

2019 SENATE EDUCATION COMMITTEE

SB 2217

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

SB 2117
1/21/2019
31182

- Subcommittee
 Conference Committee

Committee Clerk Signature Lynn Wolf

Explanation or reason for introduction of bill/resolution:

A bill relating to teacher incentives for leadership in education program; and to provide for an exemption.

Minutes:

Att. #1-Schaible; Att. #2-Archuleta; Att. #3-Bachmeier;
Att. #4-Vollmer; Att. #5-Copas; Att. #6-Burkle; Att. #7-
Ellefson

Vice-Chairman Fors: We'll call the meeting order and recognize Senator Schailbe.

Senator Schaible, District 31: *See Attachment # 1.*

Senator Oban: Can you give me some examples of academic initiatives?

Senator Schaible: I was a member of the task force and when we visited some of the schools, we were in Watford City, some elementary teachers there would like to do some innovative type teaching, for example, teaching math and science at the same time in fourth grade or even fourth and fifth grades. They had some good plans to do that, but didn't have a vehicle to do it. This would be part of that – it would take some extra time, extra work, extra curriculum and innovation of projects they would do. Others testifying after me will be able to share more ideas on that. Part of the task force was that we created a data base of the good things going across the state in innovation. This is an example of something of a smaller scale in house rather than blanketing the whole school.

Senator Oban: This could potentially help to support funding needs that would be associated with these kinds of projects.

Senator Schaible: Yes, it could be for this or professional development – teacher teach the teacher – project based and not to be on going.

Senator Oban: Have you done any approximations of what that formula would amount to for certain school district sizes if they were to apply?

Senator Schaible: My recollection is about \$92 per student if every school and student would take advantage of this. That would probably be the minimum. If you take \$10 million divided by the number of students, that is what you would get - \$92 per student.

Senator Oban: Last question about the review committee – do you really think the compilation of that review committee are the people that know best about...

Senator Schaible: This was brought forward by the task force and it is a starting point. I am sure there was going to be discussion on this.

Vice-Chairman Fors: Further questions. Further testimony for SB 2217.

(7:20) Nick Archuleta, ND United: See Attachment # 2.

(9:30) Levi Bachmeier, Policy Director for Governor Burgum: See Attachment #3.

(15:20) Mark Vollmer, Supt. of Minot Public Schools: See Attachment #4.

(18:03) Chairman Schaible: Would you have any idea what these project based units might look like?

Mark Vollmer: Minot is a Marzano school district – that is the model that we have chosen for teacher growth and evaluation. We are meeting the needs of students by prioritizing our standards. There are too many standards – if we taught each on to proficiency, we would have students in school until they were about 30. We have created scales that are implementing in the classroom and have transferred them to something we call kids speak so, a student will be able to tell you where they are in the learning process on that standard. I have a plan to be a three and my teacher and I have a plan so I will get there. We have some teachers that are rocking this process and we have some teachers that need help and assistance with that. Like anything else, practice makes us better. We could take a teacher during a planning period and pay them a stipend to coach or mentor other teachers in the process. We could use this money for teacher-leader academies for continuing our broad based professional development plan for teachers and support staff. This will allow school districts to be innovative. Before I was superintendent in Minot, I was in Willow City. That's a vast difference – 60 kids in Willow City compared to about 1,000 in Magic City campus. The needs to be innovative in Willow City were far different than our needs to be innovative in Minot. At the end of the day, this allows individual schools holistically through a grassroots approach to look at what the needs are and develop a plan to meet the needs of the school to educate kids.

Chairman Schaible: I think this was discussed earlier that this was a per year basis or a one-time shot. I think that is what we are looking at – we are looking to pay for new and futuristic things. We are not paying for past performance – correct?

Mark Vollmer: It is not a merit pay bill. This year we might need emphasis on skills development and employment, next year it might be something entirely different. The bottom line is that we have a cadre of incredibly talented staff members that can do so much for us but don't have the mechanism to make that happen. It wouldn't be long term – it would be on a year to year basis.

(21:18) Senator Davison: I support the concept, but am concerned about the details. My understanding is that within a teacher contract, if that teacher is getting paid additional dollars during their planning time, they are already being paid for their planning time. Now we are paying on top of that, so, it isn't that they shouldn't be paid on top of that, that really isn't the argument to me. It is the matter about school districts about how someone determines the process. How do you keep teachers from saying, "Well, they are getting paid to do that, why didn't I get paid to do this?" In your mind, how do you see that process evolving in your school?

Mark Vollmer: We are forced every day to make tough decisions. Our district completes a needs assessment every year that helps us define what direction we need to go in, where our training needs

to be, and sometimes we need to make tough decisions that need to be made with that. What do we first of all value as a district, how does it fit in to our school improvement plans and where is it going to move us? Not always easy decisions to make, but at the end of the day, that is the business we are in. Locally, this allows a school district to make a determination on that. As far as a prep period, I do want to clarify that. Right now our secondary teachers have two prep periods a day to prepare and organize their day and get everything ready to teach. They teach five periods a day. If they have to teach six periods, we pay them for the additional class period. Each school does that differently. The idea is that the local school district will need to develop that plan.

Senator Davison: We incorporate into the foundation aid payment for three professional development days. That is what we are supporting from the state tax dollars. How do we know or make sure this is on top of that and not mixing and matching those professional development days with pay for these dollars and making sure it is on top of what we are already funding?

Mark Vollmer: It is the process of the development and approval of the plan by whatever that group is. We've heard some testimony of what that plan might look like. Our needs are great, we had our PD day yesterday and it was as individualized as possible, but we between secretaries and teaching staff, and all others, it was a lot of people and when you have the full three-day type, what happens is you end up taking a shotgun approach at professional development. This allows us to pinpoint down to what teachers, paraprofessionals, secretaries, or principals exactly what they need to do their jobs better. You can't have a one-day, full day PD that is going to meet the needs of everybody. This takes us one step further in doing that. My idea of that would be that it would be part of the provision in the plan. The bill may be need to be amended to say that this isn't what has been done in the past. This is new, creative, innovative finding ways to better meet the needs of our students.

(25:49) **Senator Davison:** Schools are already doing things that are innovative and sometimes we need to do what we are doing better. From my standpoint, it wouldn't matter to me if you just built on what you are already doing and trying get better at it. It doesn't have to be something brand new because sometimes it complicates the other things that you have prioritized. As part of the task force, when you established this taskforce to review plans, what are they reviewing or looking for?

Mark Vollmer: I can't give you an answer for how every school in the state would develop that, but I can tell you how we would. Needs assessments through a professional learning committee that works diligently to identify what the key topics are in our district. That would be put together with a direct link to the AdvancEd school improvement plan. When we talk about not doing things done in the past, there is an option for enhancing that work. This should be designed to make us better. The plan needs to be laid out and addressed through whatever this mechanism this committee or the legislature ultimately would approve.

Senator Davison: To maximize the benefit, do you feel that is the right group of people that can give the right kind of feedback and connect with what the AdvancEd plans and goals are? Perhaps the personalized learning in some areas or the scheduling or grading or whatever they are looking to do. How did you come up with the makeup of the committee and what are your thoughts about that committee?

Mark Vollmer: I don't know specifically where we drew a line in the sand and said what that committee would need to look like. It was more of a philosophical statement in regard to who would be the key players. The process about who that would be would be flexible. I don't believe it can be entirely administrative – Department of Public Instruction down. There needs to be people that help look at that. Like any other report that we do, and we do many for the Department of Public Instruction, that would be a whole different conversation – I'd be happy to talk with you at some point. It would

have to be designed in a way that would clearly delineate what a school district is planning to do. It is a small, but important issue in the process.

Vice-Chairman Fors: Do you get your school board involved in this? Approve the stipends? Plans?

Mark Vollmer: At this stage, our school board is involved in the school improvement process primarily through the indicators we use and the retreat model meetings as well. Right now we don't have a method for paying stipends, so in general we do pay people for teaching one semester hour class and sixth hour pay, but those are all based on an administrative level. But, certainly school boards need to be a key component in that discussion.

Chairman Schaible: Other questions. Thank you.

(31:06) **Kathern Froelich, Missouri River Education Cooperative and a member of the Innovation Committee:** The things I learned on that committee were enormous. We visited schools in our state that are doing innovative things – robotics, individualized personalized instruction. However, those are pockets of innovation. I am here to support SB 2217. I have received an iPhone watch for Christmas and I am still learning how to figure it out, but that is the world we live in today. Our kids, all of them deserve to have the skills and the knowledge to be able to fit in that world. I am passionate about our reservation schools. My fear is that without continuous support for our teachers in our reservation schools, we will be left behind once again. If you look at the data, who are the dropout rates effecting? Who the test scores? It is the reservation schools. They need support. Turnover rates are high. Attendance issues are constant. I believe the key is to engage those students in different ways. We are not talking about changing the curriculum or the standards. We are talking about engaging the students in a different way. I am here to encourage you to look at this in a different way. I know there are details that need to be meshed out as always there are details. Don't forget, it is all about the kids.

(34:09) **Amiee Copas, ND Council of School Leaders: See Attachment #5.**

(38:35) **Senator Davison:** From the beginning of the testimony today, we heard this was not a teacher pay, teacher bonus, merit pay bill. But the examples that keep coming up are about paying teachers for things they are already doing. Those are the examples. It is the biggest concern that I have. If we are going to invest \$10 million, it is not about whether a person should go to a conference and come back and help their school. They are already being paid to do that. They have planning periods to plan ahead of time for that substitute teacher, they have lesson plans laid out, many times for months. Now they come back with the expectation they will train other teachers or provide that leadership. Now we are taking dollars and pay that person to do that same thing, but we are not gaining anything as a state with the tax dollars we are investing. They are already going to do that and now we are just going to pay them for it. So what do we gain by the \$10 million. That's what I am trying to figure out. Do you have other ideas about how we can enhance what we are doing? How do we know we gain something from that \$10 million and we didn't just pay dollars to get the same results we already have?

Amiee Copas: A couple of areas to look at. First of all, when I was a teacher, I taught six periods and had one prep period. I voluntarily gave that up and took on teaching another course and I got paid for it. The reason I got paid for it is because when you give up a prep period, that prep period becomes 6:00 in the morning, or 6:00 at night when the rest of us are at home having supper and hanging out with our kids. So when you give up your plan period, that means you're taking on more work – at lease our great teachers. The reason they are great teachers is because they don't tool box every year and pull out the same lesson plans that they used last year and probably not as effective. They are constantly working on prepping to get it better. To say that giving up their prep period and we should pay them for that even though it is paid time, you are right, but the likelihood is that now

they are taking extra time outside of work to maintain their level of effectiveness. As far as other pieces, we continue to ask our teachers to do more for nothing more. We ask our administrators to do the same thing. We have talked about the difficulty recruiting and maintaining teachers. From that standpoint, they look at coming into this profession and we continue to ask them to spin more plates on their thing and keep as many balls in the air as possible. We are never going to take a ball out from under them or compensate them for the extra thing, we are just going to ask them to do more and keep doing it because they did it last year. At some point we are going to hit this time where the snowball is going to start falling backwards on us and we are going to have even more struggles. In the business world, when I ask my staff to do extraordinary things over and above, they are bonus them. This innovative academy with seven full day sessions and the teachers and administrators are coming to me saying this is the hardest work we've have ever done. This is going to take so much work and time at home. They are struggling with how to really do this well. Maybe a way to soften that blow would be to provide a minor level of compensation to them. It would be something toward the effort.

Senator Davison: I'm not against compensating teacher and additional dollars. People saying it is not a teacher pay thing, but we keep talking about compensating people for things they are already doing. As a legislator, if we are going to invest \$10 million in schools, I want to know what in addition to what is already happening. Not back paying somebody for something they are already doing. I don't disagree that they should be compensated, the schools can do that right now if they want to. I am trying to help you sell this down the line as we move this bill through. I think you are going to run into trouble if we don't figure out a way to have better examples about how it is going to impact kids, culture, behavior, safety, teacher safety. How do we get to the point where we are using examples about how our kids are benefiting from these \$10 million?

Amiee Copas: Let's say, hypothetically speaking that a school district is going to go ahead and develop a plan. They've done the plan with their teachers and they are going to open a position and advertise to fill the position. The intent is to do something the school district has not done before and we have not asked teachers to do in the past. We are going to sell the plan and ask teachers to apply for the position. Part of the plan is going to be that we have identified SMART goals and we know we are strategically looking at what we are going to accomplish, here is the work we need to have done and here is the goal. We will look at the data to see how we did with that particular SMART goal. This is something a school district might not be able to take under its current staffing opportunities. They would be looking and saying, "We need to hire somebody to do this work." So they provide the first opportunity to hire to their staff, to apply for this position for this contracted work we are going to do over the next semester, six or eight months. Part of the plan the committee would review is here is our goal, here is our opportunity for data collection and we are going to report back to you the results. In a plan like that, we would be answering to your question. We are looking at doing something specific, we are advertising, we are opening this opening this up for teachers to apply, Teachers apply, we hire the one we think can best do the job, we analyze how we did with it and at the end of the day, we report back to you on the results.

Senator Davison: And then, they would be able to share it across school districts in the state and we would have something tangible to build on and scale for other teachers. And even, pay the teachers additional dollars to go to different schools if they were interested.

Amiee Copas: Especially if we do smart work and partner with our REAs. We need to anchor a lot of the things we do with our REAs and hopefully, some day we can get to a point where we have a person that coordinates the REAs so we have really great communication or maybe like a coordination council that coordinates these ideas. We can share out these things and deliver the services across the state so we can get to the schools so that nobody is left behind.

Elroy Burkle, Small Organized Schools: See Attachment #6. I see how rural schools can benefit from this and support the passage of the bill. In the Lisbon, Marion, Litchfield area they have smart labs. Visiting with Dr. Johnson, they want to bring teachers together from these three schools and really dive into the curriculum. I see this as an option for or an opportunity for the rural schools to come together to work on the curriculum that you can't do during the normal day because the teachers are expected to teach. They could do it on a weekend or during the summer. They could be brought together, dig deep into the curriculum and this would give incentives for doing that. They are small schools, so \$92 per student in a small school isn't a lot, but by pooling with other small schools or with federal programs. Then that \$92 grows and then you can bring more people together because in those small districts there is only one first grade teacher, but if you bring three school districts together you have three. They can collaborate and go from there. This bill also reminds me of Goals 2000? Federal dollars for school districts to sit down, figure out where they want to go. A local decision. Individual schools have individual needs or wants.

(50:23) **Alexis Baxley, ND School Boards Association:** I couldn't say it better than my colleagues have already said it, so we want you to know we stand in support of the bill.

(50:50) **Rod Bachman, ND Association of Non-Public Schools:** Supportive of any effort to increase innovation in education. We believe it is good for the public and non-public schools. If either can learn about innovation in education, then both can use it. On behalf of our 7,000 students and their ND taxpaying parents and the ND taxpaying teachers in those schools, we would like to make the point that many of those teachers move back and forth between the public and non-public system. Innovation can be beneficial to both. It should not be a surprise to anyone in this country that innovation can come the private sector. Therefore, we would encourage you to amend the bill include the teachers in the non-public schools in this innovation effort because we believe our teachers can add to this effort.

(52:33) **Ann Ellefson: Director of Academic Support in the Department of Public Instruction: See Attachment # 7.**

Senator Oban: How do we tie this to the ND State Strategist Vision?

Ann Ellefson: Yes, we believe very strongly that it can be a vehicle to move the vision forward. You brought up a great point, all of our schools are in very different places. There are some schools where a PLC –professional learning community- where teachers get together and study a topic together, that is nonexistent. In another school, it was an innovative practice that they were doing 20 years ago. The need is very great, the diversity is great and yet it should be that local school board that helps to develop that plan, figure out what its needs are and develop supports and incentives for teachers to help address those needs. An element that isn't addressed in the bill, but I don't know if a report is the best answer, but I do think we do need a place to celebrate what we learn. \$10 million is a lot of money. What is the return on investment? What is being produced and how can we celebrate and learn from it.

Senator Davison: Do you believe we have put a strong emphasis on accountability and results and data as we are moving forward with things that we do in professional development? Are we using data to make decisions?

Ann Ellefson: I think it is an area that we are definitely moving toward, we have very limited "levers" to pull for accountability. We often see our accountability on funding come through those federal funds. I do think there has to be a better solution than a report – to having everybody report on what they do and how we can learn from that. We are trying to make better decisions with the data that we have and how we use those funds, but the accountability question is a tough question to answer.

Senator Davison: My point is well taken, at least how I took it. There has to be something to show how we impact kids on this bill. We just throw it out there and hope. This is what this bill is – hope, excitement and I appreciate you talking about a report or some accountability because if there isn't any, then we are just paying teachers for things that are already happening in a majority of schools. Is that your idea of why we need some report and accountability to understand what is really happening?

Ann Ellefson: I have grown up in the Department of Public Instruction and under federal programing, so I am familiar with reporting and I don't think that is the best answer, but I do see we invest a lot of funding in K12 education and we don't always have that mechanism or vehicle to celebrate what we have learned or what is not working. I do not believe that a report is the best answer for that, but I do believe with investments like this we need accountability and also need to evaluate what is our return on investment. As a citizen of ND, I am a strong believer in evaluating that.

Chairman Schaible: Thank you. Other testimony in favor of the bill. Agency testimony. Testimony in opposition to the bill. Seeing none, we will close the hearing on SB 2217.

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

SB 2217
2/4/2019
32039

- Subcommittee
 Conference Committee

Committee Clerk: Lynn Wolf

Explanation or reason for introduction of bill/resolution:

A bill relating to teacher incentives for leadership in education program; and to provide for an exemption.

Minutes:

Chairman Schaible: SB 2217 is the incentives for leadership in education program (TILE).

Senator Davison: I like the concept of the TILE bill. When I look at Iowa and what they have done, they have spent about a \$157 million – that was their initial appropriation to do the TILE bill. At this point, I think the funding source creates problems and I don't think we have had an in depth look about the long term vision would be for this project and how we would best implement it. I would prefer that we look at it and study it for a couple of years over the interim and identify the funding source, engage some different groups at a deeper level, including legislators. I wouldn't support SB 2217 in the current form.

Chairman Schaible: So are you suggesting a study.

Senator Davison: Yes.

Chairman Schaible: Other discussion. I would agree there are problems with this bill – first of all the directions of how it would be implemented would be tough. We would have to put some very descriptive language in it. The second thing is it is out of turn back money and quite frankly, there is no turn back money the first year of the biennium. I like the idea of looking at it. Senator Davison are you going to look at an amendment?

Senator Davison: I will.

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

SB 2217
2/12/2019
32556 (2:53)

- Subcommittee
 Conference Committee

Committee Clerk: Lynn Wolf

Explanation or reason for introduction of bill/resolution:

A bill relating to teacher incentives for leadership in education program; and to provide for an exemption.

Minutes:

Att. #1-19.0724.01001

Chairman Schaible: I believe we have an amendment to SB 2217 going around. **See Att. #1.** Senator Davison will you explain your amendment.

Senator Davison: SB 2217 is a bill that was proposed by the K12 Education Taskforce – the teacher incentives for leadership in education (TILE). The concept is good – it was used in Iowa. There are some things that were troubling to me – who reviews the plans for example, how do we know if \$10 million is the right number, where the funding came from, how do we want to focus it, what do we want to do, do we want to leave it at the schools, I hog housed the bill for a study. You can see the study there, it talks about the feasibility and desirability of creating a teacher incentive leadership program. I would move that 19.0724.01001 be adopted.

Senator Oban: Second.

Roll Call vote: Yeas: 7; Nays: 0; Absent 0.

The amendment is adopted.

Senator Davison: I would move a Do Pass on SB 2217 as amended.

Senator Oban: Second.

Roll Call Vote: Yeas: 7; Nays: 0; Absent 0.

Senator Schaible will carry the bill.

PROPOSED AMENDMENTS TO SENATE BILL NO. 2217

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for a legislative management study of a teacher incentive for leadership program.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. LEGISLATIVE MANAGEMENT STUDY - TEACHER INCENTIVE FOR LEADERSHIP PROGRAM. During the 2019-20 interim, the legislative management shall consider studying the feasibility and desirability of creating a teacher incentive for leadership program. The study must include an evaluation of whether a program would improve student learning through improved instruction; reward effective teachers by providing increased leadership opportunities; attract new teachers to the state by offering competitive starting salaries and professional development; promote collaboration and new career pathways for teachers through mentoring, coaching, and project-based learning; and retain effective teachers through new career opportunities and advancement. The study also must include a review of the types of data to be tracked to determine the success of the program. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-seventh legislative assembly."

Renumber accordingly

Date: 2-12-19
Roll Call Vote #: 2

2019 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2217

Senate 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 Davison Seconded By Oban

Senators	Yes	No	Senators	Yes	No
Chairman Schaible:	✓		Senator Marcellais:	✓	
Vice-Chairman Fors:	✓		Senator Oban:	✓	
Senator Davison	✓				
Senator Elkin:	✓				
Senator Rust:	✓				

Total (Yes) 7 No 0

Absent _____

Floor Assignment Sen Schaible

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

REPORT OF STANDING COMMITTEE

SB 2217: Education Committee (Sen. Schaible, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (7 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2217 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for a legislative management study of a teacher incentive for leadership program.

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Renumber accordingly

2019 HOUSE EDUCATION

SB 2217

2019 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

SB 2217
3/12/2019
33546

- Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe

Explanation or reason for introduction of bill/resolution:

A bill to provide for a legislative management study of a teacher incentive for leadership program

Minutes:

Attachment 1, 2, 3, 4

Chairman Owens: Opened hearing on SB 2217.

Sen. Schaible: (Attachment 1)

Chairman Owens: Any questions from the committee? Anyone in support?

Aimee Copas, NDCEL: (Attachment 2)

Chairman Owens: Any questions from the committee? Anyone else in support of SB 2217?

Levi Bachmeier, Policy Director, Governor's Office: (Attachment 3)

Chairman Owens: Any questions from the committee?

Rep. LaurieBeth Hager: When you build a program you build it with goals in mind and there is a statement in here 'determine the success of the program'. I was wondering if someone could tell me what would be ideal for what success would be.

Levi Bachmeier: In the amended version it is looking at what are the specific initiatives that districts are trying to make progress on and it would require additional reporting requirements so we can understand how districts are spending that money and have a conversation about where the best opportunities are to share the best practices. Some of these dollars may move the needle in one district. Can we help share that message and scale it elsewhere across the state? I think the goal would be that these dollars are to move the district's strategic plan forward and I think the question about its success would be whether or not those dollars accomplish that goal.

Chairman Owens: Rep. Hager, the way I read that sentence is that it is saying that the study would identify the metrics necessary to measure success.

Rep. Ron Guggisberg: As the bill was originally introduced, would the idea be that each school has a certain amount of positions for these leadership roles and then would it be a temporary position or would that be their salary for the rest of their career?

Levi Bachmeier: The recommendation that came out of the task force was that any position designated under TILE wouldn't last any more than two years, recognizing the need to continually reiterate and innovate in terms of what are the needs of a district. This wouldn't have that much of an impact if we took \$91 per student, which is what the original \$10M fiscal note would do and say that we would provide a permanent raise for somewhere between 2 and 20 teachers in a school district. To make sure that as the needs change, the skill sets necessary to meet those needs may change as well. We know that our great teachers across the state have a variety of skills and strengths and it is how do we match those abilities with the current needs of the districts to continue to move that strategic plan which is locally derived and locally executed.

Rep. Ron Guggisberg: A thing I see in the fire service is to make a decision as to continue being a firefighter or quit being a firefighter and get into management. I am sure this is the same with teachers, to have the opportunity to lead and actually get recognition for that. In the Senate, was there discussion about different methods to be cautious about going forward with, like a sunset or matching funds, etc. that we could work with?

Levi Bachmeier: This was modeled off of the conversation had by the Innovative Education Task Force in addition to the learning that was done with the teacher leadership compensation system implemented in the state of Iowa. They had the same question as to how do we keep great teachers in the classroom knowing that over 50% of teachers won't reach the 5-year mark in their tenure. A number of the variables they identified was more flexibility in seeking leadership positions that didn't take them out of the classroom and finding opportunities to continue to collaborate and build their practices and share their skills outside of the traditional classroom setting. The Iowa superintendent advised that the first year be used for planning and conversation and the second year for implementation. That would make the bang for the buck stretch farther not having to separate the dollars out over two years in the next biennium, but at the same time being thoughtful about creating how those dollars would be utilized, executing against that plan and the opportunity for the legislators to come back in two years and ask those questions. Whether that is a sunset at the end of this upcoming biennium or simply a pilot program, we are as excited to see what districts would come up with.

Vice Chairman Cynthia Schreiber-Beck: This enhances the innovative education bill that was passed last session and aligns with the strategic vision of education for North Dakota. If we don't do this, we are really dropping the ball.

Levi Bachmeier: I agree. We've had a unique opportunity with great input and engagement from the field of what the state strategic plan can and should look like. The premise of the bill is that innovation costs nothing which is true and innovation that results in programs or the need for professional development for our educator's to execute on those systems and

that vision for our district might. It's equally unfair to say we need to focus our instruction less on content and more on skilled development and performance assessments and say to our teachers – go do that.

Rep. LaurieBeth Hager: Is the measurement of the assessment going to be routine in attracting teachers or is it going to be the student outcomes?

Levi Bachmeier: I would view it as a both/and. The other 'and' I would include in that is the locally defined vision of what student success and teacher engagement looks like. That would be up to the legislature to see if those dollars were spent in accordance with what the original vision was to forward district empowerment. There is an opportunity to do both.

Chairman Owens: Any further questions from the committee? Any others in support?

Nick Archuleta, ND United: I would like to associate ND United with remarks that were made by Mr. Bachmeier. We stand in full support of the study and we hope that the study comes back and finds that the original bill was sufficient and action will be taken on it next legislative session.

Chairman Owens: Any questions from the committee? Anyone else in support of SB 2217?

EIRoy Burkle, ND Small Organized Schools: We support SB 2217. The bill in its original form brought back memories of the old goals 2000 federal program where schools were able to identify what they wanted to grow in and the funding was spent to improve as well as identify what didn't work. Too many times we want to meet success and front page news success, but there are more times than not that we have to say this didn't work and what can we do to make it better. This bill will allow for that study to collaborate, reward good teachers that want to go on for the leadership.

Chairman Owens: Any questions from the committee? Anyone else in support?

Alexis Baxley, ND School Board Association: We are here in support of SB 2217 and I will duplicate what they all said.

Chairman Owens: Any questions from the committee? Anyone else in support?

Ann Ellefson, Director of Academic Support, North Dakota Department of Public Instruction: (Attachment 4)

Chairman Owens: Any questions from the committee? Others in support? Any opposition? Neutral testimony on SB 2217. We will close the hearing.

2019 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

SB 2217
3/19/2019
33936

- Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe

Explanation or reason for introduction of bill/resolution:

A bill to provide for a legislative management study of a teacher incentive for leadership program

Minutes:

Chairman Owens: We're looking at SB 2217.

Rep. Ron Guggisberg: I've done some research since we last saw this bill, specifically looking into the Iowa model. That was something talked about by the governor's staff. They have model instructors and instead of hiring people from the outside they pay an extra stipend to some of the teachers they consider good teachers and help them to improve. It is showing results but I think North Dakota can do better. In the interim we had a principal from West Fargo come and explain the new teaching methods they were using at the school and some of them were extreme. He also had facts and they scored in the top three nationally and in educational scores. He reported that the entire school is doing well. It is low income and other students who don't do as well in school who are doing well. After that testimony there were a lot of committee members wondering how we can duplicate this across the state.

That is what this study addresses. It had some funding in it. I considered adding some funding back in after talking with senate colleagues and we may need to add things to look at in the study. One of those things was how it integrates in with the rest of the programs out there right now. Another is to study how it fits into the strategic vision for Pre-K-12. I am having those amendments drafted right now and that is what it will say.

Chairman Owens: Would you have them ready by this afternoon?

Rep. Ron Guggisberg: Probably after our morning session.

Chairman Owens: We will set SB 2217 aside and Rep. Guggisberg will have something for us tomorrow morning.

Rep. LaurieBeth Hager: If you will remember, my questioning was what was the success of the program. That is the part I would like to see in here where it would be a little more student focused, students with disabilities, low income, etc. As I am reading it, the success

of the program is primarily on teacher retention and recruitment versus how this is going to affect students.

Chairman Owens: Rep. Guggisberg is bringing his amendment and we can look at it and see what the committee thinks. You are more than welcome to do that.

Rep. LaurieBeth Hager: Thank you.

Chairman Owens: I would like to get it out of here by Wednesday afternoon.

2019 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

SB 2217
3/20/2019
34017

- Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe

Explanation or reason for introduction of bill/resolution:

A bill to provide for a legislative management study of a teacher incentive for leadership program

Minutes:

Chairman Owens: We'll be opening on SB 2217.

Rep. Ron Guggisberg: When we study the amendments that were handed out, it should also be included with other development programs as how this fits into it and also relating to the statewide strategic vision. There was language in there about pre-K through grade 12. We removed that because this doesn't have anything to do with pre-K, it is more with the higher grades. I would like to **Move the amendment.**

Rep. Longmuir: Seconded.

Chairman Owens: Any discussion?

A **Voice Vote** was taken and the **motion carried.**

Rep. Brandy Pyle: I'd like to make a **Motion for a Do Pass as Amended** on SB 2217.

Rep. Hoverson: **Seconded.**

Chairman Owens: We have a motion for a Do Pass as Amended on SB 2217. A Roll Call Vote was taken: **Yes 13, No 0, Absent 1.** A **Do Pass as Amended** motion carries. **Rep. Guggisberg** will carry SB 2217.

19.0724.02002
Title.03000

Adopted by the House Education Committee

DE 3/20/19

March 20, 2019

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2217

Page 1, line 13, after "program" insert "; the correlation and effectiveness of the program in relation to other teacher development programs; and how the program operates in relation to the statewide education strategic vision"

Renumber accordingly

Date: 3-20-19
Roll Call Vote #: 1

2019 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2217

House Education Committee

Subcommittee

Amendment LC# or Description: 19, 0724, 02002

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. Guggisberg Seconded By Rep. Longmuir

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 - MOTION CARRIED

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

Date: 3-20-19
Roll Call Vote #: 2

**2019 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2217**

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. Pyle Seconded By Rep. 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	✓				
Rep. M. Johnson	✓				
Rep. Johnston	✓				
Rep. Longmuir	✓				
Rep. Marschall	✓				
Rep. Pyle	A				
Rep. Strinden	✓				
Rep. Zubke	✓				

Total (Yes) 13 No 0

Absent 1

Floor Assignment Rep. Guggisberg

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

REPORT OF STANDING COMMITTEE

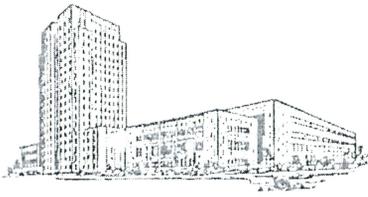
SB 2217, as engrossed: Education Committee (Rep. Owens, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (13 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). Engrossed SB 2217 was placed on the Sixth order on the calendar.

Page 1, line 13, after "program" insert "; the correlation and effectiveness of the program in relation to other teacher development programs; and how the program operates in relation to the statewide education strategic vision"

Renumber accordingly

2019 TESTIMONY

SB 2217



NORTH DAKOTA SENATE

STATE CAPITOL
600 EAST BOULEVARD
BISMARCK, ND 58505-0360



Senator Donald Schaible

District 31
9115 Highway 21
Mott, ND 58646-9200

R: 701-824-3168
dgschaible@nd.gov

COMMITTEE:
Education, Chairm
Energy and Natural Resourc

Good Morning Chairman Fors and the Senate Education Committee. For the record, I am Senator Donald Schaible, representing District 31 and I am here to introduce SB 2217 which is a Teacher Incentive for Leadership in Education program. TILE for short.

This program was one of the ideas that was suggested by the Governor's, Innovative Education Task Force a group of 15 educators, parents, school board members, and community leaders charged with 4 goals.

- Investigate and identify the conditions necessary to unleash the potential of our teachers and students
- Create a system of identification and support for schools and districts implementing innovative practices
- Highlight practices providing an effective and equitable 21st century education
- Identify changes to state education policies that will promote the strategic adoption of student-centered learning experiences

The IETF met formally 10 times over the course of 14 months. In addition to meeting at the state Capitol, the Task Force visited schools across North Dakota to solicit input from educators working in a variety of school contexts and intentionally engage students. Garrison, Oakes, Harrisburg (South Dakota), Fargo, Northern Cass, Watford City, and Fort Yates all graciously hosted IETF meetings or events. The IETF established the creation of work groups, led by educators from across the state, broadening engagement and providing periodic updates to the full Task Force.

The Task Force did finalize on ten top priorities for possible policy consideration. SB 2217 is one of these top priorities.

Section 1, Sub section 1 requires the superintendent of public instruction to adopt rules to administrate the program. This program is to encourage project-based incentives that works on academic initiatives or to offer professional development to teachers.

Sub section 2 provides a formula that would divided up to \$10 million from turn back money and provides money based on the enrollment of the students in the district.

This money must be used for additional professional development or project-based incentive to teachers employed in the district that are working on academic initiatives. This money would not be considered merit pay but more of project pay on a per year bases.

Sub Section b. page 1 line 22 would require school districts to develop a comprehensive plan explaining how the district would use this money by the review committee.

This rule committee would be made up of the 1 member of the Superintendent of Public Instruction, 1 member of the Governor's office and the chairman of the education committees of the house of representatives and senate.

This review committee develops criteria for determining approval of plans submitted by school districts.

Section to provides for the \$10 million to come from carry over money from the first year of the biennium to be used in the second year of the biennium.

This section may need some clarification on how that would be worked.

There are other Task Force members that will follow me and will be able to provide more insight and examples of how this would work.

If there are any question, I will try to answer.

SB 2117
1-22-19
AH #2
p1 of 2



Great Public Schools

Great Public Service

**Testimony Before the Senate Education Committee
SB 2217
Tuesday, January 22, 2019**

Chairman Schaible and members of the Committee, my name is Nick Archuleta and I am here today on behalf of the 11,500 members of North Dakota United, to urge a DO PASS recommendation for SB 2217.

SB 2217 provides for Teacher Incentives for Leadership in Education (TILE). This legislation is welcomed by educators across the state because it acknowledges that professional development for, and provided by, professional educators is an important component as we work to accomplish our shared goal of graduating students who are work, college, military, or career ready for success.

This is an initiative that has a history of success in Iowa. Teachers there share our view that this legislation allows for paying teachers for the leadership roles that they are enthusiastic about filling. To be clear, this is not merit pay. It is, as I have said, paying teachers for the extra work they do to advance the profession and enhance the quality of education being provided those students in our charge.

Mr. Chairman, though I find SB 2217 to be a terrific enhancement of teaching and learning practices in ND, I humbly offer a couple of thoughts that might make it even more effective.

First, individual school districts will need time and resources to effectively create a worthy plan for their individual school districts. I would respectfully ask that a provision directing sufficient funds for that planning to be included in the TILE plan.

Another area that I believe will make the TILE plan more impactful is if the Committee created in subsection 2, Part D includes actual classroom teachers and education support professionals. These are the men and women on the front lines of teaching and learning

SB 2217
1-22-15
AH #2
p. 2 of 2

and their voice, in the legislation as written, is lacking. All of us, regardless of our professional assignments, will benefit from a plan enacted with the considered input of teachers, education support professionals, superintendents, principals, and education policy makers.

With that, Mr. Chairman and members of the Committee, I urge a DO PASS recommendation for SB 2217.

I am happy to stand for any questions you may have.

SB 2214
1-22-19
A# #3
p. 1 of 4

**SB 2217 Supportive Testimony
Levi Bachmeier, Policy Director
North Dakota Governor's Office
January 22, 2019**

Good morning, Chairman Schaible and members of the Senate Education committee. For the record my name is Levi Bachmeier, Policy Director for Governor Doug Burgum.

The governor's office empathically supports SB 2217, Teacher Incentives for Leadership in Education, or TILE, as it reflects one of the top recommendations of the Innovative Education Task Force: a group of 15 educators, parents, school board members, and community leaders who spent 14 months exploring the opportunities facing North Dakota's schools and articulating actionable steps to ensure our students are adequately prepared for the 21st century economy.

One of those recommendations is TILE. I'd like to share a quote directly from the final Innovative Education Task Force report:

“Current funding mechanisms in North Dakota result in funding increases being overwhelmingly funneled toward operational expenses. In order for the state to better invest in district initiatives aligned with student-centric instruction, a targeted pool of funds should be sheltered to support these initiatives and supplement the traditional funding formula.

“Similar models have been implemented in states such as Iowa that have intentionally invested in teacher leadership compensation systems. Leadership compensation is not merit pay, which is based on past performance and often heavily reliant on standardized test results. Instead, teacher leadership compensation systems are forward-looking and designate specific leadership positions that provide educators professional development opportunities or added compensation for additional work outside of standard contract language. The dollars must be invested in or used to compensate current teachers, providing career track opportunities or added professional development. To be eligible for leadership funds, individuals must already be employed by a school district and complete a competitive application process. Contracts should last no more than two years to ensure continuous alignment between current district goals and educator skillsets.”

I don't have much to add to the group's words other than pointing out the funding mechanism: by utilizing carryover authority from unexpended K-12 state aid we can ensure to original intent of the appropriation, to support student learning, lives on in TILE.

SIS 2214
1-22-19
AH.#3
p. 2 of 4

We realize the language of this bill can be viewed as a starting point. The governor's office would welcome the opportunity to continue conversations on areas of improvement to this bill, ranging from negotiation exemptions to enabling TILE dollars to be utilized in the first year for intentional planning purposes. The opportunities to promote teacher leadership and support student learning are many and varied: TILE does so in a way that honors local control, rewards teacher initiative and supports community-derived innovation.

This concludes my testimony; I'm happy to stand for any questions you may have.

Perceived Benefits of TLC

Respondents reported several general perceived benefits of TLC,⁴ attributed to the professional development support provided to teachers. The following themes emerged across districts:

- alignment of professional development to local priorities and teacher needs,
- application of professional development to classroom practice,
- teacher collaboration and shared learning,
- professional learning mindset among teachers, and
- improved instruction.

Alignment of professional development to local priorities and teacher needs

In all districts, one or more administrators or instructional coaches reported that professional development was more aligned to the district and school priorities, as well as to teacher needs. A coach described a new emphasis on “doing one thing really well instead of addressing so many initiatives.” Similarly, a principal said, “The biggest change in our PD [professional development] is that everything we’re doing is focused on the TAP rubric...before PD was a little more haphazard.” Teachers surveyed by the administration in one district described professional development as more focused and less fragmented than in the past, according to a district administrator. Several respondents also perceived that professional development had become more focused on teacher needs. For example, a district administrator said, professional development is “now coming from our data on student work and the needs of our teachers. It is more personal for the teachers and they are able to take what we work on back to their classroom.” A coach in another district maintained that “teachers know what they need and we listen to them.”

Application of professional development to classroom practice

In each district, respondents said the instructional coaches had improved the application of professional development to classroom practice. A principal said that in the past, following a professional development session, everyone “went back to our rooms and promptly forgot what we learned.” Now, the coaches go into the classrooms and ask teachers, “What did you do for formative assessment last week? Have you thought about trying this...I’ll come in and watch.” An administrator in another district referred to the implementation of instructional initiatives before and after TLC as a “night-and-day” difference. Previously, the administrator said, “fidelity in terms of what teachers were actually implementing in the classroom was so much less than what we expected.” The administrator attributed the difference to instructional coaches, saying that with TLC, the district has “good people in the coaching roles who provide the classroom teachers ongoing and consistent support, I think that’s huge...what we’ve tried to do in the past just pales in comparison to what [coaches] have been able to accomplish back within the buildings.”

Teacher collaboration and shared learning

Respondents in all districts perceived that TLC had improved the degree to which teachers collaborate with and learn from one another. District administrators and principals reported changes such as “a lot richer, deeper conversations happening as a result of TLC” and shifts in the “culture and climate for meaningful collaboration.” A principal observed that “teachers are talking to other teachers about professional

⁴ Though the primary focus of the interviews was on implementation strategies, AIR also explored general respondent perceptions about the benefits of TLC.

practice...talking more about 'here's what I saw in this classroom that really worked well with this group of kids'...That used to never take place. We don't practice in silos anymore."

According to the respondents, school-based professional development activities enabled more shared learning among teachers. School professional development sessions have provided "a structured way for professional conversations to happen," a principal said. As a result, an instructional coach in the same district observed, "Everybody knows what's happening in each other's classrooms and that's a good thing because that's the only way we can help each other." In another district, a coach noted the importance of classroom observations for shared learning: "I don't think anyone ever observed each other before. I know I never did. I never knew I could really. I just didn't think about it. And now, it's happening all the time." Similarly, a high school principal reported that learning labs have helped teachers share and learn together, describing this as a shift from the prior culture where teachers "did not share anything with anybody else and hoped what they are doing works."

We are seeing teachers go to each other for help when they are struggling with a student. . . It's not always the principal they go to now.

(Instructional Coach)

Professional learning mindset among teachers

Respondents in four districts perceived a deeper willingness among teachers to engage in professional learning. Respondents described a "growth mindset" and "willingness to try new things" among teachers, as well as a recognition that they, as teachers, "have the power to make a big difference." According to an instructional coach, teachers are "talking about what things are working and what things could be improved and how we are going to do it, instead of just complaining about student issues." A district administrator shared an example of teacher participation in a book study outside of contract hours. Two years ago, when the opportunity was offered, "you would have no takers," but this year, 15 of 22 teachers in one school chose to participate.

Improved instruction

In all districts, respondents perceived that instruction had improved because of TLC. Perceptions about the types of improvements varied and generally were high-level. In four districts, respondents observed that student engagement had improved because teachers were trying different instructional strategies or approaches, such as "varied activities and materials to help engage students in the learning process," "making lessons engaging and getting kids to understand why we are doing something," and using technology in ways that "deepen student engagement." In one district, an administrator reported, "We are keeping track of data both from the student perspective and teacher perspective and student academic engagement has gone up" following TLC implementation.

In some cases, respondents spoke about instructional change that aligned with the local foci of professional development. For example, an instructional coach in a district that has prioritized technology integration said teachers are using technology more effectively. A coach in a district that has emphasized the Iowa core standards observed that teachers more explicitly focus on the standards and that "students now know what the standards and objectives are and are aware of what they are supposed to be learning." In a TAP district, a coach reported improvements in TAP indicators that have been the focus of professional development, including teacher knowledge of students and teacher use of more varied activities and materials.

SB 2217
1-22-19
AH #4
p1 of 2

House Education Committee
Chairman Donald Schaible
January 15, 2019

SB 2217

Chairman Schaible and members of the Senate Education Committee, my name is Mark Vollmer. I proudly serve as Superintendent of Minot Public School District #1 and Minot Air Force Base #160. I stand in front of you today to offer my support of SB 2217, herein referred to as the TILE bill.

The TILE bill is a unique piece of legislation that allows local school districts the opportunity to support those teachers who go above and beyond their duties. Each and every day, we have teachers who donate countless hours of time and energy in order to support the needs of the district, and to meet the needs of a diverse, and sometimes challenging student body.

In many instances, this work is done during planning periods and preparatory breaks during the day, leaving the teacher with additional work to be completed well after the work day.

I believe this bill provides the mechanism for school districts to support innovative and creative work beyond the schoolhouse door. SB 2217 is not a merit pay bill in disguise. This is solid legislation that supports school districts in moving initiative work forward. Teacher incentives are paid on a needs basis, allowing the school district flexibility in achieving school improvement goals.

I was honored to serve on Governor Burgum's *Innovation in Education Task Force*. I will be forever grateful for the lively discussion that took place during our meetings, and the opportunity to share ideas with leaders in education. While task force members did not agree on every issue, we reached consensus on several common threads – most commonly, we agreed that our world is changing, and further, we acknowledged that if we are to reach our students in this ever-changing world, we must change the way we teach children.

SB 2217 affords school districts the opportunity to support staff members that go the extra mile, and will assist school districts in exploring innovative methods for educating 21st century learners.

Therefore, I offer my full support of SB 2217. I will stand for any questions you may have, or will gladly provide examples of how this funding may work if you so desire.

Thank you



125 Slate Drive STE 7 Bismarck, ND 58503

SB 2217
1-22-19
AH. #5
PI OFZ

SB2217 – TILE – Support

NDCEL – 1/22/19

Good morning Chair Schaible and members of the Senate Education Committee. I am here today to represent NDCEL and all school leaders in the support of what is being known as the TILE bill.

Although ND has been climbing in the ranks with regard to general compensation, we do still live in the reality our schools have far more work to complete than we have time or money to complete. The end result of that is that for years we've been asking our teachers to go above and beyond the call of duty for nothing more than a pat on the back. Our school districts have work that needs to be done. The funds that this bill could provide to districts to invest in teacher professional development and toward allowing districts to compensate their fantastic teachers for their work on special projects is much needed and necessary.

What types of great things might be accomplished? Here might be some initial ideas:

- PD – focus on getting teachers the additional training they might need to qualify to teach dual credit courses under HLC guidelines in 2021.
- Leadership professional development. I quote Superintendent Baesler as she has stated that there has never been a struggling school that has turned around without great leadership in place. Often times that leadership comes through the appropriate professional and personal development.
- Work on innovative practices – competency benchmarks, curriculum mapping, analysis of data, and any variety of essential project-based work that needs to be done in our schools.

This bill provides tremendous opportunity. It is also a critical component that these dollars are completely separate from funds utilized for negotiations. We as school leaders do not want to water down this opportunity by taking something that could make a significant district and hypothetically turn it into \$50 for each teacher without any PD or project-based district work being accomplished.

We must be clear – this is NOT merit pay – this is an appropriate opportunity to compensate our great and master teachers for the work that they do for districts that are above their regular contract work. We believe it is critically important to provide an opportunity for

SB 2217
1-22-19
AH.#5
p.2 of 2



125 Slate Drive STE 7 Bismarck, ND 58503

career laddering and for opportunities for leadership within the teaching profession that are compensated. This is a wonderful way to do just that and we believe students will reap the rewards of this investment.

We recommend a DO PASS of SB 2217.



North Dakota Small Organized Schools

SB 2217
1-22-19
AH # 6
p. 1 of 1

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January 18, 2019

Chairman Schaible and Members of the ND Senate Education Committee,

For the record, my name is Mr. ElRoy Burkle, Executive Director of North Dakota Small Organized Schools.

NDSOS goes on record of supporting SB 2217 and recommend a ‘do pass.’

SB 2217 provides eligible school districts with the opportunity to utilize funds for teachers’ professional development or the option of providing project-based incentives to teachers who are working on academic initiatives. Both options require the development of a comprehensive plan as to how districts plan to utilize these funds for review and approval. I see this as a positive means to inform educational leaders as to their unique needs and their vision.

Thank you for your time and I shall stand for questions.

Respectfully,

s/s *Mr. ElRoy Burkle*

Mr. ElRoy Burkle, Executive Director
ND Small Organized Schools
1419 9th Ave NE
Jamestown, ND 58401
Cell: 701-230-1973 Email eburklendsos@gmail.com

Revised: January 18, 2019
File: SB 2217 19.0724.0100 TILE Bill

Board of Directors

Region 1

Mr. Tim Holte, Supt. Stanley
Mr. John Gruenberg, Supt. Powers Lake

Region 2

Mr. Jeff Hagler, Supt. North Star
Mr. Steven Heim, Anamoose & Drake

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Mr. Joel Lemer, Bd. Member Carrington
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Region 6

Mr. Mitch Carlson, Supt. LaMoure
Dr. Steven Johnson, Supt. Lisbon

The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.

SB 2217
1-22-19
Att #7
p.1 of 3

TESTIMONY ON SB 2217
NORTH DAKOTA SENATE EDUCATION COMMITTEE
January 22, 2019
By: Ann Ellefson, Director of Academic Support
701-328-2488
North Dakota Department of Public Instruction

Good morning, Mr. Chairman and members of the committee. My name is Ann Ellefson, and I am the Director of Academic Support in the North Dakota Department of Public Instruction. I am here to provide agency testimony in support of the teacher incentives for leadership in education, SB 2217.

As has been provided in previous department testimony to the Senate Education Committee, in particular by State Superintendent Kirsten Baesler, the PK-12 strategic vision of North Dakota education is “that all students will graduate choice ready, with the knowledge, skills and disposition to be successful.” This vision aligns to six PK-12 education goals including the following goals:

- Increase the number of students who enter kindergarten prepared to learn;
- Increase the number of students who demonstrate reading proficiency in third grade;
- Increase the number of students who meet expected learning gains each year;
- Increase the number of students who authentically engage in learning;
- Increase the number of students who graduate Choice Ready; and

- Reduce the disparity in achievement for students in poverty and for Native American students.

Five PK-12 priorities have been established to provide a roadmap to success:

- Quality Early Childhood Education,
- Support for Safe and Healthy Behaviors,
- Career Exploration,
- Quality Education Personnel in all Roles at all Levels and,
- Quality Instruction for Personalized Learning.

A visual representation of this information has been provided for your reference.

The Department of Public Instruction recognizes the work teachers are doing and the professional learning needed in order to truly support each and every student to graduate choice ready, with the knowledge, skills and disposition to be successful.

Therefore, the department strongly supports this bill's proposal for teacher incentives for leadership in education.

Many school districts have embraced the PK-12 strategic vision and are implementing innovative practices and shared leadership approaches to best meet the needs of their students. This program would assist in providing financial support and professional learning incentives for educators challenged to do the heaviest lift in these transformational changes.

Thank you for your time. I welcome any questions you may have.



PK-12 Education Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

We will drive improvement on these outcomes through focused effort within these strategic themes

- Quality early childhood education
- Support for safe and healthy behaviors
- Career exploration
- Quality education personnel
- Quality instruction for personalized learning

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PROPOSED AMENDMENTS TO SENATE BILL NO. 2217

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide for a legislative management study of a teacher incentive for leadership program.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. LEGISLATIVE MANAGEMENT STUDY - TEACHER INCENTIVE FOR LEADERSHIP PROGRAM. During the 2019-20 interim, the legislative management shall consider studying the feasibility and desirability of creating a teacher incentive for leadership program. The study must include an evaluation of whether a program would improve student learning through improved instruction; reward effective teachers by providing increased leadership opportunities; attract new teachers to the state by offering competitive starting salaries and professional development; promote collaboration and new career pathways for teachers through mentoring, coaching, and project-based learning; and retain effective teachers through new career opportunities and advancement. The study also must include a review of the types of data to be tracked to determine the success of the program. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-seventh legislative assembly."

Renumber accordingly



NORTH DAKOTA SENATE

STATE CAPITOL
600 EAST BOULEVARD
BISMARCK, ND 58505-0360

SB 2217
3-12-19
#1



Senator Donald Schaible

District 31
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COMMITTEE:
Education, Chairm
Energy and Natural Resourc

Good Morning Chairman Owens and the House Education Committee. For the record, I am Senator Donald Schaible, representing District 31 and I am here to introduce SB 2217 which is a Teacher Incentive for Leadership in Education program. TILE for short.

This program was one of the ideas that was suggested by the Governor's, Innovative Education Task Force a group of 15 educators, parents, school board members, and community leaders charged with 4 goals.

- Investigate and identify the conditions necessary to unleash the potential of our teachers and students
- Create a system of identification and support for schools and districts implementing innovative practices
- Highlight practices providing an effective and equitable 21st century education
- Identify changes to state education policies that will promote the strategic adoption of student-centered learning experiences

The task force met formally 10 times over the course of 14 months. In addition to meeting at the state Capitol, the Task Force visited schools across North Dakota to solicit input from educators working in a variety of school contexts and intentionally engage students. Garrison, Oakes, Harrisburg (South Dakota), Fargo, Northern Cass, Watford City, and Fort Yates all graciously hosted IETF meetings or events. The Task force established the creation of work groups, led by educators from across the state, broadening engagement and providing periodic updates to the full Task Force.

The Task Force did finalize on ten top priorities for possible policy consideration. SB 2217 is one of these top priorities.

In its original form 2217 was to encourage project-based incentives that works on academic initiatives or to offer professional development to teachers. Is was to provide incentive monies to for teachers and school districts. Its intention was to align professional development to local priorities and teacher needs, allow for teacher collaboration and shared learning, to create a professional learning mindset among teachers and improve instruction. 2217 was also to provide teachers a higher career path and wages other than just becoming an administrator.

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#1

Although this plan is very appealing, the senate education committee believes that more information and a clearer understanding of the details is needed. This plan is very comparable to an Iowa plan and finding out more information on how other state are implementing these ideas may be helpful. The other concern the Senate considered was that this was funded by turn back money and since we are on a two-year budget, the amount of turn back is not known until after the second year funding the first year would be hard to calculate.

For these reasons 2217 now comes to you as a study which I feel would be very timely. A lot of positive changes are being discussed this session and I believe a Teacher Incentive for Leadership in Education could be part of that future. I am asking for your positive consideration.



125 Slate Drive STE 7 Bismarck, ND 58503

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SB2217 – TILE – Support

NDCEL – 3/12/19

Good morning Chair Owens and members of the House Education Committee. I am here today to represent NDCEL and all school leaders in the support of what is being known as the TILE bill.

Although ND has been climbing in the ranks with regard to general compensation, we do still live in the reality our schools have far more work to complete than we have time or money to complete. The end result of that is that for years we've been asking our teachers to go above and beyond the call of duty for nothing more than a pat on the back. Our school districts have work that needs to be done. While we understand this being shifted to a study, the time to dive into this bill and the ultimate goals would be time well spent.

What types of great things might be accomplished? Here might be some initial ideas:

- PD – focus on getting teachers the additional training they might need to qualify to teach dual credit courses under HLC guidelines in 2021.
- Leadership professional development. I quote Superintendent Baesler as she has stated that there has never been a struggling school that has turned around without great leadership in place. Often times that leadership comes through the appropriate professional and personal development.
- Work on innovative practices – competency benchmarks, curriculum mapping, analysis of data, and any variety of essential project-based work that needs to be done in our schools.

This bill provides a great opportunity to learn more how a concept like this and how it could provide value to schools and ultimately to students. We encourage this study.

We recommend a DO PASS of SB 2217.

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SB 2217 Supportive Testimony
Levi Bachmeier, Policy Director
North Dakota Governor's Office
March 11, 2019

Good morning, Chairman Owens and members of the House Education committee. For the record my name is Levi Bachmeier, Policy Director for Governor Doug Burgum.

The governor's office empathically supports SB 2217 in its original format. Teacher Incentives for Leadership in Education, or TILE, reflects one of the top recommendations of the Innovative Education Task Force: a group of 15 educators, legislators, parents, school board members, and community leaders who spent 14 months exploring the opportunities facing North Dakota's schools and articulating actionable steps to ensure our students are adequately prepared for the 21st century economy.

One of those recommendations is TILE. I'd like to share a quote directly from the final Innovative Education Task Force report:

“Current funding mechanisms in North Dakota result in funding increases being overwhelmingly funneled toward operational expenses. In order for the state to better invest in district initiatives aligned with student-centric instruction, a targeted pool of funds should be sheltered to support these initiatives and supplement the traditional funding formula.

Similar models have been implemented in states such as Iowa that have intentionally invested in teacher leadership compensation systems. Leadership compensation is not merit pay, which is based on past performance and often heavily reliant on standardized test results. Instead, teacher leadership compensation systems are forward-looking and designate specific leadership positions that provide educators professional development opportunities or added compensation for additional work outside of standard contract language. The dollars must be invested in or used to compensate current teachers, providing career track

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opportunities or added professional development. To be eligible for leadership funds, individuals must already be employed by a school district and complete a competitive application process. Contracts should last no more than two years to ensure continuous alignment between current district goals and educator skillsets.”

I don't have much to add to the group's words other than pointing out the original proposed funding mechanism: by utilizing carryover authority from unexpended K-12 state aid we can ensure to original intent of the appropriation, to support student learning, lives on in TILE.

We appreciate the Senate's interest in studying this concept but feel the idea is supported by the field at all levels and the need is too great to wait. Just yesterday the new revenue forecast came out which underscores the state's fiscal ability to fund crucial initiatives like TILE: the latest forecast exceeded the projections used to shape the executive budget recommendation by nearly \$400 million and the January legislative revenue estimate by over \$1 billion between projected General Fund and oil tax revenues.

The governor's office would welcome the opportunity to continue conversations on areas of improvement to this bill, ranging from negotiation exemptions to enabling TILE dollars to be utilized in the first year for intentional planning purposes. The opportunities to promote teacher leadership and support student learning are many and varied: TILE does so in a way that honors local control, rewards teacher initiative and supports community-derived innovation.

This concludes my testimony; I'm happy to stand for any questions you may have.

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**TESTIMONY ON SB 2217
HOUSE EDUCATION COMMITTEE**

March 11, 2019

By: Ann Ellefson, Director of Academic Support

701-328-2488

North Dakota Department of Public Instruction

Mr. Chairman and Members of the Committee:

My name is Ann Ellefson and I am the Director in the Office of Academic Support within the Department of Public Instruction. I am here to speak in favor of Senate Bill 2217 encouraging the Legislative Management to consider studying the feasibility and desirability of creating a teacher incentive for leadership in education program.

The department recognizes the work and dedication of North Dakota teachers and the professional learning needed to truly support each and every student to graduate choice ready, with the knowledge, skills and disposition to be successful. Therefore, the department strongly supports this bill's proposal to study teacher incentives for leadership in education which includes the programs impact on achievement, recruitment potential, diverse pathway support, and impact on retraining effective personnel.

Chairman and Members of the Committee, this concludes my prepared testimony. I would be glad to stand for any questions presented by the Committee.