

**2019 HOUSE EDUCATION**

**HB 1287**

# 2019 HOUSE STANDING COMMITTEE MINUTES

**Education Committee**  
Coteau A Room, State Capitol

HB 1287  
1/29/2019  
31642

- Subcommittee  
 Conference Committee

Committee Clerk: Bev Monroe by Marjorie Conley

## Explanation or reason for introduction of bill/resolution:

Relating to initial teaching licenses for individuals completing alternative teacher certification program

### Minutes:

Attachment 1, 2, 3, 4, 5

**Chairman Owens:** Opened hearing on HB 1287

**Rep. Satrom:** (see attachment 1)

**Melanie Olmstead, Director, Government Affairs, American Board:** (See Attachment 2) end 9:00

**Chairman Owens:** Are there any questions?

**Rep. Hoverson:** Could you repeat the 95% and 97%? I want to make sure that I got that right.

**Ms. Olmstead:** Drexell University came up with 20 indicators of teacher quality for new teachers and on 95% of those indicators American Board teachers performed as good or in some cases even better than the traditionally trained teachers. The 97% of principals who currently employ an American Board teacher indicated a desire to keep that teacher beyond the three-year mark.

**Chairman Owens:** Further questions?

**Rep. LaurieBeth Hager:** What are the 14 states that are utilizing this organization and I would also like to have a better understanding of the make-up of the organization. Is it a private organization?

**Ms. Olmstead:** Non-profit organization and have been since 2001. In the 14 states that we operate in, I can provide you with the list. Idaho, Utah, Arizona, Oklahoma, Wisconsin, Missouri, Mississippi, Arkansas, Florida, South Carolina, Ohio, Pennsylvania, New Hampshire, and one more that I will happily provide you with.

**Rep. LaurieBeth Hager:** History of organization?

**Ms. Olmstead:** Because we are non-profit, we also have a board of directors and they have various backgrounds, professional, educators to business backgrounds. We have a curriculum team that we employ that does work reviewing the materials that we update.

**Rep. LaurieBeth Hager:** How many people are employed as instructors?

**Ms. Olmstead:** We have no faculty as we do not have professors who are tenured who work with our program. We do have education Phd's who oversee the curriculum team, but we don't refer to them as our faculty because they are not professors who are standing in front of a classroom lecturing the students. They oversee the team.

**Rep. LaurieBeth Hager:** How many people are in the organization? What size is your organization?

**Ms. Olmstead:** We have approximately 24 people.

**Chairman Owens:** Any further questions? Support, Opposition?

**Nick Archuleta, North Dakota United:** (See Attachment 3) (15:00-17:45) Urge a Do Not Pass.

**Rep. Hoverson:** You have a lot of things on here that they don't have and we could probable write 2 pages of what they don't have, but what they do have is almost 100% of principals wanting to keep them. How would you respond to that?

**Nick Archuleta:** The results are mixed as mentioned in my testimony. You also see that the National board of teacher quality rates them very low in the states that they exist.

**Rep. Hoverson:** How would you respond to those principals? What would you say to them?

**Nick Archuleta:** I would like to see the survey. There is a survey from 2016 that shows the principals rated them as less prepared than those that have come through the traditional teacher service.

**Chairman Owens:** Any other questions? Anyone else in opposition to HB 1287?

**Dr. Brenda Tufte, Chair the Graduate Education Program at University of Mary:** (19:05 - 21:50)  
(See Attachment 4)

**Chairman Owens:** Any questions from the committee?

**Rep. LaurieBeth Hager:** Could you just clarify to us what it takes through the programs that you are familiar with for an alternative teacher to be accredited?

**Dr. Tufte:** If someone has a 4 year degree, they can apply for an Alt Access License and NDESPB and then they can get in the classroom right away without a license. They have a year to submit a program of study from any college or university that is willing to work with them. We have a number of Alt Access programs and so we evaluate the transcripts and visit with them about what they need and then can choose to take that course work online or they can choose to take it in the summertime. I don't know how 24 people do that for 10,000 teachers.

**Rep. LaurieBeth Hager:** Could you give us the specifics of the size and organization of the program that you are discussing?

**Dr. Tufte:** At the U of Mary we go through accreditation, we have to show a certain faculty to student ratio so that we can give students the support that they need to

be successful teachers. All of our faculty members are licensed teachers with extensive experience in the classroom and an advanced degree in education. Our ratio is about 15:1. It varies by institution. But all of the North Dakota college and universities that are accredited and licensed teachers have very similar standards.

**Chairman Owens:** Any further question from the committee?

**Rep. Hoverson:** The more I hear, this sounds like a turf battle. We do it this way and they do it that way. We do it better. Are you familiar with the 14 states that already do this? Are you familiar with those at all?

**Dr. Tufte:** I have thought to get information on the American Board. At best, the assessment is mixed. I've seen some good reviews of the American Board and I've seen some very alarming reviews of the American Board.

**Rep. Hoverson :** Could you supply those?

**Dr. Tufte:** They actually have a facebook page where their candidates will log on and ask each other questions. The twelve colleges and universities in the state of North Dakota that certify teachers work very well together. We support each other.

**Rep. Hoverson:** Are there reviews on NDACTE?

**Dr. Tufte:** North Dakota ACTE is made up the colleges and universities in the state that offer teacher prep and so all of our universities are reviewed. Our students evaluate. Our students don't graduate without an evaluation.

**Chairman Owens:** Any further questions from the committee?

**Dr. Tufte:** Submitting electronic testimony for additional presentation.

**Chairman Owens:** Any further testimony in opposition? Any Neutral testimony?

**Alexis Baxley, School Boards Association:** We are definitely looking for additional tools to get teachers into the classroom. We are hesitant to specifically spell out any one organization in code and we just aren't familiar enough with this organization to weigh in as to whether it is good or not for our students. We would certainly appreciate any further study into this.

**Chairman Owens:** Any questions from the committee? Further neutral testimony? end 29:00

**Dr. Brendas Pitkin, NDESPB:** (See Attachment 5) end 32:40

**Chairman Owens:** Anyone else with neutral testimony? Closed hearing on HB 1287.

# 2019 HOUSE STANDING COMMITTEE MINUTES

**Education Committee**  
Coteau A Room, State Capitol

HB 1287  
2/13/2019  
32654

- Subcommittee  
 Conference Committee

Committee Clerk: Bev Monroe

## Explanation or reason for introduction of bill/resolution:

Relating to initial teaching licenses for individuals completing alternative teacher certification program

**Minutes:**

**Chairman Owens:** Opened the discussion on HB 1287

**Vice Chairman Cynthia Schreiber-Beck:** In front of you, you have amendments to HB 1287 and after line 22 is where the changes start and replaces the rest of the bill. This amendment does not list by name the American Board for Certification of Teacher Excellence but it defines a program which we are placing in code versus identified by a particular program. With the assistance of ESPB and a representative from the American Board, we have gone through and made this satisfy all the state requirements that are necessary and acceptable.

**Rep. Hoverson:** Is the bill sponsor satisfied with the amendments?

**Vice Chairman Cynthia Schreiber-Beck:** The bill sponsor requested, as did the American Board, when you are seeing the amendments, very close to the bottom under page 2, line 5 under A they requested an or be put in there – we cannot do that based on the law in North Dakota as it exists. Dr. Pitkin can actually speak to that if you'd like. About the middle of the page, the first 'a'. 'The program's clinical experience program and the North Dakota teacher support system approved mentor program. It cannot be an 'or'. Dr. Pitkin, can you explain to us why that cannot be changed to an 'or'.

**Dr. Becky Pitkin, Executive Director, ESPB:** In current law, anyone who becomes a teacher must pre-service teach. There are those in master's programs who have a content degree in English or math. These people take their master's program and they get hired to teach in the first year of the master's program. In our current law they could have been hired by a district to teach right away and be on their third year of teaching, finish all their course work for their master's program and the last thing they have to do is have a supervised clinical experience, which is kind of like pre-service teaching. The difference is that they've already been teaching two years in the school system but someone has to come in from the university and supervise and evaluate them before they can complete the program. In the first two

years that they've been teaching, they've been evaluated with the district's Danielson model or Marzano – whatever the district is using. Why does the university have to come in and supervise them to say they are okay? Correct? That's where we are at with the law. As it is right now I am attempting to get Higher Ed to say that if they've been successfully teaching and evaluated by the district supervisor and everything is great, do we need that additional piece? You might be thinking it might be revenue-based – you are probably right. That's why we haven't solved it currently.

**Rep. Hoverson:** Do you have the century code on that?

**Dr. Becky Pitkin:** Yes – 15.1-13-10.1

**Rep. Hoverson:** Can a trigger be put into this that it could go to 'or'?

**Vice Chairman Cynthia Schreiber-Beck:** When this gets instituted, which wouldn't be until July 1, that this could be changed the next session. I would suggest leaving the 'and' in there right now.

**Rep. Hoverson:** Can it be changed? And who would remember?

**Dr. Pitkin:** I would. I would think that would be more logical.

**Chairman Owens:** What you are saying that currently in law they have to have that student teaching and yet we don't have that student teaching in our other law as far emergency certification and alternate teaching.

**Dr. Pitkin:** When you receive an alternate access, CTE has a program that they offer somewhat like a boot camp and they have all their pedagogy and then they are supervised by the university where they get their pedagogy.

**Chairman Owens:** It's part of their continuing education to get what they need but they still have to student teach even though they are teaching in the classroom already.

**Dr. Pitkin:** If we are saying with our other current alternate access you still have to pre-service teach, I am not sure I, as a director, can't just say we will ignore that part of the law for this type of licensure.

**Chairman Owens:** In some cases, you've got an engineer who has been working 20-25 years and all of a sudden they will just teach math.

**Dr. Pitkin:** Yes, I know. Actually the success thus far has been to work with the institutions and say that it could be 9 or 10 credits, because it doesn't cost the student as much. That is one of the challenges.

**Chairman Owens:** If it's an emergency certification because they can't find anyone else, they have already been teaching in the classroom before they get to the point of student teaching.

**Dr. Pitkin:** I understand, it's fidelity, it's program completer for accreditation. Their national accreditation says they have to have program completer data. It's a very vicious cycle.

**Rep. Mary Johnson:** You are saying it's a revenue stream for Higher Ed.

**Dr. Pitkin:** All credit bearing courses would fall in that category.

**Rep. Mary Johnson:** Through this bill we outsource what we need which still costs money, we're just moving the revenue stream from here to there for a fly-by-night operation out of state. It's like getting a CPA on line or getting your ministry license on line. Rather than name it we describe it.

**Dr. Pitkin:** The name change came because we can't have vendor names in there. That was the advice given upstairs. The things that we tagged on are things that we as a state require. It is not a secret that there is a teacher shortage. I testified neutral.

**Chairman Owens:** I'm just trying to narrow down the differences between the alternative teaching and I appreciate what Rep. Johnson was trying to bring forth.

**Rep. Mary Johnson:** I just don't think quality should take a back seat to quantity. There was testimony after testimony about this organization and it wasn't good and now we are codifying it. That is a mistake to take.

**Chairman Owens:** Any further questions of Dr. Pitkin?

**Rep. LaurieBeth Hager:** In my experience with educational leadership, there was a true mission for educators to become more professional. They made their training and duplicated it like a social worker where you had to have more oversight and overseeing. I don't agree with the concept that the reason with a master's degree Higher Ed wants to have supervision of those going out. We are talking about the professionalism of education again.

**Chairman Owens:** I think the revenue stream was minor if non-existent. That isn't the issue here. I was concerned that student teaching that even if you have been doing engineering for twenty years and know the subject matter but the art of transferring thought which is teaching doesn't mean you know how to do that. Any more questions on the amendment?

**Representative Denton Zubke:** I'll move the amendment.

**Rep. Hoverson:** Seconded.

**Chairman Owens:** Any discussion? A **Roll Call Vote** was taken: **Yes 9, No 3, Absent 2.** We have an amended bill, what is the committee's pleasure?

**Rep. Hoverson:** I move a **Do Pass as Amended.**

**Chairman Owens:** Do we have a second? No second. The **motion fails** for lack of a second. What is the committee's pleasure?

**Rep. Brandy Pyle:** Can we go over the different options that we have to license teachers? Just a brief refresher before we add another option.

**Chairman Owens:** Certainly. What are the current in law options for becoming a teacher?

**Dr. Becky Pitkin:** One, you go through traditional teacher education, you have a high school diploma, you go through four years of schooling, go through student teaching and become a teacher. Also, you can come from another state with a license. We have an OSA license, if you have a valid license in another state you can bring it across the border. You don't have additional requirements. In 2002, we removed some of those requirements you had to have. You can get an alternate access license, which means we get a transcript review. If you were an engineer and you want to teach math, we look at your transcript and find thirty credits and see that you have the ability to teach math and we get you in the classroom right away with the district request. You would have one year to find a program and you would get the pedagogy. When you finish your course work, you would be regularly licensed. We have a lot of people coming from the Philippines because their teacher ed is similar to ours, so that is something we will accept.

**Chairman Owens:** Rep. Pyle, did that help you with the quick overview?

**Rep. Brandy Pyle:** Yes.

**Chairman Owens:** If I am not mistaken, what this amended bill does is provide the ability to go to avoid the appearance of the state backing one particular organization. That is why this was changed to organization described as a 501-C3. It still flows with what is required to a certain extent within our current law. This is just another avenue to alternative license.

**Rep. Brandy Pyle:** How many of the alternative licensures are applied for? Is this a program utilized quite a bit?

**Chairman Owens:** When I moved here they didn't even have it. There were only two states in the United States that didn't have alternative teacher certificates for emergency and that was Minnesota and North Dakota. How many have you seen?

**Dr. Pitkin:** I would say there is about 123 per year. We have data whereas it is not only large districts but small districts. There are those with content experience that are taking these jobs. A lot of those people are living in communities where they have retired from the military and want to stay where they are and are coming into the classroom. We use that data and Supt. Baesler's data to look at shortage areas and that is how we arrive at that number.

**Rep. Brandy Pyle:** Of that estimated 123 per year, how many go on to get the teacher license after that.

**Dr. Pitkin:** That's hard data to manage because it's a three-year rotation so we take all the ones with one year, two years, etc. and realize it's not all they thought it would be or the other challenge is that it is very expensive to get the pedagogy. We piloted a program last

summer and tried to give them classroom management. We have about 10% that don't complete.

**Rep. LaurieBeth Hager:** Do you feel this is adequate and it is working with this 120+ people per year and that we are filling the shortages with the system we have in place with 12 institutions being able to provide the teacher certification?

**Dr. Pitkin:** It is working. We advocate for those who can't advocate for them. The shortage is not evident in all small districts.

**Vice Chairman- Cynthia Schreiber-Beck:** Dr. Pitkin, can everything be obtained online?

**Dr. Pitkin:** Yes, many of our students take it online in the state as well as the Western Governor's University out of Salt Lake City, UT.

**Rep. Michelle Strinden:** This bill would help this matter?

**Dr. Pitkin:** It would provide another path. It would provide something else on the menu.

**Chairman Owens:** Any other questions?

**Representative Denton Zubke:** Mr. Chairman, life experience has taught me that when in doubt, don't do anything, so **I move a Do Not Pass** on HB 1287.

**Rep. Mary Johnson: Seconded.**

**Chairman Owens:** Comments or discussion?

**Rep. Hoverson:** Have we heard a compelling reason not to provide another path for the schools? It is a bit of an overreaction in my opinion. I think we are sometimes looking for a qualification that is not necessary. We should be able to trust the people who are doing the hiring. I'll be resisting a Do Not Pass.

**Chairman Owens:** I see it as just another tool in the tool box. They don't have to use it. A Roll Call was taken: **Yes 6, No 6, Absent 2. Motion Fails.**

Do I have a motion to send it to the floor without a recommendation as amended?

**Rep. Mary Johnson: So Move.**

**Representative Denton Zubke: Seconded.**

**Chairman Owens:** Any further discussion? A Roll Call Vote was taken: **Yes 7, No 5, Absent 2.** Rep. Schreiber-Beck will carry HB 1287.

Closed discussion on HB 1287.

# 2019 HOUSE STANDING COMMITTEE MINUTES

**Education Committee**  
Coteau A Room, State Capitol

HB 1287

2/13/2019  
32700

- Subcommittee  
 Conference Committee

Committee Clerk: Bev Monroe

## **Explanation or reason for introduction of bill/resolution:**

Relating to initial teaching licenses for individuals completing alternative teacher certification program

## **Committee Work**

Attachment 1

**Chairman Owens:** I'll entertain a motion to reconsider our actions.

**Rep. Brandy Pyle:** I'll make a motion.

**Rep. Andrew Marschall:** **Seconded. A Voice Vote was taken. Motion carried.**

**Vice Chairman Cynthia Schreiber-Beck:** Attachment 1

**Chairman Owens:** Item c under license portion of the amendment was taken out and now we are changing c again. The reference turned out to be bad.

**Rep. Brandy Pyle:** Item b on the amendment, mental health competency within two years of initial licensure, that's crossed off and the original amendment we voted on earlier was "meets requirements of 15.1-13-35".

**Vice Chairman Cynthia Schreiber-Beck:** That is correct.

**Chairman Owens:** All we have to do is this and we are done.

**Rep. Andrew Marschall:** I make a motion to accept the amendments.

**Vice Chairman Cynthia Schreiber-Beck:** I will second that.

**Chairman Owens:** A voice vote was taken. **Motion carried** to adopt an amendment on HB 1287.

**Rep. Andrew Marschall:** I move a **Do Pass** on HB 1287 as amended.

**Rep. Michelle Strinden:** **Seconded.**

**Chairman Owens:** Any discussion.

**Representative Denton Zubke:** I have a question on the amendment. It says 'c. Meets the requirements of human resources and cultural directives within two year of initial license.' I don't understand the verbage after that. It looks like it's explaining what the standards and practices board requires. I don't understand how that fits into this bill. It looks like just verbage to me. Can you explain that to me?

**Vice Chairman Cynthia Schreiber-Beck:** It is what I was sent by Rebecca Pitkin from ESPB. That is a requirement if you are going to teach in North Dakota.

**Representative Denton Zubke:** It doesn't relate to what is stated in C. I don't understand how these two things go together.

**Vice Chairman Cynthia Schreiber-Beck:** It's the broad topic of human resources and culture directives within two years of initial license. So that explains what that is. They require course work in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies.etc.

**Chairman Owens:** Rep. Zubke, are you saying that it looks like what c is saying and it doesn't need to be in there, that it's referenced already and we don't need the explanation in there?

**Representative Denton Zubke:** I don't understand how the two statements come together and are meaningful.

**Chairman Owens:** The bottom part just explains what the human resource and culture directives are.

**Representative Denton Zubke:** Okay, the ND education standards and practices board licensure requires course work in Native American studies – that's what you're explaining is c is what you are telling me?

**Rep. LaurieBeth Hager:** Rep. Schreiber-Beck, is that two years for everything or are we deciding on the two years of initial license. Is that our decision or where did that come from?

**Vice Chairman Cynthia Schreiber-Beck:** That came from ESPB. Within two years of – they have to complete that. We have to meet the requirement if they are going to get the license from North Dakota. The other piece is within two years as well - the mental health competency.

**Chairman Owens:** **A Roll Call Vote was taken: Yes 9, No 4, Absent 1. A Do Pass as Amended carries.** Rep. Schreiber-Beck will carry HB 1287.

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1287

Page 1, line 20, after "degree" insert "from an accredited institution"

Page 1, line 22, replace "the American board for certification of teacher excellence" with "an"

Page 1, line 23, after "program" insert "operated by a nonprofit organization described in section 501(c)(3) of the Internal Revenue Code [26 U.S.C. 501(c)(3)], which:

- (1) Operates in at least five states;
- (2) Has operated an alternative teacher certification program for at least ten years; and
- (3) Requires applicants to pass a subject area and pedagogy examination, known as the professional teaching knowledge examination, to receive certification"

Page 2, line 3, remove "American board for certification of teacher excellence alternative teacher"

Page 2, line 4, remove "certification"

Page 2, line 4, after "program" insert "described under subsection 5"

Page 2, line 4, after the underscored period insert:

"7."

Page 2, line 4, replace "a" with "an initial"

Page 2, line 5, after "license" insert "if the individual:

- a. Completes the program's clinical experience program and the North Dakota teacher support system approved mentor program;
  - b. Meets the requirements of section 15.1-13-35 within two years of initial licensure; and
  - c. Meets the requirements of section 15.1-13-22 within two years of initial licensure.
8. An individual who obtains an initial or renewal license is authorized to teach in the subject areas of:
- a. Elementary education;
  - b. English language arts;
  - c. United States and world history;
  - d. Mathematics;
  - e. General science;
  - f. Biology;

DP 2/13/15  
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g. Chemistry; and

h. Physics"

Renumber accordingly

February 13, 2019

DA 2/13/19  
1 of 2

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1287

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Page 2, line 4, after "program" insert "described under subsection 5"

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Page 2, line 4, replace "a" with "an initial"

Page 2, line 5, after "license" insert "if the individual:

- a. Completes the program's clinical experience program and the North Dakota teacher support system approved mentor program;
  - b. Meets the requirements of section 15.1-13-35 within two years of initial licensure; and
  - c. Meets the requirements of human resources and cultural directives required coursework within two years of initial licensure which includes Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners.
8. An individual who obtains an initial or renewal license is authorized to teach in the subject areas of:
- a. Elementary education;
  - b. English language arts;
  - c. United States and world history;

DF 2/13/19  
2 of 2

- d. Mathematics;
- e. General science;
- f. Biology;
- g. Chemistry; and
- h. Physics"

Renumber accordingly

Date: 2-13-19  
Roll Call Vote #: 1

**2019 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 1287**

House Education Committee

Subcommittee

Amendment LC# or Description: 19.0411.01003

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. Zubke    Seconded By Rep. J. Hoverson

| Representatives          | Yes | No | Representatives | Yes | No |
|--------------------------|-----|----|-----------------|-----|----|
| Chairman M. Owens        | ✓   |    | Rep. Guggisberg |     | ✓  |
| V. Chair. Schreiber-Beck | ✓   |    | Rep. Hager      |     | ✓  |
| Rep. Heinert             | ✓   |    |                 |     |    |
| Rep. Hoverson            | ✓   |    |                 |     |    |
| Rep. D. Johnson          | A   |    |                 |     |    |
| Rep. M. Johnson          | ✓   | ✓  |                 |     |    |
| Rep. Johnston            | ✓   |    |                 |     |    |
| Rep. Longmuir            | ✓   |    |                 |     |    |
| Rep. Marschall           | A   |    |                 |     |    |
| Rep. Pyle                | ✓   |    |                 |     |    |
| Rep. Strinden            | ✓   |    |                 |     |    |
| Rep. Zubke               | ✓   |    |                 |     |    |
|                          |     |    |                 |     |    |
|                          |     |    |                 |     |    |

Total (Yes) 9    No 3

Absent 2

Floor Assignment \_\_\_\_\_

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

Date: 2-13-19  
Roll Call Vote #: 21

2019 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 1287

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. Hoverson Seconded By None

| Representatives          | Yes | No | Representatives | Yes | No |
|--------------------------|-----|----|-----------------|-----|----|
| Chairman M. Owens        |     |    | Rep. Guggisberg |     |    |
| V. Chair. Schreiber-Beck |     |    | Rep. Hager      |     |    |
| Rep. Heinert             |     |    |                 |     |    |
| Rep. Hoverson            |     |    |                 |     |    |
| Rep. D. Johnson          |     |    |                 |     |    |
| Rep. M. Johnson          |     |    |                 |     |    |
| Rep. Johnston            |     |    |                 |     |    |
| Rep. Longmuir            |     |    |                 |     |    |
| Rep. Marschall           |     |    |                 |     |    |
| Rep. Pyle                |     |    |                 |     |    |
| Rep. Strinden            |     |    |                 |     |    |
| Rep. Zubke               |     |    |                 |     |    |
|                          |     |    |                 |     |    |
|                          |     |    |                 |     |    |

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment FAILS

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

Date: 2-13-19  
 Roll Call Vote #: 3

**2019 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. 1287**

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. Zubke Seconded By Rep. M. Johnson

| Representatives          | Yes | No | Representatives | Yes | No |
|--------------------------|-----|----|-----------------|-----|----|
| Chairman M. Owens        | ✓   | ✓  | Rep. Guggisberg | ✓   |    |
| V. Chair. Schreiber-Beck |     | ✓  | Rep. Hager      | ✓   |    |
| Rep. Heinert             |     | ✓  |                 |     |    |
| Rep. Hoverson            |     | ✓  |                 |     |    |
| Rep. D. Johnson          |     | A  |                 |     |    |
| Rep. M. Johnson          | ✓   |    |                 |     |    |
| Rep. Johnston            |     | ✓  |                 |     |    |
| Rep. Longmuir            | ✓   |    |                 |     |    |
| Rep. Marschall           |     | A  |                 |     |    |
| Rep. Pyle                | ✓   |    |                 |     |    |
| Rep. Strinden            |     | ✓  |                 |     |    |
| Rep. Zubke               | ✓   |    |                 |     |    |
|                          |     |    |                 |     |    |
|                          |     |    |                 |     |    |

Total (Yes) 6 No 6

Absent 2

Floor Assignment \_\_\_\_\_

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

FAILS

Date: 2-13-19 AM  
 Roll Call Vote #: 4

**2019 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. 1287**

House Education Committee

Subcommittee

Amendment LC# or Description: 19,0411.01003  
Title .02000

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. M. Johnson Seconded By Rep. A. Zubke

| Representatives          | Yes | No | Representatives | Yes | No |
|--------------------------|-----|----|-----------------|-----|----|
| Chairman M. Owens        |     | ✓  | Rep. Guggisberg | ✓   |    |
| V. Chair. Schreiber-Beck | ✓   |    | Rep. Hager      | ✓   |    |
| Rep. Heinert             | ✓   |    |                 |     |    |
| Rep. Hoverson            |     | ✓  |                 |     |    |
| Rep. D. Johnson          | A   |    |                 |     |    |
| Rep. M. Johnson          | ✓   |    |                 |     |    |
| Rep. Johnston            |     | ✓  |                 |     |    |
| Rep. Longmuir            |     | ✓  |                 |     |    |
| Rep. Marschall           | A   |    |                 |     |    |
| Rep. Pyle                | ✓   |    |                 |     |    |
| Rep. Strinden            |     | ✓  |                 |     |    |
| Rep. Zubke               | ✓   |    |                 |     |    |
|                          |     |    |                 |     |    |
|                          |     |    |                 |     |    |

Total (Yes) 7 No 5

Absent 2

Floor Assignment Rep. Schreiber-Beck

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

Date: 2-13-19 P.M.  
Roll Call Vote #: 1

2019 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 1287

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. B. Pyle Seconded By Rep. A. Marschall

| Representatives          | Yes | No | Representatives | Yes | No |
|--------------------------|-----|----|-----------------|-----|----|
| Chairman M. Owens        |     |    | Rep. Guggisberg |     |    |
| V. Chair. Schreiber-Beck |     |    | Rep. Hager      |     |    |
| Rep. Heinert             |     |    |                 |     |    |
| Rep. Hoverson            |     |    |                 |     |    |
| Rep. D. Johnson          |     |    |                 |     |    |
| Rep. M. Johnson          |     |    |                 |     |    |
| Rep. Johnston            |     |    |                 |     |    |
| Rep. Longmuir            |     |    |                 |     |    |
| Rep. Marschall           |     |    |                 |     |    |
| Rep. Pyle                |     |    |                 |     |    |
| Rep. Strinden            |     |    |                 |     |    |
| Rep. Zubke               |     |    |                 |     |    |
|                          |     |    |                 |     |    |
|                          |     |    |                 |     |    |

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment VOICE VOTE

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

MOTION CARRIED

Date: 2-13-19 P.M.  
Roll Call Vote #: 2

2019 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 1287

House Education Committee

Subcommittee

Amendment LC# or Description: 19, 0411, 01004

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. Marschall Seconded By Rep. Schreiber-Beck

| Representatives          | Yes | No | Representatives | Yes | No |
|--------------------------|-----|----|-----------------|-----|----|
| Chairman M. Owens        |     |    | Rep. Guggisberg |     |    |
| V. Chair. Schreiber-Beck |     |    | Rep. Hager      |     |    |
| Rep. Heinert             |     |    |                 |     |    |
| Rep. Hoverson            |     |    |                 |     |    |
| Rep. D. Johnson          |     |    |                 |     |    |
| Rep. M. Johnson          |     |    |                 |     |    |
| Rep. Johnston            |     |    |                 |     |    |
| Rep. Longmuir            |     |    |                 |     |    |
| Rep. Marschall           |     |    |                 |     |    |
| Rep. Pyle                |     |    |                 |     |    |
| Rep. Strinden            |     |    |                 |     |    |
| Rep. Zubke               |     |    |                 |     |    |
|                          |     |    |                 |     |    |
|                          |     |    |                 |     |    |

Total (Yes) \_\_\_\_\_ No \_\_\_\_\_

Absent \_\_\_\_\_

Floor Assignment VOICE VOTE

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

MOTION CARRIED

Date: 2-13-19 P.M.  
 Roll Call Vote #: 3

**2019 HOUSE STANDING COMMITTEE  
 ROLL CALL VOTES  
 BILL/RESOLUTION NO. 1087**

House Education Committee

Subcommittee

Amendment LC# or Description: 19.0411.01004  
03000

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. Marshall Seconded By Rep. Strinden

| Representatives          | Yes | No | Representatives | Yes | No |
|--------------------------|-----|----|-----------------|-----|----|
| Chairman M. Owens        | ✓   |    | Rep. Guggisberg |     | ✓  |
| V. Chair. Schreiber-Beck | ✓   |    | Rep. Hager      |     | ✓  |
| Rep. Heinert             | A   |    |                 |     |    |
| Rep. Hoverson            |     |    |                 |     |    |
| Rep. D. Johnson          | ✓   |    |                 |     |    |
| Rep. M. Johnson          |     | ✓  |                 |     |    |
| Rep. Johnston            | ✓   |    |                 |     |    |
| Rep. Longmuir            | ✓   |    |                 |     |    |
| Rep. Marschall           | ✓   |    |                 |     |    |
| Rep. Pyle                | ✓   |    |                 |     |    |
| Rep. Strinden            | ✓   |    |                 |     |    |
| Rep. Zubke               |     | ✓  |                 |     |    |
|                          |     |    |                 |     |    |
|                          |     |    |                 |     |    |

Total (Yes) 9 No 4

Absent 1

Floor Assignment Rep. Schreiber-Beck

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

**REPORT OF STANDING COMMITTEE**

**HB 1287: Education Committee (Rep. Owens, Chairman) recommends AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (9 YEAS, 4 NAYS, 1 ABSENT AND NOT VOTING). HB 1287 was placed on the Sixth order on the calendar.

Page 1, line 20, after "degree" insert "from an accredited institution"

Page 1, line 22, replace "the American board for certification of teacher excellence" with "an"

Page 1, line 23, after "program" insert "operated by a nonprofit organization described in section 501(c)(3) of the Internal Revenue Code [26 U.S.C. 501(c)(3)], which:

- (1) Operates in at least five states;
- (2) Has operated an alternative teacher certification program for at least ten years; and
- (3) Requires applicants to pass a subject area and pedagogy examination, known as the professional teaching knowledge examination, to receive certification"

Page 2, line 3, remove "American board for certification of teacher excellence alternative teacher"

Page 2, line 4, remove "certification"

Page 2, line 4, after "program" insert "described under subsection 5"

Page 2, line 4, after the underscored period insert:

"7."

Page 2, line 4, replace "a" with "an initial"

Page 2, line 5, after "license" insert "if the individual:

- a. Completes the program's clinical experience program and the North Dakota teacher support system approved mentor program;
  - b. Meets the requirements of section 15.1-13-35 within two years of initial licensure; and
  - c. Meets the requirements of human resources and cultural directives required coursework within two years of initial licensure which includes Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners.
8. An individual who obtains an initial or renewal license is authorized to teach in the subject areas of:
- a. Elementary education;
  - b. English language arts;
  - c. United States and world history;
  - d. Mathematics;

- e. General science;
- f. Biology;
- g. Chemistry; and
- h. Physics"

Renumber accordingly

**2019 SENATE EDUCATION**

**HB 1287**

# 2019 SENATE STANDING COMMITTEE MINUTES

**Education Committee**  
Sheyenne River Room, State Capitol

HB 1287  
3/12/2019  
33599 (1:39:04)

- Subcommittee  
 Conference Committee

Committee Clerk: Lynn Wolf

## Explanation or reason for introduction of bill/resolution:

A bill relating to initial teaching licenses for individuals completing alternative teacher certification program.

## Minutes:

Att. #1-Satrom; Att. #2-McCollough; Att. #3-Terras; Att. #4-Pitkin; Att. #5-Archuleta; Att. #6-Tufte

## Representative Bernie Satrom, Dist 12: See Att. #1.

**Senator Oban:** Are there other alternative pathways for other professions to do a similar thing than what we would be suggesting to do for the teaching profession? There is a shortage in nursing. Are there alternative ways for people who live in a community to become nurses so they can – do you know?

**Representative Satrom:** No, but let me answer way, there are four-year degrees for nursing and there are two-year degrees for nursing. You can have a bachelor of science or a different degree in nursing and there are different levels of nursing.

**Senator Oban:** To be clear, I am not questioning whether or not this is a good idea, I just wanted to know if there were similar things in place for other profession – if you were aware of them.

**Representative Satrom:** Not that I am aware of.

**Senator Oban:** I would also just note that I took stats from a statistician and it was a horrible experience.

**Representative Satrom:** I took statistics in college, but I loved it, but I had high (muted) as a child, too, so that could be part of it.

(3:53) **Senator Marcellais:** You have got in your testimony, “more teachers are lost to the private sector” do you think that is because of pay or why are teachers leaving?

**Representative Satrom:** Probably, absolutely, I am sure – I think a lot of them are and I think that is a problem and some of them perhaps get burned out and some of them perhaps

come to a determination that they really aren't fit for teaching and something else is a better option. Regardless of how we get there, we have a shortage. That is the point I am trying to get at.

**Chairman Schaible:** Other questions, seeing none, thank you Bernie.

**Gunner LaCour, Primacy Strategy Group working for American Board:** Introduces Shawn McCollough.

**Shawn McCollough, Pres. and CEO of American Board:** See Att. #2.

(19:00) **Chairman Schaible:** Questions?

Senator Rust: On your materials, I don't see any CAPE certification from the Council of Educator Preparation. Is there a reason why you are not CAPE certified?

**Shawn McCollough:** We are not CAPE certified because we are not a university. We don't offer courses, we don't have faculty, we don't assess teachers, we don't evaluate teachers or teachers – a lot of the CAPE standards are in practicum in the pre-service model. We don't do the pre-service model. To evaluate us based on CAPE would be apples and oranges.

**Senator Rust:** But the people who write your subject areas and I presume prepare people for the professional knowledge test for teacher knowledge – wouldn't it be good for those individuals to be accredited.

**Shawn McCollough:** They were all accredited. The program was developed with a forty-five-million-dollar seed grant from the US Department of Education (USDE). Over four hundred content university experts developed the program. Millions of dollars and two years of work the university developed this program with the USDE dollars to provide an alternative for career changers and people who couldn't afford or could not go back for a traditional route.

**Senator Oban:** I would suggest that the best part of my education in becoming a teacher was my student teaching experience. It absolutely taught me whether or not I could cut it as a teacher and you called the student teaching experience cumbersome. I would suggest teaching is sort of cumbersome. To not have that experience, I think, it is pretty short changing what it takes to become a teacher. I felt as a math major, who also got an education degree, that I took way more math than I ever needed to teach middle school math. But that was beside the point. It was the practicum, the student teaching experience, that showed me if I could cut it or not. If you have an data from the states that you are in of you how many people you are working with, what the effectiveness is – I know you mentioned a survey – which we know is not scientific, but – any of that data that can help to alleviate concerns people have would be helpful and if you could speak to the lack of student teaching experience that is concerning to me.

**Shawn McCollough:** We don't have any data on teacher effectiveness in the same way that no university does either. It is hard to match – it is almost impossible to match student achievement outcomes directly with a teacher and what they did in the classroom. It is also

very difficult to pinpoint teacher effectiveness. When we started out with the program we realized we have to be able to be able to validate this as an educator. We reached out to Drexel and said “look, what can we lay our hands on?” We can lay our hands on principals who evaluate teachers and survey them specifically about American Board teachers. That is – from what Drexel thought and my experience as superintendent is a – the most clearly defined match between teacher effectiveness as assessed by a principal that we could find.

**Senator Oban:** Can you sort of walk me through what that process looks like of if I were somebody living in a small community and I had a four-year degree and I decided I wanted to become a teacher and I knew about this program, how does all of this work? Tell me about me enrolling, tell me about how you work with the principal, are they paid to evaluate – how does that all work?

**Shawn McCollough:** If I can call Melanie (last name illegible) up because she has been working directly here with the Dept of Ed on how this may look here. In general, in our other states, if you want to become a teacher, you enroll, you send us a transcript for a transcript review, and then you can take up any subject matter that you want. You can say “I am a career nurse and I would like to teach science.” If you feel good about taking the test, you can advance and sign-up for the next test at the Pearson testing center. Let’s say you are an ace – and you knew everything and it is a pedagogy and content test. Let’s say you are there naturally suited to be a teacher - maybe they have a four kids and they are a 35-year old mother and have managed a household and a job and let’ say she is an ace and has gotten the type of pedagogical experiences working at home or in her work environment and she walks in and aces both the science test and the pedagogy test. They get to take the test results to their local board of education and say I have passed off on both of these tests – similar as you would with Praxis and then the local governing board would assign a license and they can go to work. It would work great for people who are aces and ready to go. It is not like signing up at a university where you have to circle through a cohort and take two years to go through it with your cohort – or even if you have to wait for an interim break during the year. As a superintendent, I had vacancies every day, every month. If somebody had walked through that had proven proficiency on both the pedagogy and the content, I would welcome them with open arms because in many cases with your substitute teachers, they are people that may not have had a bachelor’s degree. Senator, it is not ideal –

**Senator Oban:** You mention; this is great for aces. What about the people that aren’t aces?

**Shawn McCollough:** We have had a lot of those. We get people like that that aren’t – don’t have the content area or struggle with the pedagogy side of this and they get – I think we give them three opportunities to take retests, but we have curriculum specialists – especially to deal with people that have first time test failures. We have curriculum specialists that reach out to them, talk with them about how they performed on the test, they have the answers in front of them and they remediate. They work to remediate these candidates so that they can be better prepared. They recommend reading materials or to dive deeper into our curriculum prep materials. If it was an essay issue, then they talk grammar and talk with sentence composition – the wide range of reasons that someone wouldn’t pass the test. We have curriculum people on call who actually reach out to first time failures on test takers. We do the same thing for second and third occurrences as well. Very rarely do we get to someone that fails it three times, because we have done so much remediation along the way. In states

where we do the clinical experience like we are suggesting that we are going to do here, we do it in Idaho and South Carolina, they have their own clinical experience supervisor who is assigned to them and they are they are the – you asked about the mentor – I mean the evaluator at the school – the clinical experience supervisor is the one that gets assigned to you. Every person who comes to our program will be assigned a clinical experience supervisor who will manage – look, you have passed, you are moving on to this school, I will help you reach out to the school, talk to the administrator and get you an assigned evaluator – we pay a supplement – I think it is a couple of hundred dollars – I may be wrong on the supplement, but a typical mentor – in a lot of schools they pay mentors a couple of hundred bucks stipend to do the work. We pay a similar stipend to people who are going to do the evaluations and they evaluate them six times during the year. When I was a principal, I didn't do six evaluations on anyone during the year. We think it is a pretty robust effort in a very alternative setting to provide the type of support – similar support – it is not like a practicum – like you said – I did three practicums. It is not the same, but these candidates are also very different. They are not nineteen-year olds. They have world experiences – our average candidate is mid-thirties. The vast majority have families have worked for years and while it is not developing pedagogy, it is developing skills that go into pedagogy in operating a classroom.

(28:46) **Senator Oban:** How much in child development, classroom management – you know, kids are coming – we talk about this all day long – as a legislative committee. The real challenges kids are coming to school with now – how would somebody who comes through your program be better or equally trained as somebody that goes the traditional route – to handle those challenges?

**Shawn McCollough:** I can't talk to whatever their training was – what prep – what their methods courses were. I can talk about the assessment they have to pass. It is a competency based assessment and it is the same as the Praxis. When you take Praxis, you don't have to justify the type of training you had, you have to pass the Praxis. I had to do it in three states. Nobody ever asked me about my training, they just let me take the Praxis.

**Senator Oban:** However, to become a teacher, you have to prove your knowledge in those areas that I just outlined.

**Shawn McCollough:** Sure, you have to have a degree in many places. We don't have an answer for that, it is not a traditional route. It is an alternative route where we are assuming – just like the couple of hundred principals who took our survey from Drexel, we are assuming that with those life experiences, with those professional experiences, they gain experiences that are useful in a classroom and sometimes essential I classrooms. I had the same concerns, Senator. I was traditionally trained. When I was a –

**Senator Oban:** It is okay. Me asking questions is a reflection of where an opinion is.

**Shawn McCollough:** Yes, ma'am.

**Chairman Schaible:** Other questions.

(30:43) **Senator Davison:** At the end of the day, the principals still interview and go through the process and make a determination at the local level of which teachers are the most qualified and which teachers they are willing to hire in order to put in front of their kids. Is that correct?

**Shawn McCollough:** Yes, sir.

**Senator Davison:** Ok thank you.

**Chairman Schaible:** Other questions. You were going to call up Melaine Olmstad.

**Shawn McCollough:** This is Melaine Olmstad, she is our director of government affairs and she has been the one that spearheads our efforts in states either with the department of Ed. or with the legislature.

**Melaine Olmstad:** As Shawn said, I do have information for you about the clinical experience. I also wanted to pause and backtrack a second. I know that there was some conversation about walking through the bill itself. I do apologize I just pulled it up on my phone,

**Chairman Schaible:** Would you like a copy of it –

**Melaine Olmstad:** A hard copy – so kind of you. I am working with a copy as amended by the house and here is how it would go. The first step as indicated would be that this is to create an alternative pathway for licensure here in ND. Because this is a little bit different for the state, we went ahead and spelled out every individual step of the process. It starts by saying that there should be a license granted to candidates who have completed the program as described. First, have to have a bachelor's degree from an accredited four-year program. That is what Shawn was speaking of and candidates who go through this program do have a four-year degree. Second, must be able to pass a background check as currently required in ND law and go through a program as described is a nonprofit organization operating in at least five states with a ten-year history. The reason for that language was very specific. We understand that education is in time becoming a little of a for-profit industry and that is not something that we are a part of or want to associate with. The purpose of that language is to insure that a) an organization that comes in through HB 1287 is a nonprofit and has a proven track record of success. As teacher shortages get worse and worse, more and more organizations are creating alternative teacher pathways. American Board has a nearly twenty-year history in several states across the country and that is why that language was selected. American Board worked very closely with the ESPB to develop a lot of the language that follows. For example, in part six of the language, the individual who obtains the initial license –

**Senator Rust:** Do you mind if I interrupt you now as opposed to trying to go back. When I am looking at requirements in c – nonprofit organizations section 501 operates in at least five states at least ten years and requires a subject area and a professional teaching knowledge test. I understand the original bill had American Board in it. It appears to me what has happened here is that you have eliminated the words American Board, but then put all the alternatives that singles it down to just that place. Is that the case, or would there be other

ones that would qualify? In other words, we can't use your name, but we are going to do to be sure it is just you.

**Melaine Olmstad:** It is absolutely the case. I don't think it is surprising that in some states they prefer not use specific organizations in Century Code so if an organization dissolves, then they don't have to change the law. However, some states chose to have a very clear bit of language so you know what this bill is doing. For example, in the state of Wisconsin, this language was recently signed into law because they wanted an alternative teacher program in the state, but did not want to mention American Board by name, so this is pretty standard.

(35:52) **Shawn McCollough:** Mr. Chairman, if I may, this predates Melaine. This was language that was developed by the legislature in Missouri. At some point when we were talking with the Missouri, they said, let's make this pretty iron clad. They had a lot of – maybe they were being a bit protective. They had a lot of vendors at that point – for profit vendors that were trying to come into the state and we worked directly with the legislature to develop this language. I believe the language says American Board in it. It is the same language that we have taken to each state since then – there have been four or five states that have passed it to varying degrees.

**Melaine Olmstad:** So moving ahead into section six, we wanted to spell out everything that would happen between when they finish American Board's program and when they are on their professional license. This is the language that we worked with ESPB on and someone who completes American Board's program would be authorized to teach only the education levels which they have completed the program for. That clarifies that no one is completing American Board's program in math and then going for an English/Languages license. Point number seven is that upon the first two-years when completing the program when the candidate is still on their initial license, they would need to complete some more steps before they can move into their professional license. Those additional steps include competing American Board's clinical experience program and the ND Teacher Support system approved mentor program. That was language requested by ESPB and one thing that is really important to American Board is that while the language that Senator Rust just pointed out has been used in many states, we work really closely with each state's Department of Public Instruction to make sure that the language used in that state is best for that state. We do offer clinical experience in two of our fourteen states currently and we are happy to offer it to the people of ND. The candidates would also have to meet the requirements of currently existing ND law as stated in point b and also, ND has requirements regarding multi-cultural courses. Our teachers would complete those courses just as any traditionally trained teacher would do. It is important for the American Board prepared teachers meet the requirements to attain the initial license. They move forward to attain their professional license just like the rest of the teachers of the state. It is really important for two reason – first to protect the candidates to be sure they are given a fair opportunity in the state and second we want to protect the school children and make sure our people go through the exact same requirements for moving forward with their license you would expect with a traditionally trained teacher. ESPB also requested we spell out what subject areas American Board would be able to provide here in ND and that is the reason for point number eight – walking through each of those subject areas.

**Senator Oban:** If American Board started providing more, this list would need to be expanded in order to –

**Melanie Olmstad:** Absolutely, we would not be able to create a new content area and start offering it in ND without some sort of approval.

(39:43) **Senator Rust:** I have a four-year degree in music – but, I have heard that math is really fun to teach. Can I go to the American Board and say I want to be a math teacher?

**Melanie Olmstad:** Yes, sometimes people make choices at a young age that weren't the best. If you are competent in the subject area that you want to teach, we are going to give you a chance to prove it.

**Senator Rust:** How do I become competent?

**Melaine Olmstad:** You might have professional experience – perhaps with your fine arts degree you got into a school and you were working with fine arts, but they needed some help with counseling so you jumped into that and in time you transitioned into more math heavy position. You might have the background whether it is because you super love math or you have a professional experience.

**Senator Rust:** Do I have to take a math class from you guys?

**Melaine Olmstad:** If you are planning to pass the test, you are probably going to need to, and that is why we offer the online math module.

**Senator Rust:** Essentially, I would probably take that math module and then take the test.

**Melaine Olmstad:** And to be clear, it is not a half hour YouTube video, it is an online textbook that candidates move through with practices quizzes and

**Senator Rust:** At their own self pace.

**Senator Marcellais:** What does the Native American studies on your list cover?

**Melaine Olmstad:** That is not an American Board requirement. That is a ND requirement. The language that is used in seven c is exactly what was taken from current existing ND rules. We worked with the ESPB to use that language, so we have no control over that. That is already in ND code.

**Senator Marcellais:** You have that in the organization?

**Melanie Olmstad:** No, it would be done at an existing university in the state that offers the course. ESPB also allows for a transcript evaluation so if the candidate has already taken courses that meet that requirement in their undergraduate degree, the ESPB would evaluate to see if the candidate has met the requirement or would need to take another course. The clinical experience is a year-long part of the American Board program. Essentially, what happens is after an American Board candidate has completed the test, and they are given

their initial license, and enter the classroom as a teacher of record, they continue to receive guidance and coaching from American Board by participating in the clinical experience. They are matched with an evaluator at their school. They work with the administrator to select the evaluator, so it is what their local school thinks is best. We work with the evaluator at American Board to onboard them, teach them what the clinical experience is and make sure they are familiar with the evaluation that we use and let them know what would be expected of them over the course of the year. They observe the candidate six times in the classroom – each classroom observation must be one month apart. Each teacher candidate must maintain a professional learning plan which is to be updated after each observation with their evaluator. Each observation is three fold – setting the standards before the observation, the observation itself, and then the evaluator meeting with the teacher candidate after the observation to go over their successes and where they need to improve. At the end of the year American Board meets with the evaluator and the teacher candidate to assess whether or not they have successfully completed the clinical experience. If there is an area of pedagogy – we'll say – where the candidate is particularly struggling, we provide additional resources and support.

**Senator Marcellais:** What is the cost of this whole program?

**Melaine Olmstad:** American Board's current cost is \$1900. I do know that our president Shawn referenced the \$1800 number. It is because we do offer for veterans a very hefty discount on the program – we reserve our lowest cost for veterans, so that averages into our costs.

**Senator Marcellais:** So veterans can use their GI Bill to go through this?

**Melaine Olmstad:** They cannot use the GI Bill to go through this because it is not a degree program, however, veterans can work with various support organization for example Troops to Teachers.

**Chairman Schaible:** Other questions.

**Tom Tracy, part-time Superintendent at Kensel:** I am just going to comment on the presentation so far. I have been at Kensel 29 years – 22-years full time, and then part time for the rest of the time. Over the time I have served as Superintendent, I have hired a number of teachers. I can really see how if this kind of program was in place, it would give you another option. What happens in a lot of small schools that could be a real advantage, you have a lot of farmers many of which have a four-year degree and some of these individuals end up working with kids coaching for example, and some of them are good teachers. You might be able to get one of these people to teach part-time in a small rural school – that would be a huge advantage. If you work backwards from what is good for kids, if you can find someone that is from the community, who has ties to the community they could help you out on a part time basis. You might be better off with a part-time teacher that is a community member than not being able to offer then not being able to offer those classes at all. It is just another option for especially small schools and school boards.

(53:14) **Katherine Terras, Parent and Educator: See Att. #3.**

**Chairman Schaible:** Any other testimony in favor of the bill? Agency testimony?

(57:45) **Rebecca Pitkin, Exec. Dir. of ND Educational Standards and Practices Board:**  
**See Att. #4.**

**Senator Rust:** Would you object if we changed those requirements – had the ESPB promulgate rules and gave approval to the places that would be able to certify teachers – so to speak – not certify, but I mean be able to prepare teachers for an initial license?

**Rebecca Pitkin:** You mean like Higher Ed. already does?

**Senator Rust:** No, I mean, because this would be a similar pathway American Board has where you take a subject area, delve into it, take a test, and then take a Praxis or professional teacher knowledge test. What I am saying is to prevent someone coming in with lessor requirements say like an organization like American Board, in order to prevent that, to have that academy or whatever they want to call themselves be approved by ESPB before we would be able to have a teacher working under a similar type program. Do you have a problem having your organization being the organization other academies could be approved and do similar thing as to what American Board does?

**Rebecca Pitkin:** That is a good question. I would have to check with the board. Any program that wants approval has to go through ESPB – not me – but our board and our content experts.

**Senator Rust:** American Board would not have to go through ESPB because it is written into the law?

**Rebecca Pitkin:** Yes.

**Senator Rust:** Could we do something similar through ESPB?

**Rebecca Pitkin:** The sky is the limit. Sure.

**Senator Rust:** I am a believer in teacher certification and I like the idea and want the teachers to be certified by ESPB. My question is there other organizations that can do the same thing. I don't want it to be fly by night, so I would like your organization to be the one to say you have approval to do this because you meet the requirements.

**Rebecca Pitkin:** I think I understand your question and I don't want to misrepresent a response, I just have to think about it. There is other alternate program – Teach for America, there is I Teach, there is a number of different programs, but you are talking about something home grown.

**Senator Rust:** Or regionally.

**Rebecca Pitkin:** I think that might have been mentioned today, perhaps, in the testimony. It is not something our board has given a lot of thought to because we have multiple institutions

here that provide teacher education already, so, we haven't gone out to say what could we create, but –

**Senator Rust:** My thinking is do we want to limit ourselves to a select few out of state organizations that the possibility exists that we would have something very similar either within our state or within our region. So, you are willing to talk to me about that?

**Senator Oban:** What under current law can exist for teacher certification programs? Do they come to ESPB and say, we have this program, can you approve it?

**Rebecca Pitkin:** All in state programs have to be approved by ESPB – every single content area that they offer is approved by content experts. When an institution is up for their review, they submit a large report and we sent that out to the experts in the field, they review and do feedback and mark the standards as met or unmet. If they are unmet, institutions need to go back – it is an ongoing six-year continuous improvement model.

**Senator Oban:** What about these – I Teach and Teach for America – I don't know much about those programs. How do they become qualified to meet ESPB standards for receiving a teaching license?

**Rebecca Pitkin:** I am not completely familiar with that. I know how you receive accreditation from CAPE, I am very familiar with that. But, it terms with those that don't have feet on the ground – education programs – but there are plenty of institutions online institutions like the University of Phoenix who are accredited by CAPE.

**Senator Davison:** What is the cost to get a teaching degree at University of Phoenix? The Arizona State?

**Rebecca Pitkin:** ASU I think is about \$25,000 or \$30,000.

**Senator Rust:** Was there a motion made to support the bill we are looking at? Or not to support it?

**Rebecca Pitkin:** There was one more than a quorum. We didn't do a motion. My chair is right here – can we ask her.

**Chairman Schaible:** First introduce yourself for the record.

**Carly Retterrath:** Our original motion before it was amended was to oppose it.

**Senator Davison:** So what was the vote on that?

**Carly Retterrath:** We voted four to three to oppose it.

**Senator Davison:** And how did the teachers on the board vote?

**Carly Retterrath:** Our two superintendent reps were not in favor of moving away from it. One higher ed rep as well.

**Senator Davison:** So all the teachers voted to support it?

**Rebecca Pitkin:** Yes.

**Chairman Schaible:** Other question. Any other agency testimony. Testimony in opposition.

**Nick Archuleta:** See Att. #

**Nick Archuleta, Exec. Dir. of ND United:** See Att. #5.

**Senator Rust:** What are those ways?

(1:14:11) **Nick Archuleta:** You know where they don't have problems hiring those teachers? Ray, ND; Tioga, ND. You know why? Those are small communities that pay their teachers. The average starting teacher salary there is over \$50,000 a year. There are solutions to these things. I spoke to a teacher that teaches north of here in a rural area, and he told me, they don't have trouble getting teachers, we have trouble keeping teachers. What we need to do is to try to have competitive wages and to make those communities places where people want to live, raise their families, and practice their profession.

(1:21:03) **Senator Davison:** If you put yourself in our shoes, the thought about ways to make sure that our children get educated, we have to weigh the risk of what we are doing in regards to making sure that the framework is there to give administrators, principals the best opportunity, the best framework available to put them in a successful situation. When you criticize the fact that we tried to put a framework in there, in regards to trying to eliminate some risk because we are dealing with our children and we are trying to say listen we need to make sure as legislators that we have identified a tight framework so that we can see if this type of experience works. If these administrators and these people in these rural schools that have relationships with these community members might want to have a pathway in order to do what is best for those children in the community. It doesn't eliminate the ability for that administrator to hire any teacher they want or the board to hire any teacher they want or to require whatever salary – they don't get a different salary; they don't get whatever. So, why do you think that having this – tell me about your research and what you learned about this company and why they have been successful in thirteen other states.

**Nick Archuleta:** I don't know that they have been successful in other states.

**Senator Davison:** So tell me about the research you have done and tell me about what you know about the organization that can help me understand you have done some research and that you are standing here with knowledge being critical of the process that you have done some work on it.

**Nick Archuleta:** I meant no offense. In all honesty, I didn't.

**Senator Davison:** My point is that you have to do some work at it. You can't just come up and be against everything because we are trying to help kids.

**Nick Archuleta:** I am not just against everything. But if you have read what the national council of teacher quality has said about ABTCE, and believe me, at the very beginning of this, they were a big supporter of ABTCE. They are not anymore. If you were to go back and read some of that stuff – I can probably dig it up and make sure you get a hold of it – you would see why.

**Senator Davison:** So, what other organizations are we eliminating by –

**Nick Archuleta:** I don't know how many 501c3 or whatever the organizations there are like this that fit these parameters that are now clearly outlined in the legislation that is proposed.

**Senator Davison:** So in your research, have you found that they have had problems in other states?

**Nick Archuleta:** I know that the National Council of Teacher Quality has given them grades of D where they exist, except in one state, where they gave it a C.

**Senator Davison:** That is a surprise.

**Brenda Tufte, Chair of Graduate Education, University of Mary: See Att. #6.**

(1:33:58) **Senator Rust:** This bill will provide alternative access through Century Code. The alternative access is actually done through administrative code – is that correct?

**Brenda Tufte:** Correct.

**Senator Rust:** That is through ESPB.

**Brenda Tufte:** They are evaluated – all of our alt. access programs are evaluated to make sure that they are meeting the standards. ESPB gives the university some flexibility if we deem someone has experience that will help them meet the standard, we can waive that course. We have the ability as universities to do that.

**Senator Rust:** One of the issues might be with that alternative access is that it will not be granted until after August 1<sup>st</sup>. A lot of schools are starting around the middle of August. It seems to me that is a little tight for getting started and getting somebody to be licensed.

**Brenda Tufte:** Thank you for that question. That was the very reason we did the boot camp last summer. Some administrators said they had people getting their alt. access license, but they won't even get to see the mentorship program until October. That is a lot of days in the classroom with kids when you haven't had any training in classroom management, lesson planning, all of the things that go into being a good teacher. We provided and volunteered that time in August to help get them ready for that. I will tell you – having served in and continuing to serve on the ESPB board, that the board is very open to looking at concerns. We listen to administrators. We have administrators on our board, we have school board members, and if that date is problematic, I can guarantee our board would be open to looking at that and I appreciate that concern. (In the background, Rebecca Pitkin told the committee

that the alternative access licenses are issued July 1.) That proves my point, ESPB is listening! They have changed the rule; it is now July 1.

**Senator Rust:** It is not on the website yet – because I just pulled this off the web.

**Senator Davison:** You described a program in your testimony. What is the cost of that program?

**Brenda Tufte:** It depends on the university. If you go through the Transition to Teaching(a Valley City State program) –

**Senator Davison:** How many credits is the program?

**Brenda Tufte:** It depends on what they need – it is customized to the person has.

**Senator Davison:** What is typically the minimum amount of credits?

**Brenda Tufte:** Sometimes we will see six credits, sometimes we will see twelve credits. If they go through Transition to Teaching through Valley City State, that is going to be your most cost effective route. I have sent some students who come look at our program at the University of Mary, I –

**Senator Davison:** What is the typical cost of going through that.

**Brenda Tufte:** I don't know the exact cost of the alt. access at Valley City State. I know it is the least expensive. Generally speaking, it is going to be \$3000 at the minimum. Depending on what they need. If they have a degree in science, and they are going to teach science, no courses in science are required – they just have the pedagogy to take.

**Senator Davison:** Early in your testimony, you talked about some of the reviews on Facebook and I appreciate you digging into it and looking into it. Have you ever had anybody drop out of your program at Mary College?

**Brenda Tufte:** We have, certainly, we want to make sure-

**Senator Davison:** Were they unhappy probably or they couldn't afford it?

**Brenda Tufte:** Senator, I get your point that you are not always going to please all of your students, but we have very good student satisfaction with our programs and I would say – I am not trying to be competitive – all of the universities in our state have very good teacher satisfaction. I think it is because they are being taught by teachers – people who have taught for a long time. I taught in ND and Minnesota for twenty-six years before going into higher education.

**Chairman Schaible:** Other testimony in opposition to the bill. With that, we will close the hearing on HB 1287.

# 2019 SENATE STANDING COMMITTEE MINUTES

Education Committee  
Sheyenne River Room, State Capitol

HB 1287  
3/27/2019  
34255 (19:35)

- Subcommittee  
 Conference Committee

Committee Clerk: Lynn Wolf

## Explanation or reason for introduction of bill/resolution:

A bill relating to initial teaching licenses for individuals completing alternative teacher certification program.

## Minutes:

Att. #1-Rust

**Chairman Schaible:** Committee, we are going to look at HB 1287.

**Senator Rust: See Att. #1.** I do have some amendments for 1287. Before I hand them out, I need to make a statement about something. I believe in certification. I believe in an organization to do that – namely, Educational Standards and Practices Board (ESPB). I look at these two bills (1287 and 1531) I have a certain amount of consternation and trepidation I also understand that there are situations in rural ND where they are really struggling with what to do when they cannot find somebody. I know that I have personally have used people who have had a degree who weren't teachers and in an emergency, it worked out really, really well for me. I think I was fortunate in the person I had because I know that it can work. But, my fear in some of this is that – are we going to decrease the quality of education? Especially in rural ND because I think for the most part because I don't think the large cities are not going to change their way of doing things. They are going to want a certified teacher and the more highly qualified the better for them. I do have some worry about what are we doing here? I am not always sure that somebody is better than nobody. Although I do know that having in a classroom isn't good either. I understand there are times when you end up with a substitute has both a two-year degree or a four-year degree, but is not in a classroom where they any expertise and the day gets to be one of probably – I don't want to say babysitting, cause that is a poor choice to use, but it is a day were maybe worksheets are handed out and students are asked to work and that instructor who is a qualified substitute may not be able to help them and maybe there is somebody in the community that might have some expertise that could actually help them. So, this is not an easy thing to do. I think I have said this before, but I will say it again – when I started out going to school a long time ago, the instructor that had been in that room had gone to college for nine or ten weeks and got a rural certificate. The individual was probably nineteen or twenty years old and the goal was to get everybody to a two-year standard – get away from those rural certificates. Then the goal was to get everybody to have a bachelor's degree and I think the next goal was to get everybody to go for a master's degree and we had salary schedules that were supposed

to encourage people to go there. We had steps along the line to encourage them to get their master's, unfortunately along the line, we kind of diluted that process and started paying for what some may say is underwater basket weaving to get there, but our goal was to get everybody to be a master's degree teacher. Now, when I look at this, I am wondering if I am part of a plan to reduce that standard. Once again, I – consternation is, what do we do in some areas where there is nobody. Are there other methods to alleviate a situation, and so, I am going to propose amendments to both bills before us? This is what the amendment does: page one, line three after “program” insert to provide a legislative management report and to provide an expiration date. Under section 2, the ESPB shall provide the legislative management a status report during the 2019-20 interim and the 2021-22 interim regarding the number of teacher licenses issued under the alternative teacher certification program, the effectiveness of the program, the quality of instruction provided under the program, and whether the program is accomplishing desired objectives. The report must include a recommendation regarding continuation of the program. The third section is that it sunsets in four years so that it has to be reviewed in order for it to continue. **And, with that, I would move amendment 19.0411.03002.**

**Senator Davison:** Second.

**Chairman Schaible:** We have a motion and a second to adopt amendment 19.0411.03002.

**Senator Davison:** I like the amendment, but the expiration date – for clarity – this would have to go through the legislative process and be approved by both houses and signed by the governor to be law again then? It is not just a review of it.

**Chairman Schaible:** Right, so it would take legislative action to bring –

**Chairman Schaible:** To renew it.

**Senator Rust:** Essentially, the program ends on July 31, 2023.

**Senator Oban:** I share basically everything that Senator Rust said. I am wondering if in your considerations on amendments if you thought about adding any language that would say it needs – whatever program somebody was to go through – similar to the American Board – would have to be approved by ESPB in order to do so?

**Senator Rust:** Yes, I did consider that. That has some issues as well. If ESPB decides it wants to attach conditions for that approval, then essentially, there conditions could negate what the provisions of the bill is, so, I didn't do that. We could do that I suppose; I did get some input from them. They suggested, I think about four things and as I looked at those, it kind of looked to me the possibility they would eliminate the organization that is in this bill would probably have gone by the wayside. The organization that is in 1287 has a track record. It is in 13 states, so it is not as if we are kind of pulling something out of the sky. I had thought also, I had an amendment drafted to open it up a lot further, to other academies or what have you that might be startup academies – my problem with that is now all of the sudden you have kind of – what are they, I mean, are they fly by night or are they good, I don't know. Probably someplace in between. So, I did look at that as well and I settled on – this is myself personally, I am not speaking for the members of the committee, I kind of settled on okay,

we have somebody that has something of a track record that is used in other states. Maybe that is what we should start with and find out if this is something that is a workable solution. In particular, that organization talked to us about – or the other House about like military people who may have training, but maybe not that pedagogy that could kind of fill in to those positions and as I guess I settled on the organization that is in this bill because of their track record. I don't think it is a totally unproven organization.

**Senator Oban:** I can understand that, I am just not sure where the best people to figure out if they have the best track record or not. The reason I ask that is because ESPB is the best place to do that. We are part time legislators, some of us have educational backgrounds some of us don't and I always try to think about are we doing to education what we would do to any other profession? Would a licensing board for pharmacists allow a program like this? I think those decisions are best left to those professional licensing boards.

**Senator Rust:** I would tell you that I think as I look at other organizations – other professions. They have done some things already that are different from what they have done in the past. Let's face it, we have PAs (physician assistants), we have nurse practitioners who some time ago, would not have been considered because everybody wanted to go to a doctor. We have physical therapist assistants that some time ago, everybody would not have gone to because they wanted to go to the real thing. Now, I understand that those people are certified through their organization, so you make a very valid point about that. I had thought about just inserting that ESPB shall promulgate rules on this. But, what I think what I am looking at here is pretty narrow in focus, I think we narrowed down on that bill to one organization that can provide this. They have something of a track record. I felt a little comfortable in doing something on a trial basis. Now, I am going to take a guess. I am betting in four years from now, there is not going to be a lot of numbers that are going to be involved. I don't think we are going to see 50 or 60 people. I could be wrong, my crystal ball hasn't always been very good, it has been a little foggy at times, but, I don't think it going to be a lot of people that are going to be involved in this. Especially, for the first two-years, that is why I decided to go out four-years. If it is a lot, then maybe we need to rethink it. Maybe will need to tighten it up. I am trying to find something of an alternative for people that are experiencing real shortages. I also have a certain amount in school boards. It is their kids; I don't think they are just going to pick somebody willy-nilly to come into that classroom. I know that maybe in larger systems that those school boards depend on their administrators and they have a lot more administrators, in small schools, those school board members know everybody. They know the situation and I believe they truly try to make the best decisions for their kids. I think they will say I guess is an alternative, but I don't think we want go there. This doesn't force them to go there, it just allows the possibility of it. I am willing to give it try but only for a period of time to have it reevaluated. Have the law die and have it to go through the same process four years from now.

**Chairman Schaible:** Other discussion.

**Senator Fors:** Did you say you took American Board out of this? You left it in? That is going to be the only company that we can go to?

**Senator Rust:** It was the House that took the American Board's name out of it, but if you look at the conditions that they have in there, essentially they wrote the conditions for American Board in there. Am I not correct Senator Schaible?

**Chairman Schaible:** I don't know of anybody else that would qualify.

**Senator Rust:** The conditions that they have basically narrow it down to almost down to American Board. If you look at the bill, possess a bachelor's degree, passes a criminal background check. If you look at the next one, it has to be a 501c3. It operates in at least five states, has operated an alternative certification program for at least ten years and requires them to pass the professional knowledge examination – which is a term that is used on their website. It kind of narrows it to them.

**Senator Oban:** I have a question – I am not sure who could answer it – it was just something I was thinking of. If an individual gets their teaching license this way, does that qualify them to continue on to become an administrator?

**Rebecca Pitkin, Exec. Director ND Standards and Practices Board:** (unintelligible, but indicates the affirmative)

**Senator Oban:** Okay.

**Chairman Schaible:** Other discussion. Seeing no other discussion, we are voting on the amendment of 19.0411.03002.

**Roll Call Vote:** 6 Yeas; 1 Nay; 0 Absent.

**Amendment 19.0411.03002. is adopted.**

**Chairman Schaible:** Committee, we have before us, HB 1287. Any discussion?

**Senator Rust:** Move for a Do Pass as Amended on HB 1287.

**Senator Davison:** Second.

**Roll Call Vote:** 4 Yeas; 3 Nays, 0 Absent.

**Senator Rust will carry the bill.**

March 22, 2019

SL  
3/27  
100

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1287

Page 1, line 3, after "program" insert "; to provide for a legislative management report; and to provide an expiration date"

Page 2, after line 31, insert:

**"SECTION 2. ALTERNATIVE TEACHER CERTIFICATION PROGRAM - REPORT TO LEGISLATIVE MANAGEMENT.** The education standards and practices board shall provide the legislative management a status report during the 2019-20 interim and the 2021-22 interim regarding the number of teacher licenses issued under an alternative teacher certification program, the effectiveness of the program, the quality of instruction provided under the program, and whether the program is accomplishing desired objectives. The report must include a recommendation regarding continuation of the program.

**SECTION 3. EXPIRATION DATE.** This Act is effective through July 31, 2023, and after that date is ineffective."

Renumber accordingly





**REPORT OF STANDING COMMITTEE**

**HB 1287, as engrossed: Education Committee (Sen. Schaible, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (4 YEAS, 3 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1287 was placed on the Sixth order on the calendar.

Page 1, line 3, after "program" insert "; to provide for a legislative management report; and to provide an expiration date"

Page 2, after line 31, insert:

**"SECTION 2. ALTERNATIVE TEACHER CERTIFICATION PROGRAM - REPORT TO LEGISLATIVE MANAGEMENT.** The education standards and practices board shall provide the legislative management a status report during the 2019-20 interim and the 2021-22 interim regarding the number of teacher licenses issued under an alternative teacher certification program, the effectiveness of the program, the quality of instruction provided under the program, and whether the program is accomplishing desired objectives. The report must include a recommendation regarding continuation of the program.

**SECTION 3. EXPIRATION DATE.** This Act is effective through July 31, 2023, and after that date is ineffective."

Renumber accordingly

**2019 CONFERENCE COMMITTEE**

**HB 1287**

# 2019 HOUSE CONFERENCE COMMITTEE MINUTES

Education Committee  
Coteau A Room, State Capitol

HB 1287  
4/12/2019  
34714

Subcommittee  
 Conference Committee

Committee Clerk: Bev Monroe

## Explanation or reason for introduction of bill/resolution:

Bill relating to initial teaching licenses for individuals completing alternative teacher certification program

## Minutes:

Attachment 1

**Chairman Owens:** Opened the conference committee on HB 1287 and roll call was taken. **(Attachment 1)** The bill was sent to you and you amended it. Would you like to go over your changes?

**Sen. Rust:** The only thing we did was add a report in Section 2 and the sunset in Section 3. The report is for ESPB to provide to Legislative Management in the next two bienniums the number of teacher licenses issued, the effectiveness of the program, quality of the program, whether or not the program is accomplishing its desired goals and recommendation for continuation in their estimation.

**Chairman Owens:** Since we passed this bill over to you there has been additional comments and consideration. I don't know if the Senate heard all of those and considered that or not. In lieu of that, we brought an amendment for every one's consideration to open it up and not have it so restrictive. This goes back to the 03000 version. The amendments as you saw the bill, everything is the same with the exception of page 1, line 22, it says remove "operated by a" and page 1, remove lines 23 and 24. It inserts page 2, line 7 and it reorganizes subparagraph 7 after that.

Subparagraph 7 relates to an issue that was highlighted by the Senate during your consideration of the bill, where the bill read as if you could be a high school graduate and pass the Praxis and you could start teaching. So '7' didn't change, it just renumbered and 6 was added.

**Sen. Oban:** You are essentially adding an in-state option for an alternative teacher program.

**Chairman Owens:** Correct. Rather than restricting it to just out of state, we are adding an in-state option. They have to meet ESPB's requirements.

**Sen. Oban:** Do you know what those procedures and program approval standards and requirements would be? Has ESPB ever charted this territory?

**Chairman Owens:** Yes, this was on the recommendation of ESPB and they provided the administrative rules for this and instead of listing this in code, that would have locked them in if they

needed to make adjustments and changes to the administrative rules, and I did not want to do that. I did not include those word for word in there.

**Rep. Ron Guggisberg:** The other thing that this does is allows a for-profit business to do this.

**Chairman Owens:** We took out the reference to only non-profit.

**Sen. Rust:** I did have an amendment drawn up that I never did present to the Senate. I see some similarities here and I would like to have some time to look at the amendment I have here comparing to the one I had before.

**Chairman Owens:** I have no problem with meeting again since I just gave it to you.

**Sen. Rust:** Looking at this bill, it was designed in part to bring some people into the teaching profession to fill a shortage. It also had something in it for military people who have used the American Board. We felt comfortable with American Board because it has a track record and it got approved. Some people may see us deviating from the current certification through ESPB as being the means of getting into a classroom. We have explored the idea of an in-state group.

**Chairman Owens:** Not wanting to reduce our current standards and requirements, that is why this section is subject to the in-state requirements. ESPB would be in complete control of this. We would keep our standards and rigor associated with our board that determines this. That was deliberate.

**Sen. Rust:** Do you see having one set of standards for in-state and another for out-of-state?

**Chairman Owens:** Not really. They're still involved to some degree.

**Sen. Schaible:** I was just questioning about the in-state/out-of-state and for-profit/non-profit, but after looking closer I see it has been removed from reference completely.

**Chairman Owens:** Yes, I figured it was micro-management of us to limit it to 401-3C. There are other non-profit designations as well. Is there any other discussion on the amendment?

**Sen. Oban:** There was discussion among the American Board and ESPB, a verbal understanding, that the elementary ed ability to teach would have reading credentials attached to it. There is a need for people to have training to be able to teach literacy skills is a different thing. There was a verbal understanding that the elementary ed would include some reading credentials. We did not amend that in in the Senate, but said we would bring that forward in conference committee to discuss. I would like to get some feedback from that.

**Chairman Owens:** I've had a problem with the reading issue and what's been going on with reading as far as reducing our certifications, reducing our ability to take staff that were trained in recognizing learning disabilities in reading and had the training for mitigation with those learning disabilities. We have been working on that with great interest during this session as a whole. What would you suggest? Are you suggesting including reading?

**Sen. Oban:** My intention would be that if somebody were to qualify to teach elementary ed through obtaining their license through this process that that would also require a reading endorsement or certification. It would make sense that someone who would obtain their license through this way would be less trained than somebody who goes ahead and gets their education degree. To make sure anybody that would be teaching elementary ed is fully trained on how to teach literacy skills would be an important inclusion in my opinion.

**Chairman Owens:** I don't think anyone would object to you bringing language in and having us look at it since we are going to wait for everyone to review it as well. Any other questions?

**Rep. Cynthia Schreiber-Beck:** I'm looking at the list on page 2, line 22, where they are authorized to teach the subject areas. When you look at the United States and World History – that only includes that? Is there not Geography, Economics, anything? Maybe we need advice from ESPB on that?

**Dr. Becky Pitkin, Executive Director, Education Standards and Practices Board:** This history piece was what American Board had brought forth. In our state it is composite Social Science, which includes the curriculum areas that you said but in this particular case it is History only. They can certainly do endorsements to get those.

**Chairman Owens:** Since this bill is written not just for them, is it possible it could be covered under Social Science and we include Social Science instead of that so that it applies to anyone else who may provide alternative teachers certificates in those areas?

**Dr. Becky Pitkin:** The way the bill is written is that it is so narrow that it would just be American Board. If another entity came into our state, we would have to draft another bill, because Teach for America (TFA) wouldn't fit into that category.

**Chairman Owens:** I am talking about if we open it up to in-state that are approved by you and we take out non-profit, we are opening the bill up. If we put Social Science in, it would still apply to American Board and it would open it up for others.

**Dr. Becky Pitkin:** Yes, that is correct.

**Sen. Rust:** This is a deviation from our current system of certification through ESPB. Do we open up such a wide area or do we restrict and see how this is going to work? Bringing more people and more subjects in, you are getting into an area that is a little bit more than you wanted to do.

**Chairman Owens:** If we leave the bill exactly as it is, why don't we train it out with just one group?

**Sen. Rust:** Not if you add the in-state one.

**Chairman Owens:** It opens it up a bit. With 'c' - United States and World History, we are not adding to the list other than United States and World History is a subsection of Social Science. If you qualify for any part under Social Science, then it would fall under Social Science.

**Rep. Cynthia Schreiber-Beck:** Dr. Pitkin, as the language in your proposed amendment comes up, would it be on line 22, no. 8 – why don't we leave it to the board what they can be authorized to teach in? You will have the oversight anyway, correct?

**Dr. Becky Pitkin:** That is correct.

**Rep. Cynthia Schreiber-Beck:** The board then has the control over what they can be allowed to teach in and haven't gotten that refined in the thinking.

**Dr. Becky Pitkin:** We came to the agreement with Melanie during the House committee hearings that we would list the ones that were critical shortage areas in our state. That was why we had so many listed. It seemed to be what a lot of other states had and were trying to come to a consensus. Yesterday, ESPB did declare all areas a shortage.

**Sen. Rust:** The way the bill came from the Senate, does ESPB have any oversight over American Board?

**Dr. Becky Pitkin:** I believe the verb is “shall”.

**Sen. Rust:** It doesn't say you can't do this because I don't think that option is in there. If American Board certifies them, you shall issue an initial license. It isn't a case of if they certify them and you approve of them, then you shall . . .

**Dr. Becky Pitkin:** We shall upon completion of American Board, test requirements or whatever, we have no worked that out. This leads to regular licensing.

**Sen. Rust:** When I looked at that there was a bit of consternation on my part as well.

**Dr. Becky Pitkin:** Before they are issued their five year, we have added the state piece. They will get an initial upon completion of the American Board requirements and then they shall complete the additional state requirements before we shall issue the five year.

**Sen. Rust:** The way the bill is in its current form without any amendments, the only thing I took any comfort in is their track record.

**Chairman Owens:** Are there any other questions?

**Rep. Cynthia Schreiber-Beck:** Just to get some feedback from the Senate side on my thought on line 22 that I asked Dr. Pitkin. Is there some consideration to think of the board having all the oversight over the subject areas versus lifting them?

**Sen. Oban:** I prefer that.

**Sen. Rust:** I need to think about that a bit.

**Chairman Owens:** We will adjourn the meeting for now and will schedule another one.

# 2019 HOUSE CONFERENCE COMMITTEE MINUTES

**Education Committee**  
Coteau A Room, State Capitol

HB 1287  
4/16/2019  
34782

Subcommittee  
 Conference Committee

|                             |
|-----------------------------|
| Committee Clerk: Bev Monroe |
|-----------------------------|

## Explanation or reason for introduction of bill/resolution:

A bill relating to initial teaching licenses for individuals completing alternative teacher certification program

## Minutes:

|  |
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**Chairman Owens:** Does anybody have any questions, concerns, comments on the amendments? We'll have Rep. Schreiber-Beck go over her thoughts and address Sen. Oban's issue.

**Rep. Schreiber-Beck:** The comment Sen. Rust had made was on page 1, line 19, 'the board shall' questioning whether the wording should be shall and that probably deserves some discussion. Once we have changed the non-profit and allowed another company to come in that happens to be an in-state company, does this bill - on page 2 where it starts line 22, no. 8 - there is a definition of all the subject areas that can be taught in and they were referred to as critical shortage areas by Dr. Pitkin. Is this bringing it down too narrow if another company comes in? There are two ways we can do this; move item 8 only into the out-of-state company situated under there somewhere or give the authorization to teach in the various subject areas back to ESPB so they can determine what subject areas any particular company define the areas they can teach in.

**Sen. Rust:** I would be okay with moving 8 to d.

**Chairman Owens:** Does everyone understand it? Is that something that we'd like to add to that amendment then, to move section 8 to item d and renumber accordingly? Any further discussion?

**Rep. Cynthia Schreiber-Beck:** Does that leave the authorization under ESPB then for any of the other companies?

**Chairman Owens:** For the in-state it is still ESPB procedures and programs as they have administrative rules and under out-of-state the list which applied to out-of-state is now moved to item d under 7 in the new numbering section. The only thing it doesn't address is the shall and may.

**Sen Rust:** Shall works for the wording for me.

**Sen. Schaible:** The question came up about the list and the reading endorsement added to elementary education and there are a couple trains of thought. These are all good fixes and they are good ideas, but in the sense of what we are trying to do is have a decent trial of something. Have it remain as suggested and if needed, fix it in the future. We can try to fix everything or we can leave some flexibility with our locals and see if we have a product that can actually work into the future to accomplish the goals we set out to do.

**Chairman Owens:** We haven't even talked about the reading credentials yet. If you did want to add it, we could add it as a separate credential rather than linking it with early education. That would give you the option.

**Sen. Oban:** It is already an option under American Board. The case that was being made and it was discussed between ESPB and American Board was basically because there is little to no training necessary to get these certifications. If we would allow someone to teach elementary education by obtaining their license through this option, they have no training in teaching kids how to read. We already have a literacy issue; there was a thought that maybe we should make sure that if they are going to teach elementary education, they also get that reading endorsement in order to teach elementary through this route.

**Chairman Owens:** I have been told over the past six months that if you have been trained in elementary education, you get plenty of reading courses and you don't need Title 1 and don't need to understand the learning disabilities of reading or the mitigation techniques. I was told that by DPI and ESPB.

**Sen. Oban:** I understand the connection you are trying to make except these people are not getting their elementary education degree through an accredited university where they are getting that training. It is not the same route as getting your elementary education degree.

**Chairman Owens:** My point was that just the elementary ed through a college isn't enough. We still have ESPB to review it.

**Sen. Oban:** The way it is worded 'the board shall give it to them'.

**Chairman Owens:** That's what I was questioning at that point was the 'shall'. Your point is that you want it to read elementary education with a reading endorsement?

**Sen. Oban:** That is what I would prefer. It was my understanding there was verbal agreement between American Board and ESPB. We did not put that on in the Senate because we had already passed it out. We said we would bring that forward in conference committee.

**Chairman Owens:** Because we have this amendment and we have the changes to moving that list up into 7d, let me entertain a motion to do that. That way we get the flavor for everyone to see what they want. I will entertain a motion for the amendment .03003 with the suggested changes for 7d.

**Sen. Rust:** I so move.

**Rep. Cynthia Schreiber-Beck:** Second it.

**Chairman Owens: (9:51)** This would then be that the Senate recedes from their amendments and we further amend.

A **Roll Call Vote** was taken: **Yes: 5, No: 1, Absent: 0.** Motion carried.

**Chairman Owens:** As promised, we'd like to consider whether or not to change elementary education which is now 7d and we would add elementary education with a reading certification. Is there a motion?

**Sen. Oban:** I'll move.

**Chairman Owens:** Is there a second?

**Rep. Ron Guggisberg:** Seconded it.

A **Roll Call Vote** was taken. **Yes: 4, No: 2, Absent: 0.** Motion to Adopt the Amendments failed.

**Rep. Cynthia Schreiber-Beck:** I would like to amend to list the reading endorsement as separate – it would be 'b' and move the rest of the list down under elementary education.

**Sen. Oban:** I don't believe it is called a reading endorsement, an endorsement goes with another option. I believe it is a reading specialist. They have it listed as a separate reading endorsement, but I understand that in order to get the reading endorsement you have to have another of those areas along with it.

**Rep. Cynthia Schreiber-Beck:** I move that we list separately elementary education with reading endorsement as a secondary option under elementary education.

**Chairman Owens:** Is there a second?

**Sen. Oban:** Seconded it.

**Chairman Owens:** Just to clarify – what this would do – is under 7d, under elementary education it would add another one that says elementary education with reading certification. Any further discussion?

A **Roll Call Vote** was taken: **Yes: 6, No: 0, Absent: 0.**

**Sen. Rust:** I move that the Senate recedes from their amendments and we amend as follows.

**Rep. Cynthia Schreiber-Beck:** Seconded.

House Education Committee  
HB 1287  
4-16-19  
Page 4

A **Roll Call Vote** was taken: **Yes: 5, No: 1, Absent: 0**. Motion carried

**House Carrier: Rep. Owens**

**Senate Carrier: Sen. Rust**

Closed the hearing on HB 1287.

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1287

That the Senate recede from its amendments as printed on page 1419 of the House Journal and page 1173 of the Senate Journal and that Engrossed House Bill No. 1287 be amended as follows:

Page 1, line 3, after "program" insert "; to provide for a legislative management report; and to provide an expiration date"

Page 1, line 22, remove "operated by a"

Page 1, remove lines 23 and 24

Page 2, remove lines 1 through 5

Page 2, line 6, remove "certification"

Page 2, line 7, after "6." insert "An in-state alternative teacher certification program must operate in accordance with the procedures and program approval standards and requirements set by the board for teacher education programs for the licensure of educators.

7. An out-of-state alternative teacher certification program must:

a. Operate in at least five states;

b. Have operated an alternative teacher certification program for at least ten years; and

c. Require applicants to pass a subject area and pedagogy examination, known as the professional teaching knowledge examination, to receive certification.

8."

Page 2, line 10, replace "7." with "9."

Page 2, line 22, replace "8." with "10."

Page 2, after line 31, insert:

**"SECTION 2. ALTERNATIVE TEACHER CERTIFICATION PROGRAM - REPORT TO LEGISLATIVE MANAGEMENT.** The education standards and practices board shall provide the legislative management a status report during the 2019-20 interim and the 2021-22 interim regarding the number of teacher licenses issued under an alternative teacher certification program, the effectiveness of the program, the quality of instruction provided under the program, and whether the program is accomplishing desired objectives. The report must include a recommendation regarding continuation of the program.

**SECTION 3. EXPIRATION DATE.** This Act is effective through July 31, 2023, and after that date is ineffective."

Renumber accordingly

April 16, 2019

DP 4/16/19  
1 of 2

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1287

That the Senate recede from its amendments as printed on page 1419 of the House Journal and page 1173 of the Senate Journal and that Engrossed House Bill No. 1287 be amended as follows:

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- a. Operate in at least five states;
- b. Have operated an alternative teacher certification program for at least ten years;
- c. Require applicants to pass a subject area and pedagogy examination, known as the professional teaching knowledge examination, to receive certification; and
- d. Allow an individual who obtains an initial or renewal license to teach in the subject areas of:
  - (1) Elementary education;
  - (2) Elementary education with a reading endorsement;
  - (3) English language arts;
  - (4) United States and world history;
  - (5) Mathematics;
  - (6) General science;
  - (7) Biology;
  - (8) Chemistry; and
  - (9) Physics.

8."

DO 4/16/19  
2012

Page 2, line 10, replace "7." with "9."

Page 2, remove lines 22 through 31

Page 2, after line 31, insert:

**"SECTION 2. ALTERNATIVE TEACHER CERTIFICATION PROGRAM - REPORT TO LEGISLATIVE MANAGEMENT.** The education standards and practices board shall provide the legislative management a status report during the 2019-20 interim and the 2021-22 interim regarding the number of teacher licenses issued under an alternative teacher certification program, the effectiveness of the program, the quality of instruction provided under the program, and whether the program is accomplishing desired objectives. The report must include a recommendation regarding continuation of the program.

**SECTION 3. EXPIRATION DATE.** This Act is effective through July 31, 2023, and after that date is ineffective."

Renumber accordingly





**2019 HOUSE CONFERENCE COMMITTEE  
 ROLL CALL VOTES**

BILL/RESOLUTION NO. 1287 as (re) engrossed

**House Education Committee**

- Action Taken**
- HOUSE accede to Senate Amendments
  - HOUSE accede to Senate Amendments and further amend
  - SENATE recede from Senate amendments
  - SENATE recede from Senate amendments and amend as follows
  - Adopt Amendment

Motion Made by: Rep. Schreiber-Beck Seconded by: Sen. Oban

| Representatives     | 4-16 |  | Yes | No | Senators          | 4-16 |  | Yes | No |
|---------------------|------|--|-----|----|-------------------|------|--|-----|----|
| Chairman Owens      | X    |  | X   |    | Sen. Rust         | X    |  | X   |    |
| Rep. Schreiber-Beck | X    |  | X   |    | Sen. Schaible     | X    |  | X   |    |
| Rep. Guggisberg     | X    |  | X   |    | Sen. Oban         | X    |  | X   |    |
|                     |      |  |     |    |                   |      |  |     |    |
|                     |      |  |     |    |                   |      |  |     |    |
| Total Rep. Vote     |      |  | 3   | 0  | Total Senate Vote |      |  | 3   | 0  |

Vote Count      Yes: 6      No: 0      Absent: 0

House Carrier \_\_\_\_\_ Senate Carrier \_\_\_\_\_

LC Number \_\_\_\_\_ of amendment

LC Number \_\_\_\_\_ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment: list separately elementary education with reading endorsement as a secondary option under elementary education.

*Motion carried*

**2019 HOUSE CONFERENCE COMMITTEE  
 ROLL CALL VOTES**

BILL/RESOLUTION NO. 1287 as (re) engrossed

**House Education Committee**

- Action Taken**
- HOUSE accede to Senate Amendments
  - HOUSE accede to Senate Amendments and further amend
  - SENATE recede from Senate amendments
  - SENATE recede from Senate amendments and amend as follows
  - Unable to agree, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Rep. Rust Seconded by: Rep. Schreiber-Beck

| Representatives     | 4-16 |  | Yes | No |  | Senators          | 4-16 |  | Yes | No |
|---------------------|------|--|-----|----|--|-------------------|------|--|-----|----|
| Chairman Owens      | X    |  | X   |    |  | Sen. Rust         | X    |  | X   |    |
| Rep. Schreiber-Beck | X    |  | X   |    |  | Sen. Schaible     | X    |  | X   |    |
| Rep. Guggisberg     | X    |  |     | X  |  | Sen. Oban         | X    |  | X   |    |
|                     |      |  |     |    |  |                   |      |  |     |    |
|                     |      |  |     |    |  |                   |      |  |     |    |
| Total Rep. Vote     |      |  | 2   | 1  |  | Total Senate Vote |      |  | 3   | 0  |

Vote Count      Yes: 5                      No: 1                      Absent: 0

House Carrier Rep. Owens                      Senate Carrier Sen. Rust

LC Number 19.0411 . 03004 of amendment

LC Number \_\_\_\_\_ . 05000 of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Insert LC: 19.0411.03004  
House Carrier: Owens  
Senate Carrier: Rust

**REPORT OF CONFERENCE COMMITTEE**

**HB 1287, as engrossed:** Your conference committee (Sens. Rust, Schaible, Oban and Reps. Owens, Schreiber-Beck, Guggisberg) recommends that the **SENATE RECEDE** from the Senate amendments as printed on HJ page 1419, adopt amendments as follows, and place HB 1287 on the Seventh order:

That the Senate recede from its amendments as printed on page 1419 of the House Journal and page 1173 of the Senate Journal and that Engrossed House Bill No. 1287 be amended as follows:

Page 1, line 3, after "program" insert "; to provide for a legislative management report; and to provide an expiration date"

Page 1, line 22, remove "operated by a"

Page 1, remove lines 23 and 24

Page 2, remove lines 1 through 5

Page 2, line 6, remove "certification"

Page 2, line 7, after "6." insert "An in-state alternative teacher certification program must operate in accordance with the procedures and program approval standards and requirements set by the board for teacher education programs for the licensure of educators.

7. An out-of-state alternative teacher certification program must:
  - a. Operate in at least five states;
  - b. Have operated an alternative teacher certification program for at least ten years;
  - c. Require applicants to pass a subject area and pedagogy examination, known as the professional teaching knowledge examination, to receive certification; and
  - d. Allow an individual who obtains an initial or renewal license to teach in the subject areas of:
    - (1) Elementary education;
    - (2) Elementary education with a reading endorsement;
    - (3) English language arts;
    - (4) United States and world history;
    - (5) Mathematics;
    - (6) General science;
    - (7) Biology;
    - (8) Chemistry; and
    - (9) Physics.

8."

Insert LC: 19.0411.03004  
House Carrier: Owens  
Senate Carrier: Rust

Page 2, line 10, replace "7." with "9."

Page 2, remove lines 22 through 31

Page 2, after line 31, insert:

**"SECTION 2. ALTERNATIVE TEACHER CERTIFICATION PROGRAM - REPORT TO LEGISLATIVE MANAGEMENT.** The education standards and practices board shall provide the legislative management a status report during the 2019-20 interim and the 2021-22 interim regarding the number of teacher licenses issued under an alternative teacher certification program, the effectiveness of the program, the quality of instruction provided under the program, and whether the program is accomplishing desired objectives. The report must include a recommendation regarding continuation of the program.

**SECTION 3. EXPIRATION DATE.** This Act is effective through July 31, 2023, and after that date is ineffective."

Renumber accordingly

Engrossed HB 1287 was placed on the Seventh order of business on the calendar.

**2019 TESTIMONY**

**HB 1287**

Thank you Chairman Owens and members of the committee.  
For the record. My name is Bernie Satrom and I am honored to serve the people of District 12 in Jamestown.

1. North Dakota is experiencing a teacher shortage, which will only worsen as fewer and fewer college freshman pursue an education degree—even with the creation of grow-your-own programs at the high school level—more needs to be done
2. The state’s Department of Public Instruction listed 18 teacher Shortage Areas last year, with 5 being deemed Critical Need Areas.
3. In so many of these fields, local community members have the professional experience that could greatly serve students and their local schools. Think of the benefits of having a career accountant as a new math or business teacher, a pharmacist teaching biology and chemistry.
4. This bill allows local community members who already have a degree to transition to a job in teaching without going back to university for yet another degree and 10s of thousands of dollars of debt. Currently, far too many obstacles stand in their way. This bill allows these local professionals to demonstrate their competency and start working in their neighborhood school within a year.
5. Schools, particularly rural schools, spend thousands of dollars each year recruiting young college graduates who inevitably leapfrog on to other places. This bill allows local schools to hire teachers that are already committed to their communities.
6. This bill requires absolutely no state or local funding.

The speaker following me will give you the details.

HB 1287  
1-29-19  
#2

January 29, 2019

Chairman Owens and Committee Members,

Thank you for allowing me to speak here today in support of House Bill 1287. This bill would allow American Board to offer its alternative route to teacher certification here in North Dakota. American Board is a nonprofit organization that was founded in 2001 with a 45 million dollar grant under President George W. Bush, to meet the recognized need to assist local community members as they transition from a successful career to a new career in teaching.

14 states currently take advantage of American Board's certification program. The most recent addition due to legislative action was Wisconsin, which began using American Board in 2017 after Governor Walker signed the program into law. American Board has already placed hundreds of teachers in Wisconsin classrooms since entering the state.

During the 2017—18 school year, North Dakota Department of Public Instruction listed 18 teacher shortage areas. 18 subject areas where schools are struggling to find full time licensed teachers. 5 of these shortage areas were deemed critical need subjects, including the sciences. Other shortage areas include math, English language arts, social studies, elementary education, and special education. In each of these subject areas students are being left in the care of uncertified long term substitutes and out-of-field teachers. And in each of the subjects I listed, American Board certifies hundreds of teachers across the country each year. House Bill 1287 would allow American Board to bring this service to the community schools of North Dakota.

Alternative certification critics will say programs like American Board fail to prepare teachers adequately, or that they weaken the profession. That is an unsubstantiated claim and it is in direct opposition to what we hear from employing principals. In 2016 Drexel University's School of Education conducted a study on the quality of American Board trained teachers. To complete the study, Drexel survey over 100 principals from across the U.S. that currently employ American Board teachers. On 95 percent of new-teacher quality indicators, American Board trained teachers performed as well as, and in some cases better than, their traditionally trained peers. These indicators include classroom management, content knowledge, conflict resolution, ability to model appropriate behavior for students, and commitment to community. And again, on 19 of 20 indicators, American Board teachers perform better-than or equal to their traditionally trained peers. Teacher unions and universities tend to speak out against truly alternative certification programs, yet they cannot provide data to substantiate their claims that these programs are ineffective. But the Drexel University study is clear: American Board trained teachers are effective and the ability to use alternative certification is "exceptionally important" to serve local communities in need of a stable teaching force.

The same Drexel University study showed that 97 percent of employing principals plan to keep their beyond the 3-year mark. To be clear, the national average retention rate is about 75 percent at 3 years, and for American Board is 97 percent. Opponents say that rural communities need to do more to recruit new teachers. But that is a lot to ask and an expensive lift for communities when they already have local members who want to teach!

HB 1287  
1-29-19  
#2

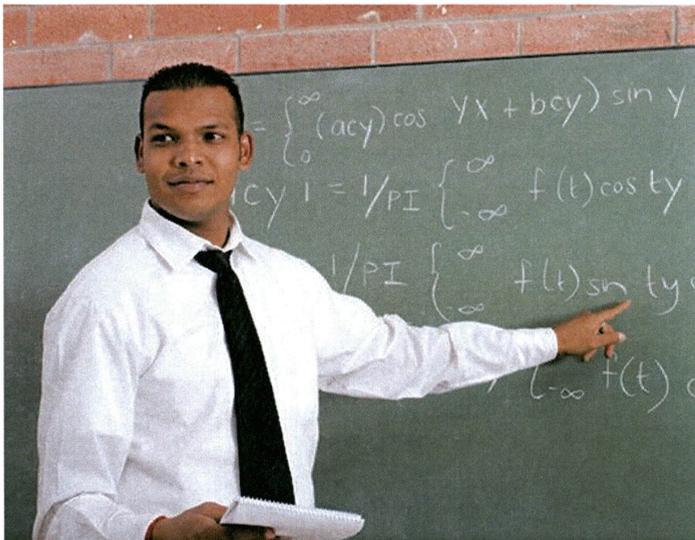
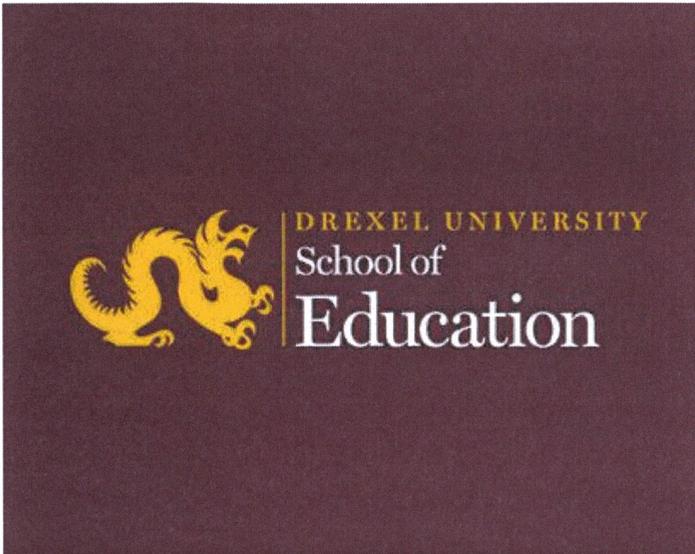
American Board's motto is simple: Your Community, Your Teachers. HB 1287 would allow local principals to hire the teachers their schools desperately need, and it would allow local community members to transition into a career where they can serve the communities they love.

Thank you for your time.

Melanie Olmstead, Director of Government Affairs

American Board

HB1287  
1-29-19  
#2



# 2016 Principal Survey

Toni A. Sondergeld, Ph.D.  
Associate Professor

# Executive Summary

**Project Background** – Since the inception of alternative teacher preparation programs, contradictory evidence about their quality and the impact of teachers prepared through alternative preparation programs versus traditional colleges of education has been presented. While some suggest alternative programs are weak or ineffective (Zeichner, 2016) others have presented equally compelling evidence to demonstrate their equivalence or outpacing of traditional college programs (Alhamisi, 2008). Furthermore, to suggest that all alternative preparation programs are identical is incorrect and misleading (Sass, 2013). Any suggestions that alternative teacher preparation programs are identical or will produce the same results are incorrect, in the same way that all colleges of education are not identical nor produce identical teachers. As alternative teacher preparation programs in general increase in popularity, clarity about *specific* programs is essential to better understand their unique characteristics and potential contributions to the K-12 teacher workforce.

**Project Purpose** – In order to begin to better assess the quality of teachers emerging from the American Board for Certification of Teacher Excellence (ABCTE) program specifically, and compare their performance to traditionally prepared college of education graduates, ABCTE commissioned an independent study in September 2016. The main purpose of this study was to evaluate both the effectiveness and retention of ABCTE prepared teachers with those teachers emerging from traditional college pathways.

**Project Sample** – A final sample of 155 principals (57% response rate) participated in the voluntary survey. Response rates above 33% are traditionally considered acceptable. The response rate of 57% is excellent and allows for greater generalization of results.

**Overview of Findings** – Five fundamental findings emerged from this study.

1. ABCTE teachers performed equivalently to traditional, college-prepared teachers across most (75%) evaluated aspects of teacher quality.

2. ABCTE prepared teachers were rated higher on four aspects (20%) of teacher quality, relative to bringing real-world experiences into the classroom, community connection, and job appreciation.
3. Traditional, college-prepared teachers were rated higher on only one aspect (5%): pedagogy.
4. Nearly all principals (151 of 155; 97%) expected to offer their ABCTE prepared teachers a second contract.
5. Nearly all principals (150 of 154; 97%) expected to retain their ABCTE prepared teachers after the three-year mark.

**Conclusions** – Survey results support positive attributes associated with ABCTE prepared teachers and find them largely comparable to or stronger than traditionally prepared teachers. During this time when many underserved local communities are in need of a stable teaching force, the opportunity to attract both traditionally and alternatively prepared high-quality instructors seems exceptionally important. It is clear that ABCTE prepared teachers are well-prepared to meet the needs of 21st-century learners.

HB 1287  
1-29-19  
#2

## Introduction and Methods

Since the inception of alternative teacher preparation programs, contradictory evidence about their quality and the impact of teachers prepared through alternative preparation programs versus traditional colleges of education has been presented. The National Education Policy Center reported that teacher preparation outside of colleges of education was sporadic, incomplete, and left student learning at stake (Zeichner, 2016). Conversely, Alhamisi (2008), noted that "teachers who completed the alternative teacher preparation programs and teachers who completed traditional teacher preparation programs did not differ on either Praxis II scores or grade point averages, as well as [across] external perceptions of job knowledge and performance" (p. 4). Further, the nature, substance, and requirements of alternative teacher preparation programs appears to influence the quality and performance of emerging teachers. Sass (2013) reported a significant difference in outcome and performance, depending on the type of preparation (coursework versus no coursework), suggesting that increased coursework was actually detrimental to the in-class performance of teachers. Thus the notion that all alternative teacher preparation programs are identical or will produce the same result is incorrect. As alternative teacher preparation programs in general increase in popularity, clarity about *specific* programs is essential to better understand their unique characteristics and potential contributions to the K-12 teacher workforce.

In order to specifically address the quality of teachers emerging from the American Board for Certification of Teacher Excellence (ABCTE) program and compare their performance to that of traditionally prepared college of education graduates, ABCTE commissioned an independent study in September 2016. The purpose of the study was to evaluate the effectiveness and retention of ABCTE prepared teachers as compared to those teachers emerging from traditional college pathways. ABCTE offers an alternative certification program currently accepted in 12 states in place of traditional teacher preparation programs. Based on teacher placement information gathered from annual ABCTE alumni surveys, a selection of 270 principals who currently employ one or more ABCTE prepared teachers were contacted and asked to participate in an anonymous survey. The final convenience sample included 155 principal participants (57%) who completed the survey fully. This response rate is considered high and supports the generalizability of the results with a  $\pm 5.15$  margin of error and a 95% confidence level.

For this project, a unique survey was constructed to assess the performance of teachers across a variety of areas associated with the traditional role of a teacher. Twenty teacher performance indicators under this general domain were developed from teaching best practices literature and experience in the field. An expert panel of 12 principals were convened to review the teacher characteristics included on the instrument, as a method for instrument validation. This Delphi panel (Skulmaski, Hartman, & Krahn, 2007) supported the use of the initial set of criteria with minor fine-tuning of the instrument based on pilot results. Table 1 lists the teacher quality (performance) indicators included on the final survey distributed for this study in no particular order of importance.

**Table 1. Teacher Performance Indicators Included on Final Survey**

|                                    |  |
|------------------------------------|--|
| Maturity                           | Classroom management                                 |
| Has broad real-world experiences   | Organization   |
| Works late as needed               | Conflict resolution                                  |
| Leadership                         | Applies prior professional experience to instruction |
| Has roots in the local community   | Content knowledge                                    |
| Collaborates with peers            | Pedagogy   |
| Community involvement              | Models appropriate behavior for students             |
| Incorporates professional feedback | Motivation   |
| Punctuality                        | Will remain with your school long-term               |
| Parent communication               | Appreciates the job opportunity                      |

In addition to the evaluation of fundamental teacher performance criteria, two additional questions were asked to gauge how confident principals were in the continued employment (retention) of ABCTE alternatively prepared teachers. First, principals were asked whether they would extend an offer for a second contract to the ABCTE prepared teacher(s) in their schools. Second, principals were asked whether they intended to retain their ABCTE prepared teacher(s) after the three-year mark.

Survey results were analyzed using the Rasch (1960/1980) model for rating scales (Wright & Masters, 1982). The Rasch objective measurement model allows for the creation and use of linear measures of qualities. Linear measurement provides a level of clarity and specificity not achievable through traditional statistical means. Rasch measurement is widely used in many fields and a very common method implemented in social science high stakes testing (e.g., educational state testing, medical board certification, etc.). Additionally, Rasch measurement has been noted as the most effective method for validating and analyzing survey data (Bond & Fox, 2015).

# Results

## Instrument Performance

Performance of the instrument was excellent, and thus supports the notion that meaningful and reliable results were produced from this study. Table 2 presents Rasch consistency and reliability statistics for the principals and teacher qualities surveyed.

**Table 2. Consistency and Reliability Rasch Statistics**

|                           | Separation | Reliability |
|---------------------------|------------|-------------|
| Principals                | 2.99       | .90         |
| Teacher Qualities (Items) | 3.68       | .93         |

Separation is a measure of clarity, specifically, the number of statistically significant groups that may be identified amongst the principals (by the items), and amongst the items (by the principals). In the present survey, separation of the principals is only useful in that it refers to the consistency and clarity of their teacher ratings. On the other hand, the separation of items helps to validate that we are carefully describing and considering a specific construct - namely the qualities of teaching professionals. In traditional survey research, reliabilities above 0.70 are and separation statistics at or above 2.0 are considered acceptable. Instrument reliabilities and separations were excellent, providing evidence to support that valid and generalizable results were found and inferences can be drawn to the greater population that was not examined.

## Survey Findings

A distinct benefit of using the Rasch model for surveys, is that precise data are made available for researchers to make clear interpretations. Most specifically, to define the operation of our construct (teacher performance), separation statistics and standard errors of measure associated with *each* quality were used. This uniquely precise information allows for the construct (concept) of teaching to be meaningfully interpreted, differentially. Traditional confidence intervals established using the standard error of measures associated with the twenty qualities assessed were defined, along with the separation statistics to establish the points of difference (where ABCTE teachers are stronger, where ABCTE and college prepared teachers are equivalent, and where college prepared teachers are stronger).

Tables 3 and 4 present results relative to the observation of teacher performance. Table 3 is a modified "construct map" which succinctly explains the findings. The Rasch model defines the construct (in this case teacher performance) in terms of qualities assessed, and evaluates their developmental and/or differential nature. Table 3 may be read as a scale, wherein reported performance of ABCTE prepared teachers is either better than, equal to, or worse than traditional college prepared teachers. Reading from left to right, the results are exceptionally positive for the ABCTE program. Across 20% of the qualities evaluated (4 of 20), including having roots in the local community, an appreciation for the job opportunity, and both integrating real-world experiences in the classroom and applying prior obtained professional knowledge, ABCTE prepared teachers were reported as performing significantly better than their college counterparts. Similarly, and exceptionally positive, across 75% of the qualities evaluated (15 of 20) ABCTE and college prepared teachers were shown to perform statistically equivalent. On only one rated quality (pedagogy) did principals rate college prepared teachers as performing higher.

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**Table 3. Teacher Performance Indicator Map**

| Better performance by ABCTE Prepared Teachers | Equivalent Performance across all Teachers | Better performance by Traditional College Graduates |
|---|--|---|
| Roots in the community                        | Classroom management                       | Pedagogy  |
| Appreciates the job                           | Content knowledge                          |   |
| Applies prior professional knowledge          | Organization                               |   |
| Real world experience                         | Parental communication                     |   |
|   | Conflict resolution                        |   |
|   | Collaborates with peers                    |   |
|   | Incorporated professional feedback         |   |
|   | Works late                                 |   |
|   | Community involvement                      |   |
|   | Leadership                                 |   |
|   | Maturity                                   |   |
|   | Punctuality                                |   |
|   | Models appropriate behavior                |   |
|   | Motivation                                 |   |
|   | Remain long term                           |   |

Table 4 presents the statistics for Table 3, wherein the set of items evaluated are arranged in Rasch difficulty order along with associated standard errors. Statistical separation lines are drawn between factors to denote the three statistically and meaningfully significant divisions. Table 4 thus expresses the points and magnitude of differences as demonstrated in Table 3. Table 4 demonstrates that ABCTE prepared teachers are not simply better in four areas; but practically, significantly, and *meaningfully* better. Similarly, it demonstrates the relative meaningful performance equivalence of most all other tasks, apart from pedagogy.

**Table 4: Teacher Factors Arranged by Equivalence**

| Measure (SEM)      | Teacher Factor                                       |
|--------------------|--|
| -1.27 (.20)        | Real-World Experience                                |
| -1.16 (.20)        | Applies Prior Professional Experience to Instruction |
| -1.01 (.20)        | Appreciates the Job                                  |
| <b>-0.88 (.20)</b> | <b>Roots in Community</b>                            |
| -0.56 (.20)        | Remain Long Term                                     |
| -0.52 (.20)        | Motivation   |
| -0.32 (.20)        | Punctuality  |
| -0.24 (.20)        | Community Involvement                                |
| -0.24 (.20)        | Leadership   |
| -0.20 (.20)        | Maturity   |
| -0.09 (.21)        | Models Appropriate Behavior for Students             |
| .08 (.20)          | Works Late   |
| .12 (.20)          | Collaborate with Peers                               |
| .25 (.20)          | Incorporating Professional Feedback                  |
| .37 (.20)          | Conflict Resolution                                  |
| .49 (.20)          | Organization   |
| .53 (.20)          | Parental Communication                               |
| 1.16 (.20)         | Content Knowledge                                    |
| 1.33 (.19)         | Classroom Management                                 |
| 1.76 (.19)         | Pedagogy   |

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Complementary results were found to those above when principals were asked about retention of their ABCTE prepared teachers. Figures 1 and 2 clearly show that principals intend to retain their ABCTE prepared teachers through offering them a second contract and expect to keep them on staff for three years or longer.

**Figure 1. Have you/Will you Offer you ABCTE Prepared Teacher a Second Contract?**



**Figure 2. Will you Retain your ABCTE Prepared Teacher after Three Years?**



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# Conclusions

There exists considerable debate regarding the capacities of teachers prepared through alternative teacher preparation programs versus those prepared through traditional colleges of education. Where teacher shortages are a major concern, particularly in large urban districts, small rural districts, and those with higher levels of poverty, this concern is more than academic. Furthermore, the different natures of alternative models make the label "alternative" misleadingly simplistic. Alternative programs are not identical. The present study was designed to compare the effectiveness and retention of teachers prepared through a single alternative program, namely ABCTE, with those teachers emerging from traditional college pathways. Two fundamental, positive themes emerged from the study conducted: Performance and Longevity.

## **Performance (ABCTE Teachers Perform Equal to or Better than their College Prepared Counterparts)**

ABCTE prepared teachers and teachers prepared through traditional colleges of education are largely equivalent in terms of their performance across the vast majority (75%) of teacher qualities assessed in our survey. Furthermore, ABCTE teachers are reported to perform significantly better across 20% of the teacher qualities assessed. ABCTE prepared teachers offer more connection to real-world issues, practical applications, community connection, and job appreciation. These findings are not entirely surprising. Newly minted traditional college-prepared teachers frequently have less exposure to "real-world" experiences useful for bringing into the classroom. ABCTE prepared teachers, who often possess degrees in the disciplines they wish to teach, typically enter teaching after having been within a specialized career path and consequently hold greater "real-world" experiences. Furthermore, teachers entering through this alternative pathway typically have made a conscious choice to leave a successful career in order to "give back" and teach, which may lead to a higher degree of community connection and job appreciation.

Teachers prepared through traditional colleges of education were reported to perform better on only one area, pedagogy (educational theory). This finding also is not surprising as traditional path teachers are generally exposed to vast amounts of educational theory courses throughout potentially four years of college. Taken holistically, ABCTE prepared teachers perform at or above expectations associated with nearly all aspects of

teacher quality assessed in this study. The finding that ABCTE prepared teachers are equally as strong or stronger than college prepared teachers across 95% of the evaluated teacher qualities is impressive and speaks well to the specific dynamics of the ABCTE program.

### **Longevity (ABCTE Teacher Retention Rates are Positive and Strong)**

Principals overwhelmingly support the short- and long-term retention of ABCTE teachers. Indeed, 97% of principals surveyed suggested that they intended to offer their ABCTE prepared teachers a second contract. Similarly, 97% of principals surveyed suggested that they intended to retain their ABCTE prepared teachers at the three-year mark. These findings are not only strong, but quite meaningful for the development of a robust teacher workforce. Retention may, in some instances, be used as a proxy for teacher quality and effectiveness (Boyd et al., 2010). Principals are more likely to retain effective teachers. Based on the results of this study, ABCTE prepared teachers appear as quite successful, and likely to remain and/or be offered continued contracts long-term. Long-term retention is a component of great importance to administrations (Burkhauser, 2016). Nationally, 16% of public school teachers leave the teaching profession annually for reasons other than natural retirement (Goldring, Taie, & Riddles, 2014). Knowing that (1) principals surveyed perceive ABCTE teachers as having greater “roots in the community”, and (2) these principals also remain steadfast in awarding ABCTE certified teachers new contracts, the ABCTE program appears to be well positioned to offer a comparable, effective, and functional alternative pathway to teaching, and a similarly positive pool of professionals, highly desirable for recruitment.

### **Final Comments**

Findings from this study reflect well on the generally positive attributes associated with the practices of ABCTE teachers. There are many variations of "alternative" preparation programs, as noted earlier. From the positive findings shared in this report, the structure and dynamics associated specifically with the ABCTE program appear to be very sound. Findings from this report further agree with and support those earlier reports from scholars including Alhamisi (2008) who noted that alternatively prepared teachers were largely equivalent or better in comparison to traditionally prepared teachers. During this time when many underserved local communities are in need of a stable teaching force, the opportunity to attract both traditionally and alternatively prepared high-quality instructors seems exceptionally important.

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*Great Public Schools*

*Great Public Service*

**Testimony Before the House Education Committee  
HB 1287  
Tuesday, January 29, 2019**

Good morning Chairman Owens and members of the Committee. For the record, my name is Nick Archuleta and I am the president of North Dakota United. On behalf of our 11,500 members I rise today to encourage a DO NOT PASS recommendation for HB 1287.

Mr. Chairman, though HB 1287 may be well intentioned, it serves to undermine education in North Dakota by extending the State's acquiescence to the notion that "anybody can teach." Anyone with any background in education knows that that notion is simply not true.

And what does the American Board of Certification of Teacher Excellence offer? To begin with, the results of ABCTE are mixed, at best. Proponents of ABCTE always point to the Drexel University study that shows them in a positive light. However, the National Center on Teacher Quality, an early supporter of ABCTE, has since given ABCTE very low grades in the states where it exists. Even in a Drexel survey of school principals, ABCTE "prepared" teachers were rated lower than those who came through traditional teacher preparation programs.

And there is more. Consider:

- The ABCTE test is proprietary – meaning states like ND do not even know the content of the tests;
- ABCTE, which is a business, is not Better Business Bureau Accredited;
- ABCTE completers never step foot into a classroom.
- There is no practicum component to an ABCTE certification.

- The sole requirement for ABCTE certification is that one complete a self-study course and take a subject knowledge test over the course of a year. That test cannot be seen, let alone approved, by ESPB.
- If the individual fails the test or does not take the test in the one year allowed, no matter. For a substantial fee, he/she can take another six months to complete it.
- There is no requirement that the “graduate” have a relationship with a school, university, or anything beyond their computer screen.
- There is no curriculum in child psychology, adolescent psychology, pedagogy, methods, student teaching, or mentoring.

Mr. Chairman and members of the Committee, HB 1287 contains no language that would require ABCTE completers to do anything more than take canned coursework and pass a test. In fact, a “graduate” of ABCTE could even teach Special Education in North Dakota because there is no language to prevent that scenario in this bill. In fact, Mr. Chairman, HB 1287 does not even have require that individuals seeking this alternative route to teacher licensure avail themselves of additional enhancements like mentorship, additional coursework in classroom management, or even a classroom evaluation.

For the sake of North Dakota’s children, Mr. Chairman and members of the Committee, please return a DO NOT PASS recommendation for HB 1287. This bill HB constitutes a further erosion in teacher standards at a time when we need to be insisting on high standards. Our children deserve the best we can do in this regard and this legislation is nowhere near that standard.

Thank you, Chairman Owens and members of the Committee. I am happy to stand for any questions you may have.

## Testimony against House Bill 1287

Testimony by Dr. Brenda Tufte, Chair of Graduate Education at the University of Mary in Bismarck, ND and member of the ND Educational Standards and Practices Board. I am here today representing the North Dakota Association of Colleges of Teacher Education, which is all of the private and public colleges and universities in North Dakota that offer teacher preparation programs.

Mr. Chairman and Committee,

Thank you for the opportunity to speak against HB 1287.

Bill 1287 is intended to address the teacher shortage by allowing teachers who have a Bachelor's degree but not an education degree to attain a teaching license through an online non-accredited certificate website called the American Board. It is not a college or educational institute that helps students develop the skills needed to manage a classroom or teach their content.

I urge you to read through the online reviews of the American Board Certificate Program. What is clear is that there are no classes, no teachers, and no mentors...there are study packets. For the starting price of \$1900, some people report getting their "certificate" in less than 8 weeks. I'm not sure how our state standards and practices board could tell anyone in our state with a 4-year degree that they cannot get a license if they would automatically get one with an American Board Certificate.

HB 1287 undercuts the accredited teacher prep programs such as the 12 colleges and universities in North Dakota that work diligently to meet the standards of the profession so that our graduates can be licensed; and most importantly, so that our graduates are prepared to be effective teachers for the K-12 students in our state. If any of our programs did not meet the standards, we would not be accredited

North Dakota's colleges and universities understand the dire need in our rural schools and have worked with ESPB to make available Alt. Access programs for candidates who have a 4-year degree. Principals can get these candidates who have a 4-year degree in the classroom on an alt access license to fill needed positions while they take licensure track courses in classroom management, curriculum, instructional strategies, and assessment, and, if needed, content. Candidates may choose if they want to take multiple online courses during the school year or take face to face and or online classes in the summer when they are off. They are not simply given study packets, but instruction, mentoring, and feedback by experienced educators. In their first year of teaching, candidates simply need to file their program of study and they have 3 years to complete it (if they need more they may request an extension).

- Alt. Access candidates may teach full-time while completing their licensure coursework.
- Alt Access candidates do not have to leave their communities to take coursework. It is offered online but they have the option to meet in face to face summer courses if they want interaction and discussion with professors and other educators.
- The final student teaching internship does not have to be unpaid...they may continue to get paid while they are mentored and assessed on their teaching.
- Principals may place Alt. access candidates in the classroom immediately if they have unfilled positions.

North Dakota's Alt. Access teacher preparation programs are committed to providing alternate pathways to teaching that are flexible and provide exemplary instruction and mentoring to put high quality teachers in every classroom.



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January 29, 2019  
Testimony  
Education Standards and Practices Board  
House Bill 1287  
Dr. Rebecca Pitkin

Good morning Chairman Owens and members of the House Education Committee. My name is Rebecca Pitkin and I am the Executive Director of the Education Standards and Practices Board. I am representing our board, which has members from various education stakeholder groups including both private and public-school teachers, school administrators, a school board member, and representatives from higher education. Our board requested I provide neutral testimony regarding HB 1287, a bill relating to initial teaching licenses for individuals completing alternative teacher certification, namely the American Board for Certification of Teacher Excellence alternate teacher certification program.

The American Board program is an Alternate Access licensure program which was launched with a \$5 million dollar grant from the U.S. Department of Education in 2001. The intent of the program was to target career changers who already had a 4-year degree and who want to improve their communities by becoming a teacher. The organizations 's mission is to certify subject experts, experienced professionals, career changers, and military veterans as teachers.

Currently 13 states utilize American Board. States can determine which content areas they will offer. In addition, states can add their own requirements. For example, one state requires completion of an ethics program while other states require a clinical practice or mentoring.

In contrast to a traditional teacher education program where most of the coursework is face to face and students have multiple clinical or school experiences attached to their coursework,

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American Board is competency based. The program is online, self-paced, and one becomes a teacher by passing tests, after studying materials provided by American Board.

NDCC 15.1-13-09 and NDCC 15.1-13-10 requires all North Dakota teachers to complete a minimum of 10 weeks full time pre-service teaching (student teaching) experience, receive training in mental health competencies, and understand the requirements of educator ethics. In addition, teacher education candidates complete multiple field experiences embedded within their coursework in many areas: exceptional learners, classroom management, literacy, diversity, and at the secondary level, in their specific content area. This is prior to pre-service teaching. Teacher education programs in North Dakota must meet rigorous state and national requirements for accreditation. American Board does not require pre-service teaching, nor field experiences.

ESPB currently provides an Alternate Access license when districts are unable to find a regularly trained applicant. A district may request an alternate access license, providing evidence their search was unsuccessful. These individuals must have a bachelor's degree and a minimum of 30 credits in the content area they are going to teach. Upon licensing, they can begin teaching immediately, and have up to 3 years to complete their teacher education coursework at an accredited institution of their choice.

The above is a brief overview of both types of programs, American Board and traditional. ESPB is to date unclear regarding the specifics on additional state requirements, the mechanism for choosing subjects, and the facts surrounding a state's agreement with American Board.

This concludes my testimony and I stand for any questions.

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c. Meets the requirements of human resources and cultural directives within two years of initial license. North Dakota education standards and practices board licensure requires coursework in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners (e.g., universal design for learning, response to intervention, early intervention, positive behavior interventions and supports).

# NORTH DAKOTA HOUSE OF REPRESENTATIVES



STATE CAPITOL  
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## COMMITTEES:

Judiciary  
Agriculture

Thank you Chairman Schaible and members of the committee.

For the record. My name is Bernie Satrom and I am honored to serve the people of District 12 in Jamestown.

1. North Dakota is experiencing a teacher shortage, which will likely worsen as fewer and fewer college freshman pursue an education degree and more teachers are lost to the private sector—even with the creation of grow-your-own programs at the high school level—more needs to be done. **The program in this bill is not here to substitute the traditional path, this is simply one more option, one more tool in the tool belt as we combat this shortage.**

The state's Department of Public Instruction listed 18 teacher Shortage Areas last year, with 5 being deemed Critical Need Areas.

3. In so many of these fields, local community members have the professional experience that could greatly serve students and their local schools. Think of the benefits of having a career accountant as a new math or business teacher, a pharmacist teaching biology and chemistry. **North Dakota is home to many talented, smart, and driven STEM workers—why are we making it so hard for these people to transition into teaching?**

4. This bill allows local community members who already have a degree to transition to a job in teaching without going back to university for yet another degree and 10s of thousands of dollars of debt. Currently, far too many obstacles stand in their way. This bill allows these local professionals to demonstrate their competency and start working in their neighborhood school within a year. **And even better, they would continue to receive training that first full year in the classroom.**

5. Schools, particularly rural schools, spend thousands of dollars each year recruiting young college graduates who inevitably leapfrog on to other places. This bill allows local schools to hire teachers that are already committed to their communities. AND this bill requires absolutely no state or local funding

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**Testimony of  
Shawn McCollough  
President and Chief Executive Officer, American Board  
3/12/2019**

Mr. Chairman and Members of the Committee, thank you for this opportunity to speak today on HB 1287. My name is Shawn McCollough, I am the President and CEO of American Board. I am also a traditionally trained teacher, former principal and three-time superintendent of schools. I originally joined American Board in 2005 as a member of their Board of Directors and my intention was to poke holes in their program. After working with this program for years, I have come to realize that this program is one of quality and is needed to increase teacher supply. I assumed the role of President and CEO in 2011.

As a superintendent of schools in Nogales County, Arizona I knew firsthand the difficulty in finding and retaining quality teachers. During that time, I was approached by a young man with a bachelor's degree in engineering who wanted to teach in Nogales. Under Arizona law, I could not hire him and had to refer him back to the university system for a traditional teaching credential. That's similar to what happens here in North Dakota. What American Board's program does is allow for people like the young man in Arizona, who have a passion for teaching, to take the necessary courses to learn how to teach in a particular subject matter and how to teach in a classroom setting. They then pass tests very similar to traditionally trained teachers and are allowed to get their license. It also allows for people who have a credential in one subject matter to take the courses to be trained in another subject matter. *Most importantly, it allows for communities to cultivate teachers from their residents that already have a bachelors' degree.*

As a principal, I have hired and fired a great deal of traditionally trained teachers. I can say that the American Board program provides people with devotion to teaching, who have strong content and classroom skills, and are committed to teaching in their communities. Members of the higher education community do their very best to ensure that traditionally trained teachers are prepared for their jobs. But as a principal and a superintendent, I have had the job of reviewing performance and ensuring the children have the best quality education. American Board's teachers are very well qualified and will provide quality teachers in North Dakota to the same degree of excellence that you expect from traditionally trained teachers.

Let me address some of the opposition arguments that we have heard here in North Dakota.

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You will hear that American Board is a company that does not appropriately prepare teachers. American Board currently trains and certifies teachers in 14 states and when principals in those states were asked about the quality of their American Board-trained teachers, 97 percent of principals indicated that they plan to retain their American Board beyond the crucial 3 year mark. This means that, after observing these teachers in the classroom and considering the growth of their students, 97 percent of principals plan to continue employing their American Board trained teachers. The national average for traditionally trained teachers meeting the three year mark is about 67percent.

Another argument is that HB 1287 does not require student teaching. That's true. Because people who pursue American Board's program are mature adults, with jobs and families, and they cannot take a year to work in the classroom without pay. But because American Board worked very closely with North Dakota's Education Standards and Practices Board to develop the language of HB 1287, the bill would require that all teachers pursuing licensure through American Board complete a one-year clinical experience. During this time they receive coaching and support from American Board staff, just as they would during a student teaching experience. When asked about the classroom skills of American Board trained teachers, employing principals indicate that American Board teachers are equal to their traditionally trained teachers on issues such as classroom management, subject-matter knowledge, organizational training, communications, conflict resolution, collaboration, leadership, maturity, motivation, and appropriate behaviors.

Lastly, you will hear that American Board is nothing more than a test-prep program; it is not a teacher preparation program. American Board is an online, competency-based program. Candidates demonstrate their pedagogy knowledge and subject-area knowledge by passing tests. This is no different than the current practice of licensing teachers after they pass the Praxis test. This is no different than a traditional university math major who passes math tests to graduate and then gets a job as an accountant without having previously spent time shadowing other accountants. Online training isn't inferior, it's the norm now. Currently North Dakota high school and college students have access to learning opportunities online—why is online learning good enough for students but not for teachers? School principals indicate that American Board teachers are good for their schools. So, while American Board doesn't fit a traditional mold of “a real teacher preparation program,” it works for the thousands of schools across the US that rely on their American Board-certified teacher.

In conclusion, I strongly believe that the alternative teacher credentialing program outlined in HB 1287 will complement the existing paths to teacher credentialing in North Dakota and will give education

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administrators quality choices to address teaching needs in the state. As such, I urge your support of this bill. Thank you for your time and consideration.

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66th Assembly

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Testimony

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Submitted by Katherine Terras,  
ND Citizen, Parent, & Educator

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## HB 1287 Testimony

Greetings! My name is Katherine Terras, and I am here today as a North Dakota citizen, a parent, and as an educator. To begin, *I support quality training of teachers and believe strongly in the teaching profession.*

With that said, I recognize there are great needs in our state, particularly in rural settings. I understand these needs as I grew up in rural ND and now have children attending a rural, county school in ND.

Education is changing nationally at all levels. If ND is going to respond by allowing, alternatives for preparing teachers in our state, they need to be of quality by maintaining professional standards. I want our state to support the development of an alternative program established in ND and designed for ND teachers that will *train and retain* them. Our state has many highly trained teacher educators who could do remarkable things for our state while maintaining quality and keeping the teaching profession intact. Let's not outsource this to other states, such as Georgia where the American Board is housed.

### I Support HB 1287 with the following Amendments:

| Current HB 1287 Language   | Suggested Amendment<br>(highlighted in yellow)  | Rationale  |
|--|---|--|
| 5. The board shall grant an initial license to an individual who: <ul style="list-style-type: none"> <li>a. Possesses a bachelor's degree from an accredited institution;</li> <li>b. Passes a criminal history record check required by section 15.1 - 13 - 14; and</li> <li>c. Successfully completes <del>the American board for certification of teacher excellence</del> an alternative teacher certification program operated by a nonprofit organization described in section 501(c)(3) of the Internal Revenue Code [26 U.S.C. 501(c)(3)], which:</li> </ul> | 5. The board shall grant an initial license to an individual who: <ul style="list-style-type: none"> <li>a. Possesses a bachelor's degree from an accredited institution ;</li> <li>b. Passes a criminal history record check required by section 15.1 - 13 - 14; and</li> <li>c. Successfully completes <del>the American board for certification of teacher excellence</del> alternative teacher certification program <b>operated by a nonprofit organization described in section 501(c)(3) of the Internal Revenue Code [26 U.S.C. 501(c)(3)], which:</b></li> </ul> | The state is overreaching with deciding this should be a nonprofit and is shutting down private enterprise.  |
| (1) Operates in at least five states   | (1) <b>Operates in at least five states</b><br><b>Is accredited</b>   | An alternative pathway should be of equal quality as any program training teachers. Is there any other board or business in ND that has to serve a minimum of 5 other states to exist? |
| (2) Has operated an alternative  | (2) <b>Has operated an alternative</b>  | An accredited, alternative program   |

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|   |  |  |
|---|--|--|
| <p>teacher certification program for at least ten years; and</p>  | <p>teacher certification program for at least ten years; and</p> | <p>developed right here in ND should be able to immediately serve our state. Moreover, no other ND business/nonprofit would a law be written to prevent it from serving ND for 10 years.</p> |
| <p>(3) Requires applicants to pass a subject area and pedagogy examination, known as the professional teaching knowledge examination, to receive certification .</p>  |  |  |
| <p>6. An individual who obtains an initial license under subsection 5 is authorized to teach the subject and educational levels for which the individual has successfully completed the <del>American board for certification of teacher excellence alternative teacher certification</del> program described under subsection 5.</p> |  |  |
| <p>7. Upon completing two years of teaching under a an initial license issued under subsection 5, the licensee is eligible to apply for a five - year renewal license if the individual:</p>  |  |  |
| <p>a . Completes the program's clinical experience program and the North Dakota teacher support system approved mentor program;</p>   |  |  |
| <p>b . Meets the requirements of section 15.1 - 13 - 35 within two years of initial licensure; and</p>  |  |  |
| <p>c . Meets the requirements of human resources and cultural directives required coursework within two years of initial licensure which includes Native American studies, cultural diversity, strategies for creating learning environments that</p>   |  |  |

|   |   |  |
|---|---|--|
| <p>contribute to positive human relationships, and strategies for teaching and assessing diverse learners</p>   |   |  |
| <p>8 . An individual who obtains an initial or renewal license is authorized to teach in the subject areas of:<br/> a . Elementary education ;<br/> b . English language arts ;<br/> c . United States and world history ;<br/> d . Mathematics;<br/> e . General science ;<br/> f . Biology ;<br/> g . Chemistry; and<br/> h . Physics .</p> | <p>8 . An individual who obtains an initial or renewal license is authorized to teach in the subject areas of:<br/> a . Elementary education ;<br/> b . English language arts ;<br/> c . United States and world history ;<br/> d . Mathematics;<br/> e . General science ;<br/> f . Biology ;<br/> g . Chemistry; and<br/> h . Physics .<br/> that the alternative teacher preparation program received accreditation.</p> | <p>Alternative should <u>not</u> imply low quality teacher training, especially if alternative programs receive the same stamp of quality through accreditation.</p> |

**Benefits to Teacher Educators and North Dakota**

- *An alternative program located in ND would assist in training teachers to reduce the shortage, particularly in rural areas.* An alternative program developed in ND, for ND's teachers, would best meet the needs of our state using evidence-based practices that engage teacher candidates using experiential and performance-based practices that are interactive and provide individualized feedback. No worksheets nor packets!
- *ND educators would be better prepared to meet demands of the field.* Alternative programs for training teacher educators would be highly specialized and able to more nimbly respond to the changing demands of ND schools. Educational programming should be developed by individuals who are pedagogical experts in our state and are solely focused on quality training for teachers. Many of these experts/faculty should have terminal degrees (EdD, PhD) in teacher education.
- *Teacher educators would be given choices about where to receive their training.* Alternative training programs would be able to nimbly offer self-paced, enroll anytime training that accommodates students who do not desire the traditional, semester-based model.
- *Training and mentoring could be combined.* An alternative pathway for training educators could offer programming that combines training and mentorship to support educators post-certification. Mentorship needs to happen during years 1, 2, and 3 to reduce attrition.



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March 11, 2019  
Testimony  
Education Standards and Practices Board  
House Bill 1287  
Dr. Rebecca Pitkin

Good afternoon Chairman Schaible and members of the Senate Education Committee. My name is Rebecca Pitkin and I am the Executive Director of the Education Standards and Practices Board. I am representing our board, which has members from various education stakeholder groups including both private and public-school teachers, school administrators, a school board member, and representatives from higher education. Our board requested I provide state testimony regarding HB 1287, a bill relating to initial teaching licenses for individuals completing alternative teacher certification.

Our board appreciates the amendments to the bill and the addition of a clinical practice, mentoring, and the cultural diversity course requirement. These components are ones our board feels are critical.

Our board has had more than a few meetings regarding HB 1287 and each one has caused board members to reflect on their core beliefs regarding what makes an effective teacher, the non-negotiables regarding our profession and the seriousness with which we guard it. The conversations were not taken lightly and our board's non-negotiable "what is best for kids" was in all our minds. Nonetheless, we exist in an era of teacher shortages and American Board's intent to target career changers who already had a 4-year degree, and could teach in a local community, did not go unnoticed.

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The fact that the American Board program is online, self-paced, and one becomes a teacher by passing tests, after studying materials provided by American Board, within a timeframe of 12-18 months, was for some a positive factor. For others these ideas were a complete undoing of all they know about effective teacher research, the importance of multiple clinical practices embedded in coursework, and the mentoring and feedback one receives as they progress through a teacher education program. In addition, American Board is not accredited and cannot meet the standards ESPB requires for state and national accreditation, because it is an alternative program. Again, the amendments are critical.

Other board members pointed to the fact that we already have an alternate access program; the difference is, in our current alternate license path, applicants must have a minimum of 30 credits in the content areas they wish to teach and must enroll in a teacher education program to complete their pedagogy. ESPB currently provides an Alternate Access license when districts are unable to find a regularly trained applicant. A district may request an alternate access license, providing evidence their search was unsuccessful. Upon licensing, they can begin teaching immediately, and have up to 3 years to complete their teacher education coursework at an accredited institution of their choice. The American Board requirement is a 4-year degree in any content area to begin a program, without the commitment of additional teacher education coursework.

American Board offers a wide range of content areas available for certification. The secondary content areas listed in the bill are all shortage areas in our state. Our board discussed the concern regarding qualifying to teach elementary students with a competency-based test. One learns to teach reading by a combination of content knowledge and field experiences observing and assisting master teachers, using formative assessment to gauge learner understanding of

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phonemic awareness, vocabulary development, and fluency, and changing strategies as needed.

These skills would be difficult to build without field experiences prior the first “real” job, thus the importance of the clinical practice component in the amendment.

At the February 14, 2019 board meeting, our board voted unanimously to provide testimony in opposition to HB 1287. At special meeting yesterday, the board motioned to present state testimony, express gratitude for the amendments, recognizing the shortage which exists particularly in rural areas, appreciate the 4-year degree which is required before beginning the America Board, and stating the concerns of our board. The idea that the canon of teaching can be condensed into a test in a secure location is a concept that although allowed in 13 other states, is a challenging one for our board to contemplate. On the other hand, the American Board is seen by some as a solution to satisfy some element of the shortage, with the current amendments.

The ESPB board desired a state testimony to relay the challenge they had in determining a response to the bill, given the context of the shortage, the amendments, and our non-negotiable of “what is best for kids”.

I have presented to you a synopsis of our board’s deliberation. I have also been a classroom teacher in 8 states, a reading specialist, an administrator, and faculty in higher education at 3 institutions and negotiating the intersection of what is best for our most precious commodity-children, and the teacher shortage administrators experience is not a new topic-but it is a very serious one.

This conclude my testimony and I stand for any questions.

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Great Public Schools

Great Public Service

**Testimony Before the Senate Education Committee  
HB 1287  
Tuesday, March 12, 2019**

Chairman Schaible and member of the Committee, today I rise to urge a DO NOT PASS recommendation for HB 1287.

Thanks to the recommendations of ESPB Executive Director Pitkin, this bill is much better than it was in its original iteration. Despite that fact, however, our members cannot support its passage.

Mr. Chairman, we appreciate that all references to the company behind this bill, the American Board for Certification of Teacher Excellence (ABCTE), have been removed from the bill. However, HB 1287 is still clearly written to advantage this company over other alternative licensure companies. On page 2 of the bill, lines 4-6, the bill calls for the Education Standards and Practices Board to Grant a license only after the applicants "...pass a subject area and pedagogy examination, known as the professional teaching knowledge examination, to receive certification."

Mr. Chairman and members of the committee, the Professional Teaching Knowledge Examination, or PTK Exam, is the proprietary test developed by and exclusively utilized by ABCTE. No other organization uses the PTK Exam, nor can they as it is wholly owned by ABCTE.

Additionally, Mr. Chairman, our members have expressed their concern that an individual permitted to teach under this plan would also be allowed to teach in the area of elementary education. We would ask that if this bill is to move forward that elementary education be removed from the list of subject areas listed in subsection 8, line 24 on page two of the bill.

Mr. Chairman, ND United and its members recognize that there is a teacher shortage in North Dakota and around the nation. But we believe that there are ways beyond alternative licensure schemes to address those needs. Please give a HB 1287 a DO NOT PASS recommendation.

## Testimony against House Bill 1287

Testimony by Dr. Brenda Tufte, Chair of Graduate Education at the University of Mary in Bismarck, ND and member of the ND Educational Standards and Practices Board. I am here today representing the North Dakota Association of Colleges of Teacher Education, which is all of the private and public colleges and universities in North Dakota that offer teacher preparation programs.

Mr. Chairman and Committee,

Thank you for the opportunity to speak against HB 1287.

Bill 1287 is intended to address the teacher shortage by allowing teachers who have a Bachelor's degree but not an education degree and not necessarily even a related degree to attain a teaching license through an online non-accredited certificate website called the American Board. It is not a college or educational institute that helps students develop the skills needed to manage a classroom or teach their content. Someone with an accounting degree could teach Kindergarten or first grade without having had a single course on how to teach children to read.

I urge you to read through the online reviews of the American Board Certificate Program.

<https://www.facebook.com/pg/ABCTE/reviews/>

What is clear is that there are no classes, no teachers, and no mentors...there are study packets. For the starting price of \$1900, some people report getting their "certificate" in less than 8 weeks. As you know, one of the main duties of the ND Standards and Practices Board is to accredit the teacher prep programs in our state. I'm not could deny accreditation to any Teacher Education program if they would grant a license to someone with an American Board Certificate.

HB 1287 undercuts the accredited teacher prep programs such as the 12 colleges and universities in North Dakota that work diligently to meet the standards of the profession so that our graduates can be licensed; and most importantly, so that our graduates are prepared to be effective teachers for the K-12 students in our state. If any of our programs did not meet the standards, we would not be accredited

North Dakota's colleges and universities understand the dire need in our rural schools and have worked with ESPB to make available Alt. Access programs for candidates who have a 4-year degree. Principals can get these candidates who have a 4-year degree in the classroom on an alt access license to fill needed positions while they take licensure track courses in classroom management, curriculum, instructional strategies, and assessment, and, if needed, content. Candidates may choose if they want to take multiple online courses during the school year or take face to face and or online classes in the summer when they are off. They are not simply given study packets, but instruction, mentoring, and feedback by experienced educators. In their first year of teaching, candidates simply need to file their program of study and they have 3 years to complete it (if they need more they may request an extension).

- Alt. Access candidates may teach full-time while completing their licensure coursework.
- Alt Access candidates do not have to leave their communities to take coursework. It is offered online but they have the option to meet in face to face summer courses if they want interaction and discussion with professors and other educators.
- The final student teaching internship does not have to be unpaid...they may continue to get paid while they are mentored and assessed on their teaching.
- Principals may place Alt. access candidates in the classroom immediately if they have unfilled positions.

It is through guided, collaborative study and skill practice where the science of teaching and the art of using effective pedagogy meet to support the development of great teachers. North Dakota's Alt. Access teacher preparation programs are committed to providing alternate pathways to teaching that are flexible and provide exemplary instruction and mentoring to put high quality teachers in every classroom.

19.0411.03002  
Title.

Prepared by the Legislative Council staff for  
Senator Rust

March 22, 2019

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PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1287

Page 1, line 3, after "program" insert "; to provide a legislative management report; and to provide an expiration date"

Page 2, after line 31, insert:

**"SECTION 2. ALTERNATIVE TEACHER CERTIFICATION PROGRAM - REPORT TO LEGISLATIVE MANAGEMENT.** The education standards and practices board shall provide the legislative management a status report during the 2019-20 interim and the 2021-22 interim regarding the number of teacher licenses issued under an alternative teacher certification program, the effectiveness of the program, the quality of instruction provided under the program, and whether the program is accomplishing desired objectives. The report must include a recommendation regarding continuation of the program.

**SECTION 3. EXPIRATION DATE.** This Act is effective through July 31, 2023, and after that date is ineffective."

Renumber accordingly

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1287

That the Senate recede from its amendments as printed on page 1419 of the House Journal and page 1173 of the Senate Journal and that Engrossed House Bill No. 1287 be amended as follows:

Page 1, line 3, after "program" insert "; to provide for a legislative management report; and to provide an expiration date"

Page 1, line 22, remove "operated by a"

Page 1, remove lines 23 and 24

Page 2, remove lines 1 through 5

Page 2, line 6, remove "certification"

Page 2, line 7, after "6." insert "An in-state alternative teacher certification program must operate in accordance with the procedures and program approval standards and requirements set by the board for teacher education programs for the licensure of educators.

7. An out-of-state alternative teacher certification program must:

- a. Operate in at least five states;
- b. Have operated an alternative teacher certification program for at least ten years; and
- c. Require applicants to pass a subject area and pedagogy examination, known as the professional teaching knowledge examination, to receive certification.

8."

Page 2, line 10, replace "7." with "9."

Page 2, line 22, replace "8." with "10."

Page 2, after line 31, insert:

**"SECTION 2. ALTERNATIVE TEACHER CERTIFICATION PROGRAM - REPORT TO LEGISLATIVE MANAGEMENT.** The education standards and practices board shall provide the legislative management a status report during the 2019-20 interim and the 2021-22 interim regarding the number of teacher licenses issued under an alternative teacher certification program, the effectiveness of the program, the quality of instruction provided under the program, and whether the program is accomplishing desired objectives. The report must include a recommendation regarding continuation of the program.

**SECTION 3. EXPIRATION DATE.** This Act is effective through July 31, 2023, and after that date is ineffective."

Re-number accordingly