupations through the review of college transcripts, development of a program of study, and completion of the career and technical educator endorsement form. The form, transcripts, and review fee of seventy-five dollars should be forwarded to the education standards and practices board office. Applicants may apply for the career and technical educator endorsements in career and technical resource educator endorsement, career and technical basic skills educator endorsement, career and technical teacher-student mentor endorsement, or diversified occupations endorsements.

**History:** Effective July 1, 2004.

**General Authority:** NDCC 15.1-13-09, 15.1-13-10

**Law Implemented:** NDCC 15.1-13-10, 15.1-13-11, 15.1-13-14

**67.1-02-03-09. Early childhood education endorsement.** The birth to grade three early childhood education endorsement may be completed by an applicant with a nonteaching degree in a related field or holding a valid North Dakota educator's professional license. The applicant must complete all requirements for initial licensure in section 67.1-02-02-02, submit a program of study from a state-approved teacher education program including thirty-two semester hours in early childhood education, twenty-two semester hours of professional education, and field experience or student teaching of ten weeks in grades kindergarten through grade three. If the applicant has completed a previous student teaching experience of ten weeks, the reeducation early childhood student teaching experience may be five weeks.

The early childhood education coursework must include six semester hours in child development and learning; three semester hours in building family and community relations; three semester hours in observation and assessment; eighteen semester hours in methods of mathematics, science, social studies, reading, language arts, early language literacy, and play; three semester hours in administration and leadership; twenty-two semester hours in education foundations, educational psychology, teaching and learning theory, educational diagnosis and assessment, inclusive education, educational technology, classroom and behavioral management, and multicultural or native American studies specific to teaching; and field experience must include three supervised field experiences

and two student teaching experiences for a minimum of ten weeks (five weeks student teaching for applicants with an existing teaching license). One student teaching experience must be in an accredited prekindergarten or kindergarten setting and the other in grade one, two, or three, and include the opportunity to work with children with special needs.

Effective July 1, 2006, all early childhood endorsement applicants will need to meet or exceed the cut scores for the praxis II early childhood education test and the praxis II principles of learning and teaching test.

The applicant must request the endorsement form from the education standards and practices board or from [www.state.nd.us/espb/form](http://www.state.nd.us/espb/form), complete it, and return it to the board office with the official transcripts, and the review fee of seventy-five dollars.

**History:** Effective April 1, 2006; amended effective July 1, 2008.

**General Authority:** NDCC 15.1-13-09, 15.1-13-10

**Law Implemented:** NDCC 15.1-13-10, 15.1-13-11, 15.1-13-14

#### **67.1-02-03-10. Rural flexibility endorsement.**

1. The applicant wishing to apply for the rural flexibility endorsement must:
  - a. Be licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;
  - b. Be highly qualified in one of the core content areas;
  - c. Hold a minimum of a minor or minor equivalency in the course area or field being taught;
  - d. Provide a letter requesting the rural flexibility endorsement from an administrator in a district with six hundred or fewer students located in a United States Johnson locale code rural designation of seven or eight; and
  - e. Complete the rural flexibility endorsement plan form and submit with the seventy-five dollar fee to the education standards and practices board, 2718 gateway avenue, suite 303, Bismarck, ND 58503-0585.
2. The applicant will:
  - a. Be provided by the school during the first year intense supervision or structured mentoring to become highly qualified in the additional subjects;

- b. Have until August 1, 2007, to complete all requirements which includes all content preparation, pedagogy, and field experiences to become highly qualified in all areas of instruction; and
- c. Have until August 1, 2008, to complete the requirements if the applicant is a special education instructor. All requirements includes all content preparation, pedagogy, and field experiences necessary to become highly qualified in all areas of instruction.

**History:** Effective April 1, 2006.

**General Authority:** NDCC 15.1-13-09, 15.1-13-10

**Law Implemented:** NDCC 15.1-13-10, 15.1-13-11, 15.1-13-14

**67.1-02-03-11. Teaching alternative flexibility endorsement.**

1. The applicant wishing to apply for the teaching alternative flexibility endorsement must:
  - a. Be licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board;
  - b. Hold a minimum of a minor or minor equivalency in the course area or field being taught;
  - c. Be a new teacher in the content area or have not taught the content area since January 1, 2002;
  - d. Provide a letter from the school district requesting this endorsement for the applicant and documenting a diligent effort has been made to employ a regularly licensed teacher to fill the position. Documentation of a diligent effort to employ qualified personnel should include information on how and how long the position was advertised, whether schools of education have been contacted in search of applicants, how many qualified applicants applied, how many applicants were interviewed, whether increases in salary or other incentives were offered in an attempt to attract qualified applicants, and whether these incentives are comparable to those offered by other schools of similar size and means;
  - e. Submit a program of study to be completed within three years to become highly qualified; and
  - f. Complete the teaching alternative flexibility endorsement plan form and submit with the seventy-five dollar fee to the education standards and practices board, 2718 gateway avenue, suite 303, Bismarck, ND 58503-0585.

If the applicant under this subsection is a special education teacher, the plan of study will need to be completed in two years and the teaching alternative flexibility endorsement will only be renewed once.

2. The applicant will:
  - a. Be provided by the school during the first year intensive supervision or structured mentoring to become highly qualified in the additional subjects; and
  - b. Have three years, or two years if the applicant is a special education teacher, to complete all requirements which includes all content preparation, pedagogy, and field experiences to become highly qualified in all areas of instruction.

The teaching alternative flexibility endorsement will be valid for one year and can be renewed twice, or once if the applicant is a special education teacher, provided the individual demonstrates successful completion of one-third, or one-half if the applicant is a special education teacher, of the total course of study prior to each renewal.

**History:** Effective April 1, 2006; amended effective July 1, 2008.

**General Authority:** NDCC 15.1-13-09, 15.1-13-10

**Law Implemented:** NDCC 15.1-13-10, 15.1-13-11, 15.1-13-14

**67.1-02-03-12. Special education endorsements.** The applicant must request the appropriate endorsement form from the education standards and practices board or from [www.state.nd.us/espb/form](http://www.state.nd.us/espb/form), complete it, and return to the board office with the official transcripts and the review fee of seventy-five dollars.

1. **Early childhood special education endorsement.** The applicant wishing to apply for the early childhood special education endorsement must:
  - a. Hold a valid North Dakota educator's professional regular license in early childhood or elementary education.
  - b. Complete a minimum of twenty-two semester hours primarily at the graduate level in the following core coursework: children with exceptional learning needs, assessment of students with disabilities or special needs or assessment of young children, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Early childhood special education coursework, including characteristics and introduction of young children, methods and materials of young children with disabilities, assessment of young children, development of young children, including the domains of social, emotional cognition, language and literacy, and physical and adaptive must also be completed. A two semester hour early

childhood special education practicum or internship must be completed.

- c. The early childhood special education endorsement enables the applicant to teach early childhood special education birth through grade three.
- d. A plan on file (formerly tutor in training) for the early childhood special education endorsement may be requested and must be completed within three years of assignment to teach early childhood special education. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the early childhood special education regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as an early childhood special education teacher, outlining how the endorsement will be completed within the three-year period.

2. **Emotional disturbance special education endorsement.** The applicant wishing to apply for the emotional disturbance special education endorsement must:

- a. Hold a valid North Dakota educator's professional regular license in early childhood, elementary, middle, or secondary education;
- b. Complete a minimum of twenty-four semester hours primarily at the graduate level in the following core coursework: exceptional children and youth, assessment of students with disabilities, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Coursework specific to emotional disturbance must also be completed, including characteristics and introduction of emotional disturbance, methods and materials of emotional disturbance, transition, inclusive settings, and assistive technology. A two semester hour practicum or internship in emotional disturbance must also be completed. Secondary prepared teachers must also complete methods in elementary reading and elementary mathematics.
- c. Have completed coursework in reading methods and mathematics methods, if prepared as a secondary teacher.
- d. A plan on file (formerly tutor in training) for the emotional disturbance special education endorsement may be requested

by the administrator and must be completed within three years of assignment to teach emotional disturbance special education. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the emotional disturbance regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as an emotional disturbance special education teacher, outlining how the endorsement will be completed within the three-year period.

- e. As an elementary licensed grades one through eight or grades one through six teacher with a special education endorsement in emotional disturbance, the teacher would be qualified to:
  - (1) Teach in an elementary classroom;
  - (2) Teach or provide direct instruction to all elementary students with emotional disturbance;
  - (3) Teach or provide direct instruction to middle or high school students with emotional disturbance who are alternately assessed; or
  - (4) Consult kindergarten through grade twelve students with emotional disturbance.
  
- f. As a middle level licensed grades five through eight teacher in English, science, mathematics, or social studies with a special education endorsement in emotional disturbance, the teacher would be qualified to:
  - (1) Teach in a middle level classroom in the specific area of licensure;
  - (2) Teach or provide direct instruction to middle level students with emotional disturbance in the specific area of licensure;
  - (3) Teach or provide direct instruction to elementary, middle, or high school students with emotional disturbance who are alternately assessed; or
  - (4) Consult kindergarten through grade twelve students with emotional disturbance.

- g. As a secondary licensed grades seven through twelve or grades nine through twelve teacher in one of the No Child Left Behind Act of 2001 core subjects of English and language arts, mathematics, science, or social studies with a special education endorsement in emotional disturbance, the teacher would be qualified to:
- (1) Teach in a secondary level classroom in the specific area of licensure;
  - (2) Teach or provide direct instruction to secondary level students with emotional disturbance in the specific area of licensure;
  - (3) Teach or provide direct instruction in the specific area of licensure to middle or high school students with emotional disturbance who are alternately assessed; or
  - (4) Consult kindergarten through grade twelve students with emotional disturbance.

3. **Mental retardation special education endorsement.** The applicant wishing to apply for the mental retardation special education endorsement must:

- a. Hold a valid North Dakota educator's professional regular license in early childhood, elementary, middle, or secondary education.
- b. Complete a minimum of twenty semester hours at the undergraduate or graduate level in the following core coursework: exceptional children and youth, assessment of students with disabilities, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Coursework specific to mental retardation must also be completed, including characteristics and introduction of mental retardation, methods and materials of mental retardation, transition, mental hygiene or psychology of adjustment or personality theory or abnormal psychology, and corrective reading. A two semester hour practicum or internship in mental retardation must also be completed. Secondary prepared teachers must also complete methods in elementary reading and elementary mathematics.
- c. A plan on file (formerly tutor in training) for the mental retardation special education endorsement may be requested by the administrator and must be completed within three years of assignment to teach mentally handicapped special education. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and

documentation of enrollment in an institution of higher education in two additional courses specific to the mental retardation regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as a mental retardation special education teacher, outlining how the endorsement will be completed within the three-year period.

- d. Elementary licensed grades one through eight or grades one through six teacher with a special education endorsement in mental retardation, the teacher would be qualified to:
  - (1) Teach in an elementary classroom.
  - (2) Teach or provide direct instruction to all elementary students with mental retardation (developmental or cognitive disabilities).
  - (3) Teach or provide direct instruction to middle or high school students with mental retardation (developmental or cognitive disabilities) who are alternately assessed.
  - (4) Consult kindergarten through grade twelve students with mental retardation (developmental or cognitive disabilities).
  
- e. Middle level licensed grades five through eight in English, science, mathematics, or social studies with a special education endorsement in mental retardation, the teacher would be qualified to:
  - (1) Teach in a middle level classroom in the specific area of licensure.
  - (2) Teach or provide direct instruction to middle level students with mental retardation (developmental or cognitive disabilities) in the specific area of licensure.
  - (3) Teach or provide direct instruction to middle school or high school students with mental retardation (developmental or cognitive disabilities) who are alternately assessed.
  - (4) Consult kindergarten through grade twelve students with mental retardation (developmental or cognitive disabilities).
  
- f. Secondary licensed grades seven through twelve or grades nine through twelve in one of the No Child Left Behind Act of 2001 core subjects of English or language arts, mathematics, science,

or social studies with a special education endorsement in mental retardation, the teacher would be qualified to:

- (1) Teach in a secondary level classroom in the specific area of licensure.
- (2) Teach or provide direct instruction to secondary level students with mental retardation (developmental or cognitive disabilities) in the specific area of licensure.
- (3) Teach or provide direct instruction in the specific area of licensure to middle school or high school students with mental retardation (developmental or cognitive disabilities) who are alternately assessed.
- (4) Consult kindergarten through grade twelve students with mental retardation (developmental or cognitive disabilities).

4. **Specific learning disabilities special education endorsement.** The applicant wishing to apply for the learning disabilities special education endorsement must:

- a. Hold a valid North Dakota educator's professional regular license in early childhood, elementary, middle, or secondary education.
- b. Complete a minimum of twenty-four semester hours primarily at the graduate level in the following core coursework: exceptional children and youth, assessment of students with disabilities, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Coursework specific to specific learning disabilities must also be completed, including characteristics and introduction of specific learning disabilities, methods and materials of specific learning disabilities, transition, inclusive settings, corrective reading methods, and assistive technology. A two semester hour practicum or internship in specific learning disabilities must also be completed. Secondary prepared teachers must also complete methods in elementary reading and elementary mathematics.
- c. Have completed coursework in reading methods and mathematics methods, if prepared as a secondary teacher.
- d. A plan on file (formerly tutor in training) for the specific learning disabilities special education endorsement may be requested by a letter from the administrator and must be completed within three years of assignment to teach specific learning disabilities special education. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three

semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the specific learning disabilities regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as a specific learning disabilities special education teacher, outlining how the endorsement will be completed within the three-year period.

- e. Elementary licensed grades one through eight or grades one through six teacher with a special education endorsement in specific learning disabilities, the teacher would be qualified to:
  - (1) Teach in an elementary classroom.
  - (2) Teach or provide direct instruction to all elementary students with specific learning disabilities.
  - (3) Teach or provide direct instruction to middle or high school students with specific learning disabilities who are alternately assessed.
  - (4) Consult kindergarten through grade twelve students with specific learning disabilities.
  
- f. Middle level licensed grades five through eight teacher in English, science, mathematics, or social studies with a special education endorsement in specific learning disabilities, the teacher would be qualified to:
  - (1) Teach in a middle level classroom in the specific area of licensure.
  - (2) Teach or provide direct instruction to middle level students with specific learning disabilities in the specific area of licensure.
  - (3) Teach or provide direct instruction to elementary, middle, or high school students with specific learning disabilities who are alternately assessed.
  - (4) Consult kindergarten through grade twelve students with specific learning disabilities.
  
- g. Secondary licensed grades seven through twelve or grades nine through twelve teacher in one of the No Child Left Behind Act of 2001 core subjects of English or language arts, mathematics,

science, or social studies with a special education endorsement in specific learning disabilities:

- (1) Teach in a secondary level classroom in the specific area of licensure.
- (2) Teach or provide direct instruction to secondary level students with specific learning disabilities in the specific area of licensure.
- (3) Teach or provide direct instruction in the specific area of licensure to middle or high school students with specific learning disabilities who are alternately assessed.
- (4) Consult kindergarten through grade twelve students with specific learning disabilities.

5. **Special education strategist endorsement.** The applicant wishing to apply for the special education strategist endorsement must:

- a. Hold a valid North Dakota educator's professional regular license in early childhood, elementary, middle, or secondary education.
- b. Complete a minimum of thirty semester hours primarily at the graduate level in the following core coursework: exceptional children and youth, assessment of students with disabilities, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Coursework specific to special education strategist must also be completed, including characteristics and introduction of specific learning disabilities, mental retardation, and emotional disturbance; methods and materials of mental retardation, specific learning disabilities, and emotional disturbance; transition, inclusive settings, corrective reading methods, and assistive technology. Separate practicum or internship in each of specific learning disabilities, mental retardation, and emotional disturbance must also be completed. Secondary prepared teachers must also complete methods in elementary reading and elementary mathematics.
- c. Have completed coursework in reading methods and mathematics methods, if prepared as a secondary teacher.
- d. A plan on file (formerly tutor in training) for the special education strategist endorsement may be requested by the administrator and must be completed within three years of assignment to teach. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three

semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the education strategist regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as a special education strategist teacher, outlining how the endorsement will be completed within the three-year period.

- e. Elementary licensed grades one through eight or grades one through six teacher with a special education strategist endorsement in mental retardation, specific learning disabilities, and emotional disturbance:
  - (1) Teach in an elementary classroom.
  - (2) Teach or provide direct instruction to all elementary students with mental retardation (developmental or cognitive disabilities), emotional disturbance, or specific learning disabilities.
  - (3) Teach or provide direct instruction to middle or high school students with mental retardation (developmental or cognitive disabilities), emotional disturbance, or specific learning disabilities who are alternately assessed.
  - (4) Consult kindergarten through grade twelve students with mental retardation (developmental or cognitive disabilities), emotional disturbance, or specific learning disabilities.
  
- f. Middle level licensed grades five through eight teacher with a special education strategist endorsement in mental retardation, specific learning disabilities, and emotional disturbance:
  - (1) Teach in an elementary or a middle level classroom.
  - (2) Teach or provide direct instruction to all elementary or middle level students with mental retardation (developmental or cognitive disabilities), emotional disturbance, or specific learning disabilities.
  - (3) Teach or provide direct instruction to elementary, middle, or high school students with mental retardation (developmental or cognitive disabilities), emotional disturbance, or specific learning disabilities who are alternately assessed.

- (4) Consult kindergarten through grade twelve students with mental retardation (developmental or cognitive disabilities), emotional disturbance, or specific learning disabilities.
9. Secondary licensed grades seven through twelve or grades nine through twelve teacher in one of the No Child Left Behind Act of 2001 core subjects of English or language arts, mathematics, science, or social studies with a special education strategist endorsement in mental retardation, specific learning disabilities, and emotional disturbance:
- (1) Teach in a secondary level classroom in the specific area of licensure.
  - (2) Teach or provide direct instruction to all elementary students with mental retardation (developmental or cognitive disabilities), emotional disturbance, or specific learning disabilities.
  - (3) Teach or provide direct instruction in the specific area of licensure to middle or high school students with mental retardation (developmental or cognitive disabilities), emotional disturbance, or specific learning disabilities who are alternately assessed.
  - (4) Consult kindergarten through grade twelve students with mental retardation (developmental or cognitive disabilities), emotional disturbance, or specific learning disabilities.

**6. Gifted and talented endorsement.**

- a. The applicant wishing to apply for the gifted and talented endorsement must:
- (1) Hold a valid North Dakota educator's professional regular license in early childhood, elementary, middle, or secondary education.
  - (2) Document one year of successful teaching in general education with a letter from the employing board.
  - (3) Complete a minimum of seventeen semester hours at the graduate level in the following coursework: children with exceptional learning needs, assessment, consultation and collaboration, characteristics and introduction of education of gifted students, methods and materials of gifted education, and two semester hours in gifted education practicum or internship.

- (4) A plan on file (formerly tutor in training) for the gifted and talented endorsement may be requested by the administrator and must be completed within three years of assignment to teach. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the gifted and talented endorsement regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as a special education gifted and talented teacher, outlining how the endorsement will be completed within the three-year period.
- b. Elementary, middle, or secondary prepared teacher with an endorsement in gifted and talented education:
    - (1) Teach in the specific area of licensure.
    - (2) Consult in gifted and talented programs kindergarten through grade twelve.

**7. Physical disabilities special education endorsement.**

- a. The applicant wishing to apply for the physical disabilities special education endorsement must:
  - (1) Hold a valid, North Dakota educator's professional regular physical education license.
  - (2) Complete a minimum of fifteen semester hours at the undergraduate or graduate level in the following coursework: exceptional children and youth, introduction to physical disabilities or orthopedics for teachers, methods and materials in teaching students with physical disabilities, at least one full course in another area of exceptionality, and student teaching in the area of physical disabilities.
- b. Elementary, middle, or secondary prepared teacher with a special education endorsement in physically handicapped:
  - (1) Teach in the specific area of licensure.

- (2) Consult in physically handicapped kindergarten through grade twelve programs.

**8. Visually impaired special education endorsement.**

- a. The applicant wishing to apply for the visually impaired special education endorsement must:
  - (1) Hold a valid North Dakota educator's professional regular license in early childhood, elementary, middle, or secondary education.
  - (2) Complete a minimum of twenty-two semester hours at the undergraduate or graduate level in the following core coursework: exceptional children and youth, assessment of students with disabilities, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Coursework specific to visual impairment disabilities must also be completed, including characteristics and introduction of visual impairment disabilities, methods and materials of visual impairment disabilities, assessment of students with visual impairment, orientation and mobility, communication and media with students with visual impairment, and Braille instruction. A two semester hour practicum or internship must also be completed.
  - (3) A plan on file (formerly tutor in training) for the visually impaired endorsement may be requested by the administrator and must be completed within three years of assignment to teach. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the visual impairment endorsement regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as a special education teacher, outlining how the endorsement will be completed within the three-year period.
- b. Elementary licensed with a double major in elementary education and visually impaired or elementary licensed grades one through eight or grades one through six teacher with a special education endorsement in visually impaired:

- (1) Teach in an elementary classroom.
  - (2) Teach or provide direct instruction to all elementary students with visual impairment.
  - (3) Teach or provide direct instruction to middle or high school students with visual impairment who are alternately assessed.
  - (4) Consult kindergarten through grade twelve students with visual impairment.
- c. Middle level licensed grades five through eight in English, science, mathematics, or social studies teacher with a special education endorsement in visually impaired:
- (1) Teach in a middle level classroom in the specific area of licensure.
  - (2) Teach or provide direct instruction to middle level students with visual impairment in the specific area of licensure.
  - (3) Teach or provide direct instruction to elementary, middle, or high school students with visual impairment who are alternately assessed.
  - (4) Consult kindergarten through grade twelve students with visual impairment.
- d. Secondary licensed grades seven through twelve or grades nine through twelve in one of the No Child Left Behind Act of 2001 core subjects of English or language arts, mathematics, science, or social studies with a special education endorsement in visually impaired:
- (1) Teach in a secondary level classroom in the specific area of licensure.
  - (2) Teach or provide direct instruction to secondary level students with visual impairment in the specific area of licensure.
  - (3) Teach or provide direct instruction in the specific area of licensure to middle or high school students with visual impairment who are alternately assessed.
  - (4) Consult kindergarten through grade twelve students with visual impairment.

**9. Hearing-impaired (including deafness) special education endorsement.**

- a. The applicant wishing to apply for the hearing-impaired (including deafness) special education endorsement must:
- (1) Hold a valid North Dakota educator's professional regular license in early childhood, elementary, middle, or secondary education.
  - (2) Complete a minimum of twenty-eight semester hours at the undergraduate or graduate level in the following core coursework: exceptional children and youth, assessment of students with disabilities, behavior management of students with disabilities, legal aspects of special education, and consultation and collaboration. Coursework specific to deaf or hard of hearing must also be completed, including assessment of students with deaf and hard of hearing, transition, methods of teaching speech to deaf and hard of hearing children, methods of teaching language to deaf and hard of hearing children, methods of teaching reading and academic subject to deaf and hard of hearing children, characteristics of students with deaf and hard of hearing, audiology and oral rehabilitation, sign language. A two semester hour practicum or internship with children from birth to twenty-one must be completed.
  - (3) The hearing-impaired (including deafness) special education endorsement may be attached to a regular education license.
  - (4) A plan on file (formerly tutor in training) for the deaf or hard of hearing endorsement may be requested by the administrator and must be completed within three years of assignment to teach. The plan on file request must include a letter requesting the endorsement from the administrator, identification of the special education mentor, transcribed documentation of three semester hours of completed coursework in special education, and documentation of enrollment in an institution of higher education in two additional courses specific to the deaf and hard of hearing endorsement regardless of how many hours already transcribed in special education. Transcript review will be done yearly to document progress toward completion of the plan. The applicant shall file a plan with the education standards and practices board upon becoming employed as a special education deaf or hard of hearing teacher, outlining how the endorsement will be completed within the three-year period.

- b. Elementary licensed with a double major in elementary education and hearing-impaired or elementary licensed grades one through eight or grades one through six teacher with a special education endorsement in hearing-impaired:
  - (1) Teach in an elementary classroom.
  - (2) Teach or provide direct instruction to all elementary students with hearing impairment.
  - (3) Teach or provide direct instruction to middle or high school students with hearing impairment who are alternately assessed.
  - (4) Consult kindergarten through grade twelve students with hearing impairment.
  
- c. Middle level licensed grades five through eight in English, science, mathematics, or social studies teacher with a special education endorsement in hearing-impaired:
  - (1) Teach in a middle level classroom in the specific area of licensure.
  - (2) Teach or provide direct instruction to middle level students with hearing impairment in the specific area of licensure.
  - (3) Teach or provide direct instruction to elementary, middle, or high school students with hearing impairment who are alternately assessed.
  - (4) Consult kindergarten through grade twelve students with hearing impairment.
  
- d. Secondary licensed grades seven through twelve or grades nine through twelve in one of the No Child Left Behind Act of 2001 core subjects of English or language arts, mathematics, science, or social studies teacher with a special education endorsement in hearing-impaired:
  - (1) Teach in a secondary level classroom in the specific area of licensure.
  - (2) Teach or provide direct instruction to secondary level students with hearing impairment in the specific area of licensure.
  - (3) Teach or provide direct instruction in the specific area of licensure to middle or high school students with hearing impairment who are alternately assessed.

- (4) Consult kindergarten through grade twelve students with hearing impairment.

10. **Resource room endorsement plan on file.**

- a. The applicant wishing to apply for the resource room special education endorsement must:
  - (1) Hold a valid North Dakota educator's professional regular license in elementary, middle, or secondary education.
  - (2) Hold a special education endorsement in either specific learning disabilities or mental retardation.
  - (3) Submit a letter from the administrator requesting the resource room endorsement plan on file.
  - (4) Submit a plan to complete the following required coursework within three years of assignment in the resource room:
    - (a) A teacher with the mental retardation endorsement would need to complete three additional courses in education of children with specific learning disabilities: assessment for special education and methods and materials for specific learning disabilities.
    - (b) A teacher with the specific learning disabilities endorsement would need to complete two additional courses in introduction to mental retardation and methods and materials for mental retardation.
- b. The resource room teacher should not have more than six students in the special classroom at any one time and must have time for consultation with general education teachers. If a greater number of students from one area of exceptionality than the other are enrolled, the teacher should hold the endorsement in the largest area of exceptionality.

11. **Restricted emotional disturbance or restricted specific learning disabilities special education endorsement one-year plan on file.**

- a. The applicant wishing to apply for the restricted emotional disturbance or restricted specific learning disabilities special education endorsement must:
  - (1) Hold a valid restricted North Dakota educator's professional regular license in either specific learning disabilities or emotional disturbance.

- (2) Submit a request for the restricted emotional disturbance or restricted specific learning disabilities from the local administrator.
  - (3) Document a plan to complete within one year the two additional graduate level courses in either emotional disturbance or specific learning disabilities, whichever is applicable to the applicant's transcribed undergraduate major. Courses must be a minimum of two graduate semester hours each in one seminar course and one practicum course in the appropriate area of special education (emotional disturbance or specific learning disabilities).
  - (4) The restricted emotional disturbance or restricted specific learning disabilities will only be issued once.
- b. Reeducation for the special education endorsement must be completed prior to assignment to teach in the special education area. An official transcript documenting the coursework must be attached to the endorsement form. Effective July 1, 2009, all applicants for a special education endorsement must complete the praxis II test in the special education areas meeting or exceeding the cut scores set by the education standards and practices board.

**History:** Effective July 1, 2008; amended effective July 1, 2010.

**General Authority:** NDCC 15.1-13-09, 15.1-13-10

**Law Implemented:** NDCC 15.1-13-10, 15.1-13-11, 15.1-13-14