

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION
SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

2267

2001 SENATE EDUCATION

SB 2267

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2267

Senate Education Committee

Conference Committee

Hearing Date 02-07-01

Tape Number	Side A	Side B	Meter #
1	x		41.0 - end
1		x	0 - 33.8
2 (02-13-01)		x	6.3 - 17.5
2 (2-14-01)		X	-25.5 - 27.3
Committee Clerk Signature <i>Andrea Johnson</i>			

Minutes: CHAIRMAN FREBORG called the hearing on SB 2267 relating to teacher unavailability.

Testimony in support of SB 2267:

SENATOR WANZEK spoke in support of the bill. If a school district makes a good faith effort to fill a position with a certified teacher, they would be able to fill the position with a person with a graduate degree in the course of study with 10 years experience. This should be used as a last case scenario and should be used as one of the tools to meet the needs of students along with other options. This should be the exception, not the rule. He distributed a testimony on certification for native language and culture teachers which states one need not attend college and accrue certification credits in order to become an effective, competent teacher. (see attached). He further asked the committee to consider if they are talking about protection or protectionism. SENATOR COOK asked if Senator Wanzek felt this would apply to a large school district. SENATOR WANZEK stated he felt it would not because there seems to be quality teachers

available for the large school districts in our state. SENATOR COOK asked if this would pertain to substitute teachers. SENATOR WANZEK said it could, but hoped this legislation would only be used in extreme cases.

Testimony in opposition to SB 2267:

JANET WELK, Education Standards and Practices Board, presented testimony in opposition to the bill. (see attached). Discussion followed her testimony. There is a provision in place for a local school board to request waivers etc. for filling vacant positions. The ESPB does issue about 10 licenses a year that are one-year emergency licenses. These are usually very rural and reservation.

MAX LAIRD, President NDEA, spoke in opposition to the bill. He stated we have methodologies in place to offer students in ND the best education possible. He feels the Standards Board has tools in place to handle these emergencies/vacancies that come about. He feels the tool chest theory should be used to retain and recruit teachers in the future. He feels maybe the schools and administrators and boards don't know there are tools available to deal with shortages in the state. SENATOR COOK asked if professional development accelerates one's ability to become a master teacher, and can you do it in a shorter time than someone who does not have as much professional development. In other words, what is more relative to a teacher obtaining the level of a master teacher, amount of professional development or time of service. He answered he felt it was a factor of a number of things, years of experience, professional development, and advanced degree.

LARRY KLUNDT, ND Council of Educational Leaders, feels at a higher level, content is important. At the K - 12 level, the student is important. Teachers make the decisions on the feeling/tone in K - 12 content.

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Senate Education Committee
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More Discussion on methods, and methodology. .

There being no further testimony, the hearing was closed.

02-13-01, Tape 2, Side A, 6.3 - 17.5

SENATOR KELSH wondered if there is a necessity for this bill. According to testimony, the Standards and Practices Board seems to have tools in place to handle the problem this bill is addressing. **SENATOR FREBORG** stated this is a vehicle in the process and is to be used only for emergencies, when the other vehicles to hire teachers have been used. The intent of the bill is for a one year period. He also asked if it is better for the student to not have a class available or have someone teach it who has not taken methods in college. More discussion. **SENATOR COOK** will obtain and bring to the committee the provisions for licensure tomorrow.

02-14-01, Tape 2, Side B, 25.5 - 27.3

SENATOR FLAKOLL presented an amendment which states that in an emergency, a graduate cannot teach more than one year and cannot teach again in the same school district for three years, unless obtaining continuing education. **SENATOR COOK** presented the provisions for licensure.

02-19-01, Tape 1, Side A, 0 - 20.6

SENATOR FREBORG called the committee to order

Roll Call was taken with all (7) members present.

In attendance at the hearing were teachers from Fargo and Belcourt and students from the University of Mary.

SENATOR FLAKOLL moved the amendment he had distributed 2-14-01. Seconded by **SENATOR COOK**. Roll Call Vote: 7 YES. 0 NO. 0 Absent. Amendment adopted.

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Senate Education Committee
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There was discussion on whether we already have rules in place to cover emergencies. This addresses someone who is not going to continue in the teaching profession but will do it for only one year. This person does not want to put together a plan to continue teaching. This legislation is meant to be used sparingly and in an emergency. SENATOR CHRISTENSON appreciates the fact that students should not go without a teacher. She also appreciates the idea of a signing bonus. However, she questioned the value of a teacher when they will only teach content. There is so much more that goes into being a teacher. Just because a person is an expert in their field does not necessarily make them a good teacher. She does realize there are some exceptions, but she does not feel it should be in statute. SENATOR FREBORG again asked if the students are better off having no teacher or one that will teach content.

SENATOR WANZEK moved a DO PASS AS AMENDED. Seconded by SENATOR FLAKOLL. Roll Call Vote: 4 YES. 3 NO. 0 Absent. Motion Carried.

Carrier: SENATOR WANZEK

Proposed Amendments to SB 2267

.0101

Prepared for Sen. Flakoll

Page 1, line 13, after "the period", insert:

"2. A contract entered into under this section may not exceed one full school year."

Page 1, line 14, replace "2" with "3"

Page 1, line 15, after "the period", insert:

"4. Upon completing a contract entered into under this section, the individual may not enter into a similar contract with the district for a period of three years. This subsection does not apply if the individual becomes licensed to teach by the Education Standards and Practices Board or approved to teach by the Education Standards and Practices Board."

Page 1, line 16, replace "3" with "5"

Page 1, line 18, replace "4" with "6"

Page 2, line 9, after "the period", insert:

"2. A contract entered into under this section may not exceed one full school year."

Page 2, line 10, replace "2" with "3"

Page 2, line 11, after "the period", insert:

"4. Upon completing a contract entered into under this section, the individual may not enter into a similar contract with the district for a period of three years. This subsection does not apply if the individual becomes licensed to teach by the Education Standards and Practices Board or approved to teach by the Education Standards and Practices Board."

Page 2, line 12, replace "3" with "5"

Page 2, line 14, replace "4" with "6"

REPORT OF STANDING COMMITTEE

SB 2267: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (4 YEAS, 3 NAYS, 0 ABSENT AND NOT VOTING). SB 2267 was placed on the Sixth order on the calendar.

Page 1, after line 13, insert:

- "2. A contract entered under this section may not exceed one full school year."

Page 1, line 14, replace "2" with "3"

Page 1, after line 15, insert:

- "4. Upon completing a contract entered under this section, the individual may not enter a similar contract with the district for a period of three years. This subsection does not apply if the individual becomes licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board."

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Page 2, after line 11, insert:

- "4. Upon completing a contract entered under this section, the individual may not enter a similar contract with the district for a period of three years. This subsection does not apply if the individual becomes licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board."

Page 2, line 12, replace "3" with "5"

Page 2, line 14, replace "4" with "6"

Renumber accordingly

2001 HOUSE EDUCATION

SB 2267

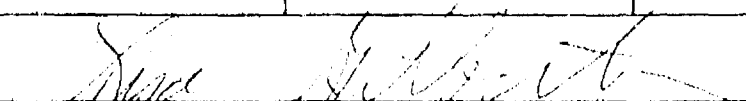
2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2267

House Education Committee

Conference Committee

Hearing Date 03/06/01

Tape Number	Side A	Side B	Meter #
#2	X		48 to 2340
Committee Clerk Signature 			

Minutes:

Chairman R. Kelsch, Vice-Chair T. Brusegaard, Rep. Bellew, Rep. Grumbo, Rep. Haas, Rep. Hanson, Rep. Hawken, Rep. Hunsakor, Rep. Johnson, Rep. Meier, Rep. Mueller, Rep. Nelson, Rep. Nottestad, Rep. Solberg, Rep. Thoreson

Chairman Kelsch: We will now open the hearing on SB2267.

Sen. Wanzek: (District 29) *Please refer to written testimony*

Sen. Erbele: (District 28) *Told a personal story about his experience with music, relating to teacher certification*

Rep. Mueller: Did the school system attempt to do any temporary certification efforts?

Erbele: No, they didn't, because I had nothing in my background to go to DPI.

Chairman Kelsch: Who would wish to testify in opposition to SB2267?

Janet Welk: (ESBP) *Please refer to written testimony*

Rep. Nelson: From what you know of Sen. Erbele's situation, would he have been granted an emergency license?

Welk: I've not denied any emergency license. I try to go through semester hours. What the school probably would have done is have a licensed teacher and have him as the guest person in the classroom, when he doesn't actually have the documentation.

Richard Ott: (ND Council of Educational Leaders) I don't question Sen. Wanzek's motive. I don't agree with lowering the standards. You need a teacher who knows how to teach and also knows when the learning is taking place.

Dakota Draper: (FEA - NDEA) I'm an educator, and I believe very strongly that my job is understanding the content of US History, but I also believe very strongly that it involves understanding my students. That came from becoming an educator. I don't believe that you can take anyone and bring them into the classroom and keep what I bring into the classroom at the same level. I would like to see a certified teacher in every classroom. This is a slippery slope that you're going to be sliding down. You're going to be shortchanging your kids.

Rep. Nelson: In the situation that Sen. Erbele was talking about when he was called in, are you saying that you would have rather seen that program would have stopped, rather than what happened?

Draper: Why was that situation there to begin with? I think it was there, because of the poor teacher salaries in the state.

Rep. Nelson: There were two options, there was no program, or in this situation, there was Sen. Erbele.

Page 3

House Education Committee

Bill/Resolution Number SB2267

Hearing Date 03/06/01

Draper: I believe that a certified teacher should be in the classroom, so I believe that Sen. Erbele shouldn't have been in the classroom.

Chairman Kelsch: We will now close the hearing on SB2267.


2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2267 A

House Education Committee

Conference Committee

Hearing Date 03/13/01

Tape Number	Side A	Side B	Meter #
#2		X	408 to 800
Committee Clerk Signature 			

Minutes:

Chairman R. Kelsch, Vice-Chair T. Brusegaard, Rep. Bellew, Rep. Grumbo, Rep. Haas, Rep. Hanson, Rep. Hawken, Rep. Hunsakor, Rep. Johnson, Rep. Meier, Rep. Mueller, Rep. Nelson, Rep. Nottestad, Rep. Solberg, Rep. Thoreson

Chairman Kelsch: We will now take up SB2267.

Rep. Haas: I move a DO NOT PASS.

Rep. Solberg: Second.

Chairman Kelsch: Committee discussion.

The motion of DO NOT PASS passes with 11 YAY 1 NAY 3 ABSENT

Floor Assignment: Rep. Haas

Date: 3/13/01
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB2267

House House Education Committee

Subcommittee on _____
or
 Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Not Pass

Motion Made By Rep. Haas Seconded By Rep. Solberg

Representatives	Yes	No	Representatives	Yes	No
Chairman-RaeAnn G. Kelsch	✓		Rep. Howard Grumbo	✓	
V. Chairman-Thomas T. Brusegaard		✓	Rep. Lyle Hanson	✓	
Rep. Larry Bellew			Rep. Bob Hunsakor	✓	
Rep. C.B. Haas	✓		Rep. Phillip Mueller	✓	
Rep. Kathy Hawken	✓		Rep. Dorvan Solberg	✓	
Rep. Dennis E. Johnson					
Rep. Lisa Meler	✓				
Rep. Jon O. Nelson	✓				
Rep. Darrell D. Nottestad	✓				
Rep. Laurel Thoreson					

Total (Yes) 11 No 1

Absent 3

Floor Assignment Rep. Haas

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

REPORT OF STANDING COMMITTEE (410)
March 15, 2001 10:23 a.m.

Module No: HR-45-5677
Carrier: Haas
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

SB 2267, as engrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends DO NOT PASS (11 YEAS, 1 NAY, 3 ABSENT AND NOT VOTING). Engrossed SB 2267 was placed on the Fourteenth order on the calendar.

2001 TESTIMONY

SB 2267

passed out by Senator Wangseth

**SUPPORT FOR ND SENATE BILL NO. 2491 TO CERTIFY
NATIVE LANGUAGE AND CULTURE TEACHERS**

It is important and necessary to certify Native Language and Culture teachers in elementary and secondary schools in North Dakota for the following reasons:

- The Native people who teach the Native languages and cultures in the schools possess unique and worthwhile knowledge and experiences. Many of these languages would disappear without the teaching and sharing of them with the younger generations. When a language dies, a whole world of ideas and ways of solving human problems dies with it. With all the problems that we have in the world today, we can ill-afford to lose any potential solutions.
- In order to communicate to Native language speakers how valuable their intellectual knowledge and experiences are, we need to recognize their contributions to education by raising their status to that of certified teachers.
- Native students will reap benefits from the passage of this bill by coming to understand that their Native language teacher is respected by the educational profession and community as much as their regular classroom teachers are. The students' respect for their heritage will be enhanced, and this, in turn, will increase their self-esteem. Research has demonstrated academic improvements in students given the opportunity to learn any language other than the one which they learn from birth. Instead of confusion resulting from the learning of a second language, students comprehend better the structure and nuances of their first language. And in a broader sense, they have new worlds opened up for them. Their thinking and understanding are expanded and deepened.
- As a certified teacher, a university professor of educational anthropology and bilingual education, I have a high regard for the language, cultural, and intellectual knowledge and experiences of the many Native language teachers with whom I have worked in North Dakota and elsewhere. One need not necessarily attend college and accrue certification credits in order to become an effective, competent teacher. I believe that Native language teachers deserve and have earned the right to be certified teachers.



Janet Goldenstein Ahler, Ph.D.
Professor, Educational Foundations and Research
Center for Teaching and Learning
University of North Dakota



Education Standards and Practices Board

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www.state.nd.us/esp

"Assuring highly qualified professional educators for North Dakota students"

TESTIMONY OF JANET WELK ON SENATE BILL 2267

Good morning, Mr. Chairman and Members of the Senate Education Committee. For the record, I am Janet Welk, Executive Director of the Education Standards and Practices Board and wish to testify in opposition of SB 2267.

The State of North Dakota since 1875 has had certified teachers in their children's classrooms. The licensing of educators is a state requirement with each state mandating the requirements and education for their educator's. North Dakota has always been very proud of their educational system and the achievement of their students. This achievement of their students is a direct result of the educational quality of the teachers.

Senate Bill 2267 would provide for anyone with a bachelor's degree to be hired by a local school district without the benefit of criminal background investigation, educational background investigation, or licensure.

The Education Standards and Practices Board presently provides for the licensure of individuals who have a bachelor's degree but not a teaching degree. This interim/emergency license is issued at the request of the local administrator when they have experienced a shortage. The applicant goes through the regular application process including background investigation but also

makes a commitment to education through a plan of study at an institution of higher education to complete eight semester hours each year toward the teaching degree. This interim/emergency license is re-issued each year at the request of the local district and with the applicant's completion of eight semester hours. The person is able to teach while in the classroom. *EWQ Teaching degree.*

This license is North Dakota's alternative license and is classified in the attachment to this testimony. The National Center for Education Information has categorized all alternative license and North Dakota's rank is F because we do not provide any classroom support to the people receiving this license. Most other states provide mentor programs, ensure the applicant pass the Praxis series tests, provide consultants, training supplies, materials, meals and travel during training. Many states are in the process of doing away with this license as it stands today because the success rate of the applicant is very low and the achievement of the students is harmed.

The Education Standards and Practices Board provides regular licenses to those people who have completed a four year baccalaureate degree in a specific content area from an approved teacher education program, has a 2.50 grade point average, has completed ten weeks of student teaching, has been recommended by the institution of higher education for the certificate and has also completed the background criminal history investigation.

Through this process of a four-year degree and student teaching, the teacher has demonstrated their skills in the content area, pedagogical content knowledge, understanding strategies for managing student behavior, understanding curriculum, student learning theories, and other educational aims and values. These are the minimum standards with which a teacher can receive a license.

Allan A. Glatthorn in a research piece done on teacher effectiveness has concluded that the best analysis of teachers' effectiveness is shown in seven types of knowledge:

1. **Content knowledge (knowing math);**
2. **Pedagogical Content knowledge (knowing how to make math understandable and interesting to children);**
3. **General pedagogical knowledge (knowing strategies for managing student behavior);**
4. **Curriculum knowledge (knowing the content of the district and state curricula);**
5. **Knowledge of learners and their characteristics;**
6. **Knowledge of educational contexts (knowing how schools and classrooms work);**
7. **Knowledge of educational aims, values, and their philosophical and historical grounds.**

Much of the effective teaching research conducted during the 1970s and the 1980s was undertaken within a "process-product" approach (i.e., those overt teaching processes that increase student achievement). The focus was to identify and describe observable teacher variables related to student achievement such as student engagement time, student-teacher interactions, grouping arrangements, content coverage, etc.

More recent research has focused on the internal processes involved in student learning (e.g., the teaching of thinking) and how those processes are mediated by students and teachers.

Rather than merely "covering the curriculum," teachers are expected to find ways to support and connect with the needs of all learners. This new mission requires substantially more knowledge and skill of teachers and more student-center approaches to organizing schools.

The teachers in our classroom in North Dakota K-12 schools have been prepared through the educational process to understand and teach our children using these educational theories and research.

Teachers graduating from our institutions of higher education have completed courses in educational foundations, educational psychology, child development, teaching and learning theory, educational diagnosis and assessment, inclusive education, educational technology, classroom and behavioral management and human relations specific to teaching.

Quality Counts '99 published by Education Week in 1999 shows that North Dakota students are at the top of the list in many areas. Yes, we can do better but we should not take from our students that which is working and our K-12 prepared teachers are what is working in North Dakota.

Instructors in our institutions of higher education with masters degrees and doctorates have proven themselves in the content area but have had no instruction on pedagogy and student learning theories and styles. Older students in our colleges understand their own learning styles and can adapt to various instructional models but our students in K-12 schools are in a very formative process and need to be "walked" through the processes of learning which our teachers that have taken pedagogy classes can do.

We have learned through research people learn at different rates, using different styles and methods. We have also learned through many different pieces of research the quality of our educational system is directly dependent upon the quality of our teachers. The passage of this bill would lower the educational standards for our students. Our children in North Dakota deserve the very best quality education we can give them. Thank you for the consideration given this testimony. I would be happy to answer any questions at this time.

CLASSIFICATION OF ALTERNATIVE ROUTES

NCEI, for the sake of consistency in reporting and analyzing what is going on in the field of alternative teacher certification, has developed the following classification system for categorizing the "alternative routes" to the approved college teacher education program route for certifying teachers submitted by the states.

CLASS A is the category reserved for those programs that meet the following criteria:

- The program has been designed for the explicit purpose of attracting talented individuals who already have at least a bachelor's degree in a field other than education into elementary and secondary school teaching.
- The program is not restricted to shortages, secondary grade levels or subject areas.
- The alternative teacher certification programs in these states involve teaching with a trained mentor, and formal instruction that deals with the theory and practice of teaching during the school year -- and sometimes in the summer before and/or after.

CLASS B: Teacher certification routes that have been designed specifically to bring talented individuals who already have at least a bachelor's degree into teaching. These programs involve specially designed mentoring and formal instruction. However, these states either restrict the program to shortages and/or secondary grade levels and/or subject areas.

CLASS C: These routes entail review of academic and professional background, transcript analysis. They involve specially (individually) designed inservice and course-taking necessary to reach competencies required for certification, if applicable. The state and/or local school district have major responsibility for program design.

CLASS D: These routes entail review of academic and professional background, transcript analysis. They involve specially (individually) designed inservice and course-taking necessary to reach competencies required for certification, if applicable. An institution of higher education has major responsibility for program design.

CLASS E: These post-baccalaureate programs are based at an institution of higher education.

CLASS F: These programs are basically emergency routes. The prospective teacher is issued some type of emergency certificate or waiver which allows the individual to teach, usually without any on-site support or supervision, while taking the traditional teacher education courses requisite for full certification. **NORTH DAKOTA HAS A LICENSE FOR THIS CATEGORY.**

CLASS G: Programs in this class are for persons who have few requirements left to fulfill before becoming certified through the traditional approved college teacher education program route, e. g., persons certified in one state moving to another; persons certified in one endorsement area seeking to become certified in another.

CLASS H: This class includes those routes that enable a person who has some "special" qualifications, such as a well-known author or Nobel prize winner, to teach certain subjects.

CLASS I: These states reported in 1999 that they were not implementing alternatives to the approved college teacher education program route for licensing teachers.

CLASS J: These programs are designed to eliminate emergency routes. They prepare individuals who do not meet basic requirements to become qualified to enter an alternate route or a traditional route for teacher licensing.

TITLE: Emergency (Interim) License

HISTORY:

MOTIVATION: Shortage.

GRADE LEVELS AND/OR SUBJECT AREAS COVERED: All

WHO OPERATES: Education Standards and Practices Board

REQUIREMENTS TO ENTER PROGRAM:

The local school district requests issuance of the Emergency License, certifying that it is improbable that a regularly certified teacher can be employed, and stating its intent to offer the applicant a contract if the certificate is issued.

A bachelor's degree in area to be taught.

The applicant must have proficiency-- 4 year degree in the area to be taught.

PROGRAM DESCRIPTION:

For an individual to continue teaching under an Emergency License, the school district must show that it is unable to obtain a certified teacher for the position.

The individual must also continue college study, showing required progress toward completing the requirements for regular certification.

NUMBER OF CREDIT HOURS TO COMPLETE:

At least 8 semester hours or 12 quarter hours from a college approved teacher education program.

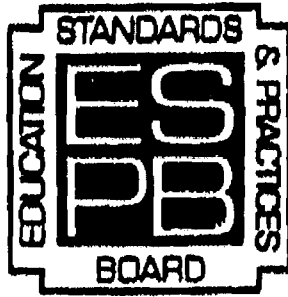
Additional college credit in area of study, leading to regular certification.

WHO EVALUATES: Education Standards and Practices Board Director.

LENGTH OF TIME: One year.

Approval of a renewal request depends on supply of and demand for the teacher, as evidenced by documented efforts by the school district to obtain a certified teacher for the position.

Renewal is also contingent on completion by the individual of at least 8 semester hours or 12 quarter hours of additional college credit in the area of study, leading to regular certification.



Education Standards and Practices Board

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www.state.nd.us/espb

"Assuring highly qualified professional educators for North Dakota students"

NORTH DAKOTA ASSOCIATION OF SCHOOL ADMINISTRATORS

JANUARY 30, 2001

TYPES OF EDUCATOR'S LICENSES AND PROCEDURES

- 1. 40-DAY PROVISIONAL:** Issued to applicants who have been offered a **job** and have completed the entire application process with the exception of the background investigation. A letter from the school administrator indicating their desire to issue a contract without the background investigation being complete and a letter from the applicant indicating their criminal background history is needed by the ESPB prior to issuing this license.
- 2. INITIAL LICENSE (TWO-YEAR):** Issued to first-time applicants who have met all of the ND requirements for licensure but have not taught or been under a contract for 18 months. The requirements include the completed application form, official transcripts showing a bachelor of science degree in education, recommendation by the college of education, three signed recommendations, completed fingerprint cards and all fees.
- 3. REGULAR (FIVE-YEAR):** Issued to individuals who have met all of the requirements for a ND Educator's Professional License and have successfully taught 18 months (full-time equivalent) in the state of North Dakota. Individuals must be under contract at least thirty days of the five-year period and complete four semester hours of re-education.
- 4. INTERIM/EMERGENCY (ONE-YEAR):** Issued in a documented shortage area. License is initiated by a letter from the local school administrator indicating the search for a qualified applicant and the desire for this license to be issued. Requirements include the completed application as per number 2 above, a bachelor of arts degree in a content area, and a plan of study from the college of education where the applicant will complete eight semester hours each year toward the teaching degree.
- 5. INTERIM/SUBSTITUTE (ONE-YEAR):** Issued in a documented shortage area to individuals with a bachelor of arts degree. License is initiated by local school administrator letter and a letter from applicant indicating they will not sign a contract and are only filling in during shortage.
- 6. INTERIM RECIPROCAL (TWO-YEARS):** Issued to individuals who hold a valid license from another state but have not met the ND standards and rules. A plan of study is

developed for each individual indicating the coursework needed. The individual has a total of four years to complete all requirements.

7. **RE-ENTRY (TWO-YEARS):** Issued to individuals who have been out of the teaching field for more than five years, or to out of state applicants who have not completed at least four semester hours of reeducation credit within the past five years. Eight semester hours of reeducation is required if the applicant signs a contract during the license period.
8. **PROBATIONARY (TWO-YEARS):** Issued to individuals who have not completed the reeducation requirements for the five year or reentry license. Only one probationary license is issued.
9. **MINOR EQUIVALENCY ENDORSEMENT :** ME 16 or ME 24 in content areas. Me 16 requires 16 semester hours in a specific content area. ME 16 is good for five years. Coursework to complete ME 24 must be completed within five year period. This endorsement can not be used if someone wants to change from elementary to secondary education or vice versa. Requirements must be completed prior to entering classroom
10. **MIDDLE SCHOOL ENDORSEMENT:** Educator has two years while in classroom to complete ten semester hours in middle school philosophy, curriculum, adolescent psychology and middle school strategies and foundations. No student teaching is required.
11. **ELEMENTARY REEDUCATION ENDORSEMENT:** Educator has two years while in classroom to complete requirements including five areas of elementary methods. Five weeks of student teaching at the elementary level is required.
12. **KINDERGARTEN ENDORSEMENT:** Educator has two years to complete eight semester hours and student teaching while in the classroom. One full year of experience can be used in lieu of student teaching.
13. **WAIVERS**
 - A. **FEES**—Out-of state transcript review fee waived until substitute signs contract. Fee waiver must be requested by school with documented shortage of substitutes.
 - B. **REEDUCATION CREDITS**-waived if the teacher is not under contract. Once a contract is signed, the reeducation credits are due.
14. **PENDING SPECIAL EDUCATION CREDENTIALS**

to Anna

North Dakota

Elementary Courses of Study

With Suggested Daily Program and
Organization for Rural Schools

Issued By

THE DEPARTMENT OF PUBLIC
INSTRUCTION

BERTHA R. PALMER, Superintendent



*Above all things, I hope the education of the common
people will be attended to; convinced that on this
good sense we may rely with the most security
for the preservation of a due degree of
liberty. — Thomas Jefferson.*

Prepared by

DEPARTMENT OF PUBLIC INSTRUCTION
AND
CO-OPERATING EDUCATORS

1928

(Revised, 1929)

BISMARCK

PREFACE

To the County Superintendents and Teachers:

This Course of Study is authorized and presented by the Department of Public Instruction in an effort to meet the peculiar curricular needs of the one, two, and three-teacher schools.

The Course is made possible by the full and whole-hearted cooperation of our state educational forces. The committees are composed of professionally minded educators, including workers in higher education, city superintendents, county superintendents, classroom teachers, and rural teachers. These people have turned their attention to the problem of making a Course of Study to fit the conditions in the rural schools of our State and have drawn profusely on their training and experience in addition to making free use of material found in the twenty-three best courses available in the United States.

Your cooperation in this problem is asked in making the Course of greatest possible value by its effective use in the schoolrooms. The books are the property of the state and, as the supply is limited, they should be carefully preserved. Copies are furnished free to each school through the office of the County Superintendent.

BERTHA R. PALMER

Superintendent of Public Instruction

August 1, 1928

Bismarck, North Dakota

ACKNOWLEDGMENT

The preparation of this Course of Study for the elementary schools of *North Dakota* is authorized by the Department of Public Instruction and has been made possible through the cooperation of the several educational forces of the state. The members of the committees have done intensive work within a time limit without remuneration. All committees are being continued and will consider such revisions and additions as use of the Course makes advisable.

The following people were appointed during the summer of 1927. They met at Bismarck in October 1927, and after nearly seven months of concentrated work met again in Minot in April 1928. By their faithful work they have given invaluable service.

GENERAL COMMITTEE:

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- Nellie Gray, City School, Marion.

- Smith-Luse-Morse, *Walks and Talks in Numberland*. Ginn and Co.
 Stone, *How To Teach Primary Numbers*. B. H. Sanborn Co.
 The Classroom Teacher, Vol. IV. The Classroom Teacher, Inc.
 Thiele-Sauble-Oglesby, *My First Number Book*. Rand, McNally and Co.
 Thorndike, *Thorndike Arithmetics*. (A Handbook for Teachers) Rand, McNally and Co.

III. PRACTICE EXERCISES.

- Broeckner, *Second and Third Grade Study, Drill, and Diagnostic Arithmetic Materials*. Educational Test Bureau.
 Buckingham-Osborn, *Arithmetic Workbook for the Grades*. (Grades 3-8). Ginn and Co.
 DeGreat-Firman-Smith, *Iroquois Flash Cards*. Iroquois Publishing Co.
 Lenna, *Test and Practice Sheets in Arithmetic*. Laidlaw Brothers.
 McDade, *Individual Number Drills*. Plymouth Press.
 Benson-Jensen, *Arithmetic Practice, Book I*. Macmillan Co.
 Ruch-Knight-Stuebaker, *Arithmetic Workbook*. Scott, Foresman and Co.
 Stuebaker, et al, *Economy Practice Exercises*. Scott, Foresman and Co.

FOURTH, FIFTH, AND SIXTH GRADES

INTRODUCTION.

Return to the beginning of the course of study for arithmetic, and read "*Arithmetic's Contribution to the Realization of the Aim of Education*." Read also the "*Suggestions for Teaching Arithmetic*" and the content outlined for the first three grades. Remember that we are aiming at *mastery of the fundamentals* in the first six grades. The accomplishment of the aim requires that practice in the fundamentals be continued through the fourth, fifth, and sixth grades. Be sure you know what has been taught and *provide frequent drills to insure complete mastery*. In introducing the new work of these grades, first aim at *clear understanding* of the step, process, or principle. Then *provide much varied application in practical use*. Keep the child's feet on solid ground. So frequently the "bemuddling" in arithmetic begins about the fourth year in school as a result of children's not understanding the work thoroughly before they proceed. Properly taught, arithmetic should strengthen the child's confidence in his ability to think and solve problems. Conversely, poor teaching of arithmetic results in a child's losing confidence in his ability to think in terms of numbers.

AIMS.

The general aims to be attained are:

1. To develop abilities in the fundamental operations.
2. To gain accuracy first, and then speed in the use of the fundamentals, of fractions, and of decimals.
3. To acquire a knowledge of the language of arithmetic.
4. To become familiar with the mathematics of common life situations, so that practical problems common in and out of school may be analyzed and solved.
5. To learn thrift and economy.
6. To secure effective methods of attack in problem analysis.

SUMMARY OF ABILITIES IN FUNDAMENTALS ALREADY DEVELOPED.

- Addition types* 1, 2, 3, 4, 5, 6, 7, 8, and 9.
 Subtraction types* 1, 2, 3, 4, 5, 6, 7, and 8.
 Multiplication types* 1, 2, and 3.
 Division types* 1, 2, 3, 4, and 5, short division.

*Refer to type-problems, as developed in outline for Grade Three in the outline under "Suggestions for Teaching."

IV. SPECIFIC ABILITIES IN THE FUNDAMENTALS TO BE DEVELOPED IN THE INTERMEDIATE GRADES

1. "Continuous borrowing" in subtraction—e. g., 25007
4768
2. Types* 4, 5, 6, 7, and 8 in multiplication.
3. Types* 6, 7, 8, 9, and 10 in division and in long division.
4. Ability to use the fundamental processes with speed and accuracy in dealing with fractions.
5. Ability to use the fundamental processes with speed and accuracy in dealing with decimal fractions.

FOURTH GRADE

Study the fundamentals to become proficient in both speed and accuracy, with accuracy as the first objective in the Fourth Grade.

SUBJECT-MATTER AND ACTIVITIES.

REVIEW.

Review addition types* 1, 2, 3, 4, 5, 6, and 7.

Test and re-teach where necessary.

Use a variety of drill exercises. The newer arithmetics provide an abundance of repetition of specific difficulties in addition. Drill for speed and accuracy.

Review subtraction types* 1, 2, 3, 4, 5, 6, and 7, using larger numbers than those used in the third grade.

Test and re-teach where necessary to remedy defects.

Use a variety of drill exercises and provide an abundance of repetition. Drill for speed and accuracy.

NUMERATION AND NUMERATION.

Review reading and writing numbers as taught in Grade III.

Develop the idea of place value and pointing off for reading numbers, as need requires.

ADDITION AND SUBTRACTION FACTS AND PROGRESSES TO BE TAUGHT.

ADDITION.

Check up on ability to carry and on ability to neglect carry in addition of larger numbers, with addends of several places. Give much practice in both, using such examples as:

How often in life do we find a case where we	15,200
add 0 or 0 to 9. Teach addition of	7,083
these by neglecting it. In adding the right	208
column, we do not stop to say 0 and 3,	325
0, and 5, and 0, and 2. We just over-	11,958
look the zero and the child should be taught	842

SUBTRACTION.

Test, and, if necessary, re-teach the more difficult types of subtraction with abundant provision for practice in carrying and in handling zero difficulties.

*Refer to type-problems, as developed in outline for Grade Three in difficulties under "Suggestions for Teaching."

*Refer to type-problems, as developed in outline for Grade Three in difficulties under "Suggestions for Teaching."

Either method, adding to the subtrahend or borrowing from the minuend, may be used. Do not confuse children by teaching both, except that the additive method may be used in making change.

D. UNITED STATES MONEY.

1. Review reading and writing dollars and cents.
2. Teach proper alignment.
3. Teach making change with amounts larger than \$1.00.
4. Introduce practical problems in buying and selling to provide practice.
 - a. Buying and selling problems are most common of all types in life outside of school.
 - b. The vast majority of them are simple one- and two-step problems.
 - c. Thrift problems should be included. A school savings bank makes the work more practical.

E. MULTIPLICATION.

1. Review types* 1, 2, 3, 4, 5, and 6. *Test, and re-drill. Re-teach if necessary.*
2. Teach, drill, test, and re-teach types* 5, 6, 7, and 8.

	(5)	(6)	(7)	(8)
453	a. 340	b. 603	a. 575	b. 576
54	25	24	50	105
				12576
				1005

3. Provide for practical application in problem solution.

F. DIVISION.

1. Review short division, types* 1, 2, 3, 4, and 5.
2. Teach long division.
 - a. This is the first time long division has been presented. Develop it carefully. Teach the steps. (For excellent introduction, see Standard Service Arithmetic, Book Four, pages 154-159).

*Refer to type-problems, as developed in outline for Grade Three, under "Suggestions for Teaching."

Begin with type 6, in which the first figure of the quotient is apparent, no remainder. $42 \overline{) 382}$

Teach the steps in long division.

- | | |
|-------------|-------------------------|
| 1. Divide | 1. Subtract |
| 2. Multiply | 4. Bring down, or annex |

Some authorities advocate teaching the use of divisors 10, 20, 30, etc., then following with divisors, one less and one greater than these, as 9 and 11, 19 and 21, 29 and 31, etc. The reason for beginning with tens is that the trial quotient is apparent.

Do not insist on neat work, but do not do so to the extent that children get into the habit of doing all divisions twice. Have them write neatly and legibly and do the work where it should be done, under the dividend and not out to one side where it has to be done over again whether right or wrong.

Do not permit children to write in intermediate remainders, but teach carrying and borrowing as purely mental steps.

Review types* 7, 8, 9, and 10.

(7)	(8)	(9)	(10)
$22 \overline{) 344}$	603	2006	$370-15 R.$
$46 \overline{) 27738}$	276	$32 \overline{) 64192}$	$74 \overline{) 27395}$
128	138	64	222
128	138	192	519
		192	518
			15

Note the specific difficulty or ability involved in each type. *Drill, test, and re-teach.*

VOCABULARY.

The pupils should become familiar with the following terms.

minuend	quotient	equal
multiplication	fraction	per
multiplicand	common	width
multiplier	proper	length
product	numerator	area
division	denominator	square
divisor	average	rectangle

*Refer to type-problems, as developed in outline for Grade Three, under "Suggestions for Teaching."

perimeter

multiplied by (not "times it by")

decimal point (in U. S. money)

divided by, (not "divided into." We do not divide one number into another. It can't be done.)

H. MEASUREMENTS.

1. All the types of measurements, except surface measure that need be taught here, have already been used in a concrete way.
2. Now develop the tables and have the pupils learn them.
3. Provide by means of practical problems much practice application of known measurement facts. The arithmetic of denominate numbers should be both *useful* and *usable*.
4. Teach the meaning of perimeter. Develop inductively the rule for finding the perimeter. $(2 \times \text{length}) + (2 \times \text{width}) = \text{perimeter}$. Provide practice with practical problems drawn from school and home.
5. Teach "area" forms, as square, rectangle, in connection with perimeter. Do this objectively, using cardboard forms, desks, tops, etc.

I. FRACTIONS.

1. Notice, again, that there are as many specific abilities for children as there are types of examples in fractions.
2. In the work with fractions here the emphasis is on the actual use of and experience with fractional parts.
3. Such fractions as $1/2$, $1/4$, $1/8$, $1/3$, and
 - a. The fractions $1/2$, $1/4$, and $1/8$ have been taught in the lower grades. These should be reviewed if necessary.
 - b. Provide many practical problems in fractions, such as
 - (1) $1/2$ of 12 is $1/2$ of a dozen or 6.
 - (2) $1/4$ of 28 days is 7 days or one week.
 - (3) 20 cents is $20/100$ of a dollar or $1/5$ of a dollar.
 - (4) $1/2$ of 16 ounces is $1/2$ of a pound or 8 ounces.
4. Practice on division combinations by part-taking, as $1/7$ of 35; $1/9$ of 27; and $1/8$ of 56.

PROBLEM ANALYSIS AND SOLUTION.

Practice reading problems as a form of silent reading to find what is to be found, what is given to find it, and what steps or steps are necessary to find it.

All of the work covered in the fourth grade should be furnished by the use of practical problems closely related to the lives of children in school and on the farm.

Practice in problem solution furnishes the necessary practice in using arithmetical facts and processes developed and helps provide the necessary repetition to fix them.

REVIEW.

Review for speed and accuracy all addition, subtraction, multiplication, and division facts.

STANDARD ACHIEVEMENTS FOR GRADE IV.

Ability to add examples of as many as 9 addends with numbers of four or five places with standard speed and accuracy.

Ability to subtract the types of examples taught with standard speed and accuracy.

Ability to multiply any type of example involving whole numbers with standard speed and accuracy.

Ability to divide with standard speed and accuracy.

Short division, all types.

Long division, types 6 and 7.

Ability to read and write commonly used Roman numerals.

Ability to recall tables of measure and to use them in practical application. (Linear, weight, dry, liquid, time, U.S. money, and temperature).

Ability to analyze and solve written problems of one and two steps in connection with the work covered in this grade.

FIFTH GRADE

In the Fifth Grade chief attention should be centered on common fractions.

I. SUBJECT-MATTER AND ACTIVITIES.

A. REVIEW.

The fundamental processes should be constantly reviewed for speed and accuracy.

1. Review all types of addition. Provide more practice with longer columns for attention span. Use types 7, 8, and 9.
2. Review all types of subtraction, with especial emphasis on longer numbers, for speed and accuracy.
3. Review all types of multiplication. Three and four-place multipliers may be used more often now and their practical application in problem work stressed.
4. Review types 6 and 7 in division. Re-teach types 8, 9, and 10. Provide practical application in problem solution.
5. Some time should be spent at the beginning of the year in reviewing all of the fundamentals. The review should not be limited to the first month or two, however, as it is highly essential that it be distributed throughout the year and from year to year.
6. Chart progress by graphing the results of tests.

B. NOTATION AND NUMERATION.

1. Provide more practice in reading and writing larger numbers of six and seven places.
2. Stress place value.
3. Provide drills for visualizing.

C. DIVISION.

1. Teach tests of divisibility by 2, 5, 3, and 9.
2. Teach again steps in the process of dividing.
3. Re-teach types 8, 9, and 10. Drill and provide practical application in problem solution.

D. FRACTIONS.

1. Vocabulary to be taught.

numerator
common denominator
least common denominator
improper fraction
proper fraction

common divisor
mixed number
factor
denominator

Teach and provide for extensive use of the common fractions with denominators 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 16, 20, and 24, with all numerators.

Teach the most common equivalent fractions and drill till they are recognized automatically: $3/6=1/2$; $4/8=1/2$; $8/12=2/3$; $9/12=3/4$, etc.

Teach the fundamental processes using fractions. Teach, drill, test, and when necessary re-teach.

In addition of fractions, we have the following types of examples, each example involving a new difficulty for children:

Type (1)

- $1/5$ Ability to add numerators of fractions having like denominators. No reduction. Show the learner it is just like adding 1 apple, 2 apples, and 1 apple.
- $2/5$
- $1/5$

Type (2)

- $1/5$ Ability 1, with new ability to reduce the result to whole numbers.
- $2/5$
- $3/5$
-
- $5/5$ or 1.

Type (3)

- $1/5$ Ability 1, with new ability to reduce the result to a mixed number.
- $2/5$
- $4/5$
- $1/5$
-
- $5/5$ or $1 \frac{2}{5}$.

Type (4)

- $2/3 = 8/12$ Abilities 1, 2, 3, above, with new ability to change fractions to a common denominator.
- $3/4 = 9/12$
-
- $17/12$ or $1 \frac{5}{12}$.

Type (5)

- 6 $1/2$ Abilities 1, 2, 3, and 4, above, with new ability to add mixed numbers. The following form is suggested:
- 5 $2/3$
- 4 $5/6$
- | | |
|---------|---------|
| 6 $1/2$ | $6/12$ |
| 5 $2/3$ | $8/12$ |
| 4 $5/6$ | $10/12$ |

15 and $34/12$ or 17.

b. Teach subtraction of fractions similarly, analyzing and presenting it in such a way that the learner faces no unnecessary difficulties.

c. Teach multiplication of fractions similarly analyzed and presented. Begin with multiplying a fraction by a whole number—e. g., $6 \times \frac{1}{2} = \frac{6}{2}$, just as 6 \times 1 apple is 6 apples. Then $6 \times \frac{2}{3} = \frac{12}{3}$.

Develop the rule inductively, using paper cutting or other concrete aids.

d. Teach division of fractions, similarly analyzed and presented. Begin with dividing a whole number by a fraction. Develop inductively the rule for dividing by a fraction, using paper cutting or other concrete devices as an aid. (See the Iroquois Arithmetics for an excellent presentation of this difficult process).

Cut strips of paper to show how many halves in 1, 2, 3, etc. Then ask how many times $\frac{1}{2}$ is contained in 1, 2, etc. After a number of clear-cut examples have been presented, ask children to give in their own words a rule for dividing a whole number by a fraction.

Provide drill on division of fractions, with varied applications.

e. Provide much practice in practical application of the four fundamental operations in fractions to problem work. These should include review of measures of time, U. S. money, liquid and dry measure, linear measure, and weight.

4. In connection with multiplication of fractions, teach cancellation as a short process.

5. Teach the process of finding the whole when a part is given and finding what part one number is of another. Do this again on equivalent fractions in this connection.

E. DECIMALS.

1. Decimal facts at this time should be limited to their use in expressing dollars and cents. Teach that the decimal point is used to separate dollars and cents and is read "and".

2. Teach, through United States money, reading and writing simple decimals. Limit this to tenths and hundredths.

a. Show that .5 of a dollar is one-half of a dollar, or 50c, or

b. Show that 25c is .25 of a dollar, or $\frac{1}{4}$ of a dollar.

c. Show that \$1 may be written \$1.00 and means the same as $\frac{100}{100}$.

d. Stress the unit as the common basis of common and decimal fractions.

Teach addition and subtraction of decimals of one and two places.

Teach multiplication of decimals of not over two places by a whole number.

Relate simple common fractions to decimals, using dollars and cents as a starting point as indicated above.

Division of decimals should be limited entirely to their use in connection with money.

MEASUREMENTS.

Ask children to chart the records of their own progress in arithmetic, reading, and spelling by having each child make individual graphs, using fractions of the inch for units.

Ask them to make simple line or bar graphs on the blackboard to show group performance on tests.

Review tables previously taught.

STANDARD ACHIEVEMENTS FOR GRADE V.

Ability to repeat the 90 or 100 addition combinations in five minutes or less with flash cards spread out on a table on the wall.

Ability to recognize at sight the equivalent of such common fractions as $\frac{3}{6}$, $\frac{5}{10}$, $\frac{6}{8}$, $\frac{8}{12}$, $\frac{5}{20}$, etc., in lowest terms.

Ability to change common fractions with different denominators to fractions having a common denominator.

Ability to factor at sight products of two prime factors, and to find other products.

Ability to perform the four fundamental processes with mixed numbers, and fractions with standard accuracy and speed.

Ability to check work in fractions.

Ability to analyze and solve two- and three-step problems.

Ability to recall and use the tables of measure for money, length, liquids, and dry measure.

SIXTH GRADE

Decimals should be the center of attention in the Sixth Grade.

I. SUBJECT-MATTER AND ACTIVITIES.

A. INTRODUCTION.

Bear in mind that we are aiming at *mastery of the fundamentals* in the first six grades. Children have been taught many of the fundamental facts of arithmetic and have learned to apply the four fundamental processes with integers, fractions, and mixed numbers. Read the course of study for the preceding five grades.

B. REVIEWS.

1. Test abilities at the beginning of the year with standardized and informal tests.
2. Systematically review at whatever points tests indicate it is needed. Drill, and where necessary re-teach. See that your drills conform to the characteristics of good drill suggested earlier in this course. Review of the more difficult steps, fractions is especially advisable.

C. DECIMALS.

1. Vocabulary to be taught.

decimal	hundredths
decimal point	ten-thousandths
decimal fraction	hundred-thousandths
tenths	millionths

Be sure to distinguish these from the names and spelling of corresponding whole numbers, tens, hundreds, etc., and show the meaning of the "ths."

2. Notation and numeration.

- a. Review reading and writing of whole numbers to five periods as 5,346,709,365,482.

(1) Drill on names of periods forward and back.

units	billions
thousands	trillions
millions	

(3) Drills

Practice: Teacher naming period, as "thousands," pupil responding "second period."

Practice: Teacher calling the number of the period as "fourth period," pupil responding "Billions."

Practice naming or reading the period as the teacher points to it as 1,456,789,342,965 pupil responding "789 million."

Teach place value, the effect of moving figures one place to right or left, two places to right, or two places to left.

Teach the decimal principle that each place increases ten-fold in going from right to left.

(1) Develop the idea:

How many units in ten?

How many tens in a hundred?

How many hundreds in a thousand?

(2) Use clear-cut examples.

(3) What principle have you discovered about our system of writing numbers?

Pupil, "That each place increases ten-fold in going from right to left."

Teach the decimal principle that each place decreases ten-fold in going from left to right.

(1) Develop the idea as above.

(3) Effect of moving figure to right one place. Cutting off one cipher from the right of a number is the same as moving it one place to the right. How does it affect the value of the number? What is the shortest way of dividing a number by ten?

(3) What is the shortest way of multiplying a number by ten?

See Watson-White, Arithmetic, p. 23.

See Standard Service Arithmetic, Grade Six, p. 63, for a good review.

Addition and subtraction of decimals.

Recall the principle that only like numbers can be added or subtracted. Hence, addends, minused, and subtrahend must be in alignment.

Teach, drill, and test.

Provide ample practice with simple and practical problems.

Multiplication of decimals.

Develop the principle, inductively, that ten times ten gives hundreds, tenths times tenths gives hundredths.

Teach that the number of decimal places in the product

Fourth Quarter

D. "OWN YOUR OWN HOME" PROBLEMS.

1. Problems involving relative cost of renting and owning residence or a farm.
2. Include taxes, interest on investment, and up-keep.

E. AUTOMOBILE, TRUCK, TRACTOR, AND DRAGON PROBLEMS.

1. Are they investments, or liabilities?
 - a. Consider not only original costs, gasoline, oil, and tires, but also rates of depreciation.
 - b. Consult local dealers for standard rates of depreciation.
 - c. The U. S. government allows 25% a year for depreciation.
2. Compare costs of plowing with horses and with tractors.

F. COST OF PRODUCING FARM CROPS.

1. Use one or more of farm crops grown in community, depending on the time available for such study.
2. Use prevailing local costs of seed, labor, and prevailing market prices.

G. THE METRIC SYSTEM.*

1. Teach at least the commonly used equivalents.
 - 1 meter equals 39.37 inches.
 - 1 liter equals approximately 1 qt. (1.05671).
 - 1 kilogram equals approximately 2.2 pounds.

H. REVIEWS.

1. Test for standard performance, preferably using standardized tests.
2. Review, drill, and if necessary re-teach.

STANDARD ACHIEVEMENTS FOR GRADE VIII

1. Conformity to the requirements of all previous years.
2. Ability to measure and calculate the areas of common figures and capacities of containers.
3. Ability to interpret problems of common experience and set forth their analysis and solution in clear-cut form.
4. Standard eighth-grade ability in solving one-, two-, and three-step problems as measured, preferably, by a standardized test.

*Starred topics are optional.

Familiarity with common business and industrial practices, drawing up business forms, sales accounts, budgeting, and check accounts, endorsing, and rendering receipts.

A satisfactory habitual mode of attack on new and difficult work including estimating and checking results.

TESTS AND STANDARDS OF ACHIEVEMENTS

For each grade we have repeatedly referred to *standard speed* and *accuracy*. In order to determine whether children are at, above, or below standard in their performance, we recommend the use of three types of tests:

1. A test in the fundamentals.

2. A problem solving, or reasoning test.

3. A problem-analysis test.

The following tests are recommended. For convenience in comparing pupils' achievements, we are giving here the standards of the tests.

1. *Bingham, Scale for Problems in Arithmetic.* (First Division for grade 3 and 4. Second Division for grades 5 and 6. Third Division for grades 7 and 8.) Public School Publishing Co.

Grade 3	3	4	5	6	7	8
Grade 4	36	45	56	66	76	84
Grade 5	40	51	61	71	80	87

2. *Clark-Potter, Arithmetic Tests.* World Book Co.

3. *Clark-Potter, Arithmetic Tests.* World Book Co. (A survey test for grades 5 to 12, with standards for each grade, for average, upper one-fourth, and lower one-fourth of each class for each grade.)

4. *Clark-Potter, Arithmetic Reading Test.* (Test I for grades 4 to 6. Test II for grades 7 to 9.) Public School Publishing Co.

	November Standards				
Grade 4	4	5	6	7	8
Grade 5	9.3	13.7	17.1	18.4	18.7
Grade 6	10.3	14.7	18.1	17.4	18.7

5. *McCall, Mixed Fundamentals.* Bureau of Publications

Testimony for SB 2267
Senator Terry Wanzek
District 29

Madame Chairman, members of the House Education Committee, my name is Terry Wanzek, state Senator from District 29.

SB 2267 states that, after a school board makes a good faith effort to recruit and retain a qualified licensed teacher and is unable to find a qualified licensed teacher who will accept the position, the school board could then consider a person in the community who has at least a graduate degree and 10 years of experience in the specific field of study to be taught. This authority would only be allowed for one year. After that time, if the person decides they would like to continue teaching they would have to seek continuing education and become a certified, licensed teacher. This bill is meant to address rare, emergency situations, and would be used sparingly to fill a void. It was not intended to assault the teaching profession. I am not endorsing the removal of teacher certification and licensure. However, I do believe there is some value to the student in having a highly educated, highly knowledgeable, and highly experienced individual teaching in the subject matter rather than no teacher at all.

Teaching certification and licensure will always remain the rule. However, have we become so rigid that we cannot recognize there are sometimes unique and extenuating circumstances in every hard and fast rule. Have we become so indebted to the status quo?

Some of you might remember we passed a law about 5 or 6 years ago that allowed for a non certified person, who did not even need a bachelors degree, to teach Native American language and culture. As many of you did, I supported that bill. Many who will be opposed to this bill also supported that bill. I am providing you

with testimony from that bill, that I find interesting, from Ms. Janet Ahler from the UND Center for Teaching and Learning. She states; one need not necessarily attend college and accrue certification credits to be an effective competent teacher.

Also, I provided one example from a constituent, that provides some insight into what this bill is trying to address. There have been a number of people across the state that have voluntarily provided me with similar stories. I also have with me today Sen. Erbele to provide his story.

Madame chairman, committee members, I am very sincere in saying that I truly respect the teaching profession and this is in no way meant to be adversarial, but rather, only to help the students. I hope you give this idea some serious consideration.



"Colleen Holzwarth"
<cholz@daktel.com>

02/24/01 10:49 AM

To: <twanzek@state.nd.us>
cc:
Subject: Senate Bill 2267

Senator Wanzek,

I agree that the comments in the Jamestown Sun by Mr. Steele must have been made without understanding the Senate Bill 2267.

From a parent's point of view, using resources in our communities seems like a logistical and economical option for our schools, especially our rural schools.

I have taught for the past nine years for the University of North Dakota in a graduate level program and I do not have a teaching license or certification, as do few college level instructors. It is interesting that I am qualified to teach at a graduate level, however in my area of expertise, would not be able to help out in our local school if needed. My husband who also has a masters degree and an "expired" teaching certificate would also be unable to help out in our local school if he was needed and wanted to.

Ironically, college instructors with master and doctoral degrees are the experts in higher education who TEACH accounting, biology, mathematics, research, etc. to future educators in our colleges--and most likely taught Mr. Steel as well, but are "not qualified" to help teach at a secondary level in our local schools in an emergency situation.

There are not many who would "want" to teach in local schools unless we had a vested interest such as our children or grandchildren, but the option should be there if needed. I personally "helped out" in our school (Pingree-Buchanan) for 4 years when our son was in high school by coaching our Science Olympiad Teams. The previous teacher who coached the team moved and our school had no one to continue the program. Typically this is coached by science or math teachers. Our small school earned state champion honors for three of four years and in 1994 represented our state at the National Science Olympiad Competition in Tucson, AZ. Since then no one else has continued and the Science Olympiad Team at Pingree-Buchanan is history. Although being a certified teacher was not a requirement in this case, it does exemplify that a community person with the needed background and skills can "teach" effectively without being "certified".

Our school had two instances (both due to unpredicted situations) while our children were in high school where hiring a "certified and licensed" teacher was worse than none at all. In both of those cases, there were community professionals (previously licensed and certified teachers, but certification no longer current due to profession changes) who may have helped out if credentialing was not a problem.

Thank you for your support for education.

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"Assuring highly qualified professional educators for North Dakota students"

TESTIMONY OF JANET WELK
ON
SENATE BILL 2267

Good morning, Madam Chair and Members of the House Education Committee. For the record, I am Janet Welk, Executive Director of the Education Standards and Practices Board and wish to testify in opposition of SB 2267.

The State of North Dakota since 1875 has had certified/licensed teachers in it's children's classrooms. The licensing of educators is a state requirement with each state mandating the requirements and education for it's educators. The licensure process not only documents the educational background but also the criminal background of the applicant. North Dakota has always been very proud of it's educational system and the achievement of it's students. There is not another state that allows someone in their children's classrooms without the benefit of a license.

Senate Bill 2267 would provide for anyone with a master's degree and ten years experience to be hired by a local school district without the benefit of criminal background investigation, educational background investigation, or licensure.

The Education Standards and Practices Board presently provides for the licensure of individuals who have a bachelor's degree but not a teaching degree. This interim/emergency license is issued at the request of the local administrator when they have experienced a shortage. The

**EDUCATION STANDARDS AND PRACTICES BOARD
1998-99 SCHOOL YEAR
CHAPTER 67.1-02-04 Interim(Emergency) Certificates**

Karmen Kober Beach	00001	10-5-98	English
Kristl Bitz Gwinner (CONTINUING)	00002	8-18-98	Guidance/Counseling
George Lee Park River (CONTINUING)	00003	9-25-98	Industrial Technology
Thomas Farnham Enderlin	00004	9-30-98	Business/Office
Terry Ellingson Devils Lake (CONTINUING)	00005	11-23-98	ROTC
Julie Neldlinger Langdon	00006	1-14-99	Art
Todd Helseth Minot	00008	2-11-99	Industrial Technology
Ellen Eppen, Edgeley	00007	1-5-99	Emergency Sub Elementary
Jackie Frost-Hodny McVille	00009	3-4-99	Guidance/Counseling
Karl Bowman Fargo	00010	3-10-99	Business Adm

**EDUCATION STANDARDS AND PRACTICES BOARD
1999-2000 SCHOOL YEAR**

CHAPTER 67.1-02-04 Interim (Emergency) Certificates

Lee, George Technology Park River (CONTINUING)	00001	8-27-99	Industrial
Farnham, Thomas Technology Enderlin (CONTINUING)	00002	8-30-99	Business/Office
Bromen, Sherri Minot Public Schools	00003	9-28-99	Math (secondary)
Green, Lori Williston Public Schools	00004	10-15-99	Business Ed
Ellingson, Terry Devils Lake Public Schools	00005	10-25-99	ROTC
Steffen, Shawn Valley City	00006	11-5-99	Vocational Ag
Good, Robert Rolla	00007 (interim sub 1 year)	2-17-00	Accounting
LaRocque, Sam Belcourt	00008 (interim sub 1 year)	2-2-00	Social & Behav Science
Larson, Ruparta New Town	00009 (interim sub 1 year)	2-28-01	Native Am Stud
Frost-Hodney, Jackle Dakota Prairie, Tolna	00010 (letter of approval)	3-01-01	Guld/Counseling
Spawn-Stroup, Rebecca Prairie Learning Ctr	00011	3-28-01	Biology
Sparrow, Kim Turtle Lake-Mercer	00012 (interim sub 1 year)	4-5-01	Business Admin/English

**EDUCATION STANDARDS AND PRACTICES BOARD
2000-2001 SCHOOL YEAR
CHAPTER 67.1-02-04 Interim (Emergency) Certificates**

Eckersell, William LETTER OF APPROVAL	00001	8/10/00	Guidance/Counseling
Jochimsen, Jon 40 DAY	00002	08/17/00	Music Rolette
Debbie Larson	00003	08/25/00	Voc Marketing Ed Milnor
Zeller, Annette 40 DAY	00004	08/29/00	Chemistry Carson
Lamb, Carmelite	00005	08/31/00	Science Dunseith
Farnham, Thomas (con't)	00006	09/07/00	Business Education Enderlin
Mostad, Anne 40 DAY Interim	00007	09/11/00 11/9/00	Spanish Minot Catholic
Heller, Katherine 40 DAY (Interim Sub)	00008	09/18/00	Sub Gackle-Streeter
Morsette, Marietta	00009	09/19/00	Business Ed Mandaree
Ellingson, Terry (con't)	00010	09/26/00	ROTC Devils Lake PS
Hill, Lori 40 DAY (Interim Sub)	00011	10/20/00	Psychology Beach
Green, Lori (con't)	00012	10/25/01	Business Ed Grenora PS

Burke, Howard 40 DAY	00013	11/30/00	Physical Education
Burnette, Andrew 40 day	00014	12/14/00	Math Dunselth
Brandt, Jill 40 Day	00015	1/29/01	Fam. Consumer Science Rock Lake
Johnson, Linda Interim Sub	00016	01/24/01	Business Education Lisbon
LaRocque, Simon D. Interim Sub	00017	02/01/01	Soc. And Behav. Science Belcourt
Larson, Ruperta Interim Sub	00018	02/13/01	Native American Studies New Town
Frost-Hodny, Jackle Letter of Approval	00019	02/23/01	Guldance/Counseling Dakota Prairie
Good, Robert Interim Sub	00020	02/26/01	Accounting Rolla

Testimony on SB #2267

Opposed Max Laird

- I want a quality teacher in the classroom as much as anyone.
- What, when, and where will this be applied to solve a problem is in doubt. Shortage identification (good faith) is not without its shortcomings. We have processes in place to get emergency certification when needed. We just need to market them better.
- Turf has nothing to do with this opposition. It is clearly about solving the problem the right way.
- ND produces adequate numbers of fully licensed teacher graduates annually. We need to recruit them first. This action is not the solution to the problem. Competitive wages would eliminate ever having to discuss this bill.
- Research has clearly indicated that teaching is about kids not content. Content preparation only is not enough today.
- There is no evidence that there are folks who are interested in doing this work.
- Even alternative certification programs in other states have requirements for mentoring, program completion, and background checks.
- Even this kind of minimal reduction of standards sends a message about teaching that doesn't work. We need to respect, protect, and elevate the profession not open it up with background or preparation.
- Alternative certification teachers leave the profession at a much higher rate than those prepared through some traditional route. They have more management and discipline problems. In addition, their student achievement is lower