NDESPB
Education Standards and Practices Board

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Testimony House Bill 2213
Senate Education Committee
January 27, 2025
Education Standards and Practices Board

Good afternoon, Chairman Beard and members of the committee. My name is Rebecca Pitkin, and I am the executive director of the North Dakota Education Standards and Practices Board (ESPB). I am presenting neutral testimony and will explain the current components in teacher education programs which satisfy the elements listed in the bill as well as ask some clarification questions.

1. All teacher education students both elementary and secondary, are required to pass the Praxis Core math test or provide evidence using ACT scores and math class scores that they have met the competencies in beginning math instruction. The ability to provide alternative evidence to the Praxis Core test (ACT Math scores of 22 or SAT math scores of 543) became rule in October 2021. Some applicants need an alternate access license for one year to provide an additional year to pass the test. A crosswalk of the Praxis Core Math components shows close alignment of the concepts in Section 3 and are included in the testimony (5733). In addition, the ESPB required math standards for teacher education programs address the four categories (number and operations, algebraic reasoning, geometry and measurement, and data, probability and statistics) of the Department of Public Instruction (DPI) math standards as well as the three math attributes (problem-solving, connections and reasoning and proof).
2. Teacher education programs require math course work for elementary teachers. Most colleges require college algebra, math for elementary students and some also require finite math.
3. All elementary and secondary students are required to take math methods to learn and practice application of mathematical concepts.
4. Secondary math students, in addition to the requirement of the Math Praxis Core, are required to pass a math content test, one of the most rigorous Praxis tests. The concepts of this test are also included in your packet (5733).
5. ESPB updates their teacher education standards to follow the DPI standards revision, and this review is slated for summer 2025. The current standards for elementary (grades 1-8) are below.

Major Math Concepts: Candidates demonstrate and apply understanding of major mathematics concepts, algorithms, procedures, application and mathematical practices in varied contexts, and connections within and among mathematical domains.

Elementary Content Knowledge: Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics including number and operations, rational numbers, algebraic thinking and processes, geometry, measurement and data, statistics and probability to foster students understanding and use of patterns, quantities, and spatial relationships that can represent phenomenon, solve problems, and manage data.

Middle Level Content Knowledge: The teacher candidate demonstrates and applies knowledge of middle level concepts, algorithms, procedures, applications in varied context, and connections within and among mathematical domains (number sense, rational number system, fractions and ratios, measurement and data, geometry, algebra, statistics and probability)

The Board seeks clarification of the wording in Section 1, lines 11-12 which states a secondary mathematics teacher demonstrates competencies in *beginning mathematics instruction*. Does this phrase refer to early math skills such as number sense, numeral recognition, sorting, classifying, recognizing shapes and measurement concepts so they are able to provide intervention, not referred to in the teaching license section; or, does it refer to foundational skills in the secondary math content, i.e. the foundation needed to understand algebra? Finally, the Board noticed there is not a reference to special education or early childhood educators.

This concludes my testimony, and I will gladly respond to any questions.

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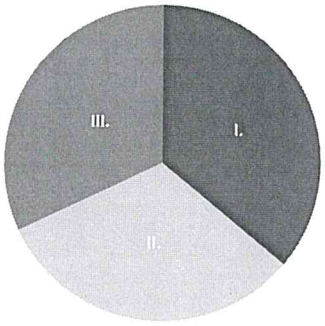
Core Academic Skills for Educators: Mathematics (5733)

Test at a Glance

All educators take

Test Name	Core Academic Skills for Educators: Mathematics
Test Code	5733
Time	90 minutes
Number of Questions	56
Format	Selected-response questions—select one answer choice Selected-response questions—select one or more answer choices Numeric-entry questions
Calculator	An on-screen four-function calculator is provided.
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions*	Approximate Percentage of Examination
I. Number and Quantity	20	36%
II. Data Interpretation and Representation, Statistics, and Probability	18	32%
III. Algebra and Geometry	18	32%

**Includes both scored and unscored (pretest) questions. Depending on the number of pretest questions included in each scoring category, the total number of questions in that category may vary from one form of the test to another.*

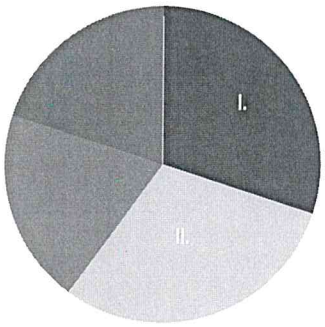
Mathematics (5165)

Secondary Test

Test at a Glance

The *Praxis*® Mathematics test is designed to measure knowledge and competencies important for safe and effective beginning practice as a secondary school mathematics teacher. Test-takers have typically completed a bachelor's degree program with appropriate coursework in mathematics and education.

Test Name	Mathematics
Test Code	5165
Time	180 minutes
Number of Questions	66 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices; questions where you enter a numeric answer in a box; and other types of questions. You can review the possible question types in Understanding Question Types.
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Number & Quantity and Algebra	20	30%
IA. Number & Quantity	7	10%
IB. Algebra	13	20%
II. Functions and Calculus	20	30%
IIA. Functions	13	20%
IIB. Calculus	7	10%
III. Geometry	13	20%
IV. Statistics & Probability	13	20%

All questions assess content from the Mathematics domains above. Approximately 25% of questions assess content applied to a Task of Teaching Mathematics.