

2023 HOUSE EDUCATION

HB 1304

2023 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau AB Room, State Capitol

HB 1304
1/24/2023

Relating to a special education permit; and to declare an emergency

10:02 AM

Assistant Vice-Chairman Longmuir opened the hearing. Members present: Chairman Heinert, Vice Chairman Schreiber-Beck, Representatives Conmy, Hager, Hauck, Heilman, Hoverson, Jonas, Longmuir, Marschall, Murphy, Novak, and Timmons. Absent Rep Dyk.

Discussion Topics:

- Special permit
- Student teaching
- Special ed technician

Rep. Schreiber-Beck, District 25, presented the bill, Testimony #15984

Dr Holly Pedersen, Dept Chair of Special Ed, Minot State University, online Testimony #15881

Nick Archuleta, President, ND United, Testimony #16096

Michael Heilman, Executive Director, ND Small Organized Schools, Testimony #15841

Dr. Katherine Terras, Certification Central, Testimony #15756

Mary McCarvel-O'Connor, Special Services Director, DPI, Testimony #16138, #16139, #16140, #16141

Dr Becky Pitkin, Executive Director, Education Practices and Standards Board, Testimony #15161

Assistant Vice Chairman Longmuir closed the hearing at 10:48 AM.

Kathleen Davis, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Education Committee Coteau AB Room, State Capitol

HB 1304
1/25/2023

Relating to a special education permit; and to declare an emergency

9:30 AM

Chairman Heinert opened the meeting. Members present: Chairman Heinert, Vice Chairman Schreiber-Beck, Representatives Conmy, Dyk, Hager, Hauck, Heilman, Hoverson, Jonas, Longmuir, Marschall, Murphy, Novak, and Timmons.

Discussion Topics:

- Committee Action

Rep Timmons moved a Do Pass on HB 1304, seconded by Rep Hauck.

Representatives	Vote
Representative Pat D. Heinert	Y
Representative Cynthia Schreiber-Beck	Y
Representative Liz Conmy	Y
Representative Scott Dyk	Y
Representative LaurieBeth Hager	Y
Representative Dori Hauck	Y
Representative Matt Heilman	Y
Representative Jeff A. Hoverson	Y
Representative Jim Jonas	Y
Representative Donald W. Longmuir	Y
Representative Andrew Marschall	Y
Representative Eric James Murphy	Y
Representative Anna S. Novak	Y
Representative Kelby Timmons	Y

Yes 14 No 0 Absent 0 Motion carried. Rep Timmons is carrier.

Chairman Heinert closed the meeting at 9:32 AM.

Kathleen Davis, Committee Clerk

REPORT OF STANDING COMMITTEE

HB 1304: Education Committee (Rep. Heinert, Chairman) recommends **DO PASS** (14 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). HB 1304 was placed on the Eleventh order on the calendar.

2023 SENATE EDUCATION

HB 1304

2023 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

HB 1304
3/7/2023

Relating to special education permit; to declare an emergency.

11:30 AM Chair Elkin opened the hearing. Present: Chair Elkin, Vice Chair Beard, Sen Axtman, Sen Conley, Sen Lemm, and Sen Wobbema.

Discussion Topics:

- Teacher shortage
- Disadvantaged small schools

Rep Schreiber-Beck, Dist 25, bill sponsor testified in support. #22038

Dr. Rebecca Pitkin, Dir ND Education Standards/Practices testified in support. #22151

Mary McCarvel-O'Connor, ND Dept Public Instruction, testified in support. #22521, #22522, #22520.

Dr Pitkin answered questions.

Michael Heilman, ND Organized Small Schools, testified in support #22225.

11:47 AM Chair Elkin closed the hearing.

Pam Dever, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

HB 1304
3/8/2023

Relating to a special education permit, to declare an emergency.

2:28 PM Chair Elkin opened committee work. Present: Chair Elkin, Vice Chair Beard, Sen Axtman, Sen Conley, Sen Lemm, and Sen Wobbema.

Discussion Topics:

- Committee action

Sen Axtman moved amendment LC 23.0816.02001. #23140

Sen Conley seconded the motion.

Senators	Vote
Senator Jay Elkin	Y
Senator Todd Beard	Y
Senator Michelle Axtman	Y
Senator Cole Conley	Y
Senator Randy D. Lemm	Y
Senator Michael A. Wobbema	Y

VOTE: YES – 6 NO – 0 Absent - 0 Motion PASSED

Sen Axtman moved a DO PASS as Amended.

Sen Conley seconded the motion.

Senators	Vote
Senator Jay Elkin	Y
Senator Todd Beard	Y
Senator Michelle Axtman	Y
Senator Cole Conley	Y
Senator Randy D. Lemm	Y
Senator Michael A. Wobbema	Y

VOTE: YES – 6 NO – 0 Absent – 0 Motion PASSED

Sen Axtman will carry the bill.

3:43 PM Chair Elkin adjourned the meeting.

Pam Dever, Committee Clerk

March 8, 2023

HR
1/1
3-8-2023

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1304

Page 1, line 2, replace "permit" with "teaching authorization"

Page 2, line 5, replace "permit" with "teaching authorization"

Page 2, line 6, replace "permit" with "teaching authorization"

Page 3, line 18, replace "permit" with "teaching authorization"

Page 3, line 19, replace "permit" with "teaching authorization"

Renumber accordingly

REPORT OF STANDING COMMITTEE

HB 1304: Education Committee (Sen. Elkin, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). HB 1304 was placed on the Sixth order on the calendar. This bill does not affect workforce development.

Page 1, line 2, replace "permit" with "teaching authorization"

Page 2, line 5, replace "permit" with "teaching authorization"

Page 2, line 6, replace "permit" with "teaching authorization"

Page 3, line 18, replace "permit" with "teaching authorization"

Page 3, line 19, replace "permit" with "teaching authorization"

Renumber accordingly

TESTIMONY

HB 1304



Testimony
HB 1304
Education Standards and Practices Board
House Education Committee
January 24, 2023; 9:30 AM
Dr. Rebecca Pitkin

Good morning, Chairman Heinert, 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 (ESPB). I represent the ESPB board who met on January 17, 2023, and I testify in favor of HB 1304. Lines 5-12 on page 2 of the bill propose an avenue to becoming a qualified special education teacher in an innovative manner while still requiring the content knowledge, content test, as well as the experience in the field (student teaching) necessary to teach our most vulnerable students. The idea of this bill began several years ago with a diverse stakeholder group looking to assist the shortage without lessening the qualifications. The result is before you and multiple parameters are in place to do what is best for students, an ESPB non-negotiable. The guidelines before you require more content knowledge than some current ESPB pathways to becoming a provisionally licensed special education teacher. In addition, ESPB will draft administrative rules to govern the parameters of this type of permit. The administrative rules will require individuals to have a mentor and to make progress in their additional coursework-namely their general studies which lead to a bachelor's degree. The ESPB Board supports this pathway to becoming a special education teacher and its potential to lessen a critical shortage area with clear guidelines for permit holder's qualifications.

This concludes my testimony, and I will answer any questions

Certification Central

ND's 1st Alternative Educator Preparation Program

Box 322, McVille, ND 58254

701.322.4429

www.certificationcentral.education



Written Testimony in Support of HB 1304

Chairman Heinert and House Education Committee,

For the record, my name is Dr. Katherine Terras, and I represent Certification Central, ND's 1st Alternative Educator Preparation Program approved by the NDESPB.

This bill is a result of collaborative efforts among NDDPI, NDESPB, Minot State University, Certification Central, legislators, and a special education director.

Certification Central is in support of HB 1304. The special education permit requires the completion of special education coursework, successful student teaching in special education, and the passing of the special education licensure examination. Consequently, those teaching special education on a permit would have completed coursework and fieldwork that supports the special education major. These individuals are still required to obtain a bachelor's degree within two years of being issued the permit, so we are not lowering the licensure standard, rather temporarily recognizing the comprehensive training in special education and in the general principles of teaching and learning. Further, some individuals applying for the special education permit, may have practiced as a special education technician as part of ND's innovation to build a pipeline from paraeducator, to special education technician, to the special education teacher, and finally to the educational leader.

We strongly encourage a Do Pass for HB 1304.



North Dakota Small Organized Schools

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HB 1304 Testimony in Support
House Education Committee
Representative Heinert – Chairperson
January 24, 2023

Chairman Heinert and members of the House Education Committee, my name is Michael Heilman. I am the Executive Director of the North Dakota Small Organized Schools (NDSOS). I represent 150-member school districts of the North Dakota Small Organized Schools. NDSOS stands in support HB 1304.

This bill like several others in this and the previous sessions is designed to provide a pathway for entry into the teaching profession to address teacher shortage. This bill is specific to the shortage of Special Education Teachers. Special Education continues to be one of the greatest areas of need for all schools and is particularly critical for small schools. All shortage areas are difficult to deal with, but shortages in special education impact our most fragile learners. Often compromising the supports this group of learners need to be successful. The shortage of special education teacher has a ripple effect in the classroom as teachers do not have the support of the specialist to assist with developing interventions and modification for students on Individualized Education Plans (IEP). This in turn impact all students as teacher time may be compromised when special education teachers are not available.

This bill provides a pathway for our schools to secure much needed special education teachers. North Dakota Small Organized Schools supports a do pass recommendation for HB 1304. I will stand for questions.

Mr. Michael Heilman – Executive Director
North Dakota Small Organized Schools
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Board of Directors

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

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Mr. Rick Diegel, Supt. Kidder Co.
Mr. Brandt Dick, Supt. Burleigh County

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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.



Department of Special Education

January 24, 2023
House Education Public Hearing
Coteau AB Room - ND State Capitol

RE: Written Testimony in Support of HB 1340 Pertaining to a Special Education Permit

Good morning Chairman [Heinert](#) and members of the committee:

For the record, my name is Dr. Holly Pedersen, and I am the Department Chair of Special Education at Minot State University.

As a representative of one of our state's preparation programs for special education teachers, I am here to offer testimony in support of HB 1340. During the past year, I have been part of a team working to bring this topic forward for consideration.

As you know, this bill will allow candidates who have not yet completed their bachelor's degree in special education, but who have completed all special education coursework and clinical experiences, to obtain a temporary permit allowing them to teach while completing the remaining courses for their degree. I would like to offer 3 key points in support of this bill. First and foremost, it is an avenue to address the critical shortage of special education professionals without compromising quality. Research supports that pedagogical knowledge and skills are the primary factors in special education teacher effectiveness. Under this bill, candidates will have successfully completed all required pedagogy coursework and clinicals, including student teaching before being issued the temporary permit. Second, a similar avenue currently exists. Known as an alternate access license, candidates who do have a bachelor's degree in a major other than education and 30 related credits may be the special education teacher of record while completing their degree for licensure. Finally, 2 ½ years ago, our department launched the first special education paraprofessional to teacher pathway in our state and have seen firsthand the success of innovative yet thoughtful ways of providing diverse and accessible pathways for individuals to become licensed special education teachers.

In summary, this bill would result in increasing the number of special education teachers available to support students with disabilities in our state and we support it.

Thank you for your time on this important matter,

A handwritten signature in black ink that reads "Holly L. Pedersen".

Introduction and Support of:

HB1304 – SPECIAL EDUCATION TEACHER PERMIT / Emergency Measure

Chairman Heinert and members of the Committee on Education:

For the record, I am Cindy Schreiber-Beck, District 25 Representative.

This proposed legislation is to address the shortage of special education teachers. The bill was written with a representative from Minot State University and a representative from Certification Central who will also testify in support of this legislation.

This bill would allow an individual to teach special education using a permit for a time not exceeding two years if the individual:

- Is currently enrolled in a bachelor's program with a major in special education;
- Has successfully completed all professional education coursework, special education major-specific course work and student teaching, and
- Has passed the test required by the education standards and practices board, including the content area test.

To further explain, an individual could successfully complete the third and fourth years of the coursework required for a special education degree and be eligible to obtain a special education teaching permit. Then, while teaching special education, would be required to complete the additional requirements to obtain a bachelor's degree within the following two years.

The bill has an emergency clause so if passed, the administrative rules could be written and approved in time for this program to be in effect the fall semester of 2023.

Thank you for your consideration of this legislation.



Great Public Schools

Great Public Service

Testimony Before the House Education Committee

HB 1304

Tuesday, January 24, 2023

Chairman Heinert and members of the Committee, for the record I am Nick Archuleta, president of North Dakota United. I rise today to urge a *do pass* recommendation for HB 1304.

Mr. Chairman, HB 1304 serves to increase the supply of much needed special education teachers and it does so while putting necessary guardrails in place to ensure quality in addition to quantity. HB 1304 allows individuals to receive a permit to teach only if he/she is enrolled in a bachelor's program and majoring in special education. Additionally, the bill stipulates that the permitted individual has to have finished all the required professional coursework, coursework specific to their major, and their student teaching experience. Finally, HB 1304 requires that the candidate for special education teaching permit pass the content specific tests required by the Education Standards and Practices Board. The two-year time limit on the permit ensures that the individual will be on course for full licensure.

Chairman Heinert and members of the Committee, HB 1304 represents thoughtful, meaningful legislation. I urge you to award HB 1304 a do pass recommendation.



Great Public Schools

Great Public Service

ND Teacher Critical Need and Shortage Areas 2022-2023

A team of NDDPI staff and NDUS staff reviewed and discussed several data points regarding teacher shortages in the state of North Dakota. Critical need and Teacher Shortage Areas were determined by comparing data including Administrator Surveys, STARS data including: Irregular FTE's, Unfilled Positions, a combination of Irregular FTE's, and Unfilled Positions and Shortage Percentages. By cross-referencing the data points, it was determined the top five Critical Need positions and Shortage positions below.

*Many irregulars are on plan of study

Critical Need

		Regular	Irregular	Unfilled	(Irregular + Unfilled)	(Regular + Irregular + Unfilled)	(Irregular + <u>Unfilled</u>) %
1.	Special Education K-12	1,544.4	66.4	74.3	140.7	1685.1	8.3%
2.	CTE 9-12	363.5	14.6	20.3	34.9	398.4	8.8%
3.	Fine & Perf. Arts	191.7	11.6	7.0	18.6	210.3	8.8%
4.	Counselor	364.1	29.9	19.6	49.5	413.6	12.0%
5.	Science 9-12	326.0	16.8	8.0	24.8	350.8	7.1%

Shortage

		Regular	Irregular	Unfilled	(Irregular + Unfilled)	(Regular + Irregular + Unfilled)	(Irregular + <u>Unfilled</u>) %
1.	Library Media Spec.	173.6	11.6	4.0	15.6	189.2	8.2%
2.	Teacher: 1-6	4,088.8	77.0	24.5	101.5	4,044.5	2.4%
3.	Teacher: 7-8	1,291.1	52.7	1.5	54.2	1,345.3	4.0%
4.	Math 9-12	359.0	13.4	7.0	20.4	379.4	5.4%
5.	English Language Arts	369.5	11.9	12.0	23.9	393.3	6.1%

North Dakota Regional Teacher Shortages 2022-2023

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Adams	4.0	30.9	12.9%
PK-8th Grade Teachers	0.7	15.6	4.5%
9th-12th Grade Teachers	2.3	8.9	25.8%
Special Education Licensed Staff	0	1.0	0.0%
Licensed Non-Instructional Staff	1.0	5.4	18.6%
Barnes	6.5	171.6	3.8%
PK-8th Grade Teachers	1.4	78.1	1.8%
9th-12th Grade Teachers	1.1	38.0	2.9%
Special Education Licensed Staff	3.0	28.3	10.6%
Licensed Non-Instructional Staff	1.0	27.3	3.7%
Benson	18.3	176.9	10.3%
PK-8th Grade Teachers	5.2	87.7	5.9%
9th-12th Grade Teachers	7.1	44.1	16.1%
Special Education Licensed Staff	1.0	16.4	6.1%
Licensed Non-Instructional Staff	5.0	28.7	17.4%
Billings	0	15.7	0.0%
PK-8th Grade Teachers	0	11.5	0.0%
9th-12th Grade Teachers	n/a	n/a	n/a
Special Education Licensed Staff	0	1.2	0.0%
Licensed Non-Instructional Staff	0	3.0	0.0%
Bottineau	5.0	107.0	4.7%
PK-8th Grade Teachers	1.8	53.8	3.3%
9th-12th Grade Teachers	1.3	24.3	5.2%
Special Education Licensed Staff	1.0	16.2	6.2%
Licensed Non-Instructional Staff	1.0	12.7	7.9%
Bowman	2.0	71.0	2.8%
PK-8th Grade Teachers	0	38.4	0.0%
9th-12th Grade Teachers	1.0	16.9	5.9%
Special Education Licensed Staff	1.0	4.2	23.8%
Licensed Non-Instructional Staff	0	11.5	0.0%
Burke	3.8	53.8	7.1%
PK-8th Grade Teachers	1.9	29.2	6.4%
9th-12th Grade Teachers	1.8	15.1	12.2%
Special Education Licensed Staff	0	1.0	0.0%
Licensed Non-Instructional Staff	0.1	8.6	1.2%
Burleigh	50.2	1,382.4	3.6%
PK-8th Grade Teachers	11.7	720.8	1.6%
9th-12th Grade Teachers	10.1	295.4	3.4%
Special Education Licensed Staff	13.1	197.6	6.6%
Licensed Non-Instructional Staff	15.3	168.6	9.1%
Cass	106.7	2,880.7	3.7%
PK-8th Grade Teachers	21.8	1,439.2	1.5%
9th-12th Grade Teachers	16.7	595.9	2.8%
Special Education Licensed Staff	56.2	440.0	12.8%
Licensed Non-Instructional Staff	12.0	405.6	3.0%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Cavalier	4.0	65.0	6.2%
PK-8th Grade Teachers	1.4	36.7	3.7%
9th-12th Grade Teachers	0.6	14.4	4.4%
Special Education Licensed Staff	0	4.0	0.0%
Licensed Non-Instructional Staff	2.0	10.0	20.0%
Dickey	1.5	65.0	2.3%
PK-8th Grade Teachers	0.3	38.9	0.9%
9th-12th Grade Teachers	0.7	16.1	4.1%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0.5	10.0	5.0%
Divide	1.0	41.3	2.4%
PK-8th Grade Teachers	1.0	23.0	4.3%
9th-12th Grade Teachers	0	9.4	0.0%
Special Education Licensed Staff	0	4.0	0.0%
Licensed Non-Instructional Staff	0	4.9	0.0%
Dunn	3.0	67.7	4.4%
PK-8th Grade Teachers	2.0	38.9	5.1%
9th-12th Grade Teachers	0	14.1	0.0%
Special Education Licensed Staff	0	5.0	0.0%
Licensed Non-Instructional Staff	1.0	9.7	10.3%
Eddy	2.5	42.7	5.9%
PK-8th Grade Teachers	0.2	18.3	0.8%
9th-12th Grade Teachers	0.4	7.1	4.9%
Special Education Licensed Staff	0	11.8	0.0%
Licensed Non-Instructional Staff	2.0	5.5	36.4%
Emmons	4.5	67.7	6.6%
PK-8th Grade Teachers	3.0	36.1	8.4%
9th-12th Grade Teachers	0.5	16.6	2.8%
Special Education Licensed Staff	0	4.4	0.0%
Licensed Non-Instructional Staff	1.0	10.6	9.5%
Foster	3.0	44.0	6.8%
PK-8th Grade Teachers	1.0	23.5	4.3%
9th-12th Grade Teachers	0	12.3	0.0%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	2.0	8.2	24.4%
Golden Valley	3.0	43.5	6.9%
PK-8th Grade Teachers	0.6	18.6	3.1%
9th-12th Grade Teachers	0.4	14.4	3.0%
Special Education Licensed Staff	1.0	3.5	29.0%
Licensed Non-Instructional Staff	1.0	7.1	14.2%
Grand Forks	12.4	943.1	1.3%
PK-8th Grade Teachers	2.9	497.1	0.6%
9th-12th Grade Teachers	1.4	173.7	0.8%
Special Education Licensed Staff	3.0	131.3	2.3%
Licensed Non-Instructional Staff	5.0	141.0	3.5%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Grant	1.5	30.0	5.0%
PK-8th Grade Teachers	0	15.7	0.0%
9th-12th Grade Teachers	0	6.1	0.0%
Special Education Licensed Staff	1.0	2.0	50.0%
Licensed Non-Instructional Staff	0.5	6.1	8.1%
Griggs	5.0	47.3	10.6%
PK-8th Grade Teachers	3.2	23.8	13.5%
9th-12th Grade Teachers	1.8	13.6	13.2%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0	9.9	0.0%
Hettinger	1.0	54.0	1.9%
PK-8th Grade Teachers	1.0	25.7	3.9%
9th-12th Grade Teachers	0	12.7	0.0%
Special Education Licensed Staff	0	5.1	0.0%
Licensed Non-Instructional Staff	0	10.4	0.0%
Kidder	2.5	40.3	6.2%
PK-8th Grade Teachers	0.1	22.6	0.6%
9th-12th Grade Teachers	2.4	8.8	26.9%
Special Education Licensed Staff	0	3.8	0.0%
Licensed Non-Instructional Staff	0	5.1	0.0%
LaMoure	1.9	71.1	2.7%
PK-8th Grade Teachers	0.3	41.0	0.6%
9th-12th Grade Teachers	0.8	17.7	4.2%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0.9	12.4	7.2%
Logan	2.8	50.8	5.5%
PK-8th Grade Teachers	0	23.6	0.0%
9th-12th Grade Teachers	0	11.4	0.0%
Special Education Licensed Staff	0	6.9	0.0%
Licensed Non-Instructional Staff	2.8	9.0	31.1%
McHenry	5.8	100.1	5.8%
PK-8th Grade Teachers	2.4	53.2	4.5%
9th-12th Grade Teachers	1.5	26.6	5.7%
Special Education Licensed Staff	1.0	7.0	14.3%
Licensed Non-Instructional Staff	0.9	13.3	7.1%
McIntosh	4.5	56.0	8.0%
PK-8th Grade Teachers	2.2	29.2	7.6%
9th-12th Grade Teachers	2.3	14.8	15.5%
Special Education Licensed Staff	0	3.6	0.0%
Licensed Non-Instructional Staff	0	8.4	0.0%
McKenzie	42.1	248.5	16.9%
PK-8th Grade Teachers	14.6	138.8	10.5%
9th-12th Grade Teachers	19.5	59.3	32.9%
Special Education Licensed Staff	1.0	14.0	7.1%
Licensed Non-Instructional Staff	7.0	36.4	19.3%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
McLean	19.8	210.8	9.4%
PK-8th Grade Teachers	4.8	107.1	4.5%
9th-12th Grade Teachers	4.1	49.8	8.2%
Special Education Licensed Staff	4.0	16.4	24.4%
Licensed Non-Instructional Staff	6.9	37.5	18.4%
Mercer	7.0	132.5	5.3%
PK-8th Grade Teachers	0	60.3	0.0%
9th-12th Grade Teachers	1.0	32.3	3.1%
Special Education Licensed Staff	4.0	17.0	23.5%
Licensed Non-Instructional Staff	2.0	22.9	8.7%
Morton	14.1	500.4	2.8%
PK-8th Grade Teachers	3.1	252.0	1.2%
9th-12th Grade Teachers	3.8	109.8	3.5%
Special Education Licensed Staff	3.0	67.5	4.4%
Licensed Non-Instructional Staff	4.2	71.1	5.8%
Mountrail	12.1	182.5	6.6%
PK-8th Grade Teachers	3.4	89.2	3.8%
9th-12th Grade Teachers	6.6	42.0	15.7%
Special Education Licensed Staff	0	23.0	0.0%
Licensed Non-Instructional Staff	2.2	28.3	7.6%
Nelson	6.5	57.0	11.4%
PK-8th Grade Teachers	2.4	30.4	8.0%
9th-12th Grade Teachers	3.1	14.5	21.2%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	1.0	12.0	8.3%
Oliver	1.0	29.0	3.4%
PK-8th Grade Teachers	1.0	15.1	6.6%
9th-12th Grade Teachers	0	7.6	0.0%
Special Education Licensed Staff	0	0.5	0.0%
Licensed Non-Instructional Staff	0	5.8	0.0%
Pembina	5.0	139.4	3.6%
PK-8th Grade Teachers	1.5	69.8	2.1%
9th-12th Grade Teachers	1.5	34.3	4.5%
Special Education Licensed Staff	1.0	10.9	9.2%
Licensed Non-Instructional Staff	1.0	24.4	4.1%
Pierce	4.0	67.0	6.0%
PK-8th Grade Teachers	1.3	30.9	4.3%
9th-12th Grade Teachers	1.7	17.2	9.6%
Special Education Licensed Staff	0	7.0	0.0%
Licensed Non-Instructional Staff	1.0	11.9	8.4%
Ramsey	13.5	239.8	5.6%
PK-8th Grade Teachers	3.7	98.1	3.7%
9th-12th Grade Teachers	4.3	41.9	10.3%
Special Education Licensed Staff	2.0	62.8	3.2%
Licensed Non-Instructional Staff	3.5	37.1	9.4%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Ransom	1.0	98.1	1.0%
PK-8th Grade Teachers	0.5	50.9	0.9%
9th-12th Grade Teachers	0.5	20.8	2.6%
Special Education Licensed Staff	0	13.0	0.0%
Licensed Non-Instructional Staff	0	13.4	0.0%
Renville	1.0	56.0	1.8%
PK-8th Grade Teachers	0	28.6	0.0%
9th-12th Grade Teachers	1.0	15.4	6.5%
Special Education Licensed Staff	0	4.9	0.0%
Licensed Non-Instructional Staff	0	7.1	0.0%
Richland	14.6	278.1	5.2%
PK-8th Grade Teachers	6.3	139.9	4.5%
9th-12th Grade Teachers	2.4	67.3	3.6%
Special Education Licensed Staff	2.0	30.5	6.6%
Licensed Non-Instructional Staff	3.8	40.4	9.4%
Rolette	34.5	382.2	9.0%
PK-8th Grade Teachers	15.4	193.8	7.9%
9th-12th Grade Teachers	12.7	78.3	16.2%
Special Education Licensed Staff	3.0	49.9	6.0%
Licensed Non-Instructional Staff	3.5	60.2	5.8%
Sargent	9.0	78.0	11.5%
PK-8th Grade Teachers	1.2	35.1	3.3%
9th-12th Grade Teachers	5.9	18.9	30.9%
Special Education Licensed Staff	1.0	9.0	11.1%
Licensed Non-Instructional Staff	1.0	14.9	6.7%
Sheridan	0.1	16.6	0.9%
PK-8th Grade Teachers	0.1	9.1	0.8%
9th-12th Grade Teachers	0.1	4.8	1.5%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0	2.7	0.0%
Sioux	19.3	110.6	17.4%
PK-8th Grade Teachers	4.0	52.9	7.6%
9th-12th Grade Teachers	6.5	23.5	27.6%
Special Education Licensed Staff	1.0	13.5	7.4%
Licensed Non-Instructional Staff	7.8	20.6	37.6%
Slope	0	5.0	0.0%
PK-8th Grade Teachers	0	3.0	0.0%
9th-12th Grade Teachers	n/a	n/a	n/a
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0	2.0	0.0%
Stark	26.0	505.3	5.1%
PK-8th Grade Teachers	8.1	264.2	3.1%
9th-12th Grade Teachers	8.9	103.2	8.6%
Special Education Licensed Staff	5.0	66.8	7.5%
Licensed Non-Instructional Staff	4.0	71.1	5.6%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Steele	0.5	18.0	2.8%
PK-8th Grade Teachers	0.4	11.4	3.8%
9th-12th Grade Teachers	0.1	4.6	1.5%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0	2.0	0.0%
Stutsman	15.3	328.0	4.6%
PK-8th Grade Teachers	4.3	158.8	2.7%
9th-12th Grade Teachers	2.7	61.6	4.3%
Special Education Licensed Staff	3.5	53.0	6.6%
Licensed Non-Instructional Staff	4.8	54.7	8.7%
Towner	1.0	33.0	3.0%
PK-8th Grade Teachers	0	20.4	0.0%
9th-12th Grade Teachers	1.0	7.5	13.3%
Special Education Licensed Staff	0	1.0	0.0%
Licensed Non-Instructional Staff	0	4.1	0.0%
Trail	2.0	155.4	1.3%
PK-8th Grade Teachers	1.0	69.4	1.4%
9th-12th Grade Teachers	0	33.1	0.0%
Special Education Licensed Staff	0	30.8	0.0%
Licensed Non-Instructional Staff	1.0	22.2	4.5%
Walsh	19.5	218.7	8.9%
PK-8th Grade Teachers	4.8	92.5	5.2%
9th-12th Grade Teachers	2.7	38.8	6.8%
Special Education Licensed Staff	11.0	55.0	20.0%
Licensed Non-Instructional Staff	1.0	32.4	3.1%
Ward	34.0	1,082.0	3.1%
PK-8th Grade Teachers	8.8	547.3	1.6%
9th-12th Grade Teachers	11.8	240.9	4.9%
Special Education Licensed Staff	7.4	152.8	4.8%
Licensed Non-Instructional Staff	6.1	141.0	4.3%
Wells	6.7	63.9	10.5%
PK-8th Grade Teachers	2.8	33.6	8.3%
9th-12th Grade Teachers	2.7	15.3	17.8%
Special Education Licensed Staff	0.5	6.8	7.4%
Licensed Non-Instructional Staff	0.7	8.3	8.5%
Williams	47.7	597.5	8.0%
PK-8th Grade Teachers	19.5	316.3	6.2%
9th-12th Grade Teachers	12.5	112.2	11.2%
Special Education Licensed Staff	10.0	80.9	12.4%
Licensed Non-Instructional Staff	5.7	88.0	6.5%

**TESTIMONY ON HB 1304
HOUSE EDUCATION COMMITTEE
1/24/2023**

**By: Mary McCarvel-O'Connor, Director Office of Specially Designed Services
701-328-4560
North Dakota Department of Public Instruction**

Chairman Heinert and Members of the Committee:

My name is Mary McCarvel-O'Connor, and I am the Director of the Office of Specially Designed Services with the Department of Public Instruction. I am here to speak in favor of HB 1304.

In August 2022, the North Dakota Department of Public Instruction, Office of Specially Designed Services surveyed the 31 Special Education Unit Directors in the state regarding the number of unfilled or contracted (ex: long term subs) special education teacher positions within their special education units. Seventeen, or 55%, of the 31 Directors responded that there were 43 unfilled or contracted (ex. long term subs) throughout North Dakota.

A report titled, "ND Teacher Critical Needs and Shortage Areas 2022-2023" by a team of the North Dakota Department of Public Instruction staff and the North Dakota University Systems staff compared data for the 2022-2023 school year from Administrator Surveys and STARS data to determine Critical Need and Shortage Areas in North Dakota. By cross-referencing the data points, the North Dakota Department of Public Instruction staff and the North Dakota University

Systems staff determined that Special Education was number one in the top five of Critical Need positions. Of the 1,685 licensed school-personnel position FTEs within special education in the state, 66 (3.9%) are filled by less than fully credentialed personnel with either a Plan on File or through an alternate access license and 74 (4.4%) FTE positions are entirely unfilled. In 2022-2023, ND schools statewide were short at least 140 regularly credentialed, licensed, special education personnel.

North Dakota has had a long history of special education shortages in public schools. As a result, North Dakota created fast-track programs as an attempt to get special education teachers into classrooms. The problem with fast tracking is that many of the options for doing so place teachers with very little special education knowledge into special education classrooms and create a revolving door. With a reduction in licensure has also come a reduction in the scope of practice. Underprepared special education teachers are less effective and most likely to leave the field.

While these solutions may have helped for a limited amount of time, North Dakota has seen even more shortages than in the past. HB 1304 brings about an innovative way to fast-track special education teachers into classrooms without reducing the scope of practice they need to improve outcomes for students with disabilities. Through HB 1304 special education teachers will be required to

complete courses that will enable them to become fully prepared special education teachers. Not only do qualified special education teachers improve outcomes for students with disabilities, but research has shown that fully prepared special education teachers are more likely to remain in teaching than those who are not fully prepared.

Chairman Heinert and Members of the Committee, that concludes my prepared testimony, and I will stand for any questions that you may have.

North Dakota Teacher Shortage Areas 2022-2023

Ellie Shockley, Ph.D., NDUS
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Joe Kolosky, DPI
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Color-Coded Scheme: shortage ≥ 10 FTEs
shortage ≥ 20 FTEs
shortage ≥ 5% w/in category

Position / Responsibility	Current Year (2021-2022) Shortages					Shortage Percentage Over Time					Grades Served					
	FTEs by Status:			Shortage: (Irregular + Unfilled)	Total FTEs: (Regular + Irregular + Unfilled)	'19-'20	'20-'21	'21-'22	'22-'23	Overall Trend	PK	K	Gr. 1-4	Gr. 5-6	Gr. 7-8	Gr. 9-12
	Regular	Irregular	Unfilled													
Grand Total PK-8th Grade Teachers	6,180.3	143.9	35.0	178.9	6,359.2	1.9%	1.9%	2.1%	2.8%							
Elementary & Middle School Teachers	123.1	5.4	3.0	8.4	131.6	2.9%	3.4%	2.3%	6.4%		x					
Teacher: Pre-Kindergarten	677.3	8.8	6.0	14.8	692.1	1.6%	1.2%	1.8%	2.1%			x				
Teacher: Kindergarten	4,088.8	77.0	24.5	101.5	4,190.2	1.6%	1.5%	1.7%	2.4%				x			
Teacher: Gr. 1-6	1,291.1	52.7	1.5	54.2	1,345.3	3.0%	3.4%	3.4%	4.0%					x		
Teacher: Gr. 7-8																
Grand Total 9th-12th Grade Teachers	2,512.2	103.6	67.4	171.0	2,683.2	4.3%	4.4%	4.9%	6.4%		PK	K	Gr. 1-4	Gr. 5-6	Gr. 7-8	Gr. 9-12
Total 9th-12th Grade CTE Teachers	363.5	14.6	20.3	34.9	398.4	7.5%	6.6%	7.5%	8.8%							x
Teacher: Gr. 9-12, CTE: Agricultural Ed	68.8	0.4	1.5	1.9	70.6	7.2%	8.8%	6.9%	2.7%							x
Teacher: Gr. 9-12, CTE: Business Ed	46.4	4.8	3.0	7.8	54.2	19.3%	7.1%	14.5%	14.4%							x
Teacher: Gr. 9-12, CTE: Family and Consumer Sci Ed	66.9	3.9	6.0	9.9	76.9	11.8%	8.6%	12.7%	12.9%							x
Teacher: Gr. 9-12, CTE: Health Sci Ed	34.9	0	0	0	34.9	0%	0%	1.4%	0%							x
Teacher: Gr. 9-12, CTE: Information Technology Ed	11.0	0.3	1.0	1.3	12.3	8.1%	2.4%	5.1%	10.2%							x
Teacher: Gr. 9-12, CTE: Marketing Ed	14.5	2.3	0	2.3	16.8	8.6%	3.5%	8.7%	13.6%							x
Teacher: Gr. 9-12, CTE: Technology & Engineering Ed	32.9	1.1	2.0	3.1	35.9	5.3%	6.8%	5.0%	8.6%							x
Teacher: Gr. 9-12, CTE: Trade, Industry, & Technical Ed	70.6	0	3.5	3.5	74.1	1.5%	4.0%	4.2%	4.7%							x
Teacher: Gr. 9-12, CTE: Misc.	17.5	1.9	3.3	5.2	22.7	1%	13.3%	3.7%	22.8%							x
Total 9th-12th Grade Science Teachers	326.0	16.8	8.0	24.8	350.8	6.6%	6.2%	8.0%	7.1%							x
Teacher: Gr. 9-12, Biology	146.5	9.1	4.3	13.4	159.9	6.0%	7.0%	8.9%	8.4%							x
Teacher: Gr. 9-12, Chemistry	57.1	3.3	0.3	3.6	60.7	6.5%	3.6%	5.6%	5.9%							x
Teacher: Gr. 9-12, Earth Science	12.9	0.3	0.3	0.6	13.5	20.7%	9.9%	10.0%	4.3%							x
Teacher: Gr. 9-12, Physics	108.0	4.0	0	4.0	112.1	4.7%	4.6%	4.7%	3.6%							x
Teacher: Gr. 9-12, Misc. Science	1.5	0	3.3	3.3	4.7	13.0%	45.2%	34.6%	69.0%							x
Total 9th-12th Grade Social Studies Teachers	332.2	7.6	2.0	9.6	341.8	2.3%	2.4%	1.5%	2.8%							x
Teacher: Gr. 9-12, Government	65.7	0.3	1.3	1.5	67.2	4.5%	3.4%	2.8%	2.2%							x
Teacher: Gr. 9-12, History	226.4	6.3	0.3	6.5	233.0	2.5%	2.2%	1.8%	2.8%							x
Teacher: Gr. 9-12, Misc. Social Studies	40.1	1.1	1	1.6	41.6	1.4%	1.9%	0.4%	3.7%							x
Total 9th-12th Grade World Language Teachers	97.5	4.7	7.0	11.7	109.1	6.6%	4.4%	5.2%	10.7%							x
Teacher: Gr. 9-12, French	16.9	0.2	0	0.2	17.1	6.2%	6.0%	3.8%	1.3%							x
Teacher: Gr. 9-12, German	11.5	0.2	1	1.2	12.7	1.7%	1.9%	4.3%	9.5%							x
Teacher: Gr. 9-12, Latin	4.1	0.4	0	0.4	4.5	0%	0%	4.1%	9.0%							x
Teacher: Gr. 9-12, Native Languages	3.7	0.5	2.0	2.5	6.2	29.7%	30.7%	35.0%	40.1%							x
Teacher: Gr. 9-12, Spanish	61.3	3.4	4.0	7.4	68.7	5.8%	2.1%	2.7%	10.7%							x
Total 9th-12th Grade Teachers for Other Subjects	1,393.0	59.9	30.1	90.0	1,483.0	3.1%	3.8%	4.1%	6.1%							x
Teacher: Gr. 9-12, Computer Science	3.8	0	1.5	1.5	5.3	3.0%	18.3%	30.4%	28.3%							x
Teacher: Gr. 9-12, Driver & Traffic Safety	6.8	0	1	1	7.9	0%	0%	0%	14.0%							x
Teacher: Gr. 9-12, English Language Arts	369.5	11.9	12.0	23.9	393.3	4.8%	2.5%	3.6%	6.1%							x
Teacher: Gr. 9-12, Fine & Performing Arts	191.7	11.6	7.0	18.6	210.3	2.6%	5.6%	6.3%	8.8%							x
Teacher: Gr. 9-12, Health/Physical Ed	191.4	3.8	1.5	5.3	196.7	2.0%	1.5%	1.6%	2.7%							x
Teacher: Gr. 9-12, Mathematics	359.0	13.4	7.0	20.4	379.4	2.6%	4.2%	4.7%	5.4%							x
Teacher: Gr. 9-12, Military Science	5.0	0	0	0	5.0	0%	0%	0%	0%							x
Teacher: Gr. 9-12, Misc. Other	265.9	19.2	0	19.2	285.1	2.8%	5.4%	4.0%	6.7%							x
Grand Total Special Education Licensed Staff	1,544.4	66.4	74.3	140.7	1,685.1	7.1%	6.5%	6.7%	8.3%		PK	K	Gr. 1-4	Gr. 5-6	Gr. 7-8	Gr. 9-12
Special Ed: Director	35.5	0	2.0	2.0	37.5	2.7%	2.6%	5.2%	5.3%		x	x	x	x	x	x
Special Ed: Coordinator	50.5	0	0	0	50.5	2.8%	1.9%	3.7%	0%		x	x	x	x	x	x
Special Ed: Early Childhood	107.2	4.4	3.0	7.4	114.6	6.5%	7.4%	3.7%	6.5%		x	x	x	x	x	x
Special Ed: Hearing Impaired	15.1	0	1.0	1.0	16.1	3.8%	4.8%	6.0%	6.2%		x	x	x	x	x	x
Special Ed: Speech-Language Pathologist	270.9	0	24.2	24.2	295.1	1.8%	4.6%	3.9%	8.2%		x	x	x	x	x	x
Special Ed: Visually Impaired	16.4	1	0	1	17.4	10.4%	5.3%	0%	5.7%		x	x	x	x	x	x
Special Ed: Psych. Services	35.6	0	11.6	11.6	47.2	19.6%	23.1%	9.8%	24.6%		x	x	x	x	x	x
Special Ed: Other	1,013.4	61.0	32.5	93.5	1,106.9	8.3%	6.8%	7.8%	8.4%		x	x	x	x	x	x
Grand Total Licensed Non-Instructional Staff	1,702.1	87.3	35.7	123.0	1,825.1	6.5%	5.8%	6.8%	6.7%		PK	K	Gr. 1-4	Gr. 5-6	Gr. 7-8	Gr. 9-12
Counselor	364.1	29.9	19.6	49.5	413.6	7.8%	9.3%	7.5%	12.0%		x	x	x	x	x	x
English Learners Programs	7.5	0	1.1	1.1	8.6	38.3%	33.1%	30.5%	12.7%		x	x	x	x	x	x
Instructional Coach	171.6	0.1	0	0.1	171.7	1.1%	1.5%	0.8%	0.1%		x	x	x	x	x	x
Library/Media Specialist	173.6	11.6	4.0	15.6	189.2	13.8%	8.1%	8.9%	8.2%		x	x	x	x	x	x
Principal: Elementary	259.6	24.3	3.0	27.3	286.9	6.4%	6.3%	8.3%	9.5%		x	x	x	x	x	x
Principal: Jr. High/Middle	59.9	4.0	0	4.0	63.9	6.0%	4.8%	5.0%	6.3%					x	x	x
Principal: Secondary	173.6	14.4	2.0	16.4	190.0	8.1%	10.1%	9.5%	8.6%					x	x	x
Psych. Services (Not Special Ed)	35.4	0	1.0	1.0	36.4	0%	0%	8.3%	2.7%		x	x	x	x	x	x
Student Performance Strategist	141.6	2.2	1.1	3.3	144.9	2.4%	0.8%	1.8%	2.2%		x	x	x	x	x	x
Superintendent	141.2	0.8	1.0	1.8	143.0	1.0%	0.6%	1.2%	1.3%		x	x	x	x	x	x
Technology Coordinator	59.7	0	2.0	2.0	61.7	2.1%	1.8%	1.6%	3.2%		x	x	x	x	x	x
Licensed Non-Instruct.: Other	114.3	0.1	0.9	1.0	115.3	6.1%	0%	14.8%	0.9%		x	x	x	x	x	x
GRAND TOTAL, ALL CATEGORIES OF LICENSED STAFF	11,939.1	401.3	212.4	613.6	12,552.7	3.8%	3.6%	4.0%	4.9%		x	x	x	x	x	x

Introduction and Support of:

HB1304 – SPECIAL EDUCATION TEACHER PERMIT / Emergency Measure

Chairman Elkin, Vice-Chair Beard and members of the Senate Committee on Education:

For the record, I am Cindy Schreiber-Beck, District 25 Representative.

This proposed legislation is to address the shortage of special education teachers. The bill was written with a representative from Minot State University and a representative from Certification Central who will also testify in support of this legislation.

This bill would allow an individual to teach special education using a permit for a time not exceeding two years if the individual:

- Is currently enrolled in a bachelor's program with a major in special education;
- Has successfully completed all professional education coursework, special education major-specific course work and student teaching, and
- Has passed the test required by the education standards and practices board, including the content area test.

To further explain, an individual who successfully completes the third and fourth years of the coursework required for a special education degree would be eligible to obtain a special education teaching permit. Then, while teaching special education with the permit, the individual would be required to complete the coursework to obtain a bachelor's degree within the following two years.

The bill has an emergency clause so if passed, the administrative rules could be written and approved in time for this program to be in effect the fall semester of 2023.

Thank you for your consideration of this legislation.

March 7, 2023, 11:30AM

Page 1 of 1



HB 1304
Senate Education Committee
March 7, 2023

Good morning, Chairman Elkin, and members of the Committee. My name is Rebecca Pitkin, and I am the Executive Director of the Education Standards and Practices Board (ESPB). I represent the ESPB board who met on January 17, 2023, and I testify in favor of HB 1304. Lines 5-12 on page 2 of the bill propose an avenue to becoming a qualified special education teacher in an innovative manner while still requiring the content knowledge, a content test, as well as the experience in the field (student teaching) necessary to teach our most vulnerable students. The idea of this bill began several years ago with a diverse stakeholder group looking to assist the shortage without lessening the qualifications. The result is before you and multiple parameters are in place to do what is best for students, an ESPB non-negotiable. The guidelines before you require more content knowledge than some current ESPB pathways to becoming a provisionally licensed special education teacher. In addition, ESPB will draft administrative rules to govern the parameters of this type of permit. The administrative rules will require individuals to have a mentor and to make progress in their additional coursework-namely their general studies which lead to a bachelor's degree. The ESPB Board supports this pathway to becoming a special education teacher and its potential to lessen a critical shortage area with clear guidelines for permit holder's qualifications. This concludes my testimony, and I will answer any questions.

Rebecca Pitkin, PhD
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North Dakota Small Organized Schools

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HB 1304 Testimony in Support
Senate Education Committee
Senator Elkin– Chairperson
January 24, 2023

Chairman Elkin and members of the Senate Education Committee, my name is Michael Heilman. I am the Executive Director of the North Dakota Small Organized Schools (NDSOS). I represent 150-member school districts of the North Dakota Small Organized Schools. NDSOS stands in support HB 1304.

This bill like several others in this and the previous sessions is designed to provide a pathway for entry into the teaching profession to address teacher shortage. This bill is specific to the shortage of Special Education Teachers. Special Education continues to be one of the greatest areas of need for all schools and is particularly critical for small schools. All shortage areas are difficult to deal with, but shortages in special education impact our most fragile learners. Often compromising the supports this group of learners need to be successful. The shortage of special education teacher has a ripple effect in the classroom as teachers do not have the support of the specialist to assist with developing interventions and modification for students on Individualized Education Plans (IEP). This in turn impacts all students as teacher time may be compromised when special education teachers are not available.

This bill provides a pathway for our schools to secure much needed special education teachers. North Dakota Small Organized Schools supports a do pass recommendation for HB 1304. I will stand for questions.

Mr. Michael Heilman – Executive Director
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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.

North Dakota Regional Teacher Shortages 2022-2023

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Adams	4.0	30.9	12.9%
PK-8th Grade Teachers	0.7	15.6	4.5%
9th-12th Grade Teachers	2.3	8.9	25.8%
Special Education Licensed Staff	0	1.0	0.0%
Licensed Non-Instructional Staff	1.0	5.4	18.6%
Barnes	6.5	171.6	3.8%
PK-8th Grade Teachers	1.4	78.1	1.8%
9th-12th Grade Teachers	1.1	38.0	2.9%
Special Education Licensed Staff	3.0	28.3	10.6%
Licensed Non-Instructional Staff	1.0	27.3	3.7%
Benson	18.3	176.9	10.3%
PK-8th Grade Teachers	5.2	87.7	5.9%
9th-12th Grade Teachers	7.1	44.1	16.1%
Special Education Licensed Staff	1.0	16.4	6.1%
Licensed Non-Instructional Staff	5.0	28.7	17.4%
Billings	0	15.7	0.0%
PK-8th Grade Teachers	0	11.5	0.0%
9th-12th Grade Teachers	n/a	n/a	n/a
Special Education Licensed Staff	0	1.2	0.0%
Licensed Non-Instructional Staff	0	3.0	0.0%
Bottineau	5.0	107.0	4.7%
PK-8th Grade Teachers	1.8	53.8	3.3%
9th-12th Grade Teachers	1.3	24.3	5.2%
Special Education Licensed Staff	1.0	16.2	6.2%
Licensed Non-Instructional Staff	1.0	12.7	7.9%
Bowman	2.0	71.0	2.8%
PK-8th Grade Teachers	0	38.4	0.0%
9th-12th Grade Teachers	1.0	16.9	5.9%
Special Education Licensed Staff	1.0	4.2	23.8%
Licensed Non-Instructional Staff	0	11.5	0.0%
Burke	3.8	53.8	7.1%
PK-8th Grade Teachers	1.9	29.2	6.4%
9th-12th Grade Teachers	1.8	15.1	12.2%
Special Education Licensed Staff	0	1.0	0.0%
Licensed Non-Instructional Staff	0.1	8.6	1.2%
Burleigh	50.2	1,382.4	3.6%
PK-8th Grade Teachers	11.7	720.8	1.6%
9th-12th Grade Teachers	10.1	295.4	3.4%
Special Education Licensed Staff	13.1	197.6	6.6%
Licensed Non-Instructional Staff	15.3	168.6	9.1%
Cass	106.7	2,880.7	3.7%
PK-8th Grade Teachers	21.8	1,439.2	1.5%
9th-12th Grade Teachers	16.7	595.9	2.8%
Special Education Licensed Staff	56.2	440.0	12.8%
Licensed Non-Instructional Staff	12.0	405.6	3.0%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Cavalier	4.0	65.0	6.2%
PK-8th Grade Teachers	1.4	36.7	3.7%
9th-12th Grade Teachers	0.6	14.4	4.4%
Special Education Licensed Staff	0	4.0	0.0%
Licensed Non-Instructional Staff	2.0	10.0	20.0%
Dickey	1.5	65.0	2.3%
PK-8th Grade Teachers	0.3	38.9	0.9%
9th-12th Grade Teachers	0.7	16.1	4.1%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0.5	10.0	5.0%
Divide	1.0	41.3	2.4%
PK-8th Grade Teachers	1.0	23.0	4.3%
9th-12th Grade Teachers	0	9.4	0.0%
Special Education Licensed Staff	0	4.0	0.0%
Licensed Non-Instructional Staff	0	4.9	0.0%
Dunn	3.0	67.7	4.4%
PK-8th Grade Teachers	2.0	38.9	5.1%
9th-12th Grade Teachers	0	14.1	0.0%
Special Education Licensed Staff	0	5.0	0.0%
Licensed Non-Instructional Staff	1.0	9.7	10.3%
Eddy	2.5	42.7	5.9%
PK-8th Grade Teachers	0.2	18.3	0.8%
9th-12th Grade Teachers	0.4	7.1	4.9%
Special Education Licensed Staff	0	11.8	0.0%
Licensed Non-Instructional Staff	2.0	5.5	36.4%
Emmons	4.5	67.7	6.6%
PK-8th Grade Teachers	3.0	36.1	8.4%
9th-12th Grade Teachers	0.5	16.6	2.8%
Special Education Licensed Staff	0	4.4	0.0%
Licensed Non-Instructional Staff	1.0	10.6	9.5%
Foster	3.0	44.0	6.8%
PK-8th Grade Teachers	1.0	23.5	4.3%
9th-12th Grade Teachers	0	12.3	0.0%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	2.0	8.2	24.4%
Golden Valley	3.0	43.5	6.9%
PK-8th Grade Teachers	0.6	18.6	3.1%
9th-12th Grade Teachers	0.4	14.4	3.0%
Special Education Licensed Staff	1.0	3.5	29.0%
Licensed Non-Instructional Staff	1.0	7.1	14.2%
Grand Forks	12.4	943.1	1.3%
PK-8th Grade Teachers	2.9	497.1	0.6%
9th-12th Grade Teachers	1.4	173.7	0.8%
Special Education Licensed Staff	3.0	131.3	2.3%
Licensed Non-Instructional Staff	5.0	141.0	3.5%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Grant	1.5	30.0	5.0%
PK-8th Grade Teachers	0	15.7	0.0%
9th-12th Grade Teachers	0	6.1	0.0%
Special Education Licensed Staff	1.0	2.0	50.0%
Licensed Non-Instructional Staff	0.5	6.1	8.1%
Griggs	5.0	47.3	10.6%
PK-8th Grade Teachers	3.2	23.8	13.5%
9th-12th Grade Teachers	1.8	13.6	13.2%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0	9.9	0.0%
Hettinger	1.0	54.0	1.9%
PK-8th Grade Teachers	1.0	25.7	3.9%
9th-12th Grade Teachers	0	12.7	0.0%
Special Education Licensed Staff	0	5.1	0.0%
Licensed Non-Instructional Staff	0	10.4	0.0%
Kidder	2.5	40.3	6.2%
PK-8th Grade Teachers	0.1	22.6	0.6%
9th-12th Grade Teachers	2.4	8.8	26.9%
Special Education Licensed Staff	0	3.8	0.0%
Licensed Non-Instructional Staff	0	5.1	0.0%
LaMoure	1.9	71.1	2.7%
PK-8th Grade Teachers	0.3	41.0	0.6%
9th-12th Grade Teachers	0.8	17.7	4.2%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0.9	12.4	7.2%
Logan	2.8	50.8	5.5%
PK-8th Grade Teachers	0	23.6	0.0%
9th-12th Grade Teachers	0	11.4	0.0%
Special Education Licensed Staff	0	6.9	0.0%
Licensed Non-Instructional Staff	2.8	9.0	31.1%
McHenry	5.8	100.1	5.8%
PK-8th Grade Teachers	2.4	53.2	4.5%
9th-12th Grade Teachers	1.5	26.6	5.7%
Special Education Licensed Staff	1.0	7.0	14.3%
Licensed Non-Instructional Staff	0.9	13.3	7.1%
McIntosh	4.5	56.0	8.0%
PK-8th Grade Teachers	2.2	29.2	7.6%
9th-12th Grade Teachers	2.3	14.8	15.5%
Special Education Licensed Staff	0	3.6	0.0%
Licensed Non-Instructional Staff	0	8.4	0.0%
McKenzie	42.1	248.5	16.9%
PK-8th Grade Teachers	14.6	138.8	10.5%
9th-12th Grade Teachers	19.5	59.3	32.9%
Special Education Licensed Staff	1.0	14.0	7.1%
Licensed Non-Instructional Staff	7.0	36.4	19.3%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
McLean	19.8	210.8	9.4%
PK-8th Grade Teachers	4.8	107.1	4.5%
9th-12th Grade Teachers	4.1	49.8	8.2%
Special Education Licensed Staff	4.0	16.4	24.4%
Licensed Non-Instructional Staff	6.9	37.5	18.4%
Mercer	7.0	132.5	5.3%
PK-8th Grade Teachers	0	60.3	0.0%
9th-12th Grade Teachers	1.0	32.3	3.1%
Special Education Licensed Staff	4.0	17.0	23.5%
Licensed Non-Instructional Staff	2.0	22.9	8.7%
Morton	14.1	500.4	2.8%
PK-8th Grade Teachers	3.1	252.0	1.2%
9th-12th Grade Teachers	3.8	109.8	3.5%
Special Education Licensed Staff	3.0	67.5	4.4%
Licensed Non-Instructional Staff	4.2	71.1	5.8%
Mountrail	12.1	182.5	6.6%
PK-8th Grade Teachers	3.4	89.2	3.8%
9th-12th Grade Teachers	6.6	42.0	15.7%
Special Education Licensed Staff	0	23.0	0.0%
Licensed Non-Instructional Staff	2.2	28.3	7.6%
Nelson	6.5	57.0	11.4%
PK-8th Grade Teachers	2.4	30.4	8.0%
9th-12th Grade Teachers	3.1	14.5	21.2%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	1.0	12.0	8.3%
Oliver	1.0	29.0	3.4%
PK-8th Grade Teachers	1.0	15.1	6.6%
9th-12th Grade Teachers	0	7.6	0.0%
Special Education Licensed Staff	0	0.5	0.0%
Licensed Non-Instructional Staff	0	5.8	0.0%
Pembina	5.0	139.4	3.6%
PK-8th Grade Teachers	1.5	69.8	2.1%
9th-12th Grade Teachers	1.5	34.3	4.5%
Special Education Licensed Staff	1.0	10.9	9.2%
Licensed Non-Instructional Staff	1.0	24.4	4.1%
Pierce	4.0	67.0	6.0%
PK-8th Grade Teachers	1.3	30.9	4.3%
9th-12th Grade Teachers	1.7	17.2	9.6%
Special Education Licensed Staff	0	7.0	0.0%
Licensed Non-Instructional Staff	1.0	11.9	8.4%
Ramsey	13.5	239.8	5.6%
PK-8th Grade Teachers	3.7	98.1	3.7%
9th-12th Grade Teachers	4.3	41.9	10.3%
Special Education Licensed Staff	2.0	62.8	3.2%
Licensed Non-Instructional Staff	3.5	37.1	9.4%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Ransom	1.0	98.1	1.0%
PK-8th Grade Teachers	0.5	50.9	0.9%
9th-12th Grade Teachers	0.5	20.8	2.6%
Special Education Licensed Staff	0	13.0	0.0%
Licensed Non-Instructional Staff	0	13.4	0.0%
Renville	1.0	56.0	1.8%
PK-8th Grade Teachers	0	28.6	0.0%
9th-12th Grade Teachers	1.0	15.4	6.5%
Special Education Licensed Staff	0	4.9	0.0%
Licensed Non-Instructional Staff	0	7.1	0.0%
Richland	14.6	278.1	5.2%
PK-8th Grade Teachers	6.3	139.9	4.5%
9th-12th Grade Teachers	2.4	67.3	3.6%
Special Education Licensed Staff	2.0	30.5	6.6%
Licensed Non-Instructional Staff	3.8	40.4	9.4%
Rolette	34.5	382.2	9.0%
PK-8th Grade Teachers	15.4	193.8	7.9%
9th-12th Grade Teachers	12.7	78.3	16.2%
Special Education Licensed Staff	3.0	49.9	6.0%
Licensed Non-Instructional Staff	3.5	60.2	5.8%
Sargent	9.0	78.0	11.5%
PK-8th Grade Teachers	1.2	35.1	3.3%
9th-12th Grade Teachers	5.9	18.9	30.9%
Special Education Licensed Staff	1.0	9.0	11.1%
Licensed Non-Instructional Staff	1.0	14.9	6.7%
Sheridan	0.1	16.6	0.9%
PK-8th Grade Teachers	0.1	9.1	0.8%
9th-12th Grade Teachers	0.1	4.8	1.5%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0	2.7	0.0%
Sioux	19.3	110.6	17.4%
PK-8th Grade Teachers	4.0	52.9	7.6%
9th-12th Grade Teachers	6.5	23.5	27.6%
Special Education Licensed Staff	1.0	13.5	7.4%
Licensed Non-Instructional Staff	7.8	20.6	37.6%
Slope	0	5.0	0.0%
PK-8th Grade Teachers	0	3.0	0.0%
9th-12th Grade Teachers	n/a	n/a	n/a
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0	2.0	0.0%
Stark	26.0	505.3	5.1%
PK-8th Grade Teachers	8.1	264.2	3.1%
9th-12th Grade Teachers	8.9	103.2	8.6%
Special Education Licensed Staff	5.0	66.8	7.5%
Licensed Non-Instructional Staff	4.0	71.1	5.6%

County/Licensed Personnel Category	Shortage FTEs	Total FTEs	Shortage %
Steele	0.5	18.0	2.8%
PK-8th Grade Teachers	0.4	11.4	3.8%
9th-12th Grade Teachers	0.1	4.6	1.5%
Special Education Licensed Staff	n/a	n/a	n/a
Licensed Non-Instructional Staff	0	2.0	0.0%
Stutsman	15.3	328.0	4.6%
PK-8th Grade Teachers	4.3	158.8	2.7%
9th-12th Grade Teachers	2.7	61.6	4.3%
Special Education Licensed Staff	3.5	53.0	6.6%
Licensed Non-Instructional Staff	4.8	54.7	8.7%
Towner	1.0	33.0	3.0%
PK-8th Grade Teachers	0	20.4	0.0%
9th-12th Grade Teachers	1.0	7.5	13.3%
Special Education Licensed Staff	0	1.0	0.0%
Licensed Non-Instructional Staff	0	4.1	0.0%
Trail	2.0	155.4	1.3%
PK-8th Grade Teachers	1.0	69.4	1.4%
9th-12th Grade Teachers	0	33.1	0.0%
Special Education Licensed Staff	0	30.8	0.0%
Licensed Non-Instructional Staff	1.0	22.2	4.5%
Walsh	19.5	218.7	8.9%
PK-8th Grade Teachers	4.8	92.5	5.2%
9th-12th Grade Teachers	2.7	38.8	6.8%
Special Education Licensed Staff	11.0	55.0	20.0%
Licensed Non-Instructional Staff	1.0	32.4	3.1%
Ward	34.0	1,082.0	3.1%
PK-8th Grade Teachers	8.8	547.3	1.6%
9th-12th Grade Teachers	11.8	240.9	4.9%
Special Education Licensed Staff	7.4	152.8	4.8%
Licensed Non-Instructional Staff	6.1	141.0	4.3%
Wells	6.7	63.9	10.5%
PK-8th Grade Teachers	2.8	33.6	8.3%
9th-12th Grade Teachers	2.7	15.3	17.8%
Special Education Licensed Staff	0.5	6.8	7.4%
Licensed Non-Instructional Staff	0.7	8.3	8.5%
Williams	47.7	597.5	8.0%
PK-8th Grade Teachers	19.5	316.3	6.2%
9th-12th Grade Teachers	12.5	112.2	11.2%
Special Education Licensed Staff	10.0	80.9	12.4%
Licensed Non-Instructional Staff	5.7	88.0	6.5%

**TESTIMONY ON HB 1304
SENATE EDUCATION COMMITTEE**

3/7/2023

**By: Mary McCarvel-O'Connor, Director Office of Specially Designed Services
701-328-4560**

North Dakota Department of Public Instruction

Chairman Elkin and Members of the Committee:

My name is Mary McCarvel-O'Connor, and I am the Director of the Office of Specially Designed Services with the Department of Public Instruction. I am here to speak in favor of HB 1304.

In August 2022, the North Dakota Department of Public Instruction, Office of Specially Designed Services surveyed the 31 Special Education Unit Directors in the state regarding the number of unfilled or contracted (ex: long term subs) special education teacher positions within their special education units. Seventeen, or 55%, of the 31 Directors responded that there were 43 unfilled or contracted (ex. long term subs) throughout North Dakota.

A report titled, "ND Teacher Critical Needs and Shortage Areas 2022-2023" by a team of the North Dakota Department of Public Instruction staff and the North Dakota University Systems staff compared data for the 2022-2023 school year from Administrator Surveys and STARS data to determine Critical Need and Shortage Areas in North Dakota. By cross-referencing the data points, the North Dakota Department of Public Instruction staff and the North Dakota University

Systems staff determined that Special Education was number one in the top five of Critical Need positions. Of the 1,685 licensed school-personnel position FTEs within special education in the state, 66 (3.9%) are filled by less than fully credentialed personnel with either a Plan on File or through an alternate access license and 74 (4.4%) FTE positions are entirely unfilled. In 2022-2023, ND schools statewide were short at least 140 regularly credentialed, licensed, special education personnel.

North Dakota has had a long history of special education shortages in public schools. As a result, North Dakota created fast-track programs as an attempt to get special education teachers into classrooms. The problem with fast tracking is that many of the options for doing so place teachers with very little special education knowledge into special education classrooms and create a revolving door. With a reduction in licensure has also come a reduction in the scope of practice. Underprepared special education teachers are less effective and most likely to leave the field.

While these solutions may have helped for a limited amount of time, North Dakota has seen even more shortages than in the past. HB 1304 brings about an innovative way to fast-track special education teachers into classrooms without reducing the scope of practice they need to improve outcomes for students with disabilities. Through HB 1304 special education teachers will be required to

complete courses that will enable them to become fully prepared special education teachers. Not only do qualified special education teachers improve outcomes for students with disabilities, but research has shown that fully prepared special education teachers are more likely to remain in teaching than those who are not fully prepared.

Chairman Elkin and Members of the Committee, that concludes my prepared testimony, and I will stand for any questions that you may have.

ND Teacher Critical Need and Shortage Areas 2022-2023

A team of NDDPI staff and NDUS staff reviewed and discussed several data points regarding teacher shortages in the state of North Dakota. Critical need and Teacher Shortage Areas were determined by comparing data including Administrator Surveys, STARS data including: Irregular FTE's, Unfilled Positions, a combination of Irregular FTE's, and Unfilled Positions and Shortage Percentages. By cross-referencing the data points, it was determined the top five Critical Need positions and Shortage positions below.

*Many irregulars are on plan of study

Critical Need

		Regular	Irregular	Unfilled	(Irregular + Unfilled)	(Regular + Irregular + Unfilled)	(Irregular + <u>Unfilled</u>) %
1.	Special Education K-12	1,544.4	66.4	74.3	140.7	1685.1	8.3%
2.	CTE 9-12	363.5	14.6	20.3	34.9	398.4	8.8%
3.	Fine & Perf. Arts	191.7	11.6	7.0	18.6	210.3	8.8%
4.	Counselor	364.1	29.9	19.6	49.5	413.6	12.0%
5.	Science 9-12	326.0	16.8	8.0	24.8	350.8	7.1%

Shortage

		Regular	Irregular	Unfilled	(Irregular + Unfilled)	(Regular + Irregular + Unfilled)	(Irregular + <u>Unfilled</u>) %
1.	Library Media Spec.	173.6	11.6	4.0	15.6	189.2	8.2%
2.	Teacher: 1-6	4,088.8	77.0	24.5	101.5	4,044.5	2.4%
3.	Teacher: 7-8	1,291.1	52.7	1.5	54.2	1,345.3	4.0%
4.	Math 9-12	359.0	13.4	7.0	20.4	379.4	5.4%
5.	English Language Arts	369.5	11.9	12.0	23.9	393.3	6.1%

PROPOSED AMENDMENTS TO House BILL NO. 1304

Page 2, line 5, replace "permit" with "teaching authorization"

Page 2, line 6, replace "permit" with "teaching authorization"

Page 3, line 18, replace "permit" with "teaching authorization"

Page 3, line 19, replace "permit" with "teaching authorization"

Renumber accordingly