

1999 SENATE EDUCATION

SB 2333

1999 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

Senate Education Committee

Conference Committee

Hearing Date 2/2/99

Tape Number	Side A	Side B	Meter #
1	X		0-3728
2	x		3520-6252
		x	0-1419
2/8	Committee Clerk Signature <i>Jinda Christman</i>		
2/8		x	2820-4990
2/8		x	278-1800

Minutes:

SENATOR FREBORG opened hearing on SB2333, 2 members were absent.

SENATOR FREBORG introduced the bill. Idea long overdue. There are two sections to the bill. I would not favor amending out either section and leaving the other. Section 1 has to do with teacher certification and examination. First certification test is taken in college, they must be recertified two years later after teaching. If they fail the recertification they must wait 6 months to retake the test. The first test costs \$70 and the recertification cost around \$200. Section 2 of the bill is a million dollar appropriation for professional development grant. No grant can exceed \$50,000 and must fit the criteria.

SENATOR REDLIN: What's different about this than teacher certification right now.

SENATOR FREBORG: They don't take the national test for one thing.

Testimony in Favor: Janet Placek, Director of the Education Standards and Practices Board spoke in favor of the bill. Section 1: I called around to find out what they do, some use NTE testing. NTE is made up of three components: 1) PPST, a basic skills test, many schools of higher education use that to test students upon entering and admitting them into the teacher education program. 2) require teachers who become recertified to take MTE, this test will only be around until the year 2000. If you were to mandate this section of the bill we as a state would have to come up with our test and validate. This would be at a considerable cost. Standard and Practices Board is funded by teacher certification fees. We certify teachers in two phases, after they come out of college they receive a two year certificate, after they have a contract for 18 months they move into 5 year rotation. Certify and recertify about 4,000 teachers a year.

Section 2- Standards and Practice Board is responsible for providing guidelines and model for professional development. Put on a state wide day for professional development. No money.

SENATOR REDLIN: What is the National Teachers Examination and who put it together.

Janet: Do not know. Educational testing service put together the national teachers exam.

SENATOR REDLIN: What does recertification determine?

Janet: When a student graduates and before we certify them they have to have a 2.50 GPA and have a major and minor. To get recertification they need additional education hours. National teaching exam, the 1st part that all the colleges use is the PPST which tests basic skills, 2nd part tests the content knowledge, 3rd part is performance test which is done after a teacher has been in the classroom after a year or two. ND mandates that local school districts evaluate teachers twice the first year, every teacher is evaluated on a yearly basis there after. Two administrators have to sign for the recertification.

SENATOR COOK : This evaluation process, that evaluation gets passed on to the Education Standards and Practices Board.

Janet: We do not ask for evaluations. What we do though is have the administrator sign up as a recommender on that application process when we recertify. They have to have two administrators sign off and they also have to have then another teacher sign off. We will not issue certification if that administrator has not signed off.

SENATOR COOK : Do you have a lot of them where they are not allowed to recertify.

Janet: At the present time I have one that I am working with right now. That person will not be recertified.

SENATOR COOK : The decision to eliminate this national test by the year 2000, where was that decision made.

Janet: I don't know.

SENATOR KELSH : The recertification, would this be in addition to the certification done by the state or could this be done in lieu of, or how much higher are the standards in the national teachers exam certification than on our state level.

Janet: It is more performance based. They will spend approximately 300 to 1200 hours between now and April 15 putting together their portfolio, having video in their classroom. After April 15 they will send all of that material in and then they will spend one full day of assessment in a testing center prior to I think it is June 15. We do not at this point do performance based assessment. We leave performance based assessment pretty much up to the schools and that is in that yearly evaluation where the principal goes in to the classroom and goes through the criteria

that has been established. One, we don't have staff to do performance. With 4000 certifications on a yearly basis, I have an assistant and we probably go through between 300 to 400 certificates a month. That would be a lot of work for us to do a performance based assessment like that;

SENATOR KELSH : Could this be in lieu of and is this for a lifetime. How often does it have to be renewed. I see after six months you get to do it over again. Or you have six months to do it if you didn't pass it all. But when you once pass the teachers exam is that for life then.

Janet: I think you are mixing up the National Teacher's Certification and the National Teaching Exam. This exam is separate and apart from certification. My interpretation of this bill is that every teacher would be retested every time they are recertified. So every five years we would be retesting every teacher in ND.

SENATOR REDLIN : This in no way negates or abrogates the requirement for teaching in your minor or major? Or getting an equivalency to be a teacher. It doesn't affect that at all, that would still be in order.

SENATOR COOK : How do you see this grant working.

Janet: One of the concerns I have about the professional development is that the school had to write an RFP. I think they should have their plan in place as to how they are going to use the moneys. Naturally there is no doubt about that. With a lot of the schools right now, and with some of the federal funding that they are getting, they have already had to develop professional development. But, for recertification, we have to have transcript credits that go through our institutions of higher education. I see this as a way to provide an avenue to get those transcript credit and to develop the teachers.

SENATOR COOK : If we pass this bill would it require then the one college that is not using the basic part of the test to start using the basic part.

Janet: I would say for probably a year and then I don't know what we will do.

SENATOR COOK : If the National Teacher's Exam was to be eliminated in the year 2000, would you not still have the opportunity to continue to use that exam and just call it the ND Teacher's Exam.

Janet: No, because I could not give it myself and we do not have access.

SENATOR FREBORG : Do you think they will replace the national exam with something.

Janet: At this point I haven't heard. I am assuming that they will. A lot of states are using it. But it is going to more of a performance based.

SENATOR FREBORG : I am not going to ask you if you support or oppose the bill, but do you think it is workable, do you think the idea is okay.

Janet: I think since our institutions of higher education are doing it, that it is being taken care of as far as the NTE. I would like to see the professional development taken care of and done.

SENATOR FREBORG : In other words you would like Section 2, but not Section 1.

Janet: That is true.

SENATOR FREBORG : I was very firm in the fact that I oppose the bill without both sections.

I am not opposed to doing whatever we need to do to clean up Section 1 to make it very workable. But I am not going to support spending a million dollars just simply for the sake of spending the money with nothing telling us, there is nothing to measure. I am not so hung up on the bill that it would break my heart to testify against the bill. I would really like to clean it up and do it. I think it is necessary.

SENATOR O'CONNELL : What would it take for staff and what kind of appropriation would it take, how many people would it take to put in your office to make this work.

Janet: I haven't given that a lot of thought at this point. If you are talking about the NTE the way it is today and the way it will be for approximately the next year, collecting those scores would probably be one additional person. After that, if we had to validate another test, I did talk to an institution yesterday and they have validated a test some years ago and they, with three other institution, said it was about 2.5 million.

Janet: As a point of clarification, a lot of states have what they call the alternative certification route wherein teachers can go into classrooms and they do not have to have a teaching background, they do not have to have met the 2.5 grade point average, they do not have to have the major/minor law. These are the states that are using the NTE because it does test those three areas.

Testimony: Gary Gronberg, DPI. We are in favor of SB 2333. In fact, we have and do see particularly in Section 2 of the bill a very great tie to federal dollars that we have for professional development and see this very much as a partnership with the federal dollars that we have available for professional development and the state dollars this would include in the area of professional development. We also see that we are one of only eight states in the US that do not use some form of teacher examination in addition to college credits for the granting of teacher certification.

SENATOR REDLIN : Are you saying our universities are turning out people that aren't qualified.

Gary: That is certainly a matter of interpretation. We are aware with a 2.5 grade point average, that is not the best in the world, a little better than average. There are some states that would go better than that. Then they also use in conjunction with that some level of cut off on this exam, or some exam either of a state making or whatever else to further corroborate whether the person has the ability.

Testimony in Favor: Helen Busche, ND Education Association. We certainly have support for parts of SB2333 and mainly Section 2. That has been a goal of the association for many many years is to get this professional development money for the people in the field. However, looking at Section 1, our belief at this point is that the major portion of Section 1 is taken care of through the colleges. After much discussion with deans of colleges we came to the conclusion that it didn't make a whole lot of sense for people to go all the way through college and then you get to the end and find out that it is not your area or you are not adaptable to meet teacher education and be a teacher. So we thought it would be better to put it back in the colleges and before you get into pre-education you have to take the PPFT which is a little bit better than the NTE, because the PPFT has you do the actual writing. The third piece of this is now what do we do after they are out into the field. How then can we assure that they are doing a good job once they get there. That at that point in time teachers would be evaluated twice yearly and then through that evaluation process it would be determined if they would continue on or go into a what they called at that time a professional improvement plan, PIP. That indeed then would have them improve their performance until they had been assured by the administration that they had met the kinds of needs that it would take in order for them to be a better educator.

7% of teachers say the reason that they take professional development activities is to improve student achievement, to make them a better teacher, to look harder at what they do so that they can do a better job in improving student achievement. Therefore, I think Section 2 is long over due. And I certainly would support however that money is going to be used for grants to get it into the schools where they can use it to improve their content if they need to do that, if they need to work on curriculum.

Close the hearing on SB2333.

Discussion:

Testimony by Greg Gallagher, DPI.

SB2333 deals with two different issues. One is professional development proposal with an appropriation attached and then also an initiative related to teacher testing in the initial and probationary period of certification. The Department does support SB2333, we think this is a consistent application of the principle that the Department has proposed for some time now. Are moving toward true accountability based performance The intent here is two fold. First off that there is a need for professional development in the state and there are different types of grants that are available that the Department does manage. Those are federal funds and as such they are very dedicated funds. They are all predicated on the issue of a professional development plan which is what SB2333 tries to incorporate. With the appropriated money that the districts would use their professional development plan in order to actually perform any activity that would be considered professional development. Plan is required in every district that is supposed to have it on record although there are districts that are still in the process and have been for several years in putting this plan together. That is required by federal funding in order for professional

activities to be conducted. There are some districts however that have been a little slower in the process in getting those plans implemented. By having a plan you can then better coordinate your funds, do a much better job. The plans are also looking at professional development differently than in the past. For many years the professional development activity would be many times an inspirational talk, coming together and talking what's happening here and in the district and that was perceived to be professional development. Increasingly that is seen as being an inadequate approach to professional development. There needs to be a sustained meaningful activity that it drives ultimately to the improving of a person's teaching skills. That is the bottom line. The improving of teaching skills. The plan moves in that direction. The other component part associated with SB2333 is the movement toward a certification with a test associated with it.

The Department supports that and we do see that there might be a way to, as we would see it perhaps, improve the language of the bill as it currently is. The current language of the bill is written in a fashion that every teacher would need to go through a test in order to be certified. But the Department's feeling is better that it be for or for someone who is just completing their 2 year, what we sometimes refer to as probationary period. Certification begins when a person comes out of college, has gone through their preparation and is interested in teaching. They get the certificate. It's a two year certificate. During that period they receive more concentrated attention or mentoring hopefully at the school level. They are supposed to be reviewed twice during that time. Following that 2 year period, they then reapply for a formal certificate without that follow-up or mentoring period. The Department believes that would be the opportune time to test initially on basic skills entry into the profession and after two years to have a more detailed comprehensive test at the time. Again it looks like you would want to have a well

qualified teaching staff in the state and it is not enough to say that a person who went through a particular course of study then is prepared. That is equivalent to saying that if the person has seat time they are not federally proficient. There is a distinction. We think it should be evidenced on true competence and performance and a test allows for that opportunity to occur. In order to make the two aspects of the bill better we propose the language that would identify that on page 3. The first item is related to the appropriations, it is a million for the biennium. The Department believes that the current wording makes it an entitlement and we believe given the limited resources it may be better to put it at the competitive. Page one line 21 replace language entitle to receive, put eligible to apply for that would then make SB2333 a discretionary professional development grant the district could then apply for. The second part is related to the initial probationary testing, we make three amendments in language. See attached amendment.

SENATOR REDLIN : Move to adopt Greg Gallagher's amendment.

SENATOR O'CONNELL : 2nd

Vote: 6 Yes 0 No

Motion passed to adopt Greg Gallagher's amendment.

Close hearing on SB2333

February 8, 1999

Discussion opened on SB2333.

Janet Placek, Standards & Practices Board passed out an amendment for SB2333 for the committee to look over. Her committee came up with these suggested amendments to the Century Code. Explained the amendments.

SENATOR FREBORG : Is this something all schools don't have to participate in.

Janet: Correct. We talked about that especially if a new teacher goes into a new school and the school has not bought into this or new or old administration. The schools would not be required but we would notify the teacher as we sent their initial certificate that this is going to be a requirement for them to get their second certificate. It would be up to them to contact us. Put them in contact with schools that are doing the mentoring.

SENATOR FREBORG : Isn't compulsory at any given school but the teacher has to do it. You'll not renew their certificate at the end of 2 years if they haven't completed the mentoring program. Isn't that an undo burden on the teacher. Why don't we make all the schools do it.

Janet: We also have the issue with the teachers in our nonpublic schools.

SENATOR COOK : How about students going to University of Mary to get a teaching degree.

Is this going to affect the way University of Mary would put teachers into the field.

Janet: Yes it would. University of Mary already does the testing. All universities would be required to do testing. Most universities already do some type of testing.

Greg Gallagher, DPI stated that the amendment is a product of group discussion. Handed out an amendment to Janet's amendment. Testimony attached.

Testimony: Deb Jensen, Assistant Director of Standards & Practices Board. Testimony attached.

SENATOR KELSH : Most colleges are doing this. Do you know what percentages are.

Deb: All of the colleges must have both basic skills assessments and exit assessments of their students.

SENATOR KELSH : what do you as the difference between SB2333 as amended and what is going on now.

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Deb: Mentoring program.

SENATOR REDLIN : Isn't practice teaching a big element.

Deb: Mentoring component would address the teacher retention in the state.

Close hearing on SB2333.

Discussion on SB2333.

SENATOR COOK : I move a DO PASS as amended and rerefer to Appropriations.

SENATOR O'CONNELL : 2nd

Vote: 4 Yes 3 No

CARRIER: SENATOR FREBORG

PROPOSED AMENDMENTS TO SENATE BILL NO. 2333

Page 1, line 8, replace "any" with "the first two-year"

Page 1, line 11, after the first "for" insert "the first two-year"

Page 1, line 14, after "or" insert "the first two-year"

Renumber accordingly

PROPOSED AMENDMENTS TO SENATE BILL NO. 2333

Page 1, line 6, replace "**National teacher's examination**" with "**Approved comprehensive assessment**"

Page 1, replace lines 8 through 12 with "a comprehensive assessment approved by the education standards and practices board"

Page 1, line 13, remove "pass the national teacher's examination, the board shall deny recertification"

Page 1, line 14, remove "or recertification" and replace "national teacher's examination" with "comprehensive assessment"

Renumber accordingly

Date: 2/2/99
Roll Call Vote #: 1

1999 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2333

Senate EDUCATION Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken Move to adopt amendments proposed by Greg Gallagher, DPI

Motion Made By Redlin Seconded By O'Connell

Senators	Yes	No	Senators	Yes	No
Senator Freborg, Chairman	✓				
Senator Cook, Vice Chairman	✓				
Senator Flakoll	✓				
Senator Wanzek					
Senator Kelsh	✓				
Senator O'Connell	✓				
Senator Redlin	✓				

Total (Yes) 6 No 0

Absent _____

Floor Assignment _____

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

Date: 2/8/99
 Roll Call Vote #: 2

1999 SENATE STANDING COMMITTEE ROLL CALL VOTES
 BILL/RESOLUTION NO. SB 2333

Senate EDUCATION Committee

- Subcommittee on _____
 or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken Move for a Do Pass as presently amended SB 2333
in order to approve.

Motion Made By Cook Seconded By O'Connell

Senators	Yes	No	Senators	Yes	No
Senator Freborg, Chairman	✓				
Senator Cook, Vice Chairman	✓				
Senator Flakoll		✓			
Senator Wanzek		✓			
Senator Kelsh		✓			
Senator O'Connell	✓				
Senator Redlin	✓				

Total (Yes) 4 No 3

Absent _____

Floor Assignment Freborg

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

REPORT OF STANDING COMMITTEE

SB 2333: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS and BE REREFERRED to the Appropriations Committee (4 YEAS, 3 NAYS, 0 ABSENT AND NOT VOTING). SB 2333 was placed on the Sixth order on the calendar.

Page 1, line 8, replace "any" with "the first two-year"

Page 1, line 11, after the first "for" insert "the first two-year"

Page 1, line 14, after "or" insert "the first two-year"

Renumber accordingly

1999 SENATE APPROPRIATIONS

SB 2333

1999 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

Senate Appropriations Committee

Conference Committee

Hearing Date 2/12/99; 2/15/99

Tape Number	Side A	Side B	Meter #
1		x	1506-5700
2/15/99 2	x		280-1295
Committee Clerk Signature <i>Claudia Anderson</i>			

Minutes:

SENATOR NETHING: Opened the hearing on SB 2333.

SENATOR LAYTON FREBORG: District 8, Senate Education Chair, and cosponsor of SB 2333 presented the amendments to Engrossed SB 2333. The assessments were reviewed. I feel a teacher should exhibit a certain amount of teaching skills as determined by the testing. The appropriation would be \$1M for teacher professional development to local school districts. That's the tradeoff, if you accept the testing, we will give you \$1M for professional development. He also stated that he did not favor the bill if Section 1 did not stay in, and that he did not favor section 2. (tape 1506-2020)

Discussion centered on higher education's role in testing. Their testing doesn't have anything to do with certification. Funding possibilities have been explored, and Senator Freborg doesn't feel teachers should pay the total cost for testing.

GREG GALLAGHER: Education Team Leader, DPI, supports the amendments. The full \$1M would go to the districts, nothing would be held back. The dollars would be distributed through a grant process. (tape 2481-2601)

MARY HARRIS: Dean, College of Education and Human Development, UND; and member of the ND Education Standards and Practices Board to testify in support of SB 2333 with amendments as presented in her testimony. (testimony attached #1) Her concerns focused on the testing mechanism, its cost, lack of norming standards, and amount of money being sent to an out of state testing firm. (tape 2910-3770)

Discussion centered on who pays other professional testing fees (if the test is required for license, the cost is born by the individual applicant); whether this fee could be included as part of a tuition payment (student fees are already high).

DON HAUGEN: Linton. The amendment as presented by Senator Freborg answered most of my questions. I'm more concerned about the \$1M going to DPI... If we set up the standard at ESPB and they have to set up the rules for the schools to get the grants, it would be like: Henry Ford, you invent the car, Oldsmobile you design it, but I have to warranty it. I'm concerned that we should have a joint committee between the ESPB and DPI to regulate the rules for the schools to get money.

MIKE SCHAATZ: New England teacher, Education Standards and Practices Board Member. I am not opposed to the exam. We are ranked number two in terms of performance. We have a major-minor law which many states don't have. We have some of the toughest standards in the nation. Our teachers are among the best. I would hope ESPB would be in charge of professional development. (tape 3880-4025)

BEV NIELSON: ND School Boards Association, to clarify a couple of issues and to present our position. The requirement for the testing of teachers has nothing to do with the \$1M that will go out to schools for professional development, they are entirely separate. If there is some of the money needed to get a state test up and running, that would have to be appropriated. The \$1M for professional development is strictly for that - for individual districts to do what types of development or inservice they need to do within their districts to meet their needs for that year. We would oppose it being a type of state run grant system where professional practices board or some other committee looks at what the local districts wants to use it for and deems that need to be worthy or unworthy.

The whole point of district inservice and professional development is what that district needs. The money for professional development is not connected to the money necessary for the testing. In terms of who should bear the cost of testing, I think every college graduate would appreciate having a professional license test paid for. But, on the other hand, CPA's, doctors, nurses, lawyers, I don't believe that is part of their tuition. It could be built into their tuition, but if they chose not to complete their degree, do you refund the money, etc. The idea of requiring teachers in this state to pass an exit exam in order to receive a teacher certificate, we're not opposed to that concept at all. The \$1M that goes out to school districts for professional development is whatever their need is for their current staff. (tape 4025-5161)

JOE WESTBY: NDEA, Executive Director, to testify in support of the bill with amendments. NDEA has long been in support of professional training for teachers. NDEA provides the October Instructional Conference which is an excellent tool for teachers to receive additional training. (tape 5161-5700)

SENATOR NETHING: Closed the hearing on SB 2333.

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2/15/99

Tape 2, Side A, 280-1295

SENATOR NETHING: Reopened the hearing on SB 2333.

Page 3

Senate Appropriations Committee

Bill/Resolution Number SB 2333.lwp

Hearing Date ~~2/12/99~~

2-15-99

SENATOR HOLMBERG: Presented the proposed amendments to SB 2333, as engrossed. This included the amendments the education committee put on the bill and the amendments worked on with the sponsor of the bill.

SENATOR HOLMBERG: Moved do pass amendments to SB 2333, as engrossed.

SENATOR NAADEN: Seconded the motion.

ROLL CALL: Unanimous approval of amendments to SB 2333, as engrossed.

SENATOR HOLMBERG: Moved Do pass Engrossed SB 2333 as amended.

SENATOR NAADEN: Seconded the motion.

ROLL CALL: 10 yeas; 3 nays; 1 absent & not voting

MOTION CARRIED TO DO PASS Engrossed SB 2333 AS AMENDED

Ayes: Nething; Naaden; Lindaas; Tallackson; Robinson; Krauter; St. Aubyn; Grindberg; Holmberg; Kringstad

Nays: Solberg; Bowman; Andrist

Absent & Not Voting: Tomac

CARRIER: SENATOR HOLMBERG

SENATOR NETHING: Closed the hearing on Engrossed SB 2333.

Date: 2/15/99
Roll Call Vote #: _____

1999 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2333

Senate APPROPRIATIONS Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number 9035.0401

Action Taken DO PASS AMENDMENTS

Motion Made By Sen. Holmberg Seconded By Sen. Naaden

Senators	Yes	No	Senators	Yes	No
Senator Nething, Chairman					
Senator Naaden, Vice Chairman					
Senator Solberg					
Senator Lindaas					
Senator Tallackson					
Senator Tomac					
Senator Robinson					
Senator Krauter					
Senator St. Aubyn					
Senator Grindberg					
Senator Holmberg					
Senator Kringstad					
Senator Bowman					
Senator Andrist					

Total (Yes) Unanimous No _____

Absent _____

Floor Assignment _____

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

Date: 2/15/99
 Roll Call Vote #: _____

1999 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2933

Senate APPROPRIATIONS Committee

Subcommittee on _____
 or
 Conference Committee

Legislative Council Amendment Number 90351.0401

Action Taken DO PASS AS AMENDED
 ENGROSSED BILL

Motion Made By Sen. Holmberg Seconded By Sen. Naaden

Senators	Yes	No	Senators	Yes	No
Senator Nething, Chairman	✓				
Senator Naaden, Vice Chairman	✓				
Senator Solberg		✓			
Senator Lindaas	✓				
Senator Tallackson	✓				
Senator Tomac					
Senator Robinson	✓				
Senator Krauter	✓				
Senator St. Aubyn	✓				
Senator Grindberg	✓				
Senator Holmberg	✓				
Senator Kringstad	✓				
Senator Bowman		✓			
Senator Andrist		✓			

Total (Yes) 10 No 3

Absent 1

Floor Assignment Sen. Holmberg

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

REPORT OF STANDING COMMITTEE

SB 2333: Appropriations Committee (Sen. Nething, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (10 YEAS, 3 NAYS, 1 ABSENT AND NOT VOTING). SB 2333 was placed on the Sixth order on the calendar.

Page 1, line 6, replace "**National teacher's examination**" with "**Approved comprehensive assessment**"

Page 1, replace lines 8 through 13 with "a comprehensive assessment approved by the education standards and practices board"

Page 1, line 14, remove "shall deny recertification" and remove "or the first two-year recertification"

Page 1, line 15, replace "national teacher's examination" with "comprehensive assessment"

Page 1, line 18, replace "\$1,000,000" with "\$500,000"

Page 1, line 20, after "awarding" insert "matching"

Page 1, line 23, replace "\$50,000" with "\$25,000"

Page 2, line 2, replace "and" with a comma and after "application" insert ", and the district provides matching funds in an amount equal to that of the grant"

Page 2, line 3, remove "not" and after "for" insert "matching"

Page 2, line 4, replace "unless the application includes specific information regarding" with "only if"

Page 2, line 5, remove "type of" and replace ", how the" with "will improve the teachers' content knowledge and pedagogical skills in the core academic subjects."

Page 2, remove lines 6 through 13

Page 2, after line 18, insert:

"SECTION 3. APPROPRIATION. There is hereby appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$125,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of developing and implementing a program for the approved comprehensive assessment of teachers being initially certified, for the biennium beginning July 1, 1999, and ending June 30, 2001. The education standards and practices board shall compile statistics regarding the performance of applicants for initial certification on the comprehensive assessments required by this Act. The statistics must include the performance of applicants according to the teacher education program from which each graduated."

Renumber accordingly

1999 HOUSE EDUCATION

SB 2333

1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333

House Education Committee

Conference Committee

Hearing Date 3-8-99

Tape Number	Side A	Side B	Meter #
Tape # 1	x		53.5 to end
Tape # 1		x	0.1 to 23.3
Committee Clerk Signature <i>Joan Davis</i>			

Minutes:

Chairman R Kelsch , Vice Chair Drovdal , Rep Brandenburg , Rep Brusegaard , Rep Haas , Rep Johnson , Rep Nelson , Rep Nottestad , Rep L Thoreson , Rep Grumbo , Rep. Hanson , Rep. Lundgren , Rep. Mueller Rep. Nowatzki , Rep. Solberg .

Chairman R Kelsch : We will open the hearing on SB 2333 and ask the clerk to read the title.

Janet Placek: Executive Director of the ESPB (See attached testimony) .

Rep. Mueller : We talk about collecting fees, why do we collect fees to the tune of \$300.00 and we also have one hundred twenty five thousand appropriation for the ESPB?

Placek: The fee that the students would pay would be for the actual cost of the test.

Rep L Thoreson : Can you give me an example of what they would do with a grant?

Placek: That grant would go to the schools and they would be able to use it for professional development.

Greg Gallagher: Education Improvement team Leader of DPI (See attached testimony) .

Rep Nottestad : Have you received communications from superintendents and school boards in support of this bill.

Gallagher: I personally have not.

Chairman R Kelsch :Anyone wishing to testify in opposition to SB 2333?

Helen Busche: NDEA Director of Professional Development. (See attached testimony) .

Rep Nelson : I would have assumed that you would have opposed this bill because it does not have enough money in it.

Busche: You know what our priorities are, we do want more money for foundation aid, however there is a very critical need for professional development for our teachers. We are here to support the concept but we are here to support the foundation dollars.

Rep Nelson : If you had to choose which would you take?

Busche: I can't say one way or the other.

Rep Brusegaard : Don't the two concepts go hand in hand.

Busche: I don't see them going together at all.

Rep Haas : In view of the financial situation of most school districts in the state, how many of them could come up with the twenty five thousand match?

Busche: I believe that there is some money in the federal government budget that will provide some money to the state.

Dennis Steel: Assistant State Director for Vocational Technical Education (See attached testimony) .

Senator Holmberg: District 17. (See attached testimony) .

Rep. Mueller : Can you talk to us about the matching money that may or may not come from the federal government.

Holmberg: That is five point six million, that goes directly to the school district. It is a one time investment and about fifteen percent of that can be used for teacher testing and development.

Rep Nelson : Are there any other ways that the federal money can be used for professional development?

Holmberg: That hundred thousand new teacher money that is coming to the state is quite flexible.

Rep Nelson : We hear the need for professional development, and local districts have some ideas of priorities that are needed and federal money used for money better spend then developing a new program.

Holmberg: The school district does not have to avail themselves to SB 2333.

Rep L Thoreson : Do you have some thoughts that you can share on teacher certification?

Holmberg: The testimony that we heard in appropriations, the sponsor felt very strongly in both areas and it was kind of put the two items together.

Chairman R Kelsch : Anyone else wishing to testify on SB 2333/ Seeing none we will close the hearing on SB 2333.

1999 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2333-3-10-99

House Education Committee

Conference Committee

Hearing Date 3-10-99

Tape Number	Side A	Side B	Meter #
Tape # 1		x	31.1 to 39.0
Committee Clerk Signature <i>Jean Diers</i>			

Minutes:

Chairman R Kelsch , Vice Chair Drovdal, , Rep Brusegaard, Rep Haas, Rep Nelson, Rep Nottestad, Rep L Thoreson, Rep Grumbo, Rep. Hanson, Rep. Lundgren, Rep. Mueller, Rep. Nowatzki, Rep. Solberg .

Chairman R Kelsch : We will take up SB 2333, what are the wishes of the committee?

Rep Haas : Move a DO NOT PASS.

Rep Brusegaard : seconded the motion.

Chairman R Kelsch : Committee Discussion. During the discussion Rep Nottestad brought up a point and then asked if he could amend the bill.

Rep Nottestad : Moved on the amendment that Mr Galleger brought in which would read - "paaage 1, line 16, replace "entitled to receive" with "eligible to apply for".

Rep Nelson : seconded the motion.

Page 2

House Education Committee

Bill/Resolution Number SB 2333-3-10-99

Hearing Date 3-10-99

Chairman R Kelsch : Committee discussion. Voice vote on the amendment. Motion carries.

We now have the bill in front of us with a DO NOT PASS as amended. Any further committee discussion. Seeing none, the clerk will call the role on a DO NOT PASS as amended motion. The motion passes 13 YES 0 NO 2 Absent Floor assignment Rep Haas .

90351.0501
Title.0600

Adopted by the Education Committee
March 10, 1999

VR
3/10/99

HOUSE AMENDMENTS TO REENGROSSED SENATE BILL NO. 2333 **Edu 3-11-99**

Page 1, line 16, replace "entitled to receive" with "eligible to apply for"

Renumber accordingly

Date: 3-10-99
Roll Call Vote #: 1

1999 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB-2333

House Education Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number 90351.0501 .0600

Action Taken Do Not Pass as amended

Motion Made By Haas Seconded By Brusegaard

Representatives	Yes	No	Representatives	Yes	No
Rep. ReaAnn Kelsch-Chairperson	/		Rep. Dorvan Solberg	/	
Rep. David Drovdal-Vice Chair	/				
Rep. Michael D. Brandenburg					
Rep. Thomas T. Brusegaard	/				
Rep. C. B. Haas	/				
Rep. Dennis E. Johnson					
Rep. Jon O. Nelson	/				
Rep. Darrell D. Nottestad	/				
Rep. Laurel Thoreson	/				
Rep. Howard Grumbo	/				
Rep. Lyle Hanson	/				
Rep. Deb Lundgren	/				
Rep. Phillip Mueller	/				
Rep. Robert E. Nowatzki	/				

Total (Yes) 13 No 0

Absent 2

Floor Assignment Haas

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

REPORT OF STANDING COMMITTEE (410)
March 12, 1999 8:22 a.m.

Module No: HR-45-4629
Carrier: Haas
Insert LC: 90351.0501 Title: .0600

REPORT OF STANDING COMMITTEE

SB 2333, as reengrossed: Education Committee (Rep. R. Kelsch, Chairman)
recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends
DO NOT PASS (13 YEAS, 0 NAYS, 2 ABSENT AND NOT VOTING). Reengrossed
SB 2333 was placed on the Sixth order on the calendar.

Page 1, line 16, replace "entitled to receive" with "eligible to apply for"

Renumber accordingly

1999 TESTIMONY

SB 2333



Education Standards and Practices Board
600 East Boulevard Avenue
Bismarck, ND 58505-0080
(701) 328-2264 Fax #328-2815

**Testimony on SB 2333
February 8, 1999, Senate Education Committee**

M. Chairman and Members of the Committee, my name is Deb Jensen and I am the Assistant Director of the Education Standards and Practices Board (ESPB). As assistant director, I work extensively with the approval process for the state's colleges of teacher education. My testimony provides information on the current standards and practices for testing of teacher education candidates and support for first year teachers.

EXISTING STANDARDS FOR TEACHER CERTIFICATION TESTING

The following standards regarding the testing of new teacher candidates' knowledge and performance must currently be met by teacher education programs in order for their candidates to be recommended for teacher certification. All of the state's ten colleges of teacher education must meet the North Dakota Program Approval Standards and the six state universities also voluntarily choose to meet the national standards published by the national professional council (NCATE) in addition.

NORTH DAKOTA PROGRAM APPROVAL STANDARDS

North Dakota Standard 3.9

The teacher education unit assesses the academic and professional competence of education students prior to recommending certification. Multiple evaluation methods

(such as standardized tests, course grades, and performance in classroom or school setting) are used to determine the academic and professional competence of education students prior to completion of the program.

North Dakota Standard 3.10

The teacher education unit publishes criteria that specify acceptable levels of performance for exit from all professional programs offered by the unit.

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION

NCATE Standard II.D

The unit ensures that a candidate's competency to begin his or her professional role in schools is assessed prior to completion of the program and/or recommendation for licensure.

II.D.1 The unit establishes and publishes a set of criteria for exit from each professional education program.

II.D.2 A candidate's mastery of a program's stated exit criteria or outcomes is assessed through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.

These testing standards are validated through on-site visits to the colleges at least once every five years through the North Dakota Program Approval Procedures.

CURRENT SUPPORT FOR FIRST YEAR TEACHERS

We currently do not have a good system for providing support to teachers in their first year of field placement. The colleges of teacher education try to maintain contact with their graduates,

and often informal advising takes place between graduates and faculty, but there is not a formalized mentoring process at this time. This is primarily due to the financial and time costs of maintaining such a system. We have a dire need in North Dakota to develop such a support system, since we have a serious teacher retention problem. Of the 4000 new teachers who fully met our standards and were certified by our office from 1993-1995, only 51% were still employed (in any field, teaching or non-teaching) in the state by 1998. This is according to Job Service of North Dakota statistics. In order to solve this difficult problem, we need to do a number of things and one of those things is to support beginning teachers through their challenging first year. Another which I'm sure you've heard a lot about is paying wages that are comparable to other states so our teachers are not so sorely tempted to leave. Many teachers leave the profession or the state of North Dakota with regret, but have families to support and children to send to college the same as anyone else.

In closing, I would like to borrow a farm metaphor from a colleague in Nebraska: You can't make your cattle gain weight by putting them on the scale everyday, you make them gain weight by feeding them and giving them the care they need. It is our hope that the legislature will think seriously about the needs of first year teachers and help them grow in knowledge and skill. Simply testing teachers after two years of being out in the field with no support cannot realistically expect to find a great deal of value added. New teachers do not need to pay for another mandatory national test, they do need mentoring support in the field and competitive salaries to help them improve and keep them in the state. We hope you will reflect seriously on these needs as we address the teacher retention problems we have in our state.

Prepared by the Department of Public Instruction for the Senate Education Committee
February 8, 1999

**Proposed Amendments to Senate Bill No. 2333
Amendments to ESPB Draft 3**

Line 4, Page 1, after "certification-", insert "Content and performance criteria"

Line 4, Page 1, after "mentoring", insert "By July 1, 2001, the education standards and practices board shall issue professional content criteria and performance criteria regarding teacher preparation and instruction."

Line 9, Page 1, after "by", strike "by consensus"

DRAFT AMENDMENTS TO SB 2333: ESPB Draft 3

1 A new section to chapter 15-38 of the North Dakota Century Code is created and enacted as
2 follows:

3 **SECTION 1.**

4 **Teacher certification-Teacher examination and mentoring.** Effective July 1, 2000, as a
5 condition of initial certification, applicants must pass the basic portion of a national teacher
6 examination approved by the education standards and practices board in addition to meeting all
7 other requirements for initial certification. The education standards and practices board shall
8 develop, approve, and monitor models and plans for mentoring initially certified teachers. The
9 mentoring model standards and application process shall be approved by consensus of a
10 committee that includes a representative from the education standards and practices board, the
11 department of public instruction, the North Dakota colleges of teacher education, the North
12 Dakota education association, the North Dakota council of educational leaders, and the North
13 Dakota school boards association. Successful completion of the mentoring component shall be
14 documented through a process established by and reported to the education standards and
15 practices board.

16 **SECTION 2. Appropriation: Teacher mentoring.**

17 1. There is hereby appropriated out of any monies in the general fund in the state treasury,
18 not otherwise appropriated, the sum of \$1,000,000, or so much of the sum as may be
19 necessary, to the department of public instruction, to be distributed to schools for the
20 purpose of supporting the mentoring of first year teachers employed in the state of North
21 Dakota for the biennium beginning July 1, 1999 and ending June 30, 2001.

22 2. The education standards and practices board shall notify the department of public
23 instruction of approved mentoring plans for the disbursement of funds. An equal payment
24 per first year teacher shall be awarded to any public school whose mentoring plan is
25 approved by the education standards and practices board. Non-public schools may partner
26 with public school districts to provide individuals employed by non-public schools access
27 to mentoring support to complete this requirement.

28 3. There is hereby appropriated out of any monies in the general fund in the state treasury,
29 not otherwise appropriated, a appropriation of \$50,000, or so much of the sum as may be
30 necessary, to the education standards and practices board for the purpose of establishing
31 and monitoring the requirements in Section 1. This appropriation is for the biennium
32 beginning July 1, 1999, and ending June 30, 2001.

33 4. The education standards and practices board and the department of public instruction
34 shall report to the legislative interim committee on the progress of the teacher mentoring
35 program.

36 5. **Implementation contingent on appropriation.** The education standards and practices
37 board, department of public instruction are not required to implement this chapter if the
38 legislative assembly does not provide the appropriations to support that implementation.



Education Standards and Practices Board
600 East Boulevard Avenue
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Invitation to Review

DRAFT

Educational Leadership University Program Standards

The Education Standards and Practices Board is seeking comments on the attached standards draft. Please take a copy and forward any comments to our office. We appreciate your time and effort to renew and improve the profession. Thank you.

EDUCATION STANDARDS AND PRACTICES BOARD
STANDARDS FOR EDUCATIONAL LEADERSHIP DEGREE PROGRAMS

The standards by which the Education Standards and Practices Board (ESPB) reviews and approves the colleges of teacher education are revised every five years. One of the program areas reviewed during the past year was educational leadership. The attached draft was developed by a writing team that included K-12 practitioners, representatives from all three North Dakota institutions offering educational leadership programs, and representatives from state licensure. In reviewing the ESPB standards for the degree programs, the writing committee considered national trends in educational leadership standards from the National Council for the Accreditation of Teacher Education (NCATE) and recommendations on best practices from professional specialty groups. The committee also included a representative from the state Department of Public Instruction to make sure the ESPB degree program requirements and DPI credential/school accreditation requirements are aligned.

The ESPB would like to invite you to review the draft and offer comments to our office. The new standard format includes both inputs (areas of study that must be included) and demonstrated competencies (authentic assessments of the students' understanding and ability to apply that knowledge). Please note that these standards are for the complete graduate program in educational leadership resulting in a transcribed (masters, specialist, or doctoral) degree. The credentials required by the DPI for school accreditation also include some or all of this same coursework, depending upon the type of credential, plus the K-12 field experience requirements.

Educational Leadership 1997-98 Writing Committee Members:

Rick Buresh, Elementary Principal, Bismarck
Kim Slotsve, MS Principal, Langdon
Steve Johnson, Superintendent, Lisbon
Dr. Ramona Klein, University of Mary

Dr. Burt Nygren, ND State University
Dr. Jerry Bass, University of North Dakota
Roger Rieger, DPI
Deb Jensen, Asst. Director, ESPB

ESPB PROGRAM APPROVAL STANDARDS REVISIONS EDUCATIONAL LEADERSHIP

I. Professional and Ethical Leadership

The program requires the study of educational leadership foundations, current issues affecting education, decision making, problem solving, motivational theory, and professional ethics.

The program uses varied, authentic assessments of students' understanding and abilities to apply that knowledge. These may include how to:

- develop an educational vision, mission, and goals.
- create a positive school-community culture.
- manage the change process within educational improvement.
- use reasoned understanding to manage internal and external influences affecting education in a democratic society.

II. Information Management and Evaluation

The program requires the study of research and data-based program evaluation, management and use of information systems, planning, and education improvement processes.

The program uses varied, authentic assessments of students' understanding and abilities to apply that knowledge. These may include how to:

- collect, organize, and manage data for decision making.
- conduct needs assessments.
- use data to inform planning and assessment.
- engage staff in consideration and application of best practices for educational improvement.
- analyze data, trends, and current issues to inform future planning.

III. Curriculum, Instruction, Supervision, and the Learning Environment

The program requires the study of curriculum, instruction, supervision, evaluation, psychology of learning, school cultures, and multiple assessment.

The program uses varied, authentic assessments of students' understanding and abilities to apply that knowledge. These may include how to:

- assure alignment of curriculum, instruction, and assessment.
- apply models of curriculum design.
- provide leadership for decision making relative to curriculum.
- develop a positive school culture.
- effectively consider community values and the larger needs of society into the curriculum development process.
- incorporate the diverse needs of student in design of curriculum and instruction.
- use multiple assessment techniques.
- administer, supervise, and evaluate the delivery of instructional programs.

Students seeking licensure for employment as principals in K-12 schools hold undergraduate education degrees with curriculum and instruction preparation aligned with the grade level (elementary, middle level, or secondary) of principalship licensure they are seeking, or are advised upon entrance into the program of the necessity to obtain that preparation as a requirement for state licensure.

IV. Professional Development and Human Resources

The program requires the study of personnel policies, adult learning, and procedures related to recruitment, development, evaluation, and separation from employment of school personnel.

The program uses varied, authentic assessments of students' understanding and abilities to apply that knowledge. These may include how to:

- participate effectively in the collective bargaining process.
- facilitate team-building, collaboration, and coaching/mentoring relationships.
- apply an understanding of group processes to administrative responsibilities.
- develop and administer policies related to personnel.
- use an understanding of adult learning and career stages to promote the professional growth of school personnel.

V. Student Personnel Services

The program requires the study of the administration of student programs, services, and activities.

The program uses varied, authentic assessments of students' understanding and abilities to apply that knowledge. These may include how to:

- provide and administer appropriate educational programs outside of the regular classroom, including special education, title programs, alternative high schools, and other placements.
- supervise extracurricular and co-curricular programs for students.
- ensure adequate student support services, including counseling and advisement.
- facilitate coordination and/or integration of family, community, and educational services.

VI. Organizational Management

The program requires the study of organizational theory, operational processes, management techniques, school operations, and school board relationships.

The program uses varied, authentic assessments of students' understanding and abilities to apply that knowledge. These may include how to:

- effectively delegate and divide responsibilities for tasks.
- monitor, assess, and make adjustments in management functions.
- maintain a safe, efficient, and effective learning environment.
- ensure that decisions are made in a timely, effective, and logical manner.
- analyze data, trends, and issues for decision making and strategic planning.

VII. Interpersonal Relationships

The program requires the study of interpersonal relationships, communications, and issues related to diversity in a multicultural society.

The program uses varied, authentic assessments of students' understanding and abilities to apply that knowledge. These may include how to:

- use appropriate and effective skills in written, verbal, and nonverbal communications.
- apply an understanding of stress management, conflict resolution, and/or other strategies related to interpersonal relationships.
- provide awareness and appreciation among students, personnel, and community for the diversity of persons according to gender, race, or other cultural differences.
- communicate with sensitivity to diverse populations.

VIII. Financial Management and Resource Allocation

The program requires the study of the organization and management of fiscal, plant, and other resources.

The program uses varied, authentic assessments of students' understanding and abilities to apply that knowledge. These may include how to:

- identify, acquire, and manage fiscal and non-fiscal resources.
- administer efficient budget processes that incorporate planning, participatory involvement, and reporting systems.
- supervise support services, including pupil transportation and food services.
- provide for the implementation and use of appropriate technology infrastructure.
- ensure accountability for school district assets.
- engage in planning for and supervise the operation and maintenance of school facilities.

IX. Technology and Information Systems

The program requires the study of appropriate incorporation of technologies across all areas of educational leadership.

The program uses varied, authentic assessments of students' understanding and abilities to apply that knowledge. These may include how to:

- apply technology to school management and business practices.
- use technology to support long-range planning.
- ensure appropriate application of technology for enrichment of curriculum and instruction.

X. Community and Media Relations

The program requires the study of ethical implications of policy initiatives and political actions, schools as political systems, effective communications and public relations programs, and appropriate roles of citizens in the educational process.

The program uses varied, authentic assessments of students' understanding and abilities to apply that knowledge. These may include how to:

- analyze and understand community power structures and their effect on schools.
- articulate and build support for school vision, mission, and priorities.
- communicate effectively with diverse constituents.
- utilize and respond effectively to various electronic and print media.
- understand socio-political influences on schools.
- participate effectively in the political process on behalf of students.
- administer effective communications and public relations program both internal to the school and/or district and external to the community.

XI. Educational Law, Public Policy, and Political Systems

The program requires the study of legal provisions and statutory requirements of schools, application of regulatory standards, and development and administration of appropriate policies.

The program uses varied, authentic assessments of students' understanding and abilities to apply that knowledge. These may include how to:

- apply knowledge of school law to educational decisions.
- understand the need to maintain current knowledge of statutes, regulations, and policies promulgated by federal and state agencies.
- recognize standards of care involving students, school personnel, and other parties.
- understand the effects of contemporary philosophies and political movements on education.
- ensure appropriate procedures and relationships with the local governing board.
- managing the school reputation.

The program makes current information on North Dakota licensure requirements available to students seeking to be employed as principals or superintendents in K-12 schools and offers the required graduate level coursework for those licensures within its program.

XII. Field Experience

The program requires students to engage in field experiences which enable the application of learning in a workplace environment, enhance understanding of practices of educational administration, and provide opportunities to meet and interact with practicing administrators.

Students seeking North Dakota licensure as principals or superintendents in K-12 schools are provided with information on the undergraduate degree requirements and the employment experience requirements for those licensures upon entrance into the program.

TESTIMONY ON SB 2333
SENATE EDUCATION COMMITTEE
February 3, 1999

By Greg Gallagher, Education Improvement Team Leader
Department of Public Instruction
328-1838

Mr. Chairman and Members of the Senate Education Committee:

I am Greg Gallagher, Education Improvement Team Leader within the Department of Public Instruction. I am here to speak in support of SB 2333 regarding teacher examinations and an appropriation for teacher professional development.

There are four generally understood indicators of a high-quality educational system: (1) developing standards and assessments for what students should learn and holding schools accountable for helping students meet those standards; (2) creating schools and classrooms that are conducive to learning; (3) distributing funding for schools equitably and adequately and using it wisely; and (4) enacting policies so that teachers are prepared to teach to high standards. (*Quality Counts, Education Week, January 11, 1999, p. 106*). SB 2333 advances the state's responsibility regarding teacher certification and professional development. SB 2333 assures that competent individuals enter the state educational system prepared to teach and that the state supports the continuous improvement of teaching skills.

The Department of Public Instruction supports the provisions within SB 2333 that appropriate funding to support professional development activities according to district-designed professional development plans. Professional development plans are required of local districts to access federal funding from the *Elementary and Secondary Education Act*. SB 2333 builds on this critical feature to assure that any funding for professional development will be coordinated to achieve optimal benefit. The Department currently administers the disbursement and monitoring of federal funds dedicated to various professional development activities. SB 2333 affords districts and consortia the most flexible funding to advance high-quality professional enrichment.

The Department respectfully recommends an amendment to clarify who is eligible to receive these professional development funds. The Department recommends that SB

2333 be amended as a competitive grant and not as an entitlement, as it is currently drafted. The Department questions if there are sufficient resources appropriated to fund every district if each were entitled to receive a proportional amount. By amending SB 2333 to accommodate discretionary competitive proposals, districts would be encouraged to design their best plans, in terms of the criteria set forth. Attached is a possible amendment to accomplish this proposal.

The Department further supports the provision in SB 2333 to institute national teacher examinations for *initial and probationary* certification. The Department respectfully recommends amended language to address this issue. Attached is a possible amendment to accomplish this proposal. SB 2333 enacts policy to assure that beginning teachers are prepared to teach to high standards based *not* on the completion of a certification process but *instead* on the grounds of demonstrated competence. SB 2333 advances the principle of demonstrated competency as the best indicator of teacher preparedness. This is a natural extension of the principle of demonstrated proficiency that the Department likewise endorses for student achievement. Whether a student or a teacher is judged proficient should be determined as a measure of demonstrated competency rather than as a measure of seat time.

With consideration of the attached amendment, SB 2333 is a good bill and a clear statement of the state's commitment to assure competent teachers and continuous professional development. The Department of Public Instruction supports a DO PASS of SB 2333.

Mr. Chairman, this completes my testimony. I am pleased to answer any questions from the members of the Committee. Thank you.

Prepared by the Department of Public Instruction for the Senate Education Committee
February 3, 1999

Proposed Amendments to Senate Bill No. 2333

A. To amend SB 2333 as a competitive grant:

Page 1, line 21, replace “entitled to receive” with “eligible to apply for”

B. To amend SB 2333 for initial and probationary testing:

Page 1, line 8, replace “any” with “the first two-year”

Page 1, line 11, after the first “for” insert “the first two-year”

Page 1, line 14, after “or” insert “the first two-year”

Renumber accordingly

Testimony of
Janet L. Placek
On
Engrossed Senate Bill 2333

M. Chair and members of the House Education Committee. For the record, I am Janet L. Placek, Executive Director of the Education Standards and Practices Board and wish to comment on Engrossed Senate Bill 2333.

Engrossed Senate Bill 2333 does three things:

1. Mandates all new teachers in North Dakota pass a comprehensive assessment;
2. Provide professional development dollars to schools which must be matched; and
3. Provide dollars to the ESPB to do a state norming process for the comprehensive assessment in no. 1 above and to compile statistics on performance of students from each institution of higher education.

Presently, the Education Standards and Practices Board has existing standards for teacher certification testing. This standard mandates prior to any institution of higher education recommending a student to ESPB for certification, they must assess that student's academic skills and professional competence skills. This is done through multiple assessments such as standardized test, portfolios,

and assessment of performance in the classroom. The Education Standards and Practices Board does not collect this information but monitors it every five years when the college of education goes through the NCATE and state program approval process.

Number 1 above would require the Education Standards and Practices Board to dictate to the colleges of education the assessment instrument we would use for initial certification and the minimum score we would accept. Anytime, a test score is used in a "high stakes" situation such as a requirement for a license, the instrument used must be "normed" to that state. So instead of just having a standard saying the colleges of education must do the assessment prior to recommendation for certification, we would tell them which instrument and what level of score we would accept.

At the present time, only four states have developed their own assessment. North Dakota would probably use a standardized test normed to our state. This test would cost each new graduate approximately \$300.00 prior to certification.

We are in a difficult situation in North Dakota. Our teachers are the lowest paid in the nation. There are some people who feel our present standards for teachers are too high because we do not get the applicants when jobs are opened. Our students are presently doing very well when placed with other students nationally. All research

shows our students are doing this well because of the standards we place on our teachers. This is the foremost piece of research out today. **The quality of our teachers makes the difference on the education of our students.**

I am concerned that if we mandate a comprehensive assessment for our new teachers we will have even less applicants applying for our jobs in North Dakota. When I hear from Grand Forks Public Schools (who is one of the better paying districts in the state) that they have had only two applicants for a position and when I hear that the Bismarck Public system has had to wait six weeks into the school year before filling a science position, I realize that we are at the beginning of a crisis in education in North Dakota. We cannot continue to be at the bottom of the pay scale and ask our teachers to continue to do more. They are going to leave us and we will be left with the lowest paid positions with no one applying.

The Education Standards and Practices Board can mandate a comprehensive assessment for teachers providing we get the dollars for the state norming process since that has not been figured into our budget which is based on teacher's license fees. We are one of eight states that do not at the present time. Is this the time to do it?

Thank you for the consideration given this testimony. I would be available for any questions. For further information I can be reached at 328-1659 or jplacek@state.nd.us.

SB 2333

House Education Committee

March 8, 1999

Madame Chair and Members of the House Education Committee, my name is Helen Busche, NDEA Director of Professional Development. I am here to speak in opposition to portions of SB2333 and ask you to consider amending this bill.

I stand in opposition to Section 1. There are already processes in place in North Dakota to assure our teacher candidates have the appropriate content knowledge, instructional techniques and strategies, and other necessary components to be effective teachers in their classrooms. Through the North Dakota Program Approval Process and the National Council for Accreditation of Teacher Education, standards are in place to guarantee the higher education institutions assess their students on a timely basis—before being admitted to teacher education, upon completing their teacher education coursework, and through the student teaching experience (*a comprehensive performance assessment*). The colleges do this in a variety of ways using a variety of evaluation instruments. Our students are prepared to teach.

Another issue is asking applicants to bear the cost of the comprehensive assessment. We continue to add more costs to candidates pursuing teaching certificates. With the salary new teachers receive we may be driving more of them out of the state rather than enticing them to stay. This Committee has heard testimony from school administrators indicating shortages exist already in many content areas.

But this body could take this piece of legislation to the next step where a critical problem and need exists. There is a concern for retaining our first to five-year teachers. Statistics indicate we lose half of our teachers during this time frame. If we implemented a teacher mentoring program, perhaps we could provide these new teachers with the necessary support systems they need to keep them in our classrooms. This is definitely an issue that will continue to erode our education system.

For years our organization has advocated for funding for professional development opportunities for our teachers. However, the \$500,000 (*even with matching funds*) appropriated in Section 2 is only the tip of the iceberg. More dollars are needed if we really do want to make a difference in our school systems. We would like to suggest the restoration of the one million dollars that existed in the original bill and these dollars be used to develop and implement a teacher mentoring process.

If everyone is really serious about recruiting and retaining quality teachers for our schools, we hope you will give our comments careful consideration during your deliberations. Thank you.

T&I CONSIDERATIONS TO SB2333

An exception to the law exists today for instructors entering the teaching profession in trade and industry related program offering in high schools and colleges. The law is 15-6-01 Teacher Licenses – Criteria to be established. The law reads “nor does this section affect vocational education certificate qualifications as provided in chapter 15-20.1”.

Points for consideration:

1. T&I instructors already enter the teaching profession having met stringent industry standards through individual certification. Examples are:
 - Automotive Standard of Excellence (ASE) in Automotive Technology
 - Automotive Standard of Excellence (ASE) in Auto Collision Technology
 - American Welding Society (AWS) welding certifications.
 - Board of Nursing Standards for Nurses; Licensed Practical Nurse, Registered Nurse, Certified Nurse Aid., Certified Medication Aid, etc.

2. T&I programs continually seek and identify industry program standards and attain accreditation to meet the industry criteria. Examples are:
 - National Automotive Technicians Education Foundation (NATEF) for automotive and auto collision programs.
 - American Welding Society (AWS) program certification for Welding Technology programs.
 - Associated General Contractors of America Accreditation for Vocational Education Construction Craft Programs.
 - National Center for Construction Education and Research Accreditation Program.

In these cases teachers must meet the certification requirements established by the industry standards.

3. T&I instructors are hired based on work experience and expertise in their occupational field. State Board for Vocational and Technical Education provides a two-year provisional period where instructors are required to take courses toward teacher certification. The courses deal with instructional methods and understand pedagogy.
 - Valley City State University provides the teacher education courses for T&I Certification. The courses are:
 - BVED 431 History, Philosophy and Practices of Vocational and Technical Education
 - BVED 434 Managing Vocational Student Organizations

- BVED 433 Methods for Teaching Vocational and Technical Education Subjects
- BVED 437 Student Performance Evaluation in Vocational and Technical Education
- BVED 438 Developing and Managing Competency Based Instructional Materials

Having T&I instructors take a national teaching exam before they have had the opportunity to take these required courses would not be equitable.

4. Instructors are responsible to continue an industry contact with their industry through the use of Industry Advisory Committees.
 - Instructors are required to organize, maintain and manage industry advisory committees in order that the program has direct industry input into their respective occupational areas.
5. There is a pressing teacher shortage in the T&I area. Individuals entering the teaching profession from industry will have to take a significant salary cut to teach in their occupational area.
 - To require a testing fee on top of the other T&I certification requirements becomes a major barrier for schools to fill positions.

We would recommend a do not pass to this bill since it would add additional barriers to individuals with industry experience who want to give back to society by becoming teachers in vocational technical education. If this bill proceeds through passage we would require an amendment to exempt T&I teachers from this provision of the law.

● **After his/her parents, the most important person in a child's education is the classroom teacher.**

Senator Holmberg SB 2333

● **A checklist on how to assure qualified teachers for all children starts on page 10.**





Thinking K-16

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GOOD TEACHING MATTERS HOW WELL-QUALIFIED TEACHERS CAN CLOSE THE GAP

For decades, educators, educators-in-training and the public more broadly have been relentlessly fed the same message about achievement among poor and minority students: "Because of poverty and other neighborhood conditions, these students enter school behind other students. As they progress through the grades, the deficits accumulate, leaving them further and further behind other students." Their conclusion? Nothing schools do makes a very big difference.

As an organization, we have questioned the prevailing explanation for some time. "If poverty always overwhelms everything else," we ask, "what explains the 89% pass rate on the Texas state assessment by the Loma Terrace School in El Paso where almost 90% of the children are poor? Or what about the 95% fourth grade pass rate on the same exam by the entire Mission Independent

School District with a 94% poverty rate? And why, if schools really don't make a difference, are the low-income students in Community School District #2 in New York City performing so much higher now than were their counterparts a decade ago?"

Always, the response is the same. "It's that superstar principal/superintendent (choose one). We can't expect those kinds of feats from the mere mortals who lead most of our schools."

But what if that answer is wrong? What if these schools are succeeding not on the force of someone's personality, but simply by teaching students what they need to know to perform at high levels? What if, in other words, poor and minority students are performing below other students not because something is wrong with them or their families, but because most schools don't bother to teach them what they need to know?

By now, those of you who are familiar with our work know that we are absolutely convinced—by both research and extensive experience in classrooms all over the country—that poor and minority youngsters will achieve at

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the same high levels as other students if they are taught at those levels. In our groundbreaking report,

Education Watch: The Education Trust National and

State Data Book, we document the clear relationship between low standards, low-level curriculum, under-educated teachers and poor results. We argue, further, that if states and school districts work hard on these three issues, they can close the achievement gap.

Most of the time, we have felt as Ron Edmonds undoubtedly felt: surrounded by researchers clinging to dog-eared copies of the Coleman Report and arguing that nothing works.

Recently, however, a number of large-scale studies provide convincing proof that what we do in education does matter. Schools—and especially teachers, it turns out—really DO make a difference. Earlier educational researchers just didn't have very good ways of measuring the variables.

ABOUT THINKING K-16 AND THE EDUCATION TRUST

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The Education Trust was created to promote high academic achievement for all students at all levels — kindergarten through college. While we know that all institutions could better serve their students, our work focuses on the schools and colleges most often left behind in efforts to improve

education; those institutions serving Latino, African American, Native American and low-income students. The Education Trust works alongside policymakers, parents, education professionals, and community and business leaders, in districts across the country, who are trying to transform their schools and colleges into institutions that genuinely serve all students.

Thinking K-16 is published with the intent to share lessons learned in these communities with policymakers as well as with educators and members of the public concerned with the quality of education provided our neediest young people.

We have chosen to focus this issue of Thinking K-16 on what all of the studies conclude is the most significant factor in student achievement: the teacher. We focus here not because we think improvements in teachers' capabilities or changes in teacher assignment patterns are, by themselves, a silver bullet, but because such changes are clearly more important to increasing student achievement—especially among poor and minority students—than any other.

We focus on teacher qualifications here also because this is an issue within our power to change. If we but took the simple step of assuring that poor and minority children had teachers of the same quality as other children, about half of the achievement gap would disappear. If we went further and assigned our best teachers to the students who most need them (a step, by the way, that makes sense to most people outside of education), there's persuasive evidence to suggest that we could entirely close the gap.

Thought provoking, yes? Read on.

—Kati Hay

We gratefully acknowledge the support of the National Science Foundation Division of Undergraduate Education, the National Association of System Heads, and the State Higher Education Executive Officers for this publication.

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GOOD TEACHING MATTERS ... A LOT

by Kati Haycock

Director, The Education Trust

Parents have always known that it matters a lot which teachers their children get. That is why those with the time and skills to do so work very hard to assure that, by hook or by crook, their children are assigned to the best teachers. (That is also at least part of the reason why the children of less skilled parents are often left with the worst teachers, but more on that later.)

Professional educators typically reject these notions.

When parents ask for their children to be assigned to a particular teacher, or to be moved out of the classroom of another, most principals counsel them not to worry. "Your child will learn what he or she needs to from any of our teachers."

Recent research from Tennessee, Texas, Massachusetts and Alabama proves that parents have been right all along. They may not always know which teachers really are the best, but they are absolutely right in believing that their children will learn a lot from some teachers and only a little from others—even though the two teachers may be in adjacent classrooms. "The difference between a good and a bad teacher can be a full level of achievement in a single school year," says Eric Hanushek, the University of Rochester economist notorious for macroanalyses suggesting that virtually nothing seems to make a difference.¹

TEACHER EFFECTS: TENNESSEE

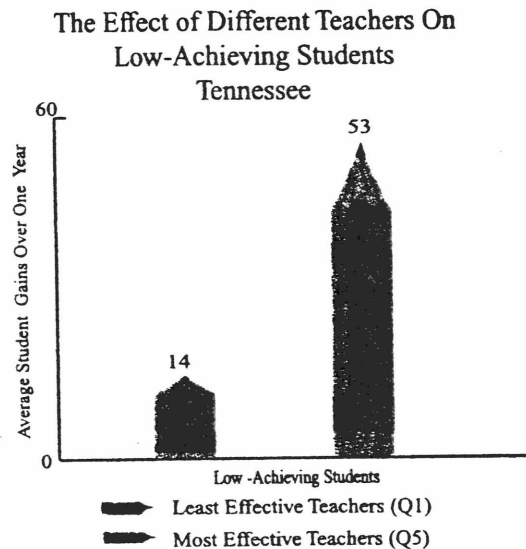
Tennessee is one of the few states with data systems that make it possible to tie teachers to achievement in their classrooms. Moreover, the state's value-added approach for assessing student achievement allows observers to look at the gains students make during a particular school year.

William L. Sanders, director of the Value-Added Research and Assessment Center at the University of Tennessee, Knoxville, has studied these data extensively. By grouping teachers into quintiles based on their effectiveness in producing student learning gains, his work allows us to examine the impact of teacher effectiveness on the learning of different types of students, from low- to high-achievers.

The chart adjacent shows the effect teachers from different quintile levels have on low-achieving

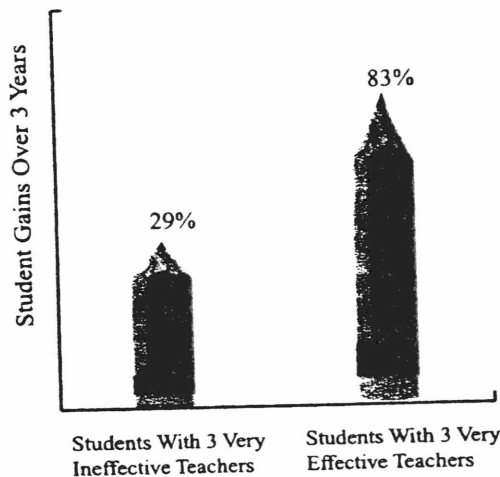
students. On average, the least effective teachers (Q1) produce gains of about 14 percentile points during the school year. By contrast, the most effective teachers (Q5) posted gains among low-achieving students that averaged 53 percentile points.

The Tennessee data show dramatic differences for middle- and high-achieving groups of students, too.



Sanders, William L. and Rivers, Joan C. "Cumulative And Residual Effects of Teachers on Future Student Academic Achievement," 1996, Table 1, p. 9.

Cumulative Effects of Teacher Sequence on Fifth Grade Math Scores: Tennessee



Sanders, William L. and Rivers, Joan C., "Cumulative And Residual Effects of Teachers on Future Student Academic Achievement," 1996, Figure 1, p.12

For example, high-achieving students gain an average of only 2 points under the direction of Q1 (least effective) teachers but an average of 25 points under the guidance of Q5 (most effective) teachers. Middle achievers gain a mere 10 points with Q1 teachers but in the mid-30s with Q5 teachers.

There is also considerable evidence that, at least in Tennessee, the effects of teachers are long-lived, whether they advance student achievement or squash it. Indeed, even two years after the fact, the performance of fifth-grade students is still affected by the quality of their third-grade teacher. The chart above shows the examples of different patterns of teacher effectiveness for one metropolitan system.

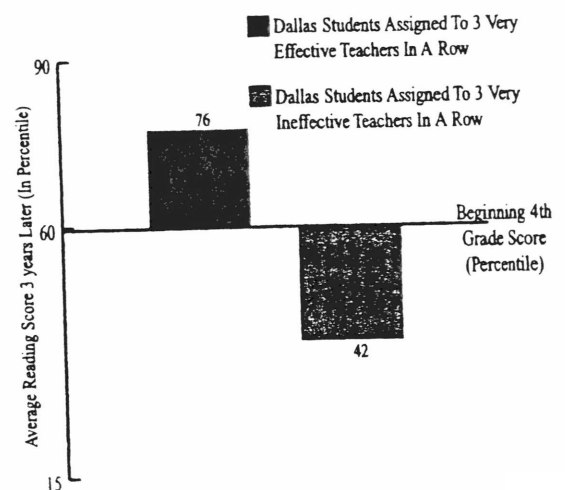
As Sanders points out, students whose initial achievement levels are comparable have "vastly different academic outcomes as a result of the sequence of teachers to which they are assigned."² Differences of this magnitude—50 percentile points—are stunning. As all of us know only too well, they can represent the difference between a "remedial" label and placement in the "accelerated" or even "gifted" track. And the difference between entry into a selective college and a lifetime at McDonald's.

TEACHER EFFECTS: DALLAS

A variety of recent studies in Texas show similar differences in achievement between students taught by teachers of differing quality. Borrowing from some of Sanders's techniques, researchers in the Dallas Independent School District recently completed their first-ever study of teacher effects on the ability of students to perform on assessments. In sharing their findings, Robert Mendro, the district's executive director of institutional research, said, "what surprised us the most was the size of the effect."³

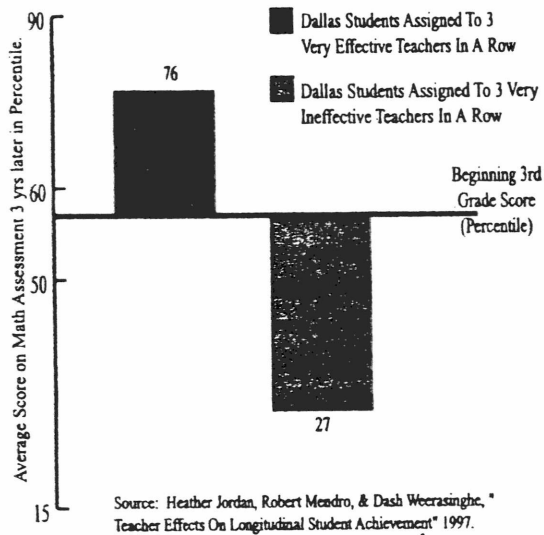
For example, the average reading scores of a group of Dallas fourth graders who were assigned to three highly effective teachers in a row rose from the 59th percentile in fourth grade to the 76th percentile by the conclusion of sixth grade. A fairly similar (but slightly higher achieving) group of students was assigned three consecutive ineffective teachers and fell from the 60th percentile in fourth grade to the 42nd percentile by the end of sixth grade. A gap of this magnitude—more than 35 percentile points—for students who started off roughly the same is hugely significant.

Effects On Students' Reading Scores In Dallas (Grades 4-6)



Source: Heather Jordan, Robert Mendro, & Dash Weerasinghe, "Teacher Effects On Longitudinal Student Achievement" 1997

Effects On Students' Math Scores In Dallas (Grades 3-5)



The impact of teacher effectiveness is also clear in mathematics. For example, a group of beginning third-graders in Dallas who averaged around the 55th percentile in mathematics scored around the 76th percentile at the end of fifth grade after being assigned to three highly effective teachers in a row. By contrast, a slightly higher achieving group of third graders—averaging around the 57th percentile—were consecutively taught by three of the least effective teachers. By the conclusion of fifth grade, the second group's percentile ranking had fallen to 27th. This time the youngsters, who had scored nearly the same as beginning third-graders, were separated by a full 50 percentile points just three years later.

TEACHER EFFECTS: BOSTON

The Boston Public Schools are taking a serious look at factors that influence student learning, including the effectiveness of their teachers. A recently released study by Bain and Company conducted on behalf of the district shows the correlation between high school teachers and their students' academic growth in math and reading. The authors examined classrooms of BPS tenth-graders whose average scores were approximate-

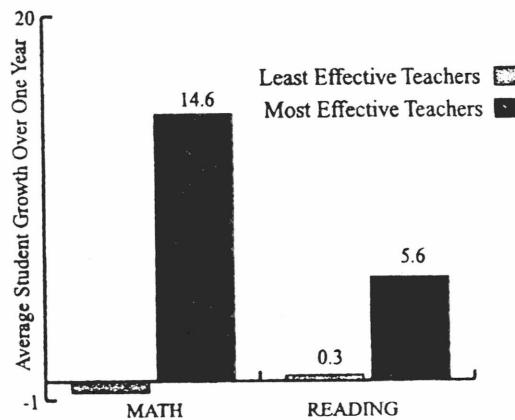
ly the same and charted their progress over the year by teacher. The differences were dramatic. In reading, they found that although the gains of students with the top third teachers were slightly below the national median for growth (5.6 on average compared to 8.0), the students with teachers from the bottom third showed virtually no growth (0.3). The math results were even more striking. The top third teachers produced gains on average that exceeded the national median (14.6 to 11.0 nationally), whereas the bottom third again showed virtually no growth (-0.6).

Altogether, this means that one-third of BPS teachers are producing six times the learning seen in the bottom third. As one frustrated headmaster put it, "About one-third of my teachers should not be teaching."

WHAT MAKES FOR TEACHER EFFECTIVENESS?

None of these studies has yet advanced to the obvious next step: identifying the qualities that make for an effective teacher. But other researchers have used Texas's extensive database on both teachers and students to examine the impact of specific teacher characteristics on student achievement. Together with work from Alabama and North Carolina, this research helps us to get underneath the matter of teacher effectiveness.

Boston Students With Effective Teachers Showed Greater Gains



Source: Boston Public Schools, "High School Restructuring," March 9, 1998.

1. Strong Verbal and Math Skills

The first thing that is clear when you look across the various studies is the critical importance of strong verbal and math skills. Harvard's Ronald F. Ferguson, for example, has looked closely at the relationship between student achievement and teacher performance

on a basic literacy examination (the Texas Examination of Current Administrators and Teachers, which was administered to all teachers and administrators in Texas in 1986). Ferguson found a significant positive relationship between teacher test scores on TECAT and student scores on the Iowa Test of Basic Skills (ITBS), with higher scoring teachers more likely to produce significant gains in student achievement than their lower scoring counterparts. Indeed, a change of one standard deviation in a district's teacher scores produced a corresponding

change of .17 standard deviation in student scores, when other differences were controlled.⁴

Ferguson got similar results in an analysis of the impact of teacher and classroom qualities on student achievement scores in Alabama. As in the Texas studies, he found a strong positive relationship between teacher test scores (in this case, ACT scores) and student achievement results.⁵

2. Deep Content Knowledge

There is also considerable research showing how important teachers' content knowledge is to their effectiveness with students, especially at the middle and senior high school levels. The data are especially clear in mathematics and science where teachers with majors in the fields they teach routinely get higher student performance than teachers who did not.

Goldhaber and Brewer examined this relationship using data from the National Educational Longitudinal Study of 1988 (NELS), an ongoing survey of individuals who were in eighth grade in 1988. Goldhaber and Brewer found a significant positive relationship

between teachers' degrees and students' achievement in technical subjects. They concluded that "in mathematics and science, it is the teacher subject-specific knowledge that is the important factor in determining tenth-grade achievement."⁶

The data are less clear in English and social studies; in these subjects students taught by majors don't show consistently better scores than students taught by teachers who majored in something else. However, other evidence suggests that content is no less important in these two disciplines. For example, a recent study in Hawaii asked social studies teachers to rate their own level of understanding about various historical periods and teaching methods, then compared teacher expertise to student achievement. Not surprisingly, there was an almost perfect match: students performed best in the domains where teachers indicated the most expertise.⁷

3. Teaching Skill?

All of this seems to beg the question: what about teaching knowledge and skills? Is content knowledge really sufficient for effective teaching? Clearly not. One only has to spend a few semesters in higher education to see that the deep content knowledge inherent in the Ph.D. doesn't necessarily lead to effective teaching.

That said, the large-scale studies we have reviewed are not particularly helpful in identifying ways to quantify teaching expertise. Neither education courses completed, advanced education degrees, scores on professional knowledge sections of licensure exams nor, interestingly, years of experience seem to have a clear relationship to student achievement. Perhaps the work going on at the National Board for Professional Teaching Standards or Lee Shulman's work on "pedagogical content knowledge" at the Carnegie Foundation for the Advancement of Teaching will advance our understanding of—and options for developing and measuring—teaching knowledge and skill.

In the meantime, we suggest that educational leaders not get sidetracked: there is more than sufficient evidence about the importance of deep content knowledge and strong verbal skills to serve as a foundation for immediate action. At the very least, we know

Students' test scores mean the difference between a remedial and the gifted track between entry into selective college programs at McDon

ough to call the question with faculty in the arts and sciences, who, after all, are responsible for developing both content knowledge and verbal skills among intending teachers. It is also enough to justify a second look at hiring and assignment criteria. If good teachers matter, we need to be sure that we are getting the best we can.

INEQUITIES IN DISTRIBUTION

Our emerging understanding of the critical importance of good teachers has especially profound implications for poor and minority youngsters. For no matter how quality defined, these youngsters come up on the short end. While the teaching force in high-poverty and high-minority communities certainly includes some of the most dedicated and talented teachers in the country, the truth is that these teachers are vastly outnumbered by under- and, indeed, unqualified colleagues.

These patterns are clear in national data tabulations on out-of-field teaching specially prepared for the Education Trust earlier this year by Richard Ingersoll, a professor at the University of Georgia. As is evident in the table above (as well as in the state tabulations on pp. 8-9) minority and poor youngsters—the very youngsters who are most dependent on their teachers for content knowledge—are systematically taught by teachers with the least content knowledge.

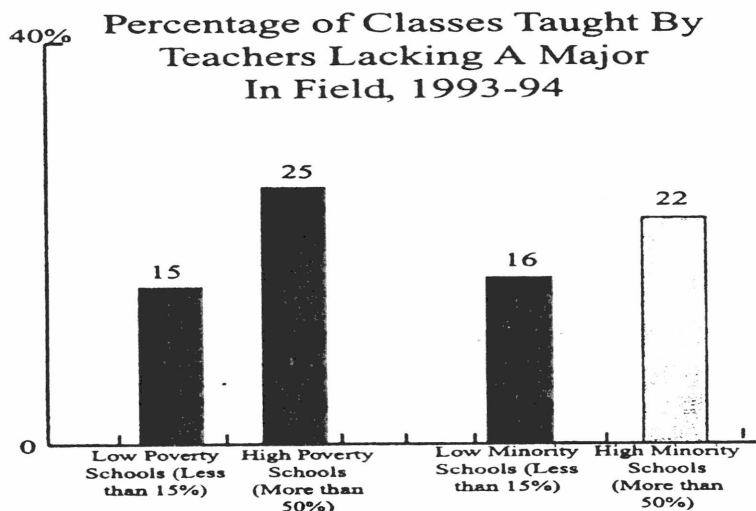
Similar inequities show up at all grade levels in the state-level studies described above, and many more.

For example, in Tennessee, black students are almost twice as likely to be taught by ineffective “Q1” teach-

ers as are white children, and are considerably less likely to be taught by the most effective teachers.

The patterns look quite similar in Texas, where, according to researchers John Kain and Kraig Singleton, African American and Latino children are far more likely to be taught by teachers who scored poorly on the TECAT examination. Indeed, as the percentage of non-white children in the school increases,

the average teacher score declines.⁸ Finding the same patterns in his analysis, Ferguson wrote that “[i]n Texas, and certainly in other places too, attracting and retaining talented people with strong skills to teach in the districts where black students are heavily represented is part of the unfinished business of equalizing educational opportunity.”⁹



Source: Richard Ingersoll, University of Georgia, Unpublished, 1998.

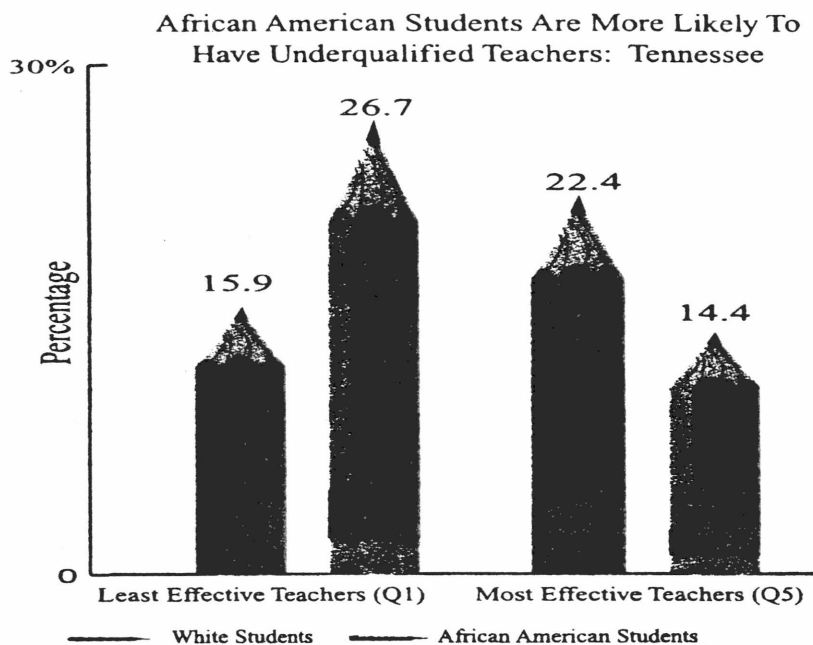
RACE MORE THAN CLASS?

Contrary to the assumptions that many people may make, inequities in the distribution of teacher expertise are not driven wholly by finances. If they were, we would expect that poor minority children would have teachers of about the same quality as poor white children. But such is not always the case.

In their analysis of Texas data, Kain and Singleton found disturbing differences. Poor white children, it turns out, appear to have a higher likelihood of having well qualified teachers than poor black children.¹⁰

Similar patterns are evident in teacher quality data from other states. In the chart on pages 8 and 9, for example, it is clear that students who attend predominantly minority secondary schools in Virginia are more likely to be taught by underqualified teachers than stu-

continued from page 7



Source: Sanders, William L. and Rivers, Joan C. "Cumulative And Residual Effects of Teachers on Future Student Academic Achievement," 1996, Table 1, p.

dents who attend high-poverty secondary schools. The same is true in Pennsylvania and Oklahoma: students in high-minority secondary schools are more likely to be taught by teachers without a college major in the subject they are teaching.

The problems in central cities are particularly acute, according to a 1995 report from the National Governors Association. "Emergency hiring, assignment of teachers outside their fields of preparation, and high turnover in underfunded schools conspire to produce a situation in which many poor and minority students are taught throughout their entire school careers by a steady stream of the least qualified and experienced teachers."¹¹

A MORE EQUITABLE DISTRIBUTION OF TEACHER EXPERTISE

What would happen if minority and poor children had teachers of the same quality as other children? A large part of the gap would simply disappear. The estimates vary somewhat depending upon the statistical model used, but in no case is the effect minor.

- Ferguson's modeling for several metropolitan Alabama districts suggests that an increase of 1 standard deviation in the test scores of teachers who teach black children would produce a decline of about two-thirds in the black/white test score gap in that state.¹²
- Strauss's study of student achievement in North Carolina suggested that a 1% relative increase in teacher scores on the NTE would bring about a 5% relative decline in the percentage of students who fail standardized competency exams.¹³

In other words, much of what we have blamed on

children and their families for decades is actually the result of things we have done to them. As a nation, we have deprived our neediest students of the very ingredient most important to learning: a highly qualified teacher.

In his analyses of the Texas data base, Ferguson found a small number of school districts that are exceptions to the general pattern (see below chart). A look at how their youngsters benefit from a steady diet of higher performing teachers gives us a glimpse of how the national data for poor and minority students *could* look...if we had the will.

ASSURING QUALIFIED TEACHERS FOR ALL OF OUR CHILDREN

These findings have profound implications for states and communities that are striving to get vastly larger numbers of their students to high standards of achievement. If education leaders want to accomplish this goal in the near term, they are far more likely to do if they focus, first and foremost, on quality—quali

teacher preparation, recruitment, hiring, assignment, and ongoing professional development.

This goes doubly for schools and communities with concentrations of poor and minority children. Rather than continuing to accept the crumbs, these schools and communities must insist on the very best teachers for their children. After all, poor and minority children depend on their teachers like no others. In the hands of our best teachers, the effects of poverty and institutional racism melt away, allowing these students to soar to the same heights as young Americans from more advantaged homes. But if they remain in the hands of underqualified teachers, poor and minority students will continue to fulfill society's limited expectations of them.

What, then, are the elements of a strategy to assure highly qualified teachers for all young Americans?

We don't yet have all the answers. But we know enough to start the conversations. Here are the more powerful ideas we have gleaned from our work with leading states and cities:

1. Standards for entry into the profession.

A number of states are raising the standards for entry into the profession. Virginia, for example, has raised both course requirements in the arts and sciences and cut scores on the Praxis examinations for aspiring teachers. Massachusetts has devised new and much more rigorous examinations, especially in the content areas.

While these attempts are commendable, it is also important to make sure that the measures for teacher content knowledge are solid and aligned with K-12 standards.

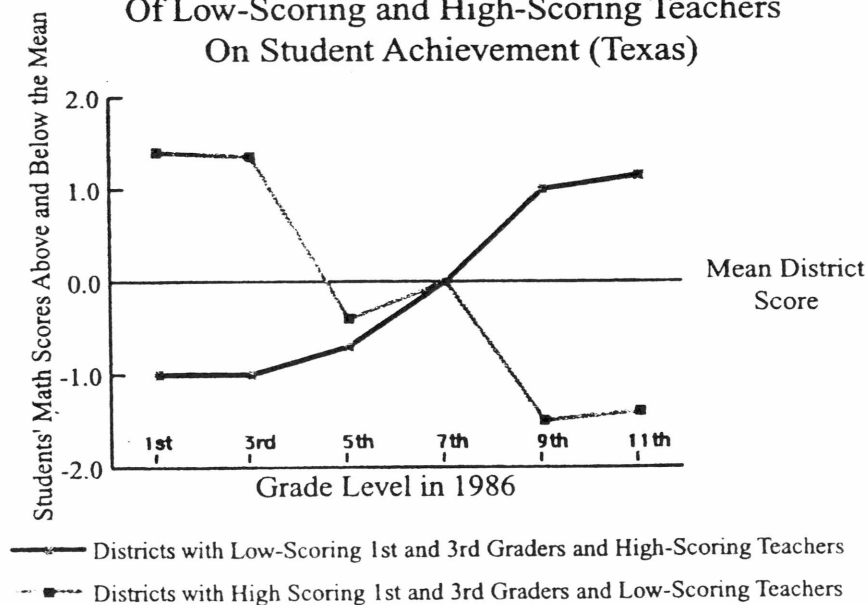
Preliminary information suggests that existing examinations may be too low: an analysis of a widely used test for prospective high school physics teachers, for example, featured content that one reviewer described as "appropriate for a rigorous ninth-grade physical science course." If this is correct, these tests are wholly insufficient either to assure adequate content knowledge of individual teachers or to use for accountability purposes with arts and sciences departments.

Any discussion about raising entry standards for teachers should include an examination of how well the standards align with the K-12 content candidates will have to teach, and the assessments used to find out if candidates can teach this content.

2. Accountability measures for colleges and universities that prepare teachers.

In Texas, for example, colleges that have pass rates below 70% (soon to be 75%) on the state's teacher licensure exam will lose the right to prepare teachers. To be sure that its intentions are understood, the legislature spells out precisely what it means: 70% of the

Long-Range Effects
Of Low-Scoring and High-Scoring Teachers
On Student Achievement (Texas)



Source: Ronald F. Ferguson, "Evidence That Schools Can Narrow the Black-White Test Score Gap," 1997.

Thinking K-16

white graduates, 70% of the Latino graduates, 70% of the black graduates and so on. Not a single group can be left behind. Moreover, if aspiring math teachers,

for example, cannot pass the exam, then the math department loses the franchise. Other states are heading in this direction, as well. Universities, together with their nearby school districts, could take the lead from such state-level actions: decide on what intending teachers need to know in their subjects and hold academic departments accountable for getting them there before they graduate.

3. Professional development for existing teachers.

Teacher effectiveness is not forever fixed. Through careful development, teachers can build their effectiveness over time. In Community School District #2 in New York City, Superintendent Tony Alvarado has invested generously in the professional development of his principals and teachers. Focusing initially on reading, and then moving to mathematics, Alvarado made sure his teachers, in particular, got lots of on-site coaching from experts. As a result, student achievement has climbed steadily over the past 10 years. University of Michigan researcher David Cohen's recent study of professional development in California also shows its impact on student achievement when professional development focuses on new curricula and the content that undergirds it.¹⁴ Similar results are evident in broad achievement gains in the three El Paso school districts, where more than 50 full-time teacher-coaches provide in-school assistance to teachers as they strive to improve student achievement.

These successful strategies differ in important ways from many professional development programs and initiatives. Far from the three-hour workshop about isolated topics, these strategies are ongoing, on-site and focused on the content that students should learn.

4. Assurance that poor and minority children have teachers that are at least as qualified as the ones that teach other students.

Actually, if we had our druthers, we would push for a policy requiring that, for the next two decades or so, these students should systematically be assigned our best teachers. Achieving either goal, though, would require careful attention to:

- Just who we are preparing to teach—where they come from and where they want to teach, in particular;
- Interdistrict differences in salaries for beginning and mid-career teachers;
- The practice of concentrating beginning teachers in school buildings with concentrations of poor children;
- District policies—often gained through collective bargaining—that reward senior teachers with the “right” to transfer to “easier” schools;
- Practices within schools, where teachers fight over who has to teach whom, with the senior, better educated teachers often winding up with the most advantaged children; and
- The absence of clear incentives and prevalence of disincentives for teachers to work with poor and minority children.

These practices have been around for so long that they seem beyond change. But some school districts are beginning to make headway on rooting out these inequities. In San Antonio, for example, new policies on teacher assignment have begun to balance the distribution of teachers within the district. In other districts, special targeting of more highly compensated “mentor” positions is beginning to even out teacher expertise. Energetic principals can also reverse the normal pattern. For example, in the Los Angeles unified School District, where uncertified and out-of-field teachers are the norm, Principal Lupe Simpson of the all-minority Nimitz Middle School has a mathematics department full of fully certified, mathematics majors. How? By working her contacts with local universities.

Education leaders

close the achievement

gap, they must focus

first and foremost

on developing quality

teachers.

5. "Parent Right to Know" policies.

Parents deserve to know when their children are being taught science by history majors or history by physical education grads. To be sure, this knowledge has been available to some, mostly affluent parents through their community grapevines. But nowhere has there been a systematic way of letting all parents know that their child's teacher has enough background in the subject to teach it so their students will understand it. When parents know where the needs are greatest, they can become partners in local efforts to secure an adequate number of well-qualified teachers for all their students.

6. Recruitment and rewards to attract the best into teaching.

We worry that, instead of seeking out the very best, too many teacher preparation programs simply make do with what walks in the door. That's not good, because SAT and other data suggest that the high school seniors who aspire to become teachers are among the least able of all prospective college students. It's also not good for communities with concentrations of minority and poor students because few of those who aspire to become teachers either grew up in or want to teach in such communities.

Many leaders in teacher preparation programs say that they're doing the best they can—that low salaries and lower prestige make it impossible to attract able candidates, especially minorities, to the teaching profession and higher standards will make it worse. We remain unconvinced. If these claims are correct, then why does Teach for America, which has far higher standards than most education schools, routinely attract far more qualified graduates than it can place? And why, among Teach for America's way-above-average corps members, are there more than twice as many minorities as there are in education schools?¹⁵ The same would appear to be true for alternate certification programs that cater to young or mid-career professionals from other fields: no lack of smart or minority applicants.

These experiences and others tell us that we can produce the highly qualified teachers that we need by combining:

- High entry standards;
- Rich incentives like generous scholarships and loan forgiveness for highly able professionals who want to teach in high-poverty schools;
- Accountability systems that reward departments and campuses for the numbers of their top students that enter teaching; and
- Non-traditional, yet still rigorous, routes into the profession.

These are just some of the pieces of a solution to the vexing problem of assuring that we have teachers to match our goals. Solving this problem requires concerted action from policymakers, leaders in both K-12 and higher education, teacher unions, and parents. No single party can win the battle alone. All must be involved and at the table if we are to craft sound policies that will succeed.

But we must also understand that we cannot wait until every piece of this puzzle is in hand. Our inability to answer every question about teacher effectiveness right now shouldn't make us reluctant to use the devices we do have to begin to lure the best in, screen others out, and intensively develop the rest. And it certainly shouldn't deter us from doing what it takes to assure that poor and minority youngsters get at least their fair share of effective, well-prepared teachers.

We cannot wait until every piece of this puzzle is in hand. We must use the devices we have to begin to lure the best teachers in, screen others out, and develop the rest.

Thinking K-16

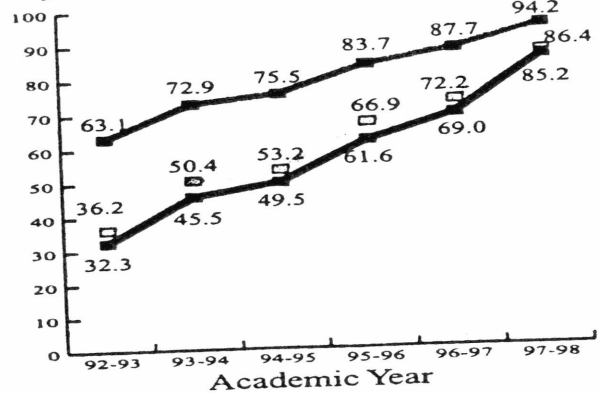
El Paso Closing the Gap

In 1992, leaders at the University of Texas-El Paso and the three El Paso-area school districts—El Paso, Ysleta, and Socorro—came together to create the El Paso Collaborative, a comprehensive effort to raise student achievement kindergarten through college. Their goal was to prepare every young person in this highly impoverished border city to be able to enter college without remediation, and the El Paso Standards they set reflected that goal.

Over the next five years, they focused hard on what matters most: excellent teaching. Through the Collaborative, El Paso teachers received intensive assistance in improving instruction, including summer institutes and regular on-site coaching, funded through a combination of NSF dollars and a redirection of federal and state funds. Meanwhile, leaders at the University made major changes in the way they were preparing teachers, to make sure that such teachers were fully prepared to teach to the El Paso standards.

The results of their hard work are clear in the data above: improved achievement and a narrower gap between groups. This is a refreshing change from the national picture of flat achievement and a widening gap between groups. Investing in teachers really does pay dividends!

% Of Students Passing TAAS Math By Ethnicity - Combined 3-8 & 10



The El Paso Collaborative for Academic Excellence, 1998.

NOTES:

1. Eric A. Hanushek. "The Trade-Off Between Child Quantity and Quality," *Journal of Political Economy*, 1992
2. William I. Sanders and June C. Rivers. "Cumulative and Residual Effects of Teachers on Future Students Academic Achievement," 1998, p. 9
3. Jeff Archer. "Students' Fortune Rests With Assigned Teacher," *Education Week*, Washington, DC, February 18, 1998.
4. Ronald F. Ferguson. "Evidence That Schools Can Narrow the Black-White Test Score Gap," 1997, p. 32
5. Ronald F. Ferguson and Helen F. Ladd. "How and Why Money Matters: An Analysis of Alabama Schools," in *Holding Schools Accountable: Performance Based Reform in Education*, Brookings Institute: Washington, DC, 1996
6. Dan D. Goldhaber and Dominic J. Brewer, "Evaluating the Effect of Teacher Degree Level on Educational Performance," in *Developments in School Finance*, 1996, p. 199
7. Eva L. Baker, "Report on the Content Area Performance Assessments (CAPA): A Collaboration

8. Among Hawaii Dept. of Education, the Center for Research on Evaluation Standards and Student Testing, and the Teachers and Children of Hawaii" 1996, p.17
8. John F. Kain and Kraig Singleton. "Equality of Educational Opportunity Revisited," *New England Economic Review*, May/June 1996, p. 109
9. Ferguson, "Evidence That Schools Can Narrow the Black-White Test Score Gap," p. 30
10. Kain and Singleton, p. 109
11. Linda Darling-Hammond, "The Role of Teacher Expertise and Experience in Students' Opportunity to Learn," in *Strategies for Linking School Finance and Students' Opportunity to Learn*, National Governors Association, Washington DC: 1996
13. Ferguson and Ladd, p. 278
14. Robert P. Strauss and Elizabeth A. Sawyer. "Some New Evidence on Teacher and Student Competencies," *Economics of Education Review*, 1986, p.41
15. David K. Cohen and Heather C. Hill. "State Policy and Classroom Performance," *CPRE Policy Briefs*, January 1998
16. Teach for America, 1997 Annual Report, New York NY

SB 2333
2/12/99

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TO: Chairman Nething and Members of the Senate Appropriations Committee

FROM: Mary Harris, Dean, College of Education and Human Development, UND
Member, North Dakota Education Standards and Practices Board

RE: SB 2333

February 12, 1999

SB2333 offers resources for teacher professional development and supports strong teacher preparation, issues which I have advocated on earlier occasions to this Committee. However, the bill does these things in manner so troublesome that I cannot imagine that you would pass it without substantial amendment.

What bothers me most about SB2333 in its present form is its fiscal impact. The bill would authorize \$1M, \$500,000 per year, for professional development of teachers. This is an average of \$50 per teacher per year for the 10,000 educators in the state. Tied to this modest per capita investment in professional development is the requirement of probationary teachers taking the comprehensive version of a national teacher examination. The most commonly used test that meets this description is the Educational Testing Service's Praxis, which currently costs the teacher candidate \$300 in states which have invested in a testing program, an expense for which no provision is made in the bill. Last year, the ESPB issued initial certification to 2,000 new teachers. At a cost of \$300 per candidates, the passage of SB2333 would result in \$600,000 leaving North Dakota every year to support a New Jersey based testing company. This is more than is appropriated by the bill annually for teacher professional development and seems a high price for beginning teachers and for the state to pay for \$50 professional development per year for each practicing teacher.

Beyond this, the bill appropriates no funds for norming the national test for North Dakota, for training of local agents to proctor and guard test security, nor for the ESPB to administer the testing program. Given these problems, there are two ways to amend the bill. One would be to take from the \$1M appropriated for professional development, \$150,000 to be appropriated to the ESPB to partner with the Educational Testing Service in design and implementation of a national teacher exam for which each candidate would pay \$300.. The other way would be to appropriate \$1M to the ESPB for design and implementation of a statewide program of teacher assessment and mentoring based on national standards that would provide professional development for both new and experienced teachers. The cost of this North Dakota-based program could, after a period of time for development, be passed on to candidates, freeing money from this appropriation, over time, for other forms of professional development. If you choose to develop a North Dakota-based program, Sections 2 and 3 of the present bill might be unnecessary.

If you choose to support out of state testing for North Dakota candidates, I suggest that Section 2 be amended as follows. In parts 1 and 2a, allow teacher centers as well as school districts to apply for and be recipients of teacher professional development grants. Change part 2b to read, .Proposals for grant awards will include the purpose and description of the professional development activities to be provided and how they contribute to the district or

regional comprehensive professional development plan. Decisions about the awarding of grant funds to school districts and teacher centers shall be made by a joint committee with representation from the Department of Public Instruction, the Education Standards and Practices Board, and state approved teacher education programs using the criteria of the North Dakota Guidelines for Professional Development.. Incorporate 2c into 2b by adding, and other criteria to be determined by the joint committee.. Replace 2c with, .Setting aside \$150,000 appropriated to the ESPB for North Dakota participation in a national teacher test for certification testing, all funds appropriated for professional development under this Act will be dispersed to school districts and teacher centers through this program except that up to 8 percent may be used by the Department of Public Instruction for program administration..

SB 2333 (with education committee and Holmberg amendments)

Section 1. A new section to chapter 15-38 of the North Dakota Century Code is created and enacted as follows:

Teacher certification - Approved comprehensive assessment. As a condition of initial certification, the education standards and practices board shall require that an applicant pass a comprehensive assessment approved by the education standards and practices board. An applicant for initial certification or the first two-year recertification must bear the cost of the comprehensive assessment.

Section 2. APPROPRIATION.

1. There is hereby appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$500,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of awarding matching teacher professional development grants to school districts, for the biennium beginning July 1, 1999, and ending June 30, 2001.
2.
 - a. Each school district is entitled to receive a grant as provided in this Act not exceeding \$25,000, provided the district submits an application to the superintendent of public instruction outlining its proposal for expending the funds, the superintendent approves the application, and the district provides matching funds in an amount equal to that of the grant.
 - b. The superintendent of public instruction may approve an application for matching grant funds only if the teacher professional development activities to be provided will improve the teachers' content knowledge and pedagogical skills in the core academic subjects.
 - c. The superintendent of public instruction may develop additional criteria for the approval of grant applications under this section.
3. No teacher professional development activities funded under this Act may take place during hours of classroom instruction that are counted toward a full day of instruction for purposes of foundation aid.

"SECTION 3. APPROPRIATION. There is hereby appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$125,000, or so much of the sum as may be necessary, to the education standards and practices board for the purpose of developing and implementing a program for the approved comprehensive assessment of teachers being initially certified, for the biennium beginning July 1, 1999, and ending June 30, 2001. The education standards and practices board shall compile statistics regarding the performance of applicants for initial certification on the comprehensive assessments required by this Act. The statistics must include the performance of applicants according to the teacher education program from which each graduated."

TESTIMONY ON SB 2333
HOUSE EDUCATION COMMITTEE
March 8, 1999

By Greg Gallagher, Education Improvement Team Leader
Department of Public Instruction
328-1838

Madam Chairperson and Members of the House Education Committee:

I am Greg Gallagher, Education Improvement Team Leader within the Department of Public Instruction. I am here to speak in support of SB 2333 regarding teacher assessments and an appropriation for teacher professional development.

There are four generally understood indicators of a high-quality educational system: (1) developing standards and assessments for what students should learn and holding schools accountable for helping students meet those standards; (2) creating schools and classrooms that are conducive to learning; (3) distributing funding for schools equitably and adequately and using it wisely; and (4) enacting policies so that teachers are prepared to teach to high standards. (*Quality Counts, Education Week, January 11, 1999, p. 106*). SB 2333 advances the state's responsibility regarding teacher certification and professional development. SB 2333 assures that competent individuals enter the state educational system prepared to teach and that the state supports the continuous improvement of teaching skills.

The Department of Public Instruction supports the provisions within SB 2333 that appropriate funding to support professional development activities. The Department currently administers the disbursement and monitoring of federal funds dedicated to various professional development activities and is positioned well to administer the grant provisions outlined within SB 2333. SB 2333 affords districts the most flexible funding to advance high-quality professional enrichment.

The Department recommends an amendment to clarify who is eligible to receive these professional development funds. The Department recommends that SB 2333 be clarified as a competitive grant and not as an entitlement, as it is currently drafted. The proposed appropriation within SB 2333 is insufficient to fund every district if each were entitled to receive a proportional amount. By amending SB 2333 to accommodate

discretionary competitive proposals, districts would be encouraged to design their best plans in terms of set criteria. Attached is a possible amendment to accomplish this proposal.

With consideration of the attached amendment, SB 2333 is a good bill and a clear statement of the state's commitment to ensure competent teachers and continuous professional development. The Department of Public Instruction supports a DO PASS of SB 2333.

Madam Chairperson, this completes my testimony. I am pleased to answer any questions from the members of the Committee. Thank you.

Prepared by the Department of Public Instruction for the House Education Committee
March 8, 1999

Proposed Amendments to Reengrossed SB 2333

To amend SB 2333 as a competitive grant:

Page 1, line 16, replace "entitled to receive" with "eligible to apply for"

Re-number accordingly