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ROLL NUMBER

DESCRIPTION

2358

2005 SENATE EDUCATION

SB 2358

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2358

Senate Education Committee

Conference Committee

Hearing Date 02/01/05

Tape Number	Side A	Side B	Meter #
1	x		0-the end side A
		x	0-2100
Committee Clerk Signature <i>Patty Wilkins</i>			

Minutes: Relating to professional development days.

Senator Layton Freborg, Chairman called the meeting to order on SB 2358

Testimony in support of the Bill:

Senator G. Lee : Introduced the bill, Senator from district 22. Built into the 180 days on the calendar two full days of professional development, for licensed teachers of a school district.

Repeals a section of the code that relates to the ND education association annual conference of paid days. This bill provides for flexible opportunities for staff development days that teachers and school administrators have long been asking for. This does allow the teachers to attend if they choose, Senator G. Lee continued walking them through the testimony of the bill.

see attached: written testimony

Senator Seymour : I already feel like the districts have this flexibility now. I don't see how this bill will do anything. Your local school board has that power or don't you realize that?

Senator G. Lee : That does sound a bit contrary to what I hear coming from this committee on a regular basis, teachers, school districts and superintendents are continually looking for more opportunities in professional development. This builds two days of paid time that they can use with in their calendar to provide that opportunity that they are asking for.

Representative Drovdal : from district 39 is the cosponsor on this bill. I represent 6 counties and 17 school districts. This bill is not brought forward against anyone, it may affect somebody, this is to make the most efficient use of our tax \$'s at the local level. I believe that the school board does not have the flexibility.

see attached : written testimony

Senator Seymour : I would like to make a comment that there are people every other day that are going to professional meetings, maybe not in rural America there is activity all the time so I feel there is plenty of flexibility.

Rep. Drovdal : We spoke about this issue before, I know we spoke with this individual and before we introduce this bill, he and his board felt like they would be breaking ND law, if they use these days for in service or if they have some of their teachers attending the convention.

Their attendance out of that school district if fact out of most of all my school districts, I believe is very low unfortunately. The NDEA does an excellent job, I wish I had somebody that would do that good of a job representing me as they do their teachers. I have requested the numbers so that I could have given you those today what those % were but they haven't been provided to me, so I cannot give you those exact #'s.

Senator Flakoll : Does that bring up a little ? of accountability of the use of that time?

Rep. Drovdal : I didn't in my mind I believe that is a ? you should ask the superintendents, but I believe that the other teachers that do not go are required to be at school before they are paid. They can't use it as an inservice date because they cannot get the opportunity to those who do choose to go. I think that is were in lies the problem.

Charles DeRemer : From Instructional Services of Fargo Public Schools, we are already required by Federal Law to attend professional development days

See attached : written testimony

Senator Freborg : Even though the Federal Government requires this plan is there some accounting to all districts have a plan.

Charles De Remer : Yes they do and that is one of the first thing DPI asks for when they do the Federal audit.

Senator G. Lee : Do you have to report that plan to DPI prior to your giving the professional development opportunity. It is just a plan in you file that if they want to see it they can come and get it?

Charles DeRemer : Yes, that is correct, it is just on file. We put it together with our teachers, developed by our teachers and staff. We put all of our funds together and see what are the priorities to go through.

Senator G. Lee : In terms of putting these professional days into your calendar, how would you see that working for you?

Charles DeRemer : I see it working in a couple of different ways. One of the things we like to do is offer some in service over the summer, during the summer itself where could have some choices where teachers could come in. We would not mandate the day, but we would have

several options for them to come in. Where this becomes very important is that we get new teachers that come on staff over the summer and we make curriculum decisions late in the spring, so we don't have time to train the new teachers in the curriculum. We really need that time before school starts. We need to have those opportunities in the summer, frankly right now we pay teachers to come in, but we don't pay them enough, we just don't have the funds to do it. This would allow us to pay them their salary which we are not able to do now. That would be one way and the other way would be to have it at the end of the school yr. so that we could look at some data and plan for the following school yr.

Senator Freborg : Dr. DeRemer do you understand the bill to mean that all teachers must have two days of professional development?

Charles DeRemer : Yes I do.

Bev Neilson : With the NDSBA is in support of SB 2358 fiscal note is for two additional days.

See attached : written testimony

Senator Freborg : Bev with opposition to filing the one required from the Federal Act with the State of ND DPI.?

Bev Neilson : I don't think there would be a problem with that, it would be on file with DPI as well. I typed up an amendment for you to look at that indicated just that. On file with DPI and to be made available to any legislative committee.

Senator Flakoll : If we take some of that language out, how will we know anyone attends these programs. Seems like we don't have a good handle on it now.

Bev Neilson : If you replace it with language, that I just mentioned where you professional development information would go to DPI on the 30th of the yr. Part of that report would be what your procedure for attendance taking was and who was in attendance.

Dean Bard : ND small organized schools, briefly let you know that we have an annual gathering once a yr. where we debate and adopt the legislative goals. I did pass out a pamphlet to you earlier, when I was testifying, just want to let you know that rule # 6 reads as follows, the last sentence in goal #6. Schools should also be given the authority to provide an additional two days of state funded professional staff in service training. This was adopted at our last annual meeting and it seems to fit in very nicely with SB 2358, this is something that we could adopt. We would ask for your favorable consideration for it. With regard to pg #3 this is something, with lines 1-13 which has gotten some discussion here this morning. I don't have anything to offer with regard to that except that we don't have any problem with the DPI setting some standards for what could be offered or proven forces. Those of you who are familiar with other continuing education efforts and I know you are in the real estate profession, lawyers, and so forth. You know that that course work is all approved in advance and it is a common practice to have some oversight authority approved what's going to be offered, so we don't have any problem with that part.

Mike Ness : Supt. of Hazen School- I think it is time for a change, I stood before the House Education Committee four yrs ago when the NDEA bill was up. I did testify supporting the bill at that time, stating that we could and can do better, we could make changes and make this more productive time for staff, and I think we are at a point where we need change. There is nothing wrong with the NDEA convention, or administrators convention, they are great, great conferences. In our school we have 50 teachers, when it is in the eastern part of the state,

approximately 20 to 25 % of our teachers attend the convention. When it is in the Bismarck, Minot area, about 35 to 40 % of them attend. The rest of our teachers, we require them to take personal days or days without pay or work in the school, which in my opinion is not very productive. What they accomplish is probably OK. It is not inservice and not professional development, these are designed for professional development days and we are not getting that to most of our staff members at this time. We have so many needs with NCLD and all the different things that are coming at us to get more professional development days for our staff, we need these days to do that. The conventions, it will hurt some organizations like the administrators organization, but I think we have to do this for the profession of education. If we have to move our administrators convention to August where most of us are on contract, then we will need to do that. Maybe NDEA days need to go to August as well, I know it will hurt their attendance but when we are looking at 20 to 40 % of the teachers taking advantage of it, we need to make a change.

Senator G. Lee : In terms of fitting them into your calendar how would you see that working for you, as a realistic thing to work into the calendar that you have to fit those two days in, in a realistic fashion.

Mike Ness : There are various ways we could do that, we could add onto the beginning of the school yr. We have two professional development days now that we pay for our staff, we could add another one there or we could use a day during the school yr. Presidents day is one that we have used in the past that we have used. Varies ways that we could use that, we are always looking for a ways all the time to squeeze a few hours into our day. We have had such a difficult

time getting professional development to our staff, that we have had to drop things, two weeks ago we dropped Atlas mapping. We don't have time to give our staff these PD Days.

Joe Sykora : Business Manager of Jamestown Public Schools

See attached : written testimony

Senator G. Lee : Do you see that there is going to see that there will be much of an added cost burden for you as a school district, to have to provide these days. The teachers will be paid but the added cost for the curriculum, or having someone come in.

Joe Sykora : All schools get an allocation of Federal \$'s Title 1, Title 2, Title 2 A to use on professional development I hear from teachers and administrators, that we need more professional development. Between local, state and Federal \$'s professional development is important. We would make it work within our budget.

Senator Freborg : So the superintendent and school boards from Jamestown supports this legislation?

Joe Sykora : Yes, they are in favor of more professional development within the calendar.

Senator Taylor : What is your participation rate at the Jamestown schools for your teachers going to the NDEA.

Joe Sykora : I don't have the number right off hand. I would say approximately 30%.

Senator Taylor : All the testimony of where NCLB is mentioned are you or the Jamestown schools supportive of the NCLB?

Joe Sykora : I would say that Jamestown as well as other school districts in ND were in favor of raising student achievement, and raising the skills of the students that we serve in ND taken them from here to here in terms of preparing them for post secondary education or the work force. That

is the meaning of NCLB, to not leave no student, increase graduation rates, special education, all of them.

Testimony in opposition of the Bill:

LeAnn Nelson : Director of Professional Development for the NDEA is in opposition of this bill.

Senator G. Lee : What is the attendance at your conferences?

LeAnn Nelson : About 3 or 4 thousand, but this is kind of loose, because when educators register, they get a badge, they take one part of that badge off and drop in for door prizes. We do base a lot our attendance on that but we have a lot of educators who come in late, so they don't drop off the badge for the prizes, so I can't give you an exact # on that.

Senator G. Lee : Roughly by your calculation on the economic activity this generate, you are assuming 4000 teachers? Roughly 50 % of the teachers in the state, you are saying attend.

LeAnn Nelson : We have at NDEA we have over 8000 members and that is all categoric because at our conference, I have a list of sectional, we are including everyone in that group not just the educators.

Senator G. Lee : This seems to sound a bit different from what we are hearing from other school districts, be that as may in assuming that the 4 thousand is correct, and 50 % that attend, what do we do with the 50 % that don't attend?

LeAnn Nelson : That is a good ? We spend a lot of time on developing this conference for the educators in ND, we have a good portion who attend that conference as well. I don't think that it is fair to tell us that we are not doing a good job, because we are not drawing the rest of these individuals.

Senator G. Lee : You also mention in here the references to DPI and reporting and the needs that are outlined in the bill, if some of the discussions that were entertained in terms of that section by a couple of the other presenters were met, would that satisfy your needs in terms of the areas in here that you outline by that section?

LeAnn Nelson : I would like to see how they are amending that or changing that.

Senator Seymour : Where is the next NDEA instructional conference scheduled to be?

LeAnn Nelson : Grand Forks.

Senator Taylor : What cities can actually participate right now?

LeAnn Nelson : When we do our bids we get the top four. Minot, GF, Fargo and Bismarck.

Senator Taylor : Looking at the speakers, I know these things don't come cheaply, could you give us a cost, I am sure that they cannot replicate this at a local level.. What is the range in cost.

LeAnn Nelson : The range does vary, we try to partner if we bring in somebody for whose 10,000.00 dollars more, we did partner with UND when they brought in Dr. James Garbarino and he spoke for 4 hrs. We try to, it does vary, from 5000.00- on up.

Senator Flakoll : Using Dr. DeRemers information here, it probably costs with every thing included, Fargo's district about a million dollars for the instructional conference. With 13% attendance that comes to about 5000.00 per teacher attending what do we tell that taxpayers.

LeAnn Nelson : I know that is a concern and that is one thing that we need to work on, (meter 4580) trying to provide extra financial assistance to get those teachers there. Research shows that, yes the best professional development, is in your class room and in your school district, but also you have to gather ideals and the best way to gather them is by attending conferences. So I hate

the idea of doing away with the conference where they get together and share ideas and information.

Senator Freborg : Perhaps by the testimony we have heard at several different sessions on this issue, perhaps less than 50 % participation, considering that they are paid days, do you consider the conference successful.

LeAnn Nelson : Yes I do, much of my background since the middle 90's has been on professional development and yes I do. We have educators, and I have a list of sectionals and last yr. content educators who helped develop those sessions in that area. Now the educators can stay with the contents, of Social Studies, or Science or they have another content areas they may go to. So they know the needs in those content areas, and that is why we have those individuals help us in these session because they know what they use in these areas.

Marlene Srock : ND Reading Associating she represented .

See attached : written testimony

Senator G. Lee : Does the reading group that you speak of here, have their own conference as well?

Marlene Srock : Yes we do, we have an annual conference each yr. I could do a comparison of what we do at the reading conference and the professional development conference. There is a registration fee and with the NDEA there isn't a registration fee with them. We cannot get the variety or the caliber of speakers that they get at the NDEA conference. It all needs to be integrated, so we can hit all areas of educators.

Senator G. Lee : Do these reading conferences take away from the NDEA conferences, people

are choosing to focus on their area of specialty that they have a significant interest in, so they look to that as the conference of choice?

Marlene Srock : I know that because there are people attending the NDEA they are funding that and this comes out of their own pockets. They limit how many can go to specific conference. By attending the NDEA we are not limited.

Senator Freborg : Is there a good chance that through the JPA's some of these professional development days will be within a JPA? Also couldn't the NDRA be invited too as a professional development day?

Marlene Srock : Yes, that is a possibility, my concern is that if we have those PD Days available, I would also like to see that the NDEA instructional conference be continued. By taking the two days out of our school calendar yr. We are going to asking teachers to make that choice of attend the NDEA instructional conference on a work day for them. This is a vacation day or holiday for them, that is like asking them to come in on a Saturday. Give your money give your time for professional development, I don't exactly see the two related, because we need all of those days for professional development.

Senator Freborg : I think we are solving this participation in the NDEA conference, is going to drop off radically and I am not sure that with less than 50 % attending now, that's true. If it is important to the teachers and to NDEA I don't see any reason that participation should take a radical plunge.

Marlene Srock : I see the change, if I understand you correctly you feel like changing the status with the days, will not have impact, on the choice to attend? Weather they are a contracted work

day for us VS a non contracted day for us? Am I understanding you correctly, maybe I don't have permission to ? you.

Senator Freborg : You think in the case of Fargo with 17 % of participation on the average, that the 17 of those people will continue to attend the NDEA conference?

Marlene Srock : In all honesty probably not. If I am not being paid today, if this is like a Saturday to me, am I going to invest my time and money and energy to attend this conference. There will be teachers that will do that, because there are teachers that are committed to the professional development and will make a personal commitment to do that. I would like to see, or would like your response as Senators to say we value the teachers time in putting that effort into that professional development by allowing them to be paid for the day that they are doing that.

Senator Freborg : We are going to pay them for two days.

Marlene Srock : Yes, I know that, but not necessarily related to the conference.

Doug Johnson : Assistant Executive Director of the ND Council of Educational Leaders in opposition.

See attached : written testimony

Senator Freborg : When did your organization vote? After this bill was put in?

Doug Johnson : Sept 22, 2004

Senator Freborg : Were you anticipating this bill?

Doug Johnson : We weren't anticipating this bill, but we have taken that position the last four legislative assembly's. So like the last 8-10 yrs.

Cheryl Hagar : Title 1 teacher from Minot.

See attached : written testimony

Senator G. Lee : Assuming that some of the examples here, in terms of the teachers efforts to get to these conferences, but that seems to be the exception in terms of what we are hearing. Just looking at the cost of this, two days of the calendar that we are spending, what is your accountability in seeing that the \$'s are spent wisely in terms of what we put into education.

Cheryl Hagar : I feel it is the responsibility of all taxpayers to ensure that our students are succeeding and one way to ensure that our students have that opportunity is by providing them with the most qualified teachers. All educators benefit from the attendance of a few or several teachers at the conference wherein the teachers who attend the conference come back and share with their colleagues. So although you may be looking at a specific # of those attending the conference, I feel that there efforts are far reaching. This does impact all students not only the students of the teachers who attend the conference but the students of the teachers for a variety of reasons were not able to attend that conference. We need to continue those times of opportunities within districts and also advocate for additional days, not fewer days. It truly is an opportunity to share information, from the global national perspective with member and rural communities as well as the large urban districts. It is not just the matter of one teacher attending equals one teacher benefiting.

Sarah Lerud : English teacher at the Valley City High School, in opposition and says that Professional Development is not the same as staff development.

See attached : written testimony

Denise Fulston : Teacher from Bismarck, I am very selfish and have only been teaching for 7 yrs. I am not originally from ND but one reason for moving here was because of the education. I

have benefited in many ways from the NDEA conference. Offers me the opportunity to go and see new ideas, new research and keynote speakers that I would not be able to access with my own funds. For example the NDEA brought in a speaker like Ruby Paine, her \$ demand is unbelievable, we would never be able to as a school district afford to bring her in, she talks about poverty and its effect on education, and in ND we are struggling with those higher standards and meeting the achievement gaps with our poverty ridden population. Also given a chance of meeting people from all over the state and speak with them about curriculum mapping. I love the district I teach in, unfortunately they cannot offer me enough in staff development. This helps me keep up my credentials. Constantly being reminded of my qualifications. I can tell you that this is not a waste of taxpayer \$'s. We are a hard working profession. I would like you to add two days but don't take away the two we already have.

Tom Decker : DPI fiscal attached to this bill in the amt. of 200 thousand dollars

See attached : written testimony

Senator Freborg : either they are in shock or you did a good job.

Senator Freborg : closed the hearing on SB 2358

The meeting was adjourned.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2358

Senate Education Committee

Conference Committee

Hearing Date 02/01/05

Tape Number	Side A	Side B	Meter #
2	x		2800-3330
Committee Clerk Signature <i>Patty Wilkens</i>			

Minutes: Relating to professional development days.

Senator Layton Freborg, continuation of some committee work on **SB 2358** in the afternoon

Senator G. Lee : Showed the other committee members some amendments, this would be for the section that was discussed this morning in terms of being a little ownerous, pg 3 section 2 lines 1-13. Would instead of those that section that is on there, as you look at the yellow sheet would be replaced with that verbiage. The people that we are working with professional development seem to agree with and concur that the list does provide some accountability with some things they are doing already, this wouldn't be unnecessary work for DPI. It would save Tom some extra work and us some extra money.

Senator Freborg : Would you move these amendments.

Senator G. Lee : I would make a motion to move these amendments that are offered for SB 2358 section 2 beginning pg. 3 line 1-13.

Senator Freborg : Did Dirk draft these?

Senator G. Lee : Yes

Senator Flakoll, second the motion

Senator Flakoll : If we take the yellow sheet, under sub #3 the name of position of each activity participant. So this means that if it is Mapleton it will say Joe Smith counselor, someone who's attaining it to learn, is that correct? Not participant in terms of presenter, but participant in terms of ?

Senator G. Lee : That would be the name of the teacher and their position as the participant. # 2 would be the name of the position of the instructor.

no other discussion

Senator Freborg, clerk may take the roll to adopt the Lee amendment which amends all of subsection 3 section 2, or correction, section 2 subsection 3.

other discussion

Senator Freborg : Committee what do we do with, they don't professional development or only for one day? A day and a half, something less than desired?

Senator Taylor : Are you looking for a penalty section Mr. Chairman?

Senator Erbele : Can their attendance at the NDEA convention be counted toward their professional days of development?

Senator Freborg : I don't think so. This will only be reviewed after the fact. I am wondering if one or more districts do no do this, what happens? Or maybe nothing should happen.

Senator Flakoll : What happens to them now?

Senator Freborg : We are not paying for any professional development now?

Senator Flakoll : What I am saying is, you say if they don't use those days, that could be the case now right?

Senator Freborg : We are going to continue to pay the two days Senator Flakoll, if the bill passes they will be for professional development according to this bill, we have gained little if half of the districts don't have professional development. We are concerned about spending the money now, and 40 % of the teachers that go to their conference but don't go, are we going to spend 40 or 50 or 60 % of the two days for professional development that doesn't have it.

Senator Flakoll : We are now.

Senator Freborg : We are? These two days?

Senator Flakoll : We don't have 100 % participation now.

Senator Freborg : In what?

Senator Flakoll : With the two days that we have set aside for that professional development, we would need to, looking to put some teeth?

Tom Decker : DPI the section of the bill you are looking at is in the school approval, the school calendar the section of the law, there is some pretty definite consequences, and we could have Anita Decker tell you about it. Basically if they fail to meet the calendar requirements they are not approved.

Senator Freborg : They can meet that requirement without having professional development?

Tom Decker : I think you need to get a person who deals with these calendar issues, because I think it is pretty straight forward, if they don't meet these two days, they will not be an approved school.

Senator Freborg : That is what we need to know. Thank You.

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Senator Freborg : Who do you suggest we get down here Tom?

Tom Decker : Anita

Senator Freborg : closed the hearing on SB 2358

The meeting was adjourned.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2358

Senate Education Committee

Conference Committee

Hearing Date 02/02/05

Tape Number	Side A	Side B	Meter #
1		x	3700-4620
1		x	4770-6224
2	x		0-100
Committee Clerk Signature <i>Patty Wilkins</i>			

Minutes: Relating to professional development days.

Senator Layton Freborg, continuation of some committee work on SB 2358 in the afternoon.

Senator Freborg : Thank You for coming down today and what can you tell us to enlighten us?

Anita Decker : I am not entirely sure what you questions were yesterday, I can tell you a little about the processes that we go through regarding school calendars and school holidays. I don't know when it started, but since I've been in the department, and since I have staff who's been there up to seven times more than I have. It seems close to forever, we have considered school calendar as part of school approval. School approval would be teacher licenser, minimum curriculum, fire safety and calendar. We do that process base on the schools reporting each Fall. We send the approval notices to schools in December. The two days that you have in the bill, original bill in front of you and I do have the amendments that are in the original bill. The two days that you have I am assuming would also then reported to us on the school calendar

electronically each Fall. The second part of the calendar process, and in the Fall they tell us what they intend to do and in the Spring they tell us what they actually did. As I have read this the professional development days that you have in the original bill, would be considered part of the school calendar each Fall. These two professional development days would not be scheduled, during the instructors conference in the Fall. This proposal would meet the needs of the schools that I deal with, b/c part of our process, which is a later part of the process, the accreditation process also deals with school accreditation, and professional development. Many of our schools, smaller schools particularly report that they simply do not have the capacity to do quality professional development. This would provide them the means to collaborate the need to collaborate on the professional development. I think it would go far to the level of playing field for school. I think also that b/c of the state dollars and as I am understanding this bill or reading into it, the desire for accountability could be met by the professional development plan. All of the plans (professional development plans) are focused on high quality. I am not sure what ? you would have of me.

Senator Freborg : If they put two days in their calendar for professional development and for instance only have one or three ½ days but they don't have two full days of professional development, what happens?

Anita Decker : What would happen is that they would fail to meet the approval criteria of the state statutes. They do have to offer two full days or four ½ days.

Senator Freborg : OK, so that would cover the fact that they must offer, the opportunity, on two days, this has nothing to do with the attendance.

Anita Decker : No at this point no, it has nothing to do with attendance, as stated in the original bill. There would be the requirement of taking attendance and reporting that. The last part of our calendar process, is done at the end of the school yr. and that would be after the professional development days. That information would appropriately given at that point.

Senator Taylor : I wondered as we looked at this bill, is could they schedule their professional days if this were to pass, on the NDEA conference days that are listed as a school holiday?

Anita Decker : It is our understanding that they could not.

Senator G. Lee : So if they didn't offer the two days, that would show up in your report in your office at the end of the school yr. Then they wouldn't be accredited for the next time around or what is the sanction of penalty, if they don't provide.

Anita Decker : When they submit the calendar in the Fall, they would identify those two days or we would be in touch with them. In the Spring, if they indicated that they have not fulfilled the requirements in the law for school calendar, they would be not approved and the schools would not advance to accreditation, unless they meet the basics of approval.

Senator Freborg : Just for informational purposes don't most schools operate under the approval process, rather than accreditation?

Anita Decker : All public schools seek accreditation, b/c that is what triggers the money, the foundation aid. Many nonpublic schools particularly elementary schools seek approval only.

Senator G. Lee : So if they lost their accreditation for the coming yr, they wouldn't get their foundation aid? Is there a remedial action that they could take to make sure that they would get the money.

Anita Decker : They don't lose all of their foundation aid, it is prorated, I think they lose at the elementary level they lose about 200.00 dollars per student for the first yr. Then they would get that back if they become accredited the following yr.

Senator Freborg : Sometimes we need to be patient for a few moments, Anita. Anyone else?

Senator Freborg : OK, We have Anita Thomas here to discuss a few things, plus amendments.
Anita.

Senator Freborg : We will not take action today, we have both Anita's here and you'll have time to look through the amendments.

Anita Thomas : One comment, when we talked about the attendance at the professional development days. The way the bill is drafted now, that is a normal work day, this is not an option, the teacher does not have the ability to say hummm, not interested in this. Gee I already have my continuing education credit. This is a work day, you either show up for work or make normal arrangement with your supervisor about being sick that day if that is an option.

Senator Freborg : So they have to show up for work? But there is nothing that says they have to attend.

Anita Thomas : The work day would be the professional development day.

Senator Freborg : So their attendance is required?

Anita Thomas : Yes, this is.

Senator Flakoll : This would be like refusing to teach a class?

Anita Thomas : That would be one example, Senator Freborg and I were talking about this earlier, every second yr the LC puts on a bill drafting somewhat. Continuing education is free to

all of the attorneys that want to come, we are expected to be down there and listen. This is part of our job and we are to be on that day.

Senator Freborg : Any other ?'s

Anita Decker : Now turning to the amendment, the major part of the amendment what you see in section 3, takes care of what Mrs. Decker referred to as a long standing assumption, not necessarily supported in law. That means the calendar is a very important part of the school approval process. Our current law right now requires licensed teachers, requires that schools teach all subjects required by law, and requires compliance with health, fire and safety codes. It says nothing about the calendar, as Anita Decker said, it is an assumption that has gone on since time and memorial, this is an appropriate opportunity to clear that up. Also makes abiding about the content of the bill 2358 an issue for approval. This also goes back to the original bill, you had an amendment that I believe you had passed a couple of days ago. This amendment wouldn't have anything to do with that, that other amendment would need to be reconsidered by this committee. This one goes into the approval process for the continuing education activity, the thought process behind this bill that it's very important that they be legitimate and worthwhile activities, not last minute Sunday night, we'll have to do something Monday and Tuesday with our teacher. We would like to see the school district to give some thought, some planning to what is needed most importantly by the student and the school as a whole. So the amendment requires that the school district would submit the plans for the activities to the DPI no later than April 1 st of the year before those activities are to take place. Some thought as what they are going to do or who they are going to do it with, who their speakers are going to be. That would give DPI ample time to review and see that the activities are worthwhile.

Senator Erbele : So then they would determine what they will do, they would also be allowed to collaborate with area schools and JPA's and go together and perform professional development day and say this is what we are going to do?

Anita Thomas : That is correct, and I believe that would be encouraged b/c a lot of the smaller schools don't have the personnel or the finances to necessarily put on this type of activity by themselves.

Senator G. Lee : This is concerning that Mrs. Decker spoke of the accreditation process, this is about the approval process. Approval of public and nonpublic schools Mrs. Decker was talking about the accreditation process, is there a difference?

Anita Thomas : There is, there are two steps, in order to be viewed as a school in ND you have to be approved. Licensed teachers, curriculum, fire safety, in all subjects required by law. Every school, you have no option, public, private, you have to offer that minimum level, then if you choose to go along and become accredited that's a voluntary process, but approval is for everybody. Of course you cannot be accredited if you are not approved.

Senator G. Lee : The amendment we adopted the other day needs to be withdrawn and this is a replacement for that?

Anita Thomas : That would be correct, I don't have a copy of the amendment that was adopted the other day, essentially is after the fact report, there is no accountability that is placed on school districts, the only thing you are asking them to do is file another piece of paper.

Senator Freborg : Do we have two amendments committee?

Anita Decker : Mr. Chairman this is the amendment that I was referring to.

Senator G. Lee : In their plan that they submit prior to April 1st, it would include development activities, who the activity leader is and who would attend it would be after the fact, so that wouldn't be included. That wouldn't be necessary?

Anita Thomas : The difference is that, the amendments that we just brought down at Senator Freborg request would require an April filing of the next school yr. If the amendment that you had considered earlier will set a June 30 th report of the year that had just concluded. That is the major difference between the two amendments.

Senator G. Lee : In terms of the 1,2,3, listed below are they included in this as well?

Anita Thomas : I think in the bill that is before you, my sense, is that requiring more information that matches the description of the professional development activity. We are asking for a detailed cork outline filled a method of instruction material and then again, not just the name or the position of the activity leader. We are looking for the qualifications, and again the smaller men I don't believed mentioned. I was just asking the name and position of each activity participant. The bill before you looks for a method of recording, and what I can tell you is that the language that was taken from the bill was crafted after we looked at what variety of other professional groups do for continuing education. It is much more formal than the amendments that you have already passed.

Senator Flakoll : More of a comment, as we go through this, if we adopt this type of thing you may want to develop a library of resources or speaker bureau of those names and such that people could draw on for the presentations.

Senator Taylor : If we reconsider the amendments we passed in committee yesterday, and go with these, we are back to the original language on those qualifications. Was there any concern by the DPI of taking on that job in terms of staff and time?

Anita Thomas : Anita Decker and I have had extensive conversations about it and the DPI understands the value of the continuing education of professional development if we should prefer to call it. This is not something that is a new concept.

Senator Seymour : I feel this will cause a moral issue, this will change things. Teachers are use to doing what they are doing now. They put up money to be in professional group, and this definitely will change things, this will be a real moral problem.

Senator Freborg : Anything else Anita?

Anita Thomas : Nothing else but I will be available if there are any further questions.

Senator Freborg : closed the hearing on **SB 2358**

The meeting was adjourned.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2358

Senate Education Committee

Conference Committee

Hearing Date 02/07/05

Tape Number	Side A	Side B	Meter #
1		x	1150-2500
Committee Clerk Signature <i>Patty Wilkins</i>			

Minutes: Relating to professional development days.

Senator Layton Freborg, Chairman called the meeting back to order on **SB 2358**

Discussion on SB 2358

Senator Freborg: said he found these amendments at his desk this morning.

Senator G. Lee: said it is an amendment that looks to, some of the school districts in the state have put into their contracts these NDEA days as a part of their negotiated agreement and this would just allow those school districts who opted to and have entered into that contract before August 2005 that they not be obligated to reimburse or compensate for that part of the contract.

Senator Freborg: Senator Lee do you know if most of the major schools have this agreement?

Senator G. Lee : I do not know the #~s I just know that some of them do.

Senator Freborg : Any other discussion on this amendment??

Senator G. Lee : Just a?, I am trying to recall, the amendments that are on this bill now, can we refreshed on that? This one original one, that Dirk had drafted, we put on I believe and then there was another one that came down, 50525.0101 did we act on that one?

Senator Freborg: I don't feel that we did. Clerk is looking right now. I don't believe we have. Clerk told chairman that we only had one vote, the Lee amendment.

Senator G. Lee: said that is the one we put off that Dirk had drafted.

Senator G. Lee : When Anita came down and brought, she talked of these amendments I believe.

Senator Erbele : The 0101 amendments?

Senator G. Lee : That is correct.

Senator Freborg : Asked Senator G. Lee if he had a copy of the 0101 amendments.

Clerk was not able to locate that amendment. Later found them clipped to the original bill.

Senator Freborg : Asked if he returned that amendment back to Senator Lee.

Senator Taylor : The amendments that we have passed which I have which would be as read on the old copy. If I remember right when Anita Decker was down with her 0101 amendment they were written to the original bill. Not what we had amended so I think this is not going to be quite like we wanted it to. I think she preferred that language as in the original bill in terms of qualifications, procedures, etc.

Senator G. Lee : Was the intern going to look at these amendment and see how they would fit into the original bill draft?

Senate Education Committee
Bill/Resolution Number SB 2358
Hearing Date 02/07/05

Senator Flakoll : Other amendments that are floating out there aren't really going to be included in the engrossed bill. So wouldn't we take and apply the amendments to the original bill, even if there are multiple amendments?

Senator Freborg : Yes, Senator that would be right. What generated the amendments with Senator Freborgs name on does anyone know, prior to the ones I handed out today. Do you have those amendments?

Senator Taylor : Are you referring to the 0101 amendments with your name on.

Senator Freborg: 50525.0101

Senator Taylor : I believe they came about because of the issued school calendars and being in compliance weather the penalty for not having professional days if they had one instead of two, the penalty would be non approval.

Senator Freborg : I believe it had to do with, that they would be required to be in attendance. This does assure me. So we will need to consider that amendment for sure and the last one. Senator Freborg: Lets discuss this amendment that I just handed out. The last one, the one I handed out today.

Senator C. Lee : If you are looking for a motion I would move amendment 50525.0 102.

Senator Flakoll : Seconded this motion.

DISCUSSION :

Senator Seymour : Is there a contract violation then of some kind, other words they made an agreement so we are going to overrule that agreement? Is that what that is?

Senator Freborg : It would make any contract prior to August 1, 2005 null and void.

Senate Education Committee
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Hearing Date 02/07/05

Senator Seymour : So a lot of times we discuss local control, that sure wouldn't be local control now would it.

Senator Freborg : I guess it wouldn't Senator Seymour or, now if it changed the law and we do not, state is not involved if this bill should pass, NDEA's convention days.

Senator Taylor: On the amendment of 0102 according to Senator G. Lee contracts before Aug. 1, 2005 still allows those schools to compensate those employees for attendance, but after that point if this passes in the bill, they are not obligated.?

Senator Flakoll : I am not sure if this is a? for Senator G. Lee or whoever, this is not obligated to compensate or reimburse employees. Could they still not enter into agreements that would with the language or not?

Senator Freborg : After Aug. 1st I believe they could voluntarily pay if they wished, however they would not be under contract. There would be no negotiated agreement recognized that was made prior to Aug. 1st 2005. They could enter into a new contract.

Senator Freborg: So the motion was to adopt 0102

There being no other discussion roll call vote was taken. vote: 4 yea, 2 nay 0 absent

Senator Freborg: 0101 committee

Senator Taylor: The engrossed that Dirk gave us does revert back to the language, under section, if you go to the 3rd pg. of the engrossed bill. It essentially removed these yellow amendments that we had formally passed. I wondered if we need to formally withdraw those if that is the way it is going to be? The 0101 amendment went back onto the original version of the bill, it doesn't reflect the amendments passed previously.

Senator Freborg : You are saying we would need to withdraw those?

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Senate Education Committee

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Hearing Date 02/07/05

Senator Taylor : I am asking if we would need to.

Senator Erbele : Based on previous discussions in my notes in here I have written on here that we need to withdraw the yellow.

Senator G. Lee : Will we meet this afternoon?

Senator Freborg : Yes we are.

Senator G. Lee : Do we have time to look at this does, I am not so sure I am excited about this.

The meeting was adjourned.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2358

Senate Education Committee

Conference Committee

Hearing Date 02/07/05

Tape Number	Side A	Side B	Meter #
2	x		0-475
Committee Clerk Signature <i>Patsy Wilkins</i>			

Minutes: Relating to professional development days.

Senator Layton Freborg, Chairman called the meeting back to order on SB 2358

Discussion on SB 2358

Senator G. Lee : Our intern did redraft the bill with the three or two amendments we have approved plus the 0101 that we have not approved yet. This draft is the one that includes all three of the amendments the two we have drafted and one we have not. Mr. Chairman if you would like a motion I would approve the amendment 50525.0101.

Senator Freborg : Is there a second.

Senator Erbele : Second the motion

Senator Freborg : discussion on the motion?

Senator G. Lee : Mr. Chairman it offers the?.

Senator Freborg : Dirk .0101 is in your engrossed bill?

Intern : Dirk indicated yes.

Senator Freborg : So Committee it is unofficial but he did engross the bill with the amendment so that we could read it a little easier. However we have not adopted .0101.

Senator Taylor : Just curious, I should remember but how do these amendments hit the floor when we say we have three different sets of amendment? All in one in the sixth order?

Senator Freborg : All at the same time. Perhaps they may be separate amendments, but, Senator Lee did you find what you were looking for?

Senator G. Lee : These don't have pg. # 's or lines on it, so I am just a little confused on it, your amendment .0101 where it says page 3 line 4 I am not seeing that in here. Shouldn't be and I am not seeing it so, if that's what's in the amendment.

Intern speaking, this was valid by his amendment that would knock it out. At the point where you inserted his amendment is.

Senator G. Lee : So pg. 3 line 4 where it starts there, those sections are new?

Intern speaking , Just pg. 3 line 4 would be the only one that wouldn't be in there. Everything should still be in there.

Senator G. Lee : I don't see pg. 3 line 4 in here anywhere, and that's good.

Intern speaking to Senator G. Lee when your amendment comes in it knocks that whole section out. Senator G. Lee said, we have already approved this, Intern: yes, Senator G. Lee said and now we are approving this. Intern: so there is no point in putting this in, that is why it was left out. Senator G. Lee said, So it's not going to be in the bill? Intern, not unless you want to put it in the new spot. Senator G. Lee said no.

Senator G. Lee : I hope he is right. I think he is right.

Page 3

Senate Education Committee

Bill/Resolution Number SB 2358

Hearing Date 02/07/05

Senator Freborg : I am sure amendments will be checked and they will all fit. I have every confidence that Dirk did a great job.

Senator Seymour : I have my confidence in Dirk it might be somebody else that I might be a little leery about.

Senator Freborg : We have had amendments from the council in the past that have not been right, I believe these are. Senator Lee are you satisfied?

Senator Freborg : If we adopt the amendments checked by council. We are not going to act on the bill today only the amendments.

Senator Flakoll : The amendments we have before us are the 0101 amendments.

Senator Freborg : Yes Senator Flakoll, and that is what we should be talking about. I guess we needed to be sure what we read in the engrossed version is right.

Senator Freborg : any other discussion?

There was no further discussion

Senator Freborg the motion is for a Do Pass on the amendment titled 0101 to **SB 2358**

Senator Freborg : closed the hearing on **SB 2358**

Senator G. Lee, Made a motion for a do pass as amended on,

Seconded By, **Senator Erbele**

There being no other discussion roll call vote was taken. **vote: 5 yea, 1 nay 0 absent**

The meeting was adjourned.

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2358

Senate Education Committee

Conference Committee

Hearing Date 02/14/05

Tape Number	Side A	Side B	Meter #
1	x		912-1900
1	x		1900-2330
Committee Clerk Signature <i>Patty Wilkens</i>			

Minutes: Relating to professional development days.

Senator Freborg : Call the meeting to order on **SB 2358**

Senator Freborg brought the meeting to order, and discussed that both organizations believe that line 21 pg. 1, we need to clarify that not only schools, but professional development cannot be held on those two days either. Our contention was that if you look at our amendment, Dirk should have that amendment, but they thing the language is ambiguous in line 21. This doesn't necessarily prevent them from having professional development those two days, we want to make sure they cannot have. So rather than just to say school, we would have to speak to professional development only. I think Dirk is working on this amendment. We should at least look at this, both administrators and school boards have called this to my attention, they don't agree with the fact the this language would take care of both of them. We have identified professional development, they have to have it in their calendar. This identifies it at a school day,

once the calendar is approved, so we believe we didn't have to clarify that they could not hold professional development on those two days. The associations are not comfortable with it.

Senator Taylor : We through down the term professional development quite a bit, is there a definition in code, b/c what is professional development VS staff development? What is the intent that we want to do with these day, is that something that you might think be necessary to define.

Senator Freborg : I think originally we wanted it approved by DPI, and that doesn't happen anymore. That is why we wanted that language in there I guess, so that it would have to be somewhat for professional development. I am not sure that it is defined, we could ask Tom Decker, he is in the room. Tom says it is not..

stood at ease,

Senator Freborg : Subsection two has an A and a B, A would read just like it is now. B would say the two professional days require, by section 15.10604 may not be held on the two days in October that coincide with the NDEA conference. We basically are saying the same thing but putting in a separate line for the two professional development days. This would clarify that there isn't any way they can have professional development on those two days. I think that we should adopt the amendment.

Senator Flakoll : Some school districts seem to have six or eight or nine, while they couldn't use these two new ones, they could use some of the existing ones. I am not sure if it solves the problem as fully as we want it to.

Senator Freborg : That's possible Senator Flakoll, it is a good thing we have all day to do this.

Senator G. Lee : Wouldn't just inserting the two words as we talked about before in that line professional development kind of cover what Senator Flakoll is talking about, in terms of not including or providing the opportunity that on those two days rather than what you state now.

Senator Freborg : I think Senator Lee this would take care of Senator Flakoll's concern however they or that language was a little cumbersome and I don't know if it was correct to say or professional development. Dirk is there any language that would be proper there?

Dirk (Intern) I don't think so, I think they do the same thing honestly, I think if you say Professional Development, in that sense they can't do it on those two days, and they say about the same thing.

Senator G. Lee : Could you read again what?

Senator Freborg : Subsection 2 and this would be B. The two professional development days required by section 15.1-06-04 may not be held, then go up to line 21 in the bill where it says held on you would discontinue with the language on the two days in October, same language that you have on the last part of 21 and 22.

Senator Freborg : Committee would you like to take your break now and continue on later.

Senator Flakoll : On line 21 I was thinking in the effect of school nor school sponsored professional development may be held on those two days. So on and so forth.

Senator Freborg : We also have to say that school may not be held on those two days.

Senator Flakoll : That is why school nor school sponsored professional development.

Senator Freborg : OK.

Senator Flakoll : Did you want to act on this now?

Senator Freborg : We probably should.

Senator Freborg : We will stand at ease.

Senator Freborg brought the meeting back to order, we do have a new proposed amendment committee.

Senator Flakoll : Essentially what we have before us is to not allow any activity including those two professional days that we slid across to other times during the yr. to now let the school to use those two days to over lap at the NDEA conference, nor indicate that where some schools that are past the calendar already in terms of their professional development. To use any of those days either, full days, half days, partial days to conflict with the associations conference. That would be the sub section C part starting with no school sponsored direction, or sanctioned professional developmental activities.

Senator Freborg : Discussion on the proposed amendment?

Senator Flakoll moved to further amend SB 2358

Senator G. Lee second the motion.

Discussion on the motion,

No other discussion

Hearing None, Clerk took roll: Vote 6 Yea 0 Nay 0 Absent

Senator G. Lee moved a Do Pass as amended on SB 2358

Senator Flakoll second the motion.

No other discussion,

Hearing None, Clerk took roll: Vote 4 Yea 2 Nay 0 Absent

Senator G. Lee will carry the bill

Senator Freborg adjourned the meeting.

FISCAL NOTE STATEMENT

Senate Bill or Resolution No. 2358

This bill or resolution appears to affect revenues, expenditures, or fiscal liability of counties, cities, or school districts. However, no state agency has primary responsibility for compiling and maintaining the information necessary for the proper preparation of a fiscal note regarding this bill or resolution. Pursuant to Joint Rule 502, this statement meets the fiscal note requirement.

John Walstad
Code Revisor

PROPOSED AMENDMENTS TO SENATE BILL NO. 2358

Page 1, line 1, after the second comma insert "15.1-06-06,"

Page 1, line 2, after "days" insert "and school approval"

out
←
Page 3, line 4, after "submit" insert ", no later than April first, for the school year beginning the following July first"

Page 3, line 21, overstrike "3" and insert immediately thereafter "4"

Page 3, after line 27, insert:

"SECTION 3. AMENDMENT. Section 15.1-06-06 of the North Dakota Century Code is amended and reenacted as follows:

15.1-06-06. Approval of public and nonpublic schools. Each public and nonpublic school in this state offering elementary or secondary education to students must be approved by the superintendent of public instruction. Except as otherwise provided by law, the superintendent may not approve a school unless:

1. Each classroom teacher holds a valid teaching ~~certificate~~ license issued by the education standards and practices board;
2. The students are offered all subjects required by law; ~~and~~
3. The school is in compliance with all laws regarding school calendars; and
4. The school is in compliance with all local and state health, fire, and safety laws."

Re-number accordingly

February 4, 2005

PROPOSED AMENDMENTS TO SENATE BILL NO. 2358

Page 1, line 1, after "to" insert "create and enact a new section to chapter 15.1-09 of the North Dakota Century Code, relating to conference attendance by school personnel; to"

Page 3, after line 27, insert:

"SECTION 3. A new section to chapter 15.1-09 of the North Dakota Century Code is created and enacted as follows:

Attendance at conference - Compensation - Reimbursement.
Notwithstanding any contract entered before August 1, 2005, the board of a school district is not obligated to compensate or reimburse employees of the district for attending the North Dakota education association conference."

Re-number accordingly

REPORT OF STANDING COMMITTEE

SB 2358: Education Committee (Sen. Freborg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (4 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). SB 2358 was placed on the Sixth order on the calendar.

Page 1, line 1, after "to" insert "create and enact a new section to chapter 15.1-09 of the North Dakota Century Code, relating to conference attendance by school personnel; to" and after the second comma insert "15.1-06-06,"

Page 1, line 2, after "days" insert "and school approval"

Page 1, line 21, after "2." insert "a."

Page 1, after line 22, insert:

"b. The professional development days required by section 15.1-06-04 may not be held on the two days in October that coincide with the North Dakota education association conference.

c. No other school-sponsored, school-directed, or school-sanctioned professional development activities may be held on the two days in October that coincide with the North Dakota education association conference."

Page 3, line 2, replace "approved by the superintendent of public instruction" with ". which may occur in no less than one-half day increments of four hours"

Page 3, line 3, replace "In order to have activities approved by the superintendent of public instruction," with "By June thirtieth of each year, each school district shall submit a report to the department of public instruction containing the following information from the most recent school year"

Page 3, line 4, remove "a school district shall submit"

Page 3, line 5, replace "detailed course outline or syllabus, including the method of instruction" with "description of all professional development activities provided for teachers"

Page 3, line 6, remove "and materials to be distributed"

Page 3, line 7, replace "qualifications of each instructor presenting material" with "name and position of activity leaders" and after the underscored semicolon insert "and"

Page 3, line 8, replace "procedure to be used for recording attendance; and" with "name and position of each activity participant."

Page 3, remove lines 9 and 10

Page 3, line 11, replace "may approve professional" with "shall provide information from the district reports to appropriate legislative committees."

Page 3, remove lines 12 and 13

Page 3, line 21, overstrike "3" and insert immediately thereafter "4"

Page 3, after line 27, insert:

"SECTION 3. AMENDMENT. Section 15.1-06-06 of the North Dakota Century Code is amended and reenacted as follows:

15.1-06-06. Approval of public and nonpublic schools. Each public and nonpublic school in this state offering elementary or secondary education to students must be approved by the superintendent of public instruction. Except as otherwise provided by law, the superintendent may not approve a school unless:

1. Each classroom teacher holds a valid teaching certificate issued by the education standards and practices board;
2. The students are offered all subjects required by law;~~and~~
3. The school is in compliance with all laws regarding school calendars; and
4. The school is in compliance with all local and state health, fire, and safety laws.

SECTION 4. A new section to chapter 15.1-09 of the North Dakota Century Code is created and enacted as follows:

Attendance at conference - Compensation - Reimbursement. Notwithstanding any contract entered before August 1, 2005, the board of a school district is not obligated to compensate or reimburse employees of the district for attending the North Dakota education association conference."

Renumber accordingly

2005 HOUSE EDUCATION

SB 2358

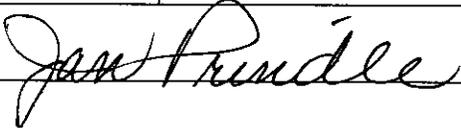
2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2358

House Education Committee

Conference Committee

Hearing Date **16 March 2005**

Tape Number	Side A	Side B	Meter #
1	X		4650 - end
		X	0 - end
2	X		0 - end
		X	0 - 760
Committee Clerk Signature 			

Minutes:

Chairman Kelsch opened the hearing of SB 2358.

Senator Gary Lee, District 22, presented the bill. (Testimony attached.)

Rep. Solberg: If this passes that would without a doubt have some negative impact on the NDEA convention. Is that correct?

Sen. Lee: That would be up to the teachers. The opportunity for them to attend is still there if they would choose to do that.

Rep. Hunsakor: I will express some concerns and have you address them. The purpose of the teachers convention and professional development the end result of that is to benefit the student in the classroom. As the teacher convention has been held over the years they do get a chance to meet new vendors who are selling, showing the new materials available for the classroom. Even music teachers, third grade teachers or kindergarten teachers get to sit in on sessions where they

have very professional people giving them new information. I question whether music teachers or some of those other areas would get that type of information at a local professional development whether it be within a school or several schools in the area. Paraprofessionals also get this type of help at the teachers' convention. I don't know if they would in local areas. Just some of those arenas I have a concern over that. Those who do go and I understand there are a number of teachers who do not go and that's a good reason for what you're talking about but for those who do go they are getting the very, very best in every avenue be it music, 3rd grade, 5th grade. Whatever they are teaching in the classroom they are getting specific help to that agenda. That is a concern that I have.

Sen. Lee: The conference is still is there and I think the conference is a quality one and that isn't the intent of this to belittle the conference in terms of the quality opportunities that it presents. The fact of the matter is that teachers have fractionalized themselves in terms of attending that conference. The science teachers, math teachers, the music teachers, the Title 1 teachers, social studies teachers, language arts teachers now have their own specific conference that they go to instead of this statewide conference. You mentioned the attendance. You may hear from other here that 3-4000 teachers attend this conference. I would question the validity of those numbers. If you talk to your own school districts in terms of the actual attendance that they report, it's probably more in the 10-15% range of teachers who attend this conference out of 8,000 teachers. Having been there recently myself as part of a vendor opportunity I was taken aback at how few people were there. I don't think the conference is utilized as it should be. There's good material there and there's no question about the terms of the quality of it but it

simply isn't being used. The amount of time we spend on a day of education can be directed and focused in a manner that is more productive overall.

Rep. Herbel: If the teachers were required to go to the conference, would this legislation be here? Your concern was that so few attended. If they all attended, would this be here?

Sen. Lee: I don't know. I cannot speculate if we should require them to go to this. They continue to ask for more professional time. This offers them another opportunity and that's what I'm attempting to provide.

Rep. Hawken: On page 3 of the bill under section 2 there is a reporting requirement. Is that something that is currently in place or are we adding yet one more report for school districts?

Sen. Lee: That is an additional activity that the schools would need to do. I'm not hung up on that section a whole lot in terms of what would be required and would be open to easing that if that's what it took. We just want to make sure that the hours are accounted for and that people do attend and there is formal process and accountability involved.

Rep. Hawken: The calendars for next fall are already set. If this bill was to pass this is perhaps not an appropriate date. I think it should be at least 2006. Plans have already been made for this year. How do you feel about that?

Sen. Lee: In putting this together we thought that an appropriate date but it could be looked at in terms of your concern.

Rep. Sitte: You were alluding to national conferences for teachers of mathematics and some sort of English teachers meetings. Are most of those meetings held during the summer and do they offer continuing ed credits for the teachers.

Sen. Lee: I don't know the dates when they are held. I just know those conferences are available and teachers are typically using them in lieu of the NDEA conference.

Representative Dave Drovdal, District 39, testified in favor of the bill. I am not the primary sponsor on this bill but I was asked to sponsor a bill similar to this earlier in the session by several of my school districts. I have a letter from the Scranton school superintendent on behalf of this school district. I would like to read that to you. **(Letter from John Pretzer, supt., Scranton Public School is attached.)**

Rep. Hanson: Is that administrator getting paid by the Scranton school board to go to his convention? Find that out for me will you. Don't you think we ought to have a bill rather, than this one that is a blanket deal, give the teachers three choices: 1) Stay home with no pay, 2) stay home and go to school and work with pay, or 3) go to the convention with pay. Wouldn't that be better.

Rep. Drovdal: This is the bill I'm testifying on. If we had those other bills we could take them up and debate them separately.

Rep. Herbel: Was Pretzer saying then they are willing to pay for the teachers to go to the convention or they are will to let the state pay for the teachers to go to the convention?

Rep. Drovdal: My understanding is that you can't have school during the NDEA days, they encourage their teachers to go, the ones that go get paid, the ones that stay home don't get paid unless they come to school and check in and do work around there. He feels that if this bill is passed they will continue to allow his teachers to use part of their contract days.

Tom Decker, director of School Finance and Organization for the DPI, testified in favor of the bill. His testimony included a proposed amendment. **(Testimony attached.)**

Rep. Sitte: On page 3, line 8, is it necessary that these be in half day increments? Or should it allow even more flexibility such as early release?

Decker: These two days hopefully will not be the entire professional development process of any school district so we believe that providing these two days in four hour increments for what we consider major pieces is appropriate.

Chairman Kelsch: On page 3, line 2,3,&4, when we are talking about a full day instruction, it says "at least 5 and on-half of those hours for elementary students, during which time the students are required to be in attendance for the purpose of receiving curricular instruction;". What is curricular instruction.

Decker: It's essentially student/teacher face time. Planned instructional activities.

Bev Nielson, ND School Boards Association, testified on behalf of the bill. (**Testimony attached.**) The NDSBA has no objection to the DPI amendment.

Rep. Herbel: Are there schools now that are doing inservice programs in addition to the number of required days of schools so they are actually coming a week before school and doing an inservice. If there are, do you know how many are doing that?

Nielson: I don't know how many are doing it. I know Fargo does it. I know there are districts in the state that have more than 180 days required built into their calendar. Those two days early that they came in wasn't necessarily professional development. It was inservice and we had motivational speakers and those types of things. It may or not qualify for what would be considered professional development.

Rep. Herbel: Has your association ever sat down and discussed the possibility of paying the expenses for teachers to attend professional conferences for developmental growth?

Nielson: Our association has not. I know that some districts allow certain teachers who apply and they will pay a stipend for them to maybe attend a conference upon application and review. It isn't the entire staff. The expenses that it would take to pay for nonunion members, I believe it's \$250, to attend the conference. If you were to pay that registration it would be very costly and I don't know how you could do it.

Rep. Solberg: Would this bill not be a duplication of the professional development that's offered at the state teachers' conference and would it not cost a lot more money?

Nielson: The school districts in the state don't have any control over what's offered at the conferences so if your district wants to do specific development the point of having districts control professional development is that it answers their particular needs.

Rep. Mueller: Have the school boards themselves ever encouraged the folks in the teaching ranks of our schools to attend the NDEA convention. My question is what kind of support has the NDEA convention had from school boards and administrators in our schools?

Nielson: I don't know what each individual board does. The days are set aside for that conference and certainly those that are members of that association should be encouraged to go and I don't know why they don't. We have heard that it depends on where it is located in the state it is expensive. Even though their registration is paid they have their mileage, hotel, etc. I don't think the state or local districts can pick up all those expenses. The number of licensed teachers declines yet there are teachers in their room doing prep work that is important but not professional development.

Rep. Hanson: Maybe you can answer my question. Are administrators paid their daily salary when they go to their convention.

Nielson: Of course they are now because everybody is. If this law were changed that would that would be part of the individually negotiated contract of the superintendents. I believe most administrators are not 180 day contracts. They are on at least a 10 mo contract and act at the board's direction. They do not necessarily have the two weeks off at Christmas. They are on an entirely different contract basis.

Rep. Hunsakor: Teachers are not overpaid. If the convention is held in Fargo teachers in the western part of the state may not go even though they may truly want to because of the expense. That will cut down attendance at some thing that is good.

Nielson: I can't agree with you on that. They will still be paid for 180 days if this bill passes just not those two days. They may not go because they may choose to go shopping or hunting or something else rather than go to Fargo for the convention, that would be their choice.

Rep. Sitte: Are you saying with all the strategic planning going on out there in the district if the school district wants to put a push on for writing across the curriculum or reading that they want those days to find a broad overview for their teachers to fit in the overall district goals but as far as the professional goals in the individual areas teachers are availing themselves of the national conferences. Can you tell me are those people meeting during the school year or in the summer?

Nielson: I'll let Dr. DeRemer answer that. I don't know. I believe some meet as part of the NDEA days.

Rep. Wall: How may schools are affected by SB 2066, the reconfiguration of school days which I believe gives time for professional development. I don't know if I ever heard how many schools would be affected by that. It does give more professional development.

Nielson: I can't give you an exact number. The ones affected are the ones who have more days than is required by law and it's in what manner they can use those same hours. Dr. DeRemer can tell you if those hours can be used for inservice as well as professional development because there is a difference.

Doug Johnson, representing the ND Council of Educational Leaders, testified in favor of the bill. When this bill was introduced on the Senate side our organization was in opposition to the bill. That was because at the representative assembly in Sep 2004 we took the position of supporting the current calendar as it is in state statute. We also took the position that we felt we needed additional dollars added to our funding to provide for professional development and that would be about \$8.3 million. We were worried about the encroachment on the ability of our administrators and other affiliate organization members to attend the conference because if this bill had passed at that point and school districts weren't allowed to have professional development days there is nothing in the law that states they could not have them during the teacher conference days. We see that as impacting the number of administrators attending our conference because if they have professional development on those days they would obviously have to be at the school district rather than attending our conference. In early February we had a board meeting of our council members and brought this up for discussion because we had a conflict in our positions. We knew that professional development was becoming more and more critical for administrators to provide in their school districts. Our position changed for this bill. We discussed it thoroughly, we asked for amendments and they are included. The other thing we would like you to consider is the calendar. Districts have already adopted their school

calendars for the coming school year. They have not planned to allow for these two days. It is important that the Committee consider the enactment of this bill on July 1, 2006.

Rep. Hanson: As a former administrator you went to conferences. Did your local board pay for your room, board, mileage, registration?

Johnson: I was an administrator in Bismarck and our conference was always in Bismarck. They allocated to me a certain number of dollars that I could use for my own professional development. That was part of our contract. I had the choice of where I wanted to apply that. The other question you had was about the contractual times we had. For most administrators, particularly superintendents and secondary principals, their contracts are either 11 or 12 months in a large majority of the school districts. In Bismarck I was on a 12 month, 220 day contract. I did not get those days as vacation. I was required to go to those conferences or take personal leave or vacation leave. This may vary from district to district but I can speak only to Bismarck Public Schools.

Rep. Mueller: In section 2, would you interpret that to mean that a school district administration could say your two full days of professional development will be the attendance at the NDEA conference.

Johnson: I don't think that was the intent of this legislation but I suppose it could be interpreted that way.

Rep. Mueller: Every time since I've sat on this committee and it's going on four now, we've had a variation on this theme brought in. Would you consider legislation that puts into code that they will attend. What would be your reaction to legislation that says "this will be your professional development" and required by legislative mandate.

Johnson: The cost would be a problem. Another problem is professional development for school districts often need to be targeted on a goal the district has set. We have 209 districts in the state and each has their own plan as what their goals are. I think it would be hard to meet all those needs. I don't think it would be as effective if we did require that. I don't know if school districts could afford it.

Sitte: I'd like you to address the cost of membership in the NDEA. Isn't that about \$500 a year. I understand not everyone is a member and requiring teachers to go would put a huge financial burden on many teachers. They can avail themselves of many classes that are offered during the summer for continuing ed. Why is it that your organization has to have to have their conference in October? SD has moved theirs to the summer.

Johnson: I don't know what membership in the NDEA costs? When I testified in opposition to this bill in the Senate I used SD as an example. When they went to the summer conference in SD they fractioned their groups to separate ones for the superintendents and separate ones for the principals. We see value in having all of our affiliated members coming to one conference. Our attendance at the conference averages about 80%. That's one of the concerns we have should there be competition for professional development at this time.

Chuck DeRemer, assistant superintendent for Instructional Services, Fargo Public Schools, testified in favor of the bill. **(Testimony attached.)**

Rep. Wall: What is your district policy on teacher attendance at the conference?

DeRemer: They are expected to attend. We have taken a hands off approach to it. It's pretty hard to continuity to any professional development that we have back in the district when some teachers are gone and some are not.

Rep. Sitte: Do you have any idea what percentage of your teachers are members of the NDEA?

DeRemer: I believe it's around 80%. The NDEA could tell you.

Rep. Herbel: Have you surveyed your teachers about how many would attend if the expenses were paid? You mentioned that only 40% attended when the conference was in Fargo.

DeRemer: No, we have not surveyed them. We have taken a hands off approach to the NDEA. We have not asked them. It's a financial question and I'm afraid of the answer.

Rep. Wall: In paragraph 4 of your testimony you mention the separate conferences your teachers attend. Having been president of the ND Council of Teachers of English, we every August have a conference and one of the reasons for having it was to plan for the NDEA conference for the following year. We use it as it a screening device. This August when the English teachers meet part of the conference is what they want at the conference and who they want for speakers. I think that's very valuable. Journalism meets in April to do the same thing. So even though these groups meet separate from the NDEA conference it is to provide for a better conference experience.

Rep. Sitte: I want to get back to my earlier questions. Are most of these subject area conferences held during the summer rather than during the school year?

DeRemer: There are some of both. The conferences held during the school year get the largest attendance.

Rep. Sitte: If say the Foreign Language conference is during the school year for instance, do you allow your teachers to attend? Does that count as their days of professional development? Would they be exempt from the district days?

DeRemer: We do have teachers that go. Foreign Language would be one of the areas where we could let them all go. Other areas we would not be able to let them go because we wouldn't have substitutes to be in the classroom when they are gone. We do two things. We have different curriculum committees in our district and we make sure that there are people from each of those curriculum committees that attend those conferences every year. The second thing we do is that we try to rotate that so there are different people who get the opportunity to go.

Wilfred Volesky, superintendent, Beulah School District, testified in favor of SB 2358.

(Testimony attached.)

Rep. Herbel: I see you have a 184 day school year do you pay them more because you have more days.

Volesky: Yes, we pay them more.

Rep. Mueller: What do you do to encourage your teachers to attend the NDEA conference?

Volesky: We encourage them to go. If they do not they have to submit a plan to the principal indicating what they are going to be doing for two days. We just don't allow them to school and do nothing. They have to have a plan that has to be approved by their principal. Our wish would be that they would go.

Mike Ness, superintendent of Hazen School, testified in favor of the bill. Two sessions ago I stood before your committee on the other side of this bill. I asked for another chance to do something better with NDEA. We were not having high attendance. We were not getting things done in our classrooms and I thought we could make some changes. We tried to put together some things for worthwhile inservices. It didn't work. Our numbers are still low. About 60% of our teachers are NDEA members. About 40% of those attend the NDEA

convention if it's in Bismarck. If it's in the eastern part of the state, about 25-30% of our teachers attend. NDEA and the administrators convention are great conventions. They are well done, well planned, they bring in high powered speakers, they are great professional development activities but when we have such a low number of our teachers attending, I don't see how we can justify spending \$8.3 million. Administrators attend, generally 80%. The reason for this is that we get paid to attend. Our expenses in most school districts are paid for by the school district for our travel, our meals and our rooms. Schools don't pay for people to attend teacher's conventions. That's one of the things teachers tell me why they don't attend. It's too expensive. If they have to pay for a room, belong to NDEA, pay for their meals, and their miles, it's very, very expensive. We don't pay our teachers enough to allow them to do these types of things. I wish we did but we don't. We try to send our people to conferences and then they come back and share. When we send them to those conventions we pay for everything. For the NDEA convention it would be very difficult for us to pay for everything. We cannot force all our teachers to be NDEA members. We have 50 teachers in the district and for us to pay for expenses and membership it will cost us \$10 - \$20,000. We cannot afford that. I'm in the process of cutting \$200,000 out of our budget for next year. I can't envision paying people to go to convention. We try to do things in our districts. We have two stipend days. We pay our teachers \$125 a day to attend those stipend days. We can't get enough done during those days. We do a lot of housekeeping things. We have been involved in the Atlas Curriculum Mapping for a number of years and it's become so frustrating for the teachers because we haven't given them enough time. We have finally dropped it and that's really sad. They are asking for time to work on it. If we give them time we need to pay them. We don't have the funds to do that.

This bill would allow us to a local professional development activities. Local for the needs of our school district. That's the idea behind this whole bill. I know it will hurt NDEA but we have local needs we need to take care of.

Rep. Herbel: What's your rationale for paying for them to go to special conferences but not to the NDEA conference?

Ness: A couple of things. One is money. We take the amount of money that we get from the federal government for our title programs and divide that up into the different specialty areas.

Rep. Herbel: How many teachers do you end up paying for during the year.

Ness: It depends upon the year. This year we were cut back so far that I will assume we will probably have about 12 teachers who will attend those kinds of conferences.

LeAnn Nelson, director of Professional Development for the NDEA, testified in opposition to SB 2358. **(Testimony packet attached.)** Her testimony included a proposed amendment to the bill

Rep. Mueller: You stated several times of the effort put to organizing this conferences. Have you every asked the NDCEL and NDSBA and other interested parties about what they might want to see at the convention.

Nelson: When we look at keynotes we partner with those organizations.

Rep. Mueller: It would seem to me that if this bills fails and the status quo is maintained to do something along those lines in the future would achieve some positive things. Think seriously about that.

Rep. Herbel: Your opposition is concern that attendance is problem. Is NDEA doing anything to address that issue?

Nelson: We encourage educators to attend the conferences, we provide them with the agenda, we ask for their input so we get what they need. I think it would be great if we could all work together. I did provide that all in your packet.

Chairman Kelsch: In the past we have teachers in the different areas say that to drive to Fargo, Grand Forks say it's really time consuming. At one time we did suggest that you look at just holding the conference in Bismarck because it more centrally located for the majority of people. Has that ever been recent consideration.

Nelson: I'm not sure about past discussion. We get that comment no matter where it is held.

Rep. Hawken: This format has been around for many, many years. Have you looked at doing more regional meetings and encompass those school districts in the planning of them so you would meet the professional development needs of that area?

Nelson: We have toyed with the idea but not actually sat down and thoroughly discussed it.

Rep. Sitte: Can you tell me how much dues cost?

Nelson: Currently NDEA dues are around \$250, the national dues are around \$200. Local dues are different throughout the state.

Brenda Werner, teacher at BHS, testified in opposition to the bill. I regularly attend the NDEA conference and I value it. I believe those days should remain paid days. I believe that a lot of the initiatives going on in our district would suffer if we did not continue to offer and encourage teachers to go to the conference. I serve on the district curriculum mapping committee. We have worked hard in the Bismarck district to map our curriculum that means that teachers have mapped out everything they do throughout the year and we take time to look at all the maps in the district. One of the goals in mapping is to eliminate omissions, gaps, repetitions

and looking at connecting curriculum among grade levels. We also look at how we can make connections between disciplines so that our students have a chance to see and experience those connections. The NDEA conference is the one conference that brings together all grade levels and all disciplines. I have attended the National Council of Teachers of English Conference and it's a very good conference but it is strictly English teachers. The NDEA conference is all disciplines. We have had to look at reading training. Our training as teachers of literature does not give us that background. We have had to look at reading strategies in order to help students who are low level readers even when they get to the high school level. Attending reading sections has been valuable. My daily teaching reflects things that I have learned at the NDEA conference. I also have presented at the conference often and shared with other teachers things that worked in my classroom. Teachers have gotten together and shared what they doing. We have had a push in our district to be more interdisciplinary, to integrate curriculum and that conference allows us to go across the curriculum. I understand that we have had a low number of teachers attending. I sure would like to see those numbers go up. When I teach senior English papers, my seniors are encouraged to do primary research. If they do they go out and actually gather raw data for themselves. About 40% of my seniors do primary research and in a given year might be up to doing that. It's a commitment. It's a lot of work. The other 60% who do only secondary research. I would never quit encouraging students to do primary research just because 60% choose not to do it. I think it makes them better students, better writers, better researchers just as I think going to the conference makes teachers better teachers. I would like to see those days remain state paid days. One big advantage of that is that students are not in school. As teachers we do not like to be out of the classroom. We don't have to get substitutes

and as you know it's never the same with a substitute. I see that as a big advantage. We're one of the few professions that pays for transportation, lodging, registration and to tell teachers on top of that that you will also not get paid the days you attend I think flies in the face of professional development. I like to see the teachers encouraged to attend. I think it's a valuable conference.

Rep. Hawken: Do you see any way there could be curriculum work done in school districts in regional conferences that would be more pertinent to the plans that are required to be put in place.

Werner: I think cost is a prohibitive factor. There is advantage if you must fund travel.

Hawken: Do you attend if the conference is held in Grand Forks.

Werner: I do most times. When my children were young I took two high school kids with me and they baby-sat my children. I was paying my registration, travel, hotel, hotel for my students, and child care. To be expected to do without pay I think is ludicrous.

Rep. Sitte: Do you receive CEU for the conference and if so how many.

Werner: We have an option it depends on how many hours we attend. Usually for the two day conference I was able to earn 1 CEU. If you are willing to do more work outside of the conference, you can sometimes earn more.

Jennifer Montgomery, teacher at BHS and ND teacher of the year, spoke in opposition to the bill. I have spent the past 11 years with 15, 16, 17, & 18 year olds trying to figure out to help them learn to be better readers, better writers, better thinkers. It's an extraordinarily difficult job. I have two undergraduate degrees and a master's degree and a lot of credits beyond that because I know to do a good job in teaching kids I have to be learning myself all the time. As a teacher in Bismarck, it's been since 1988 since I have had an English course. That is really hard

to teach high school English without having adult level English refreshers. The single place I get that is at the NDEA conference. Bismarck is trying to provide education for 800 teachers in K-12 and specialists and everything else. Think of the resources it takes to break down professional development so that I as a high school English teacher get what I need and an elementary teacher gets what she needs. It's difficult for an individual district, even one with good leadership and resources like Bismarck, to provide that. We're all concerned about attendance. It's so tempting for teachers to take those two days to catch up. One of my friends took me aside and said this is a profession and you need to invest every year in learning how to be the best teacher you can be. I haven't missed a conference since. Dr. Werner mentioned Deborah Appleman. It was the most profound two days of professional development I've ever had funded by NDEA. NDEA does turn over their session to the NDTCTE. We tell them what we want and need and they work on it. If everyone gets involved we can tailor the conference to what they need to better high school English teachers. NDEA sponsored 6 hours of instruction from Lois Crystal a national expert on Media Literacy. This fall they are talking about bringing in a team from the Folger Shakespeare Library in Washington, DC to do a two day presentation on how to teach Shakespeare effectively. One of the things I've noticed is that NDEA is so responsive to what is in the news and what's coming out of the Department of Ed and now what's coming out of NCLB. One of the things I worry about is having our districts provide professional development. Not once in Bismarck has there been content specific, grade level professional development for me. Many other disciplines have that same experience. Our districts are trying to do a good job but not having the resources to break it out like NDEA does. I know it's a concern that not enough teachers attend but where else do we gather 3-4000

educators to talk about and think about and work on teaching. Please be careful of using the Red River Valley as a model. They have resources the rest of the state does not have. They have UND and NDSU. When we bargained we were willing to have the district take out \$250 and deduct it from our pay raise and put it towards the convention so every one could go. It's about me having the professional energy and collegiality with people around to state to make me feel like I can do a good job another year, another day and another semester. I really need that and I get that from NDEA instructional conference. I hope you will support the conference and oppose this bill. We all understand there are some changes necessary but I don't think this change is a good idea.

Hearing closed for the morning

--continued at 3:00 p.m.

Kesly Koch, state student NDEA president, representing students in their opposition of SB 2358. Students are faced with difficult decisions upon graduation. Unfortunately many students choose to leave the state of ND. The instructional conference serves as another device to keep future teachers teaching in the state ND. It provides opportunities for leadership, connections across the state, and professional development. The conference provides one of the only opportunities for pre-service teachers to make vital connections with professional across the state of ND. Without this connection many students are unfamiliar with these opportunities and choose not to apply in rural school communities. While the universities do a good job of preparing us to be effective teachers, there are large parts of our profession that are neglected in our curriculum. The instructional conference helps fill these gaps. It is a motivating factor for

those entering the profession. There is nothing more beneficial than the excitement and love of education seen at the conference.

Rep. Meier: How many times have you attended the conference.

Koch: This is my fourth year in school and I've attended it twice.

Rep. Meier: So it is pretty common for students in their junior and senior year to attend?

Koch: Those are most typical members you will see.

Gloria Lokken, president of the NDEA, testified in opposition to the bill. She read the testimony of **Dan Vainonen, social studies instructor at Jamestown High School.** (His letter is attached.)

Rep. Mueller: We've heard lots of percentages. What is NDEA version of the percentage of teachers attending the conference? How many are members of NDEA?

Lokken: We estimate 3-4000 teachers attend. Of the 9,000 teachers in the state we feel that is a very good representation. The vast majority are members of NDEA but we do have some that are not.

Rep. Sitte: Would you confirm these costs just given me. State dues are \$250, national are \$137, and local dues range from 0 - \$70. Student dues are \$41.75. Are all students required to be members.

Lokken: That is correct. Students are not required to belong but a lot of universities encourage it.

Chairman Kelsch: Of those attending how many are current teachers since there are students and retired members attending.

Lokken: The vast majority are practicing members.

Lokken: I would like to make a couple of comments. There was a lot of talk about going to other conferences. As an elementary teacher I had those opportunities. I would have to apply to attend those conferences and only a few people were allowed that because of the funding pressure. I went to several because it was important to my classroom. If we would look at sending more people to this opportunity those same dollars would give opportunity to more people.

Julie Rush, NDEA employee of NDEA, read a letter from Karol Nyberg, Grand Forks reading teacher and president of the Grand Forks Education Association, in opposition to the bill. (That letter is attached.)

Joe Westby, NDEA, testified in opposition to the bill. ND is a small state. There are not a lot of people and they seem to be shrinking as we speak. That's a concern to all of us in education. Some years ago I initiated conversations with the school boards associations, the administrators and the DPI that we ought to all collaborate around one fall conference for all of us together and locate it in Bismarck. Eventually the discussion fell apart mostly because of the facilities in this town were not adequate to host all four organizations simultaneously. We looked at alternative methods. We talked about regional conferences a little bit but one of things we try to do with this conference every year is to bring in nationally known prominent speakers on critical issues. Those folks don't come cheap. We don't think we could afford to that if we had four conferences around the state. One of the things our members like is the curriculum meetings. We have sectional meetings for nearly every subject area and every grade level. In addition we often have special forums that would be a draw for several hundred people. Dr. Sanchaz whom we heard last winter at the regional conference has agreed to come to ND in October in Grand

Forks. He is excellent and we're bringing him to ND. Those are the kind of people we can bring in that we could not if we had three or four regional conferences. We have been concerned that teachers have no expenses provided for going to this conference. That is a deterrent. Those days are still paid but with this bill they would not. We look at that as being a real negative effect of this bill and it would probably reduce attendance significantly to the point we would have to look at whether or not we could have the conference in the future. You have already passed SB 2066. It gives flexibility to the school days to do some professional development in replacement for part of the school day. I don't know that we need the bill we are currently discussing since 2066 passed and will provide an opportunity for those districts to have additional professional development. We have always supported more professional development days in the school calendar. We've introduced bills to add paid foundation aid days to have more professional development. The argument against them has always been money. We have continued to add opportunities with no additional cost other than those two paid days for the state of ND. We think the conference has gone very well in the past. Our members like it. More people would come if they had some financial assistance. We're never going to get them all but when we talk to other states they tell us our attendance is outstanding and it doesn't happen in their states.

Rep. Hanson: Have you considered two sites at the same time and then just rotate the speakers.

Westby: We've not had discussions. Shuttling the speaker back and forth might be possible more so than looking at four sites. Anything that helps folks get more professional development, we'd have to think about it.

Chairman Kelsch closed the hearing of SB 2358.

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2358

House Education Committee

Conference Committee

Hearing Date **22 March 2005**

Tape Number	Side A	Side B	Meter #
1	X		0 - end
Committee Clerk Signature			



Minutes:

Chairman Kelsch opened discussion of SB 2358.

Rep. Hawken: I Move to change the effective date on Page 4, Line 15, to August 1, 2006.

Rep. Johnson: I second.

Rep. Hawken: Because the conference date is already set for this year, it would make sense to move that date. In the bill it's August 1, 2005. This would put us out a year.

Rep. Mueller: Your objective would be?

Rep. Hawken: The fact that this year's conference is already planned and I think if this bill should pass, they have speakers lined up and that kind of thing so I don't think that's very fair.

Rep. Hunsakor: As I understand then, the amendment applies only if it passes.

Rep. Hawken: Correct. If it doesn't pass, the bill goes away

A voice vote was taken. The amendment carried.

Rep. Haas: I have another amendment to propose. It was the one that because of the duplicative reporting requirements on page 3, line 9 - 17. If you will recall Mr. Decker's testimony when we heard the bill, he suggested that report could fit nicely into an existing report that's required from school districts so **my amendment would be to delete lines 9 - 17, on page 3, and insert the amendment that Mr. Decker recommended on the last page of his testimony. (Attached)**

Rep. Hawken: I Second.

Rep. Haas: It just eliminates a duplication. It would be an additional requirement that would be unnecessary.

A voice vote was taken. The amendment carried.

Rep. Sitte: Looking at the next year's Bismarck Public Schools calendar I realized that they are not taking up any days in February in honor of either Abraham Lincoln or George Washington. I have an article for you about "most Seniors Lack Basic History Knowledge." **(Attached.)** In an attempt to at least recognize those two days that were so important in our youth, **I would like to propose this amendment.**

Rep. Meier: I second.

Rep. Hanson: Are these going to paid days? Or just of that list?

Chairman Kelsch: Rep. Sitte what is your intent?

Rep. Sitte: They are just going to be on that list of days when school cannot be held.

Rep. Hanson: You can have three of those with pay. This is just going to be two days off and no pay.

Rep. Sitte: They can still take any of these three that they want to count as paid days.

Rep. Mueller: I might have to resist the amendment from the standpoint that every two years that we come here we have a parade of veterans come in and talk to us about what we might do to beef up Veteran's Day in terms of young people's awareness. That's a struggle we seem to have. I'm not sure this wouldn't be the same thing except times two. We go down that road of not having student contact days I think we are defeating our purposes. For that reason I'm not sure this is a good idea.

Rep. Sitte: We are not eliminating days. We still have 173 days of instruction. I'm not taking any days away from instruction.

Rep. Norland: There are a lot of schools in the state that take time off in February. The state hockey tournament and state wrestling tournament are in February and a lot of schools plan their spring break around that. A lot of times they have two short breaks. They take one in February and take another one during the basketball season in March. I can't see them taking another day for the birthdays.

Rep. Haas: The focus of these two days is not to simply have a day off of school. It's to recognize the importance of these two men in the history of the country and there is a big difference in that as compared to taking off a few days for a spring tournament.

Rep. Hawken: I believe that we celebrate Presidents Day and that is a specific Monday in February. A good number of schools take that day off. That would be one day. We have to have 175 days so what we would be doing by adding this is adding two days to the school year and I think we need to be aware of that. The way this is written school may not be in session.

Chairman Kelsch: But if you go to the back of the bill it says in Section 2 it says the calendar is 180 days apportioned as follows: 175 full days of instruction, two days professional development, three holidays listed in subdivision B through J.

Rep. Sitte: I really don't think we are adding to the length when you consider all the other things that are worked into the school calendar. People can be adaptable in number of different ways if it's a priority to remember Lincoln and Washington.

Rep. Hunskor: I think that in many schools the administrator will tell the teachers when the kids are there on Washington's or Lincoln's birthday that they should have something in their classroom for this. Social Studies teachers spend the entire period on one of these men. The students are there and they are being taught the importance of this day. If school isn't held I don't think there is a whole lot done. Many schools do zero in on that day. I am going to resist this amendment. I think you do a better job of communicating these two days when the kids are in school.

A voice vote was taken. The Chair was in doubt and a roll call vote was taken.

Yes: 5 No: 8 Absent: 1 (Herbel) The amendment failed.

Rep. Sitte: Courtney just handed me something but I would rather her have her explain it.

Courtney Koebel, representing the State Association of Non Public Schools. There is one amendment that we would offer. They made a change over in the Senate about the school calendar. It is set forth on page 4 of the engrossed bill. It adds in a requirement that the school is in compliance with all the laws regarding the school calendars and what we propose is an amendment that says "in the case of public schools." This is a bill that is mainly aimed at the public schools and sometimes the non public schools, particularly the religious schools, have

some holidays that may be different. It's line 10, on page 4. It is just to make it clear that it is for public schools.

Rep. Sitte: I Move the Amendment.

Rep. Meier: I second.

A voice vote was taken. The amendment passed.

Chairman Kelsch: We have more technical corrections that need to be added to SB 2358.

Rep. Haas: On page 2 of the bill, section c, when Sonya and Anita get done with the language it may differ a little bit but it will say essentially what I'm going to say. Section 3, "provided however that non public schools may choose three alternative holidays." In connection with that on page 4 we need to insert the language as is in HB1076 with regard to approval of public and non public schools and add number 3.

Chairman Kelsch: On page 4 of 2358 it would add in a number 1. It would say "each classroom teacher is licensed to teach by the education standards and practices board or approved to teach by the education standards and practices board. (See attachment from HB 1076, circled area). This brings it to compliance with things we found out for the licensure of our teachers. I plan to sit down with a group of people including Anita Thomas and Janet Welk to make sure I understand all the amendments they put on the bill (HB1076). I will lay it out for you. What the thought is that the bill as it sits right now with all the amendments on it is in good shape and form. I just want you to have a good understanding of it.

Rep. Haas: I move the amendments.

Rep. Wall: I second

Rep. Sitte: I just want to clarify because the way that you said it you said nonpublic schools were going to be included and we just passed that amendment of Courtney's that exempted them. I want to make sure we are not establishing a conflict.

Chairman Kelsch: We are not establishing a conflict. We are making sure they are not exempt from offering the holidays. According to her testimony, that was not her intent.

Rep. Haas: The amendment also takes out the language that Courtney proposed, because we amended that out and are putting this other stuff in.

Rep. Mueller: We don't have 1076 or the amended version before us. Is it possible to get copies.

Rep. Sitte: I would like to have either Courtney or Jack McDonald consulted on that. I think we are changing the intent of what they wanted. I think they want that flexibility.

Rep. Haas: That's exactly what we gave them on Page 2 "provided that Non-Public schools may choose three alternate holidays." That's how we took care of that.

Chairman Kelsch: (read the amendment) Basically we are bringing this into compliance with the federal government says regarding the NCLB. We now have a number 5 that says "The students are offered all subjects required by law."

Rep. Hanson: On page 1, line 23, it spells out October. What if NDEA wants to move the convention to a different month? Should October be taken out of there?

Chairman Kelsch: (Went over the detail of the amendment.) Rep. Hanson suggested that we shouldn't put a month for the convention in the statute and just put in "school could not be held on the two days of the NDEA convention." Perhaps we could add that.

Rep. Haas: I will include delete "October" in my motion.

Rep. Wall: I'm okay with that.

Chairman Kelsch: We now have this comprehensive technical amendment before us. We will do a voice vote.

A voice vote was taken. The amendment passed.

Chairman Kelsch: We now have amended SB 2358 before us. What are the wishes of the Committee?

Rep. Solberg: I move **Do Not Pass as Amended.**

Rep. Wall: I Second

Rep. Solberg: I believe that our teaching conference is the still the best tool we have for our teachers to enhance better education all around. If we pass this bill in my estimation this would be the demise of the teachers' conference as we know it. Why should we wreck this good tool? You can put amendments on here until the sun comes up in the West and you're not going to have a good bill.

Rep. Hunsakor: The bottom line whether it's the teachers' convention, whether it's professional staff development on local level, the bottom line of all of this is so teachers are better equipped to communicate and motivate and educate kids. I've talked to some people and here are some of the things that happen at local professional development: train and use of technology, train and use of assessment tools, helping teachers understand what they can and can't do under the law with IEPs and special ed, curriculum mapping, health related issues like defibrulators. Those are good things but that is what has happened especially in the middle-sized and small schools. That's what they do. Does that address teaching kids in the classroom? Now let's go to the teachers' convention. In content areas, a music teacher, a Spanish teacher, a PE teacher, a

special ed teacher can go to sessions where they are given the very best possible instruction and help in their particular field in things they can take home, share with their other teachers who didn't go, and use it to teach and work with kids. That's the most important thing. They will hear nationally known speakers that you can't bring in to Bottineau County or Ward County. They don't have the money to do it. They will get statewide collaboration with other teachers. You can local professional development in a county or two counties and you are visiting with the same teachers with the same ideas. If you go to a statewide conference then you are hearing from teachers in other areas with new ideas that you can take back and teach kids. Teachers pay their own expenses. It's \$300, maybe more. They pay out of their pocket. Administrators don't. I talked to a lady about reading conferences. We all know how important reading is. They only can have two teachers go. The rest cannot go unless they pay it out of their own pocket. They can go to the teachers' convention and her testimony was she learned more there in reading and how to work with kids in the classroom then she did on the national level. This comes out of a book, "The best professional development is teacher to teacher with discussion on methods and teaching and learning strategies." It's not defibrillators and not use of technology, as valuable as those things are and they necessary, but I'm getting at teacher function in the classroom. That's what they get at the convention.

Rep. Sitte: I agree. What I found though is that 20% that go are your best teachers. The best teachers are always looking for ideas on how they can do things better. But we have people who put there name in the drawing and go hunting or shopping. They get out of it in any way they can. We're not doing the students of this state a service. By changing it the way it's proposed in this bill, we're going to have teachers in their schools or in some way in a inservice. I think

we are doing a disservice to our principals by saying all local inservices are lousy and all NDEA inservices are great. That's just not the truth. It's time that all of our teachers have inservice and they are held accountable for those inservices.

Rep. Herbel: I guess I didn't hear Rep. Hunskor say those inservices were bad or lousy. I thought I heard him say they were good for the particular service they provide. My concern is that if we are concerned with teachers not going then we looking at this way from the wrong approach. We need to look at how we are going to get them there not eliminate something that is good for everybody. By eliminating the convention, we are eliminating an opportunity for that 20% we are talking about that do grow that would struggle finding something else as good. Things that apply in other states don't always apply to our kids. We need to look at legislation that would require attendance and not eliminating this conference.

Rep. Sitte: We are not eliminating the conference in any way. We are setting aside those two days for the conference and anyone who wants to go can. We are open to not holding school and letting them pick those two days. No one wants to eliminate it.

Rep. Mueller: This bill doesn't eliminate the conference but what it does is take us down the road to the elimination. We need to figure out a way to get our teachers to it. We should emphasize that conference as opposed to setting up a mechanism to eliminate it. This sets up a whole set of criteria for administrators. They plan to have their conference when the teachers' conference is going on. How are they going to do what they need to do in terms of their professional development? When they have two days of training say in Mandan those school administrators can't be gone. If we set up a mechanism to eliminate the conference, and I

contend the passage of this bill that's what's going to happen, we also compound an issue with the administrators. I support the Do Not Pass.

Rep. Herbel: The issue of getting attendance is vital. It's going to happen two ways. We mandate the teachers to go and that we pay their way. I'd like to see the hands of the legislators in here that have attended professional legislative conferences at their own expense. (Hands rose.) It's a pretty small number. We're looking at about 20% again. We are expecting teachers to go when not providing expenses for them. We need to look at legislation where we say school districts must pay the expenses. I would support that.

Chairman Kelsch: I have a couple of comments to make. I commend Rep. Hanson for taking out the month of October and me think NDEA should take this as a strong message. The conference coincides with hunting season and that is a big issue. I'd be interested to know how many males actually attend the conference. I would recommend that you look at alternate dates. I don't think it's right for us as a legislative body to mandate that all teachers need to go to the conference but something needs to be done to stress the importance of this conference. Eventually we come to a point where we do the same year after year and things are getting any better then we need to look at a change. The first thing I'd be looking at would be a change of the date.

Rep. Hanson: I have a rebuttal. There are more female teachers than males. You probably have a lot of coaches that are playing Wednesday night and they are not going to make it back for the convention. Not every male is a hunter.

Rep. Wall: I attended over 30 conferences and I have to agree with Rep. Herbel. The biggest problem is distance and a lot of teachers don't have the money to attend. To put it in

perspective. Where I live it and the conference is in Bismarck, it would be cheaper and closer to go to a conference in Minneapolis or Sioux Falls. When it's in Minot, it would be closer for them to go to Winnipeg or Eau Claire or Iowa. We always know that distance and travel is money. If you have to put out \$4-500 to go to a conference, that has to come out of the monthly budget someplace. Cost is a big thing. I never worked with instructors who didn't think the conferences were great. I think there is a lot of residual. People go and bring back ideas. The conference is extremely valuable and we need to keep it in place.

Rep. Haas: There is a larger issue we need to talk about. This issue is not going to go away. This is my fourth session and this issue has been before us every one of those sessions and I don't know how many more before that. That tells me there is something wrong with the way it's being done right now. When only 15-20% of all the teachers go to the conference it raises the question of if we can continue the way we're going. I find it disturbing that the initiative for change hasn't come from the NDEA. If this bill fails the issue will be back next session. If it passes then we have made a significant change and we've done serious damage to a conference that has value to those people that go. There are alternative we could arrive at where we could maintain the conference and add some other professional development days.

Chairman Kelsch: Rep. Herbel's analogy about legislators paying their own way to conferences is interesting. Probably about 15-20% of the legislative assembly go to conferences, period. They are the ones bringing back the ideas to educate all of the other legislators. There's a bit of hypocrisy there.

Page 12
House Education Committee
Bill/Resolution Number **SB 2358**
Hearing Date **22 March 2005**

Rep. Haas: I don't agree with you. If you decide you are going into teaching which I did. That's where I decided to spend my life. My point is that being a legislator is not my life. I don't see that as a valid comparison.

The question was called.

A roll call vote was taken.

Yes: 12 No: 2 Absent: 0

The Do Not Pass motion Passed.

Rep. Norland will carry the bill.

*Sitte
Amend*

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2358

Page 1, line 14, after "c." insert "Abraham Lincoln's birthday, the twelfth day of February.

d. George Washington's birthday, the twenty-second day of February.

e."

Page 1, line 15, overstrike "d." and insert immediately thereafter "f."

Page 1, line 16, overstrike "e." and insert immediately thereafter "g."

Page 1, line 17, overstrike "f." and insert immediately thereafter "h."

Page 1, line 18, overstrike "g." and insert immediately thereafter "i."

Page 1, line 19, overstrike "h." and insert immediately thereafter "l."

Page 1, line 20, overstrike "i." and insert immediately thereafter "k."

Page 1, line 21, overstrike "j." and insert immediately thereafter "l."

Page 4, line 26, overstrike "j" and insert immediately thereafter "l"

Renumber accordingly

Date: 22 Nov
Roll Call Vote #: 1

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2358

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Page 4 Line 15
Chg effective date to Aug 1 2006

Motion Made By Hawken Seconded By Johnson

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch			Rep. Hanson		
Vice Chairman Johnson			Rep. Hunskor		
Rep. Haas			Rep. Mueller		
Rep. Hawken			Rep. Solberg		
Rep. Herbel					
Rep. Horter					
Rep. Meier					
Rep. Norland					
Rep. Sitte					
Rep. Wall					

Total (Yes) _____ No _____

Absent Carried

Floor Assignment _____

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

Date: 22 Jan
Roll Call Vote #: 2

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2358

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Report: Delete report from Lecker Amend
Line 9-23 w/ page 3

Motion Made By Haas Seconded By Hawken

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch			Rep. Hanson		
Vice Chairman Johnson			Rep. Hunsakor		
Rep. Haas			Rep. Mueller		
Rep. Hawken			Rep. Solberg		
Rep. Herbel					
Rep. Horter					
Rep. Meier					
Rep. Norland					
Rep. Sitte					
Rep. Wall					

Total (Yes) _____ No 0

Absent _____ Carried

Floor Assignment _____

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

duplicate report not necessary

Date: 22 Mar
Roll Call Vote #: 3

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. _____

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken add per attached

Motion Made By Sitte Seconded By Paier

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓		Rep. Hanson		✓
Vice Chairman Johnson		✓	Rep. Hunskor		✓
Rep. Haas	✓		Rep. Mueller		✓
Rep. Hawken			Rep. Solberg		✓
Rep. Herbel					
Rep. Horter					
Rep. Meier					
Rep. Norland		✓			
Rep. Sitte		✓			
Rep. Wall		✓			

Total (Yes) 5 No 8

Absent 1 (Herbel)

Floor Assignment _____

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

Paier

Since inconclusive roll call taken

Date: 12 Mar
Roll Call Vote #: 4

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2358

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Amend per attached from non public schools

Motion Made By Sitte Seconded By Meier

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch			Rep. Hanson		
Vice Chairman Johnson			Rep. Hunskor		
Rep. Haas			Rep. Mueller		
Rep. Hawken			Rep. Solberg		
Rep. Herbel					
Rep. Horter					
Rep. Meier					
Rep. Norland					
Rep. Sitte					
Rep. Wall					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Carries

50525.0205
Title.0300

Adopted by the Education Committee
March 22, 2005

House Amendments to Engrossed SB 2358 - Education Committee 03/23/2005

Page 1, line 3, after the third comma insert "15.1-21-12,"

House Amendments to Engrossed SB 2358 - Education Committee 03/23/2005

Page 2, line 26, after "teachers" insert ", however, the school board of a nonpublic school may choose three alternate days as holidays"

House Amendments to Engrossed SB 2358 - Education Committee 03/23/2005

Page 3, line 7, remove "a."

Page 3, remove lines 9 through 17

House Amendments to Engrossed SB 2358 - Education Committee 03/23/2005

Page 4, line 7, overstrike "holds a valid teaching certificate issued" and insert immediately thereafter "is licensed to teach by the education standards and practices board or approved to teach"

Page 4, line 9, overstrike "The students are offered all subjects required by law" and insert immediately thereafter "Each classroom teacher is teaching only in those course areas or fields for which the teacher is licensed or for which the teacher has received an exception under section 2 of House Bill No. 1076, as approved by the fifty-ninth legislative assembly"

Page 4, line 10, remove "and"

Page 4, line 11, after "laws" insert "; and

5. The students are offered all subjects required by law"

Page 4, line 15, replace "2005" with "2006"

Page 4, after line 17, insert:

"SECTION 5. AMENDMENT. Section 15.1-21-12 of the North Dakota Century Code is amended and reenacted as follows:

15.1-21-12. Professional development - ~~Use of available funds~~ Annual report.

1. On or before ~~October first~~ June thirtieth of each year, each school district shall file a report with the superintendent of public instruction indicating:
 - a. The amount and source of funds that were made available to the district for professional development during the preceding school year;
 - b. The amount and source of funds that were expended by the district for professional development during the preceding school year; and
 - c. A separate list of the professional development activities in which the district participated during the preceding school year and the amount of time committed to the activities.
2. ~~The superintendent of public instruction shall compile the information submitted under this section to determine how much of the available funding for professional development was used by school districts in this state and, beginning with the reports due on or before October 1, 2002, whether the expenditure correlated with increased student achievement on the reading and mathematics tests required by section 15.1-21-08. The~~ superintendent of public instruction shall provide information from the district reports to appropriate legislative committees."

Renumber accordingly

Page 2 add language to allow school to pick any days they want

Date: 22 Mar 05
Roll Call Vote #: 5

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2358

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken chg P4, Line 7⁺⁺ chg. language to coincide w 1076 as amended by Senate
Motion Made By Haas Seconded By Wall

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch			Rep. Hanson		
Vice Chairman Johnson			Rep. Hunsakor		
Rep. Haas			Rep. Mueller		
Rep. Hawken			Rep. Solberg		
Rep. Herbel					
Rep. Horter					
Rep. Meier					
Rep. Norland					
Rep. Sitte					
Rep. Wall					

Total (Yes) _____ No _____

Absent _____ Carrie

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:
Add on Page 4 + make coincide w 1076
"teaching license issued by ed stand + pract. bd" as is lic to teach by the ed standard + practice bd

Page 1, sect 2A delete "in October"

Date: 22 Nov 05
Roll Call Vote #: 6

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2358

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Not Pass

Motion Made By Solberg Seconded By Wall

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓		Rep. Hanson	✓	
Vice Chairman Johnson	✓		Rep. Hunsakor	✓	
Rep. Haas	✓		Rep. Mueller	✓	
Rep. Hawken	✓		Rep. Solberg	✓	
Rep. Herbel	✓				
Rep. Horter	✓				
Rep. Meier		✓			
Rep. Norland	✓				
Rep. Sitte		✓			
Rep. Wall	✓				

Total (Yes) 12 No 2

Absent 0

Floor Assignment Norland

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

REPORT OF STANDING COMMITTEE

SB 2358, as engrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO NOT PASS** (12 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2358 was placed on the Sixth order on the calendar.

Page 1, line 3, after the third comma insert "15.1-21-12,"

Page 2, line 26, after "teachers" insert ", however, the school board of a nonpublic school may choose three alternate days as holidays"

Page 3, line 7, remove "a."

Page 3, remove lines 9 through 17

Page 4, line 7, overstrike "holds a valid teaching certificate issued" and insert immediately thereafter "is licensed to teach by the education standards and practices board or approved to teach"

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 - c. A separate list of the professional development activities in which the district participated during the preceding school year and the amount of time committed to the activities.
2. ~~The superintendent of public instruction shall compile the information submitted under this section to determine how much of the available~~

~~funding for professional development was used by school districts in this state and, beginning with the reports due on or before October 1, 2002, whether the expenditure correlated with increased student achievement on the reading and mathematics tests required by section 15.1-21-08~~ The superintendent of public instruction shall provide information from the district reports to appropriate legislative committees."

Renumber accordingly

2005 TESTIMONY

SB 2358

Tests: Most seniors lack basic history knowledge

WASHINGTON (AP) --High school seniors have a poor grasp of U.S. history, with less than half able to identify or explain the Monroe Doctrine, Nat Turner's rebellion or the Bay of Pigs invasion.

The poor showing on the National Assessment of Educational Progress, or NAEP, prompted educators to question whether schools are adequately teaching U.S. history -- and whether teachers are adequately trained.

Only 43 percent of 12th-graders had at least a basic understanding of U.S. history, unchanged from 1994, the last time the test was given.

"Clearly our high schools are failing to teach U.S. history well and to awaken mature students to the value of history as a study that matters deeply in their own lives and to the life of our nation," said education historian Diane Ravitch.

Some scores slightly up

Among fourth-graders, 67 percent had at least a basic understanding -- 3 percent more than in 1994.

Eighth-graders also did slightly better, with 64 percent showing at least a basic grasp of history -- also 3 percent more than in 1994.

All students' scores were lower than on recent NAEP math and reading tests.

NAEP, known informally as "The Nation's Report Card," is given in different subjects periodically in three grades. The current form of the U.S. history test was first given in 1994. The scores were released this week by the Education Department.

The 2001 test was given to about 29,600 students, 87 percent of whom attend public schools. The randomly selected test-takers answered multiple-choice, short-answer and essay questions, with each student answering questions on only part of the entire test.

According to the National Assessment Governing Board, the independent group that develops tests in history, reading, math and other subjects, "basic" shows partial mastery for grade-level work. A higher level, "proficient," shows solid academic performance and the ability to apply knowledge to actual situations.

Only 17 percent of fourth-graders were at or above proficient; 18 percent of eighth-graders were at or above proficient; and 11 percent of 12th-graders were at or above proficient.

The average fourth-grader scored in the "basic" range, as did the average eighth-grader. The average 12th-grader was "below basic."

'Troublesome' results

Ravitch, who is also a member of the governing board, called the scores "a mixed and troublesome picture" and said the seniors' scores were "truly abysmal."

"Since the seniors are very close to voting age or already have reached it, one can only feel alarm that they know so little about their nation's history and express so little capacity to reflect on its meaning," she said.

Bruce Craig of the National Coordinating Committee for the Promotion of History noted that the Bush administration wants to cut in half a \$100 million program to help schools teach American history, but acknowledged that "We ought to be placing our emphasis on improving teacher quality."

Kay Knowles, a U.S. history teacher at James River High School in Midlothian, Virginia, and board member of the National Council on the Social Studies, said many schools, especially in inner-city and rural areas, have trouble attracting certified history teachers. She said the current group of high school students also may be more poorly prepared in history because the subject was overlooked on standardized tests when they were attending elementary and middle school.

"When they come to us, they do not have a background in social studies, and they don't take it seriously, because it's not been stressed," Knowles said. "Social studies has always been put on the back burner."

Learning the fundamentals

While Ravitch called the test questions "fundamental American history," many questions were challenging, especially those posed to older students.

Eighth-graders had to name one major consequence of the French and Indian War; 47 percent got that one right.

Twelfth-graders had to identify two groups that wanted the United States to stay on the gold standard in the late 1900s. Was it (a) Western farmers and ranchers, (b) Eastern bankers and the Republican party, (c) Unionized workers and nonunionized farm laborers, or (d) The Socialist party and the Industrial Workers of the World (Wobblies)?

Fifty-six percent correctly answered (b).

There was some good news for minority students: While their scores still lag as much as 33 points behind those of their white counterparts, the gap shrank considerably for black fourth-graders and Hispanic 12th-graders.

NAEP scores in geography are scheduled to be released this summer.

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SB 2358
Professional Development Days

Chairman Freborg and members of the Education committee, for the record, I am Gary A. Lee, Senator of District 22. I am here to present SB 2358 for your thoughtful consideration.

SB 2358 builds into the 180 day school calendar, two full days of professional development for licensed teachers of a school district and it repeals the section of the NDCC that relates to the North Dakota Education Association (NDEA) annual conference as paid days.

Simply put, this bill provides for flexible opportunities for staff development days that teachers and school administrators have long been asking for.

Bill Walk through:

Page 1., Section I., beginning on line 21, adds language that assures there will not be school on the two days in October that coincide with the NDEA conference.

- Rationale:
1. Allows teachers to attend the conference if they choose
 2. Allows long-standing family traditions or other community and organizational events that are typically scheduled at this time to continue.

Page 2., Section 2., beginning on line 14, this bill provides that two full days of professional development, for all teachers, will be included in the 180 day calendar. In that same section, beginning on line 20, strikes the 2 days of the NDEA conference from the apportioned days of the school calendar.

- Rationale:
1. Addresses the on-going request for additional professional development.
 2. Provides flexibility for tailoring and scheduling educational opportunities according to the needs of the district.
 3. Allows professional development to take place locally or regionally to minimize travel and maximize productive time.
 4. Better utilizes tax payer dollars for staff development.

Page 3., Section 2., beginning on line 1, authorizes the Superintendent of Public Instruction to approve professional development activities. It sets forth articles to be submitted for evaluation of the activity and sets a minimum time requirement. Professional development activities must be at least 4 hours in duration.

- Rationale:
1. An accountability approval process promotes thoughtful planning of worthwhile development activities.

Page 4., Section 4., repeals that section of NDCC that authorized NDEA conference days to be paid days.

- Rationale:
1. NDEA conferences are not taken advantage of by all teachers and therefore poorly Utilized as professional development opportunities.
 2. NCLB has defined accountabilities in standards and outcomes that require valuable educational time for teachers be aimed at meeting proficiency standards.

Each day in the school calendar costs approximately \$4.2 million (Federal, State and local tax) dollars. The \$4.2 million we invest, in each of the 180 days in a school year, needs to be used to the best advantage for educating students. School Districts and teachers are continuing to request more time for professional development and training. This bill sets aside that time in a manner that can be flexible in its timing and focused on the needs of a particular district.

Scranton Public School District No. 33

"Home of the Miners"

John Pretzer, Superintendent
Dennis Schaff, Sec. Principal
Karla Hill, Elem. Principal

P.O. Box 126
Scranton, N.D. 58653
Phone: 701-275-8897
Fax: 701-275-6221

Same given to House

Board of Education

**Submitted for Senate Education Hearing on SB 2358
Tuesday, February 1, 2005**

Ila Keiner, President

January 31, 2005

Dear Senate Education Committee,

Jim Sabe, V. President

I would like to submit this testimony in support of a bill that provides more state funding for school districts to conduct local inservices or provides more flexibility in how the currently funded days are used.

Stacy Burns

Today we live in a new era of education. Like never before our local school districts have the burden of complying with unprecedented accountability. The federal mandates of attaining "Adequate Yearly Progress" and staffing "Highly Qualified Teachers" are complex, expensive, and time consuming. It is common for the law to lag behind a mandate, but it is time that our state gets actively involved in assisting our school districts with the means of attaining these goals. Keep in mind that we have many other important initiatives that need time and training as well. Dollars will not solve these problems without time and time will not solve these problems without dollars.

a Teske

Doreen Henderson

Mike Mellmer

Angie Caron, Bus. Mgr.

Last fall I contacted the North Dakota School Boards Association on behalf of the Scranton School Board. We were in favor of a resolution that gave school districts more flexibility in the use of state funded days for professional development in order to help us meet our needs at the local level.

Ideally we would like the state to support us by adding two days of funding to help our local school districts provide for the training required. If this is not possible we would like the flexibility I eluded to earlier. Currently the law provides for and the state funds the two NDEA Teacher Convention days in October. We do not oppose these days and in fact encourage our teachers to attend. The problem is however, that out of twenty teachers on staff, only two or three attend the NDEA conference. Due to the fact that my principals and I attend our conferences at the same time, it is impossible to have a meaningful inservice for the rest of the staff locally at that time.

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Board of Education

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Jim Sabe, V. President

Stacy Burns

na Teske

Doreen Henderson

Mike Mellmer

Angie Caron, Bus. Mgr.

Most schools give their teachers the option of spending work days at the school if they do not attend the NDEA conference. This is completely optional by the district but it gives the teachers the opportunity to do prep work and not lose two days of pay. I would like the opportunity to trade these paid days for teachers who do not attend the NDEA conference for local inservice days provided by the district during the school year. Instead of paying stipends for twenty teachers to come to a local inservice (which is optional to attend by the teachers because they are not contracted days) I would only have to pay stipends to those two or three that attended the NDEA conference.

For our Yellowstone Trail Consortium (Bowman, Hettinger, Rhome and Scranton) to conduct an inservice for our 110 teachers it costs us \$8,000 to \$9,000 dollars. If we had the flexibility I am requesting, the local cost would be much less and meaningful staff inservices could be conducted.

Certainly there is room for, and a need for, the professional development opportunities that the NDEA provides as well as training provided locally. For the teachers who do not belong to NDEA or opt not to attend the NDEA convention, it makes good sense to use our state funds for education in the most purposeful way.

Due to conflicts I had today I regret not being able to testify in person but certainly would entertain any questions you may have. Thank you for supporting education in North Dakota.

Sincerely,



John Pretzer, Superintendent
Scranton Public School
(701) 275-8266

Senate Bill 2358 – Professional Development Days in Lieu of NDEA Days
February 1, 2005

Joe Sykora
Business Manager
Jamestown Public Schools

Chairman Freborg and members of the Senate Education Committee. My name is Joe Sykora, Business Manager at Jamestown Public Schools. I am in support of Senate Bill 2358 for the following reasons.

First, for the students at Jamestown Public Schools and all across the State of North Dakota. Research indicates that sustained, intense, and on-going professional development is one of the best opportunities for teachers to learn new instructional strategies, as well as follow up on those strategies to increase student achievement and to meet the provisions outlined in No Child Left Behind.

Second, teachers and administrators indicate to me often, that more professional development time is needed within the 180 day calendar. What an opportunity for school districts to provide the professional development opportunities needed to keep up with curriculum mapping, tetra-data, on-line assessments, revising curriculum to match state standards and benchmarks, rubrics, and so forth.

Third, the North Dakota Education Association (NDEA) will still have the opportunity to provide their association conferences to their members, because school may not be held on those days.

And fourth, the time is "right" for a change in the practice of setting aside two days for a small percentage of members who attend the NDEA conference - in comparison to the amount of local and state tax dollars to support those two days within the 180 day calendar. *"If you always do what you have always done, you will always get what you have always got."*

In summary, Senate Bill 2358 is really about the stakeholder we are to be serving across the State of North Dakota and in our communities. Senate Bill 2358 in my opinion is a win-win-win-win proposition; the teacher's convention remains, administrator convention remains, school districts can offer and provide additional professional development, and finally the biggest winner of them all will be the students. Support Senate Bill 2358 for the students.

I will be happy to answer any questions that members might have.

TESTIMONY ON SB #2358
SENATE EDUCATION COMMITTEE
February 1, 2005
by Tom Decker, Director
School Finance & Organization
701-328-2267
Department of Public Instruction

Mr. Chairman and members of the committee:

My name is Tom Decker and I am the Director of School Finance & Organization for the Department of Public Instruction. I am here to provide information regarding Senate Bill 2358.

Senate Bill 2358 calls for a significant change in the format for professional development. The bill, as drafted, requires participation of all licensed personnel in professional development activities. In addition, the reporting and accountability measures included in the bill would require significant additional work by the Department in terms of monitoring.

Because of the numbers of people involved, we suggest that professional development should be organized on a regional basis. Our developing joint powers agreements are probably in the best position to coordinate these activities. However we believe that it is essential that the Department have a highly qualified professional development expert to coordinate the effort and to manage the monitoring process.

The Department would be unable to do this with current staff. Therefore we request that a fiscal note be attached to the bill in the amount of \$200,000.00 to provide a full-time staff person and a part-time support staff person to manage these activities.

Mr. Chairman, that concludes my testimony and I would be happy to answer any questions the committee may have.

February 1, 2005

Mr. Chairman, Members of the Committee,

My name is Charles DeRemer. I am assistant Superintendent for Instructional Services with the Fargo Public Schools. I am here to speak in support of SB 2358. I believe that the changes set forth in this bill will strengthen our teachers and increase student achievement.

When these statutes were originally written NDEA provided a very valuable service to our teachers. They provided, at a very reasonable cost, both an opportunity for teachers to gather at a common location and in many cases, the sole means of professional development. This is no longer the case.

With the development of the teacher center network, various consortia, and the influx of federal money, districts are now able to provide many of the services originally envisioned for the NDEA conference. Indeed, the requirements for using federal funds have forced districts to develop their own professional development plans and are held accountable for carrying them out.

As our schools are being held more and more accountable for student achievement, teachers have recognized the need for additional in depth training that they were not able to receive at the NDEA conference. Teachers in science, mathematics, counseling, social studies, language arts, reading, title I, and lately, music, have all developed their own conferences separate from the NDEA conference.

Many of our teachers tell us that these specialty conferences meet their needs much more than the NDEA conference. Let me provide an example of what I mean. In the table below, I have summarized the attendance of our teachers at the last three NDEA conferences. Please keep in mind that when you examine this table that we have approximately 830 teachers in our District.

<u>YEAR</u>	<u>LOCATION</u>	<u># of TEACHERS ATTENDING</u>
2002	Bismarck	100
2003	Grand Forks	210
2004	Bismarck	107

This data indicate that for the three years only 17% of our staff attended the conference. For this past year only 13% attended. While many of our teachers do work in their classrooms, the intent of the current statute was never for this purpose. Since it costs our District \$261,000 per day for teacher salaries. Thus paying teachers to attend the two days of this conference costs our District \$522,000. For just 100 teachers, this becomes a very costly expenditure. One has to ask if keeping the attendance at this conference as part of the mandatory school calendar is the most prudent use of these funds.

In summary, I would like to emphasize that I am not supporting this bill to hurt or undermine NDEA. I was a member for many years and appreciated all the help they gave me to grow professionally, I support or teachers to continue to be members of this organization. I also want to acknowledge that while I may not always agree with them philosophically, they have always treated me with respect and we have had and continue to have a positive working relationship. I just feel that at this point in time, it is time for some changes and we must recognize that. This Bill provides each school with additional opportunities that they need for professional development in their buildings, with their staff, with their design, and at a time that meets their needs while optimizing use of the public's money.

SENATE EDUCATION COMMITTEE TESTIMONY ON SB2358

Bev Nielson, North Dakota School Boards Association

Chairman Freborg and members of the Senate Education Committee, my name is Bev Nielson with the North Dakota School Boards Association. I am here to speak in support of SB2358.

For many sessions, the NDSBA, NDCEL, and NDEA have supported additional foundation aid days for in-service and professional development. At its 2004 Delegate Assembly, NDSBA members adopted the following resolution: "NDSBA will support legislation that would allow foundation aid to be paid for district in-service days, as well as, or in place of, NDEA and NDCEL days." While we would have preferred two days in addition to NDEA/NDCEL days, SB2358 does provide two days to the districts and we can certainly use them. The fiscal note for two additional days is one reason we have failed in previous Sessions.

We are pleased that the NDEA/NDCEL days will be school holidays so any teachers and administrators wishing to attend the conferences will be free to do so. We believe both conferences are high quality and valuable to those who attend. Those days in October have a long tradition and it is right to reserve them for these events.

With the ever-increasing demands on the school day, districts struggle to provide the time for teacher in-service, curriculum planning and writing, team meetings, standards, benchmarks, and assessment study and other professional development necessities. The 16 hours provided in SB2358 are sorely needed.

We understand that days will have to be added to the schools' calendars, but that would have also been the case had we won days, in addition to NDEA days, as we asked for in previous sessions.

We also understand that SB2358 is asking for a level of accountability for these days that has not previously been required. We don't have a particular problem with reporting how those 16 hours were spent and who was in attendance, but would respectfully submit that the language in Section 2, number 3 be reconsidered.

The current language sounds like language used when someone is trying to get a seminar approved for continuing education credits. We are not looking to offer college credit caliber classes. We just need time with staff for a variety of training topics from technology to curriculum development; from standards and assessments to curriculum mapping.

School districts are not interested in having to satisfy cumbersome DPI requirements. And the truth of the matter is, DPI and school districts have not agreed on much lately. Districts want and need to direct their own staff training based on their own needs. None of them want DPI mandating what it thinks the districts needs are.

We would suggest that if it is necessary at all, that Section 2, number 3 simply state that each district will report what activities occurred in those 16 hours and who was in attendance. Any further intrusion by the Department would make the days DPI's professional development days rather than the school's professional development days.

With that change, Mr. Chairman and members of the committee, we believe SB2358 could provide school districts with much needed staff training time.

SB 2358

Sarah E. Lerud

English Teacher, NDEA Member

January 31, 2005

Mr. Chairman and members of the Senate Education Committee, my name is Sarah Lerud. I am an English teacher at Valley City High School.

I am here this morning to oppose SB 2358. First, The North Dakota Education Association (NDEA) Instructional Conference provides relevant opportunities for professional growth to North Dakota's educators. Teachers benefit and learn from contact with other teachers by collaborating on projects, sharing new ideas, and discussing current issues and trends in the profession. The conference has a long history, good attendance, and definite rewards. When I discussed the idea of changing these days to vacation days with Valley City staff members, my colleagues talked about the numerous concepts that were learned at convention that these teachers still use in their classrooms today.

Second, most school districts require teachers to attend the conference, work in their classrooms, or take personal leave. Teachers should be accountable on these paid professional development days, and these three choices provide that opportunity. Even non NDEA members can attend the conference by paying a registration fee.

Third, the conference impacts the economy of the convention cities. Hotels, restaurants, and retail stores all benefit from having the convention held in their city. NDEA tries to change the location of the convention to accommodate teachers with less distance and travel time at least every couple of years. Teachers pay their own travel

expenses including: hotel rooms, meals, and mileage. SB 2358 takes away teacher pay for those two days. Many professionals receive a salary and an all expense paid trip to their professional organization's state convention.

Most importantly, as an NDEA member, my dues help pay for the conference. If SB 2358 is passed, professional development days shift to the responsibility of each district. How can districts afford to bring in content specific speakers? Fargo Public Schools could probably afford such speakers, but Valley City Public Schools could not. The NDEA Instructional Conference provides equal opportunities to both large and small districts. Professional development is not the same as staff development. When districts have staff development, they include inservices that benefit the entire staff. There are no individual content specific sessions. The diversity of the NDEA Instructional Conference allows teachers the choice of where to expand our professional skills. Requiring districts to provide professional development takes away the teacher's ability to choose and ultimately places the choice in the hands of the Department of Public Instruction (DPI).

Thank you for the opportunity to appear before you today.

**Testimony on Senate Bill No. 2358
Senate Education Committee
Fifty-Ninth Legislative Assembly of North Dakota**

February 1, 2005

Cheryl Hagar
Title I Elementary Teacher
Washington Elementary School
Minot, North Dakota, 58701

Good morning, Chairman Freborg and members of the Senate Education Committee. My name is Cheryl Hagar, I am an elementary Title I teacher, from the Minot Public School District. I am also a member of both the North Dakota Education Association's Advocacy Commission and the North Dakota Reading Association's Advocacy Committee. I want to thank you, Mr. Chairman, for offering me an opportunity to participate in this hearing. I appear before you today in opposition to Senate Bill No. 2358.

I speak today in favor of educators enhancing their professional skills through participation in the North Dakota Education Association's (NDEA) Instructional Conference, which provides educators the opportunity to choose the type of professional development they need to grow as specialists in their fields of education. I speak in opposition to SB2358 because it weakens the foundation of the instructional conference by removing lines 20 and 21 on page number 2 of the bill addressing school calendar length. This bill amends Section 15.1-06-04 by removing the language "two days for the attendance of teachers at the North Dakota education association instructional conference." Should this bill pass as drafted, teachers in North Dakota may continue to attend the NDEA Instructional Conference in October, but would do so at an even greater personal cost because they would not be paid for these two professional development days as they are presently. Even though members of the

NDEA do not pay a registration fee to attend the instructional conference, there are expenses that they incur in order to attend this conference, expenses such as transportation, meals, and lodging.

When teachers travel to and from the instructional conference they often carpool and room together to share the expenses involved in attending this conference. Once these designated days are no longer paid days for teachers, fewer educators might attend the conference due to the additional personal financial costs. As attendance declines, the conference budget would need to be adjusted accordingly. This might influence the number and quality of keynote speakers, researchers, and presenters who would be contacted to present at the conference. Presently, state education organizations such as the North Dakota Reading Association work with other education related organizations to sponsor the presentation of an exemplary keynote speaker at the instructional conference. These joint endeavors would be jeopardized as a result of the proposed unpaid professional development days in October.

From my own experiences attending conferences for over 20 years, I have numerous examples of educators "going the extra mile," literally, to seek out high-quality professional development opportunities. For example, one year a car full of teachers from Washington School left Minot at 4:00 AM in order to arrive in Fargo in time for the NDEA Thursday morning general session. Following a full day of attendance at presentations and sessions, these same teachers drove back to Minot that evening in order that they could be at school by 8:30 AM the following morning. This one example involved teachers from various disciplines, including a classroom teacher, the learning disabilities teacher, the music teacher, and the gifted and talented teacher, all of whom collaborated on the development of a fourth grade Lewis and Clark Bicentennial project involving reading, writing, art, history, math, science, and music. These kinds of collegial collaborations occur as a result of dedicated North Dakota teachers taking advantage of the two paid professional development days which are

specified in the North Dakota Century Code. Should the existing language be removed, some teachers might choose to use the two unpaid days as vacation days rather than attend the instructional conference. For those educators that previously shared expenses, this puts an additional burden upon them should they continue to choose to attend the conference.

Educators who attend the NDEA Instructional Conference broaden their content knowledge, learn about current research and how this relates to student learning, develop an understanding of how this relates to the subjects they teach, and network with other educators across varied disciplines. This conference is the only one held in the state that addresses the professional development needs of educators across all content areas, grade levels, and experience levels. Teachers, as well as school districts, benefit when they pool their resources to participate in high quality professional development opportunities. As a member of the board of the North Dakota Reading Association, I am able to see that our members are attending the instructional conference sessions arranged by our volunteer efforts. When we work in concert with other educational organizations, such as the Gifted and Talented Association, we are able to provide professional growth opportunities of the highest caliber. I am in favor of these continuing, collaborative efforts. Should these two professional development days be deemed "unpaid days," educational organizations will base their continued efforts and involvement in the instructional conference upon how best to meet the needs of their members. Where else in North Dakota can elementary teachers attend one conference that addresses the various content areas that they teach including reading, math, English, social studies, science, music, physical education, counseling, early childhood, and on and on. No where else in the state can an elementary teacher attend a professional development conference that addresses several content areas of the elementary curriculum. As it stands right now, elementary teachers attending the instructional conference can determine which sessions to attend to meet their unique

2/1/05

Testimony on SB 2358

By

Dr. M. Douglas Johnson, Assistant Executive Director—NDCEL

Chairman Freborg and members of the Committee, my name is Doug Johnson and I represent the school administrators of North Dakota. I am here to testify in opposition to SB 2358.

First, we believe that additional professional development days are needed in the school calendar. These additional days are invaluable to school districts as they design programs and implement professional development programs which help their teachers meet the educational needs of their students. In September of 2004, the NDCEL, at its Representative Assembly passed a resolution to provide for two additional days of paid professional development. However, we believe that SB 2358, which gives up the instructional conference days in October, is not the bill to accomplish the need of additional professional development days.

There are several reasons why the NDCEL opposes this bill. First, the two days in October that have been set aside for the attendance of teachers at the North Dakota Education Association instructional conference are also used by our organization to provide NDCEL members professional development. We have had an 80% plus attendance at our conference for each of the last four conferences. This past year we had 520 of our 640 active Umbrella members (81%) attend our fall conference. This is because we design our conferences to meet the needs of all nine of our affiliate organizations members. Several years ago, South Dakota adopted policy similar to that as proposed in SB 2358. The umbrella school administrators association in South Dakota eventually gave up on having a joint fall conference because the attendance dropped to a level that was no longer sustainable for a joint conference.

We are concerned that if SB 2358 is passed with the language change in Section 1-2 which states the "school may not be held on the two days in October that coincide with the North Dakota education association" will allow school districts and consortiums, while not scheduling school for the students, to use those days as their professional development days. The rationale would be that only a small percentage of their teachers are attending the NDEA instructional conference and that these "open days" in October are a convenient way to meet the professional development need of their districts. Should this be a districts decision, school leaders would have to make a choice between attending the NDCEL conference or providing the leadership for their school's and district's professional development plan. This is a choice we do not believe that they should have to make.

A second reason we do not support SB 2358 is that we believe that our state and school district's have a responsibility to provide as many days of professional development for our educators as is possible. This bill only supplants current professional development days that are currently being offered. It does not increase the number of professional development days. We have in the past and continue to believe that two more days, funded by the state, should be added to the calendar for additional professional development days. If this was done, we would be offering educators across the state four professional development days instead of two. If we truly believe that professional development is important, we should increase the requirement for the number of professional development days rather than supplant the current days that are in the school calendar for the October instructional conferences days.

Finally, because of the numbers of attendees we draw to our fall conference, we are able to provide them with outstanding keynote speakers such as William Straus, Clay Jenkins, Alan November, and Don Bartlette. Many district's, because of budget concerns, are not able to offer the quality and number of keynote speakers and breakout presenters that

the NDCEL is able to do in its fall conferences. Passing SB 2358 may, from experiences other state's administrator groups have had in similar situations, may ultimately create a situation where we can no longer provide the quality of programming our members have come to expect and enjoy.

Chairman Freborg, members of the committee, I thank you for your attention and I encourage you to give SB 2358 a Do Not Pass recommendation. I will be happy to answer any questions that you might have regarding this testimony.

**Testimony on Senate Bill 2358
Senate Education Committee
2005 Legislative Session**

Marlene Srock, NDRA Advocacy Chair
Bel Air Elementary, Minot, ND
701-838-0651
m.srock@sendit.nodak.edu

Good morning, Chairman Freborg and members of the Senate Education Committee. My name is Marlene Srock. I am a first grade teacher for the Minot Public School District. I am here today representing the North Dakota Reading Association (NDRA), an affiliate of the International Reading Association. NDRA represents over 1,700 teachers, professors, and administrators who are actively involved in reading and writing instruction. As the NDRA Advocacy Committee chair I am here today to speak in opposition to SB 2358.

One of the goals of the NDRA is to improve literacy instruction by providing professional development. The North Dakota Education Association (NDEA) Instructional Conference has allowed us this opportunity. We have worked with the NDEA to successfully arrange sessions that enable teachers to improve their teaching of reading.

The high quality keynote speakers and trainers that have been part of the past conferences have given teachers the most current information regarding best teaching practices. The large selection of sessions in different content areas enables every participant to choose a variety of growth opportunities.

Despite the fact that teachers personally incur the cost of travel, motel, meals and often child care expenses, to attend the conference, past attendance has shown that North Dakota teachers are dedicated to their professional growth. North Dakota teachers are committed to providing the best education for your children. Removing the dates of the instructional conference from the school calendar days appears to be requesting us to make that commitment with a greater financial burden.

We ask you to show your support of the professionalism of the educators in our state by voting in opposition to SB 2358.

Reaching the goals of the No Child Left Behind legislation is going to require that we have the highest quality of instruction in every classroom. It is imperative that we continue to provide expert training for our teachers. We need the NDEA Instructional Conference to continue to allow NDRA to collaborate with other educational organizations as we move to meet this goal.

Thank you for allowing me to speak to you today. I will be happy to answer any questions you may have.

NDEA Testimony - Senate Bill No. 2358
Instructional Conference Non-Paid Days
2005 Legislative Session

Good Morning, Chairman Freborg and members of the Senate Education Committee. For the record, my name is LeAnn Nelson, Director of Professional Development for the North Dakota Education Association (NDEA). I am here representing NDEA in its opposition to Senate Bill No. 2358.

The 1887 Legislature passed a bill to provide NDEA teacher members two days of paid professional development. Even though education has changed since that time, the premise that professional development is still an important component of a teacher's professional career remains constant. We know the importance, and have heard the importance of professional development loud and clear with the enactment of "No Child Left Behind."

Senate Bill 2358 states in lines 21 & 22 on page 1 that School may not be held on the two days in October that coincide with the North Dakota education association conference. In other words, it would be safe to say that these two days will be considered "school holidays." Since these days will be unpaid, the teacher then has the choice of attending the conference or not without being penalized (e.g. subtraction of two personal days). Given the choice of traveling four hours or more to attend a conference without financial assistance or taking a much needed, four-day break to relax and catch up on work or family activities, which would you choose? You may ask "Why should we pay teachers to participate in professional development? Isn't this a professional responsibility?" It is a professional responsibility, and it is also a professional

responsibility of the employer to provide financial assistance for their employees to better themselves by gaining new knowledge that creates and generates better products.

Products of education are students who gain the knowledge and skills they need to be self-sufficient and productive adult citizens, who in return can contribute their learning for the betterment of society. The only profession we know of that does not pay salaries and expenses for employees to gain valuable professional experience is the profession of teaching. Most other industries pay employees' salaries and expenses to attend professional development opportunities -- often several times per year. *We are pleased that generally school districts recognize the importance of professional development by paying conference expenses for their administrators. We feel all educators should receive the same financial support to attend the instructional conference.*

This bill also mandates two days of paid professional development. Where will these two days be added to the school calendar - at the beginning of the school year or at end of the school year, or perhaps in the place of two Christmas holiday break days? However, since the instructional conference days will be unpaid days, participation at the NDEA Instructional Conference will drop to a point where it will no longer be feasible to conduct the conference. Then the school districts will pounce on those two days and use them as district or regional professional development paid days as outlined on page 2 under Section 2. The result is educators will not have these two "school holiday" days, nor will they have the opportunity to participate in a statewide professional development activity where they can select from an array of sessions, listen to top keynote speakers, collaborate and gather ideas from other grade level and/or content area teachers from around the state, which is what educators do now when they attend the NDEA

Instructional Conference. *Perhaps the best solution is to leave the Law the way it is now and add two additional days for in-district professional development.*

Neither a single school district nor a regional co-op can provide the finances needed to conduct professional development with a large selection of sessions in different content areas, top keynote speakers and trainers, highly qualified presenters, and statewide collaboration. It is generally easier and less expensive to provide expert speakers and trainers in one site where a large group of participants gather to access that expertise. NDEA spends well over \$100,000 a year on conference expenses; this includes some in-kind costs, such as - staff time, but doesn't include teacher member time in the planning of sectionals. In September and October the NDEA office alone spends about 75 percent of its time on conference issues – printing and dissemination of material, countless calls, exhibits organization, sectionals facilities organization, Teacher of the Year Recognition, Celebration of Excellence and the list goes on. Some years, when the conference is held in Bismarck, NDEA is able to defray some of those expenses by partnering with the North Dakota Council of Educational Leaders. The end of the conference will mean the end of this partnership.

If we examine this bill even deeper, it becomes obvious that it is an unfunded mandate. The bill mandates that schools must provide two days of professional development. These days can be split, but in no less than four-hour increments. Who will pay for the time in development, top-notch speakers, honorariums, and material printing and dissemination? Will it be the district or will it be the state? SB2358 states in lines 1-13 on page 3 that the superintendent of public instruction approves the professional development activities and the district must provide:

1. A detailed course outline or syllabus, including the method of instruction and materials to be distributed;
2. The qualifications for each instructor presenting material;
3. The procedure to be used for recording attendance; and
4. Any other material required by the superintendent to evaluate activities.

The Department of Public Instruction is already understaffed and underfunded. Where will they get the staff and dollars to develop an evaluation process for the professional development activities? How far in advance must these activities be approved? Who will have the time and energy to devote countless hours to nag presenters (as I have been accused of) to submit their material for evaluation.

What about the economic impact to the communities hosting the conference?

Three to four thousand NDEA members attend the annual conference. It is estimated that throughout the two-day conference, educators will spend \$300 in the community (hotel, meals, etc). $4,000 \times \$300 = \$1,200,000$. The turn-over rate (7) $\times \$1,200,000$ results in a loss of an estimated \$8.4 million dollars with an additional estimated sales tax loss of \$147,000. To provide more communities with the benefits of hosting the conference, NDEA opened up the conference for bids about nine years ago.

Educational organizations have been asking for **more** paid professional development days. For example – Senate Bill 2066 relates to reconfiguration of instructional days by school districts. This bill passed the Senate by a vote of 47/0. This tells us that the Senate understands the need and importance for more professional development. Senate Bill 2358 does not address this need at all. As a matter of fact, all this bill is doing is replacing the facilitating entity. NDEA is very proud of the

conference. Educators working together to better the profession of education in North Dakota is what it is all about. It must be working. Look at our students' test scores, graduation and college entrance rates--we are above average. North Dakota has many educators who want to share their knowledge and expertise with others, and why not: they deserve this recognition. It saddens us that SB2358 may possibly take away this statewide professional link. Quoting Carolyn Snowbarger, DoE, "Teacher-to-Teacher is the best professional development."

As I stated before, NDEA takes pride in the conference, for it is North Dakota educators, through their tireless commitment and energy in planning the conference sectionals, who form the basis for the conference's success. The demise of this conference will send a message to North Dakota educators that they did not do a good job planning the conference. Another blow--on top of the federal blow of their "highly qualified" status. We feel educators are doing a great job, and we are very proud of the educators in North Dakota. We know you, the Senate Education Committee, are proud of the educators in North Dakota, as well. Please oppose Senate Bill 2358 and show the educators of North Dakota who have committed an enormous amount of time to the conference you appreciate their commitment to providing the best professional development opportunity to their colleagues statewide.

Thank you for listening to my testimony. I will try to answer any questions you may have.

Attachments:

1. High quality national keynote presenters
2. Comments

3. Featured sectional speakers from the 2004 NDEA Instructional Conference
4. A program booklet
5. List of sectionals



2004 NDEA Instructional Conference
Featured Sectional Speakers
October 20-22, Bismarck, ND

Driver Education

David Huff is employed by the Montana state Office of Public Instruction (OPI) as their director for traffic education programs. Prior to this, David directed the Adult Basic Education and GED high school equivalency programs, and also the pupil transportation program for the OPI. Huff came to Montana after 12 years as a buildings, grounds, and transportation director for a Wyoming regional board of cooperative educational services. David brings over 18 years of responsibilities concerning commercial driver training to his novice driver education duties.

David's service involvement with national organizations began in 1991 as an appointee to the National Association for Pupil Transportation's special education committee. Since that time he has served on a variety of committees for several national organizations, he has been published in several national trade and professional journals, served on several regional and national advisory boards, and co-chaired the special education school bus writing committee for the 1995 National Standards for School Transportation.

ENGLISH

Mary T. Christel has been a member of the English department at Adlai E. Stevenson High School in the northwest suburbs of Chicago since 1979, where she teaches AP literature classes as well as classes in media and film studies. She earned a B.S.S. at Northwestern in theater and an M.A. in interdisciplinary arts education at Columbia College. In 2001 she published a book on media literacy with Ellen Krueger, *Seeing and Believing: How to Teach Media Literacy in the English Classroom* as well as contributing to three books on teaching Shakespeare, *Teaching Shakespeare Today*, *Teaching Shakespeare into the Twenty-First Century*, and *For All Time: Critical Issues in Teaching Shakespeare* (for the Australian Association of Teachers of English). Ms. Christel serves on various committees and boards focusing on the promotion of media literacy in the language arts curriculum including the National Council of Teachers of English, National Telemedia Council, and in the past the National Board of Professional Teaching Standards. This past summer she attended the Institute on Media and American Democracy at Harvard University.

FLAND

Laura Terrill holds a BA in French from the University of Missouri, St. Louis, and a Masters degree in Secondary Administration from Northeast Missouri State University. She is currently Coordinator of Foreign Language and English as a Second Language in the Parkway School District in St. Louis, MO, but taught all levels of French in her 21 years in the classroom. She is currently the Central States delegate to the ACTFL Board.

Gifted & Talented/Reading

This year the NDRA and the Gifted and Talent Association, in collaboration, are bringing you Dr. Bertie Kingore. **Dr. Bertie Kingore** is a national consultant who has worked with students, their teachers, and their parents for over 30 years. She continues to work in classrooms to model the differentiation of instruction for all learners. Recognized for her humorous and practical presentations, her energetic sessions leave teachers revitalized and eager to implement her shared ideas and learning experiences in their own classrooms. Dr. Kingore and her husband, Richard, are the parents of three gifted sons whose needs and talents fuel her dedication to gifted education.

Dr. Kingore is the author of numerous articles, instructional aids, and 20 books on education. She has received many honors including the Outstanding Alumnus Award from the University of North Texas where she earned her Ph.D. She is a past President of the Texas Association for the Gifted and Talented and was also recognized as the Texas Gifted Educator of the Year.

Health and Physical Education

Dr. Parag Kumar, a pediatrician with Medcenter One Health Systems, has made numerous presentations to school officials and the community about the dangers and causes of childhood obesity. Several Bismarck schools have stopped selling candy as fundraisers and have restricted or are considering removing sweetened beverages and junk food from vending machines. He is also working with the YMCA to develop a weight-loss program. Dr. Kumar is helping Indian Health Services/Custer Health get diabetes risk assessments lined up and is providing information to Bismarck/Burleigh County Public Health.

Kindergarten

Michael Paul Gallo is a mime artist, storyteller, puppeteer, and early childhood educator. He taught 3-5 year olds for 17 years at the MSUM Early Childhood Education Center. He is currently a fixed-term instructor in the Elementary and Early Childhood Education Department at Minnesota State University, Moorhead. He has a Master's of Science degree in Elementary Education from MSUM, and is currently working on his Ph.D. in Teaching and Learning at UND. He has presented performances, workshops and keynote addresses at various educational conferences and family events in the US and Canada. Although he has been gifted (or cursed) with ADHD all his life he was not officially diagnosed until 1995. During this workshop Michael will share some of that journey with you. He will also include strategies and insights that have helped him survive and thrive as well as work more effectively with students with ADHD.

Library Media Association

Deborah Ford is the District Librarian in El Cajon, California. Her BER (Bureau of Education & Research) presentation in Fargo last spring on "Increasing the Effectiveness of Your School Library Program: Creative, Inviting, Budget-Friendly Ideas" left those in attendance eager to learn more. She has accepted our invitation to share more of her ideas at the NDEA conference. Deborah Ford is an award-winning library media specialist and national presenter. She was chosen as the 2001 School Media Specialist of the Year in her home state and has also been chosen as her school's Teacher of the Year. She has presented at numerous state and national conferences and is known for her inspirational message, budget-friendly ideas and innovative ways for creating a user-friendly library media center. She will be presenting for the Library Media Section on Thursday.

Brenda Ehrmantraut is a graduate of NDSU and holds a Master of Education in Reading from Miami University of Ohio. She has taught reading and language arts K-12 in mainstream and remedial settings. Recently, she has trained and presented with the North Dakota Reading Academies. Last year Brenda published her first children's book, "I Want One Too!" and has a second book in the publication process.

Mathematics

Ruth Parker author of *Mathematical Power: Lessons from A Classroom*, is a nationally known and highly respected educator. She spent many years as a mathematics teacher of grades 1-9 and as a director of state and local school-wide and district-wide mathematics restructuring efforts. Most recently, Ruth has expanded her focus working to bring communities together in support of mathematics education. A keynote speaker at numerous national and international conferences, she is much sought after for her work with educators, parents and the public in districts throughout the country. As CEO for Mathematics Education Collaborative, Ruth has primary responsibility for MEC's research activities and its work with the public.

Social Studies

Marie Gahner. Marie has taught in the area of special education at both the high school and primary grades for 27 years. She has a Master's degree in Special Education from George Peabody College at Vanderbilt University in Nashville, TN. Marie assisted her friend and fellow teacher, Toni Hoff, in the development and packaging of the Lewis and Clark OBSERVOR game. Marie and her husband live in Beulah.

Toni Hoff. Toni has taught high school English for 31 years. She was a fellow at the Northern Plains Writing Conference in 1995 and has also earned credits from Georgetown University where she attended the Folger Shakespeare Library summer conference. Toni designed the Lewis and Clark OBSERVOR game with help from her colleague and friend Marie Gahner. Toni and her husband live in Beulah.

1995-2004
NDEA Instructional Conference
Top/Keynote Speakers

Sandra McBrayer: National Teacher of the Year

Barbara Coloros: North America's Most Trusted Parenting Advisor

Dr. Bruce Perry: Baylor University, Effects of Trauma on Child
Development

Mike Farrell: Actor, Producer, Director, Motivational Speaker

Alan Page: Minnesota Viking, Minnesota State Supreme Court Justice

Dr. David Berliner: Author of *The Manufactured Crisis: Myths, Fraud
and the Attacks on America's Public Schools*

Jack Canfield: Author of *Chicken Soup for the Soul*

David Okerlund: Oxford University, Motivational Speaker

Jule Satterfield: Atlanta GA, Inclusion Strategies

Jamie Vollmer: President of Local Control Project, Motivational
Speaker

Dr. Harry K. Wong: Author, Motivational Speaker

Jackie Pflug: Motivational Speaker

Erik Grant Chester: Teacher, Motivational Speaker

Dr. Mike Kneale: Superintendent, Motivational Speaker

Dr. Steven Barolek: Author of *The Nurturing Parenting Programs*

Dan Clarck: Co-author of *Chicken soup for the soul* and *Puppies for Sale*

Sarah M. Buel: Clinical professor, University of Texas

Dr. Tim Lautzenheiser: Author of *The Art of Successful Teaching* and *The Joy of Inspired Teaching*

Troy Evans: Motivational Speaker

John Wilson: National Education Association Executive Director

Dr. James Popham: Professor at UCLA, author of *Classroom Assessment: What Teachers Need to Know*,
President of American Education Research
Association

Dr. Thomas Armstrong: Author of *Multiple Intelligences in the Classroom*

Lily Eskelsen: National Education Association Secretary/Treasurer

Martin Meyer: National Education Support Professional of the Year

Dr. James Garbino: Co-Director of the Family Life Development Center

Elizabeth Lee Vincent: Cornell University, Professor of Human
Development

Bill Strauss: Author of *Generations*

Clay Jenkins: Author, Scholar, Teacher, Historical Impersonator

Lesson Plan Integration – Graduate Credit Instruction Sheet and Checklist

(2004 Instructional Conference)

Requirements: The following outlines the requirements and procedures to obtain a graduate credit for the 2004 Instructional Conference.

- Attend no less than five hours in multiple sessions or sessions longer in length – 5 hours.
- Must attend at least one session that is instructed by a presenter with a MA degree or higher. (*see attached list*)
- Complete Lesson Planning Sheet (reflect and identify strategies and ideas) – 2 hours.
- Complete Lesson Plan Sheet (traditional and new) – 2 hours.
- Lesson Plan Deliverance – 1+ hour.
- Reflection and analysis of lesson (at the end of the Lesson Plan Sheet) – (*How did the new strategies/ideas add to instruction & learning? Reaction of students? Additions and deletions next time lesson is presented*) - 3 hours.
- Organize layout and submit *Lesson Planning Sheet* and *Lesson Plan Sheet* – 3 hours. (format - Word or .pdf) **Submit no later then Dec. 15, 2004.**

Send to:

LeAnn Nelson
NDEA
410 E. Thayer Ave.
Bismarck, ND 58202

or

leann.nelson@ndea.org

2004 Instructional Conference Lesson Planning Sheet

Oct. 20 – 22

Bismarck, North Dakota

This planning sheet is in partial fulfillment of the graduate credit requirements. To complete this sheet: attend sessions, reflect on instructional content and identify strategies and ideas that you can integrate into a lesson or unit. You must attend no less than five hours in multiple sessions or sessions longer in length. After completing 1-5 below, list the strategies/ideas that you would like to integrate into a lesson/unit in 6. The number of integration ideas is up to you. Strategies and ideas can come from one session or a combination of sessions.

1. *Session 1 Title* _____

Presenter/s _____ *Highest Degree/s* _____

Content Area _____ *Date* _____

Reflection: (Ideas - Instructional Content? Can I instructionally utilize this information? Would this enhance student learning? If 'Yes' - What? If 'No' - Why?)

2. *Session 2 Title* _____

Presenter/s _____ *Highest Degree/s* _____

Content Area _____ *Date* _____

Reflection: (Ideas - Instructional Content? Can I instructionally utilize this information? Would this enhance student learning? If 'Yes' - What? If 'No' - Why?)

3. *Session 3 Title* _____

Presenter/s _____ *Highest Degree/s* _____

Content Area _____ *Date* _____

Reflection: (Ideas - Instructional Content? Can I instructionally utilize this information? Would this enhance student learning? If 'Yes' - What? If 'No' - Why?)

4. Session 4 Title _____

Presenter/s _____ Highest Degree/s _____

Content Area _____ Date _____

Reflection: (Ideas - Instructional Content? Can I instructionally utilize this information? Would this enhance student learning? If 'Yes' - What? If 'No' - Why?)

5. Session 5 Title _____

Presenter/s _____ Highest Degree/s _____

Content Area _____ Date _____

Reflection: (Ideas - Instructional Content? Can I instructionally utilize this information? Would this enhance student learning? If 'Yes' - What? If 'No' - Why?)

6. Identify strategies and/or ideas you learnt at Instructional Conference that you will integrate into a lesson/unit. *Remember* - The number of integration ideas is up to you. Strategies and ideas can come from one session or a combination of sessions.

2004 Instructional Conference Lesson Plan Sheet

Oct. 20 – 22

Bismarck, North Dakota

This lesson plan sheet is in partial fulfillment of the graduate credit requirements. Complete the sheet by filling in the traditional column and adding the new strategies and/or ideas in the new column. You do not have to complete every row in the new column, just the rows in which something you learnt from Instructional Conference was incorporated. After revamping the lesson, present the lesson to your class and reflect on the lesson in the space provided to you at the end of this lesson plan sheet.

We would like to post lessons to a website for others to view and gather ideas, so if possible, please type the lesson in electronic format (Word or pdf). The lesson can then be emailed to NDEA to post. The electronic copy doesn't have to follow the exact same format as this sheet, but must contain the same components.

	Traditional	New
<i>Title:</i>		
<i>Subject Area:</i>		
<i>Grade Level:</i>		
<i>Material Needed:</i>		
<i>Technology Needed:</i>		
<i>State Standards:</i>		

<i>Learning Goal(s):</i>		
<i>Learning Objectives:</i>		
<i>Learning & Instructional Strategies:</i>		
<i>Assessment:</i> (Formal and Informal)		
<i>Learning Activities:</i>		

Lesson/Unit Reflection and Analysis: *(Suggested thoughts - How did the new strategies/ideas add to instruction and student learning? Students' reactions? Additions and deletions next time lesson is presented?)*

Presenters:

1. Pat Anderson. Cooperative Resource, Fergus Falls, MN
Degree – MA
2. Jill Doppler, School Psychologist, Bismarck Public School
Degree- Education Specialist
3. David C. Huff, Director, Traffic Education Programs, Office of
Degree - MA
4. Mary T. Christel, Director of the Commission on Media for the
Degree - MA
5. Laura Terrill. Foreign Language/ESL Coordinator, Parkway
Degree – BA in French & Masters in Secondary Ed.
6. Bertie Kingore, Austin, TX, Dr. Kingore is a national consultant
Degree – Ph.D.
7. David Barney - Health, Nutrition and Exercise Instructor at NDSU.
Degree: BS, M.Ed, Ed.D
8. Brad Strand, NDSU Heath, Nutrition and Exercise Sciences Chair.
Degree – BS, MS, Ph.D
9. Dr. Kumar, Medcenter One Health Systems Attending Physician.
10. Susan Gerenz, Director of Pride Manchester
Degree – MA
11. Michael Gallo,
Degree – BS & MS
12. Deborah Ford.
Degree - MA
13. Brenda Ehrmantraut. Children's Book Publisher.
Degree – BA & Masters
14. Dr. Ruth Parker. Mathematics Author and Washington Educator.
Degree – BS, MA, Doctorate
15. Cheryl Nilsen. Math Faculty Member at MiSu.
Degree - BA & MA

16. Dr. David McCormack, Professor of Mathematics at MiSu.
Degree – B.S., M.S. & Ph.D.
17. Dr. Laurie Geller, Instructor of Mathematics at MiSU.
Degree – B.A., M.A., Ph.D.
18. Dr. Michele Iiams, Assistant Professor of Mathematics at UND.
Degree – B.A., M.A. Ph.D
19. Ken Raessler, GIA Publications.
Degree – Ph.D.
20. Dr. Matthew Patnode, Assistant Professor of Saxophone and
Degree – Ph.D
21. Mark Berntson, Music Instructor at West Fargo.
Degree – MA
22. Loris Marcusen, State mentoring Coordinator.
Degree – MA
23. Joe Westby, NDEA Executive Director
Degree – MA
24. LeAnn Nelson, NDEA Director of Professional Development.
Degree – MA
25. Doreen Strode, DPI
Degree – MA
26. Ellen Dunn, Fargo Public Schools. Karol Nyberg, Grand Forks
Public Schools.
Degree – MA
27. Lou Aronson, State Portfolio Coordinator.
Degree – MA
28. Laurie Matzke, DPI.
Degree – MA

Comments from NDEA members regarding the 2004 Instructional Conference, held Oct. 20-22, in Bismarck

Question: What events and activities did you find most valuable at this year's conference?

- A variety, which is what I received
- ADHD w/Michael Gallo; Dr. Bertie Kingore sessions
- ADHD workshop; student led conferences session
- ADHD/w Michael Gallo (15)
- All curricular areas represented and grade levels; I've been pleased with what's been scheduled
- All Deborah Ford's presentations
- All good! (2)
- All of the Thursday p.m. sessions and the Library section by Deb Ford
- All the workshops at the library media specialist sessions (8)
- Analyzing pictures
- Anything that will promote professional growth
- Attending Microsoft Outlook
- Bertie Kingore sessions, I attended all of them! (2)
- Bertie Kingore was excellent; so was Brenda Ehrmantraut
- Brain & behavior, DPI Assessment accommodations ADHD
- Breakout sessions were great
- Current issues
- Data analysis & prob. For Pre K-2
- Data analysis & probability workshop
- Deb Ford-LMA
- Deborah Ford--Excellent! Thanks
- Deborah Ford's sessions
- Dr. Bertie Kingore was wonderful!
- Dr. Bertie Kingore's presentations
- Driver ed; social studies
- Driver's Ed does a nice job; Lewis & Clark info was great!
- Drivers Ed speaker, General session speaker
- DVD burning; new school
- English-Media standards presentation--great presenter
- Everything (2), loved the exhibits
- Excellent job!
- Exhibits
- Exhibits/gifted & talented presenter
- Exhibits; library sessions
- Exhibits; NDCTE media session, great resources provided
- Exploring picture books for older readers
- Food safety/outreach info
- General session speaker and library sectional speaker
- General teaching methods; English sectionals; Technology ideas; standards/assessment in the classroom
- Good sectional speaker--English had useful information
- Good selection
- Handouts, discussion was informative
- Hands-on
- Health--obesity
- High school activities
- Highly qualified and the outreach for science/mathematics
- I always attend the counseling sessions. They are well planned and meaningful
- I find all sessions I attend informational
- I found the sessions provided and events appropriate
- I like activities that bring teachers together to interact.
- I never know what I'll find, it's always great
- IDEA & ESEA
- Individual sessions such as understanding poverty
- Informative & current
- Informative & upcoming ideas in education
- Inspirational, informational, inspiring
- Interaction with colleges, presentation of specific classroom activities
- It's all good
- Jenkinson
- Jenkinson-timely
- Keynote speaker = Awesome!
- Keynote speaker Strauss & Clay Jenkinson, various offerings for English, Physics show
- Keynote William Strauss; Dr. Ruth parker
- Kindergarten events (3)
- Language arts
- Library info then the portfolio session
- Library media & social studies; Lewis & Clark activity
- Library media was excellent
- Library speaker & use

- Lots of choices
- Lots of ideas for classroom
- Mary T. Christel
- Math phobia; just write
- Math--Elem Level--Cheryl Nilsen
- Maturing/aging brain effecting driver; gil over... & talented Bertie Kingore
- Media & GT
- Media analysis (2)
- Media in teaching language arts (very contemporary)
- Media literacy session; Bill Strauss
- Meth & math, meth session could have been longer, lots of questions & lots around
- Meth session was very informative
- Michael Gallo was awesome! (2)
- Michael Gallo, ADHD; Physics Circus at BSC
- Michael Gallo's ADHD presentation; Deborah Ford's Library info
- Mini sessions/workshops/exhibits
- Mini-sessions to get new info for the classroom
- National speaker was wonderful
- NCLB "highly qualified" status; math sessions
- NCLB meeting and explanation
- NCLB session & NDSU CCME session for science
- NDSU presentation
- Networking @ exhibits
- New ideas--latest research
- Newest technology & updated teaching procedures
- NICS tour in Mandan
- Obesity & ADHD sessions
- Obesity in children speaker did an excellent job, the speech was excellent!
- Opening speaker was fabulous and uplifting. Also, the English sectional on media was useful
- Opening speaker was great and resourceful
- Outlook/financial literacy/major speakers
- Personal finance, I was working with other business ed teachers
- Physics demo, logging comp research
- Portfolio training; Michael Gallo
- Poverty session
- Practical, motivational
- Practical, useful info on lessons and activities (2)
- Presenters were enjoyable to listen to
- Reading section Dr. Bertie Kingore was excellent
- Reading, writing, library, story telling, science
- Reading/Gifted & Talented
- Resources
- Science workshops (3)
- Session on fuel cell
- Session on Understanding Poverty really gave me a lot to think about!
- Sessions by Bertie Kingore & Deb Ford
- Sessions which will provide new & exciting ideas to make us better teachers
- Sessions-subject/grade specific
- Sharing/networking (2)
- Small sessions (3)
- Sp Ed new changes w/NCLB; ADHD
- Speakers were pretty good, especially Bill Strauss
- Special education sessions/Pre-K sessions
- Special needs
- Strauss, Jenkinson, Mary Christel
- Strauss, NDCTE lunch, talk w/peers
- Subject area sessions
- Tech evals; opening session speaker
- Technology I movie
- The workshops that share the "how to do" not only the "what to do"
- Things to do in class. "integrating media into English curricula" was great.
- Thursday general session, exhibits & English sectional
- Thursday morning General session—good
- Thursday's opening speaker--great, positive!
- Timely, practical, applicable
- Two of the math sectionals
- Upbeat, reaffirming speakers; exhibits with ideas, sessions with useful techniques
- Wed. Exhibits; Thurs. Keynote, counseling sectional speakers, looking forward to Friday's keynote!!
- Wm Strauss; English sectional presenters
- Workshops
- Workshops & exhibits
- Writer's workshop (2)





Helga Sorenson Inservice

Sponsored by:
Williston State College Foundation
&
Williston Area Teacher Learning Center

At the
Williston High School
Wednesday, January 26, 2005

Keynote Address: 8:45

"Fish for Schools: Welcome back to the reason you became a teacher"
With Special Guest Speaker Bob Upgren National Speaker & Chalk Artist

Door Prizes: provided by Williston State College Foundation
10 checks worth \$100 each to be given away at the keynote presentation and during lunch
(must be present to win)

LUNCH:

Lunch will be served in the WHS Gym. Menu includes: Deli Croissant sandwiches, potato salad, fruit salad, pickles, potato chips, and beverage. There will be a \$4.00 charge for lunch.

TECHNOLOGY TRAINING

Technology registration will be on the tables in front of the auditorium the day of the inservice beginning at 8:15 a.m. Computer lab space is limited.

HEALTH AND WELLNESS FAIR- JANUARY 26, 2005

We will once again be holding the Health and Wellness Fair at WHS during the teacher inservice. Information on page 8..

Massage Therapy students from WSC will be on hand again from 11:00 on for massages throughout the day

Special Thank You:

Williston State College Foundation
Williston Coca-Cola Bottling Co
Williston High School
Teacher Learning Center Inservice Committee

Concurrent Sessions

See page 4 for abstracts

Session One 11:00 a.m.

Teaching Lewis and Clark -	RM 308	The Culture of Japan	RM 216
Bully-proofing your school K-6	RM 218	Project Based lesson plans	RM 211
Time to Teach	RM 202	Art Across the Curriculum	RM 221
Introduction to databases	RM 311	Mainstreaming/Inclusion	RM 303
SEND	RM 204	Student Stress	RM 305
Got Stress? We Got Yoga.	GYM	PowerPoint	RM 213
Standards-Based Math Activities k-3	RM 311	Tour: Williston Middle School	Cafeteria

Session Two: 1:00 p.m.

Got Stress? We Got Yoga	GYM	Teaching Lewis and Clark	RM 308
Math Lab 4-6	RM 215	Tips for Data Conversion, Excel (2hr)	RM 211
Market Place for Kids	RM 321	Basic Database Searching (2hr)	RM 310
Local Mini-Grants from Tech Prep	RM 323	The Educational System of Japan	RM 216
SEND	RM 204	Science Fun for everyone k-6	RM 221
Mainstreaming/Inclusion	RM 303	StarLab	Aud/Stage
Student Stress	RM 305	ISAFE (2hrs)	RM 213
Geometry Standards	RM 319	Balanced Literacy	RM 202
		Tour: Williston Middle School	Cafeteria

Session Three: 2:00 p.m.

SEND Suitcase Exhibits for North Dakota	RM 204
Balanced Literacy -	RM 202
Tips for Data Conversion, Excel	RM 211
StarLab	Auditorium Stage
Market Place for Kids -	RM 321
Band Directors Dos and Don'ts -	RM 109
Addressing the Orwellian Writing Model -	RM 120
Time to Teach -	RM
Algebra	RM 319
Discipline Interest Groups. See chart for rooms	

Discipline Interest Groups: These sessions are an opportunity for teachers to meet with others in their grade level or discipline to discuss best practices, exchange ideas and methods, and to talk about teaching. Bring an example of a best practice to discuss.

Kindergarten	RM 113	English	RM 311
First Grade	RM 215	History/SS	RM 313
Second Grade	RM 214	Language	RM 317
Third Grade	RM 216	Math	RM 308M
Fourth Grade	RM 219	Music	RM 312
Fifth Grade	RM 221	Physical Education	RM 305
Sixth Grade	RM 223	Science	RM 321
Computer Science	RM 218	Special Education	RM 323
Consumer Science	RM 212	Title I	RM 303
Counseling	RM 325	VoAg/Shop	RM 327

2004 Instructional Conference Sectional Chairs

**SECTION
CHAIRS**

NAME

Retired

Shirley Lindquist

Assoc. of Career and Tech Educ. (NDACTE)	Jason Mongeon
Assoc. of Middle Level Educators (AMLEND)	
Assoc. of Teacher Educators (ATE)	Susan Phillips Klabunde
Business & Office Ed (NDBOEA)	ReMae Kuehn
Council of Exceptional Children/Special Ed	Fay Bergley & Nancy Storick
Counselors (NDSCA)	Diana Fuhrman
Driver Education	Larry Nagel
English (NDCTE)	Mandy Wardner
Education Support Professionals (ESP)	Audrey Haskell
Family and Consumer Science (FACS)	Bobbie Grassel
Foreign Language (FLAND)	Susan Devine
Gifted and Talented	Dana Grendeau
Health, Physical Ed (NDAHPERD)	Donna Terbizan
Kindergarten	Trisha Renton
Library Media (NDLMA)	Melanie Nunberg
Mathematics (NDCTM)	David Hoff
Minority Issues	Alicia Bata
Music (NDMEA)	Denese Odegaard
NCLB	LeAnn Nelson
Reading NDRTA	Paula Rogers
Science (NDSTA)	David Bartz
Social Studies (NDCSS)	Dr. D. C. Munski
Technology Education (NDTEA)	Byron Borgen
Visual Arts	Linda Ehreth

SUGGESTED AMENDMENT TO SB2358

REPLACE SECTION 2, NUMBER 3 WITH:

3. a. A full day consists of eight hours of professional development activities which may occur in, no less than, half-day increments of four hours.
- b. By June 30 of each year, school districts shall submit a report to DPI containing the following information from the most recent school year:
 - (1) A description of all professional development activities provided for teachers;
 - (2) The name and position of activity leaders;
 - (3) The name and position of each activity participant.
- c. The information from the district reports shall be made available by DPI to appropriate legislative committees.

PROPOSED AMENDMENTS TO SENATE BILL 2358

Page 3, line 2, replace "approved by the superintendent of public instruction" with "which may occur in, no less than, half-day increments of four hours"

Page 3, line 3, replace "In order to have activities approved by the superintendent of public instruction," with "By June 30 of each year, school districts shall submit a report to DPI containing the following information from the most recent school year"

Page 3, line 4, remove "a school district shall submit"

Page 3, line 5, replace "A detailed course outline or syllabus, including the method of instruction" with "A description of all professional development activities provided for teachers"

Page 3, line 6, remove "and materials to be distributed"

Page 3, line 7, replace "The qualifications of each presenting material" with "The name and position of activity leaders"

Page 3, line 8, replace "The procedure to be used for recording attendance; and" with "The name and position of each activity participant."

Page 3, remove lines 9 and 10

Page 3, line 11, replace "The superintendent of public instruction may approve professional" with "The information from the district reports shall be made available by DPI to appropriate legislative committees"

Page 3, remove line 12

Page 3, line 13, remove "least four hours, but may not approve any activity having a shorter duration"

Renumber accordingly

Voted on Feb 1st to adopt

File

March 22, 2005

HOUSE EDUCATION COMMITTEE
SB 2358

CHAIRMAN KELSCH AND COMMITTEE MEMBERS:

My name is Jack McDonald. I am appearing today on behalf of the State Association of Non-Public Schools (SANS). We are asking that you amend a change the Senate added to this bill that seriously infringes on the independence of nonpublic schools.

On page 4 of the engrossed bill, at line 10, all nonpublic schools would be required to follow the school calendar set out for public schools, including holidays, professional days, etc. The state does not have a legitimate interest in directing the school calendar of nonpublic schools, particularly religious schools. It should not be directing when nonpublic schools can hold their professional development days or when they can hold events such as youth rallies or religious observances. Under SB 2358, they would be prohibited from holding such events if they conflict with the NDEA convention or state-mandated professional development days.

The amendment was aimed at public schools. Therefore, we respectfully request you adopt the amendment below which will make it clear this provision applies only to public schools.

If you have any questions, I will be happy to try to answer them. THANK YOU FOR YOUR TIME AND CONSIDERATION.

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL 2358

On page 4, line 10, remove "The" and insert "In the case of a public" and after the first "school" insert "it"

Re-number accordingly

SB
2358

The NDEA logo is rendered in a bold, three-dimensional, blocky font. The letters are white with black outlines, giving them a 3D appearance as if they are floating or attached to the background. The background of the entire page is a high-contrast, black and white photograph of a large, classical-style statue of a woman, likely a personification of Education or Liberty, standing on a pedestal. She is wearing a long, draped robe and has her right hand raised to her forehead in a gesture of contemplation or distress. The background behind the statue consists of bare, leafless trees, suggesting a winter or late autumn setting. The overall aesthetic is stark and graphic.

NDEA

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Public Schools
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**NDEA
Instructional
Conference**
October 20-22, 2004
Bismarck

CONTACT NDEA FOR A COPY

SB 2358
Professional Development Days

SB 2358
16 Mar 05

Madame Chair and members of the Education Committee, for the record, I am Gary A. Lee, Senator of District 22. I am here to present SB 2358 for your thoughtful consideration.

SB 2358 builds into the 180 day school calendar, two full days of professional development for licensed teachers of a school district and it repeals that section of NDCC that relates to the North Dakota Education Association (NDEA) instructional conference as paid days.

Bill Walk through:

Page 1., Section 1., beginning on line 23, adds language that assures there will not be school nor can the required professional development days be on the two days in October that coincide with the NDEA conference.

- Rationale:
1. Allows teachers & administrators to attend the conference if they choose.
 2. Allows long-standing family traditions or other community and organizational events that are typically scheduled at this time to continue.

Page 2., Section 2., beginning on line 21, this bill provides that two full days of professional development, for all teachers, will be included in the 180 day calendar. In that same section, beginning on line 27, strikes the 2 days of the NDEA conference from the apportioned days of the school calendar.

- Rationale:
1. Addresses the on-going request for additional professional development.
 2. Provides flexibility for tailoring and scheduling educational opportunities according to the needs of the district.
 3. Allows professional development to take place locally or regionally to minimize travel and maximize productive time.
 4. provides for flexibility in scheduling educational events.

Page 3., Section 2., beginning on line 7, authorizes the Superintendent of Public Instruction to approve professional development activities. It sets forth articles to be submitted for evaluation of the activity and sets a minimum time requirement. Professional development activities must be at least 4 hours in duration.

SB 2358
Professional Development Days

Rationale: 1. An accountability approval process promotes thoughtful planning of worthwhile development activities.

Page 4., Section 3., Line 10, an approved school needs to be in compliance with all laws regarding the school calendar, which would include two professional development days.

Rationale: 1. Assures that two days of professional development will be provided.

Page 4., Section 4., Line 14., adds language that indicates that a school district is not obligated to compensate employees for attending the NDEA Conference after August 1, 2005.

Rationale: 1. School Districts can renegotiate contracts that includes payment for conference attendance.

Page 5., Section 6., Line 4., repeals that section of NDCC that authorized NDEA conference days to be paid days.

Rationale: 1. NDEA conferences are not taken advantage of by all teachers and therefore poorly utilized as professional development opportunities.
2. NCLB has defined accountabilities in standards and outcomes that require valuable educational time for teachers be aimed at meeting proficiency.

Each day in the school calendar costs approximately \$4.2 million (Federal, State and local tax) dollars. The \$4.2 million we invest, in each of the 180 days in a school year, needs to be used to the best advantage for educating students. School Districts and teachers are continuing to request more time for professional development and training. This bill sets aside that time in a manner that can be flexible in its timing and focused on the needs of a particular district.

Madame Chair & Members of the Committee, that concludes my introduction of SB 2358. I would attempt to answer questions you may have on the bill.

**TESTIMONY ON SB 2358
HOUSE EDUCATION COMMITTEE**

March 16, 2005

**by Thomas G. Decker, Director
School Finance and Organization
Department of Public Instruction
328-2267**

Chairperson Kelsch and members of the committee:

My name is Tom Decker. I am the director of School Finance and Organization for the Department of Public Instruction. I am here to speak in support of SB2358 regarding adding professional development days to the school calendar and the reporting of those days to the Department.

We support SB 2358 because

- This bill satisfies the requests of schools for time in the school calendar for professional development.
- It provides two paid professional days controlled by school districts.
- It affords an opportunity to provide activities driven by the district's identified student learning needs.
- These professional development days should become an integral part of systematic efforts to improve student achievement.
- The professional development activities carried out are reported as part of the spring calendar report.

This bill requires a professional development reporting process. There is a related process also required in 15.1-21-12. We suggest that the reporting processes be combined into a single professional development report.

We would suggest the following amendments:

- On page 3, delete lines 9 through 17 of Engrossed Senate Bill No. 2358, 50525.0200

- Add a new number “7” to Section 2 of Engrossed Senate Bill No. 2358, 50525.0200, beginning on page 3 (See 15.1-21-12 handout)

The two professional development days provided in SB 2358 cost \$8.3 million. With this kind of investment and because professional development time is hard to come by, we need to ensure that schools have the opportunity to offer professional development related to identified student learning needs of the district.

The Department would be able to report usage of professional development days, including the amount and source of funding used for professional development.

Chairperson Kelsch, this concludes my testimony. I would be happy to answer any questions.

15.1-21-12. Professional development - ~~Use of available funds~~ Annual Report.

1. On or before ~~October first~~ June 30 of each year, each school district shall file a report with the superintendent of public instruction indicating:

a. The amount and source of funds that were made available to the district for professional development during the preceding school year;

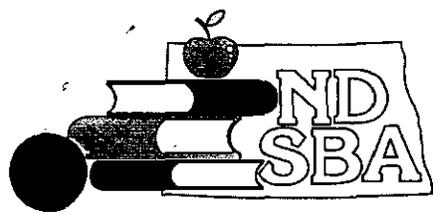
b. The amount and source of funds that were expended by the district for professional development during the preceding school year; and

c. A separate list of the professional development activities in which the district participated during the preceding school year and the amount of time committed to the activities.

~~2. The superintendent of public instruction shall compile the information submitted under this section to determine how much of the available funding for professional development was used by school districts in this state and, beginning with the reports due on or before October 1, 2002, whether the expenditure correlated with increased student achievement on the reading and mathematics tests required by section 15.1-21-08.~~

2. The superintendent of public instruction shall provide information from the district reports to appropriate legislative committees.

SB2358
16 JAN 05



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HOUSE EDUCATION COMMITTEE TESTIMONY ON SB2358

Bev Nielson, North Dakota School Boards Association

Chairman Kelsch and members of the House Education Committee, my name is Bev Nielson with the North Dakota School Boards Association. I am here to speak in support of SB2358.

For many sessions, the NDSBA, NDCEL, and NDEA have supported additional foundation aid days for in-service and professional development. At it's 2004 Delegate Assembly, NDSBA members adopted the following resolution: "NDSBA will support legislation that would allow foundation aid to be paid for district in-service days, as well as, or in place of, NDEA and NDCEL days." While we would have preferred two days in addition to NDEA/NDCEL days, SB2358 does provide two days to the districts and we can certainly use them. The fiscal note for two additional days is one reason we have failed in previous Sessions.

We are pleased that SB2358 makes the NDEA/NDCEL days school holidays so any teachers and administrators wishing to attend the conferences will be free to do so. We believe both conferences are high quality and valuable to those who attend. Those days in October have a long tradition and it is right to reserve them for these events.

With the ever-increasing demands on the school day, districts struggle to provide the time for teacher in-service, curriculum planning and writing, team meetings, standards, benchmarks, and assessment study, let alone, true professional

development necessities. The 16 hours provided in SB2358 are sorely needed for that professional development.

We understand that days may have to be added to some school calendars, but that would have also been the case had we won days, in addition to NDEA days, as we asked for in previous sessions.

We also understand that SB2358 is asking for a level of accountability for these days that is not currently required for NDEA days. We do not have a problem with reporting how those 16 hours were spent and who was in attendance.

Chairman Kelsch and members of the committee, SB2358 provides school districts with much needed professional development time at no additional cost to the state and we ask your favorable consideration of SB2358.

SB 2358
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**House Education Committee
(Testimony on SB 2358)
Wilfred Volesky, Beulah Public School**

Chairperson Kelsch and members of the House Education Committee.

My name is Wilfred Volesky and I am the Superintendent of the Beulah School District. I am here today to testify on behalf of Senate Bill 2358.

The Beulah School District contracts with teachers for a 184 day contract. The four additional days that we contract our teachers are used for professional development. Having the four additional days gives us the opportunity to work with our staff to discuss new district programs or initiatives, work on school improvement activities or meet with staff from other district facilities to discuss the transition of students from one school to another. There are a wide variety of professional development needs that we have and the four additional days that we have give us the opportunity to just that. Yet even with the four additional days there are a number of issues that we do not get an opportunity to discuss. So the need for professional development time is a continual problem.

Senate Bill 2358 enables school district to have two days of paid professional development in their calendar instead of the two NDEA days. Personally, I don't want to take away any professional development time that teachers may have had an opportunity to participate. However, in the last three years we have not had more than 30% of our teachers attend the NDEA Conference in any of those years. That is not a very significant percentage of teachers that attend this conference. We could make much better use of this time with some locally developed professional development where all of our teachers would participate.

Certainly I would rather see the state pay for at least 182 days of teacher contracted time each year with the two additional days being used for professional development. But if the revenue is not available at the state level, then allowing school districts the opportunity to have two floating days in the calendar for professional development instead of the NDEA days is the next best option.

I would ask for your support for Senate Bill 2358.

NDEA Testimony - Senate Bill No. 2358
Instructional Conference Non-Paid Days
2005 Legislative Session

Good Morning, Madam Chair Kelsch and members of the House Education Committee. For the record, my name is LeAnn Nelson, Director of Professional Development for the North Dakota Education Association (NDEA). I am here representing NDEA in its opposition to Senate Bill No. 2358.

The 1887 Legislature passed a bill to provide NDEA teacher members two days of paid professional development. Even though education has changed since that time, the premise that professional development is still an important component of a teacher's professional career remains constant. We know the importance, and have heard the importance of professional development loud and clear with the enactment of "No Child Left Behind."

Senate Bill 2358 states in lines 23 & 24 on page 1 that School may not be held on the two days in October that coincide with the North Dakota education association conference. In other words, it would be safe to say that these two days will be considered "school holidays." Since these days will be unpaid, the teacher then has the choice of attending the conference or not without being penalized (e.g. subtraction of two personal days). Given the choice of traveling four hours or more to attend a conference without financial assistance or taking a much needed, four-day break to relax and catch up on work or family activities, which would you choose? You may ask "Why should we pay teachers to participate in professional development? Isn't this a professional responsibility?" It is a professional responsibility, and it is also a professional

responsibility of the employer to provide financial assistance for their employees to better themselves by gaining new knowledge that creates and generates better products.

Products of education are students who gain the knowledge and skills they need to be self-sufficient and productive adult citizens, who in return can contribute their learning for the betterment of society. The only profession we know of that does not pay salaries and expenses for employees to gain valuable professional experience is the profession of teaching. Most other industries pay employees' salaries and expenses to attend professional development opportunities -- often several times per year. *We are pleased that school districts generally recognize the importance of professional development by paying conference expenses for their administrators. We feel all educators should receive the same financial support to attend the instructional conference.* Teachers are known for spending time and out-of-pocket money to enhance their classroom.

According to the *Status of the American Public School Teacher 2000-2001*, research conducted by the National Education Association, teachers spent an average of 10 hours weekly after the required workday on instruction-related activities such as lesson preparation and paper grading. In 2001, teachers reported their expenditures on college fees, tuition, food, or lodging while attending school, for travel to or from school, and for books and other instructional material; the mean amount of money all teachers (46%) reported they spent earning college credit on the above items in the previous three years was \$2,937. Also, the survey results indicated that on average during the 1999-2000 school year, teachers spent an average \$443 of their own money to purchase resources to meet the needs of their students.

This bill also mandates two days of paid professional development. Where will these two days be added to the school calendar - at the beginning of the school year or at end of the school year, or perhaps in place of two Christmas holiday break days? Furthermore, since the instructional conference days will be unpaid days, participation at the NDEA Instructional Conference will drop to a point where it will no longer be feasible to conduct the conference. The school districts will then take these two days and use them as district or regional professional development paid days as outlined on page 2 under Section 2. The result will be that educators will not have these two “school holiday” days, nor will they have the opportunity to participate in a statewide professional development activity where they can select from an array of sessions, listen to top keynote speakers, collaborate and gather ideas from other grade level and/or content area teachers from around the state, which is what educators do now when they attend the NDEA Instructional Conference. *Perhaps the best solution is to leave the Law the way it is now and add two additional days for in-district professional development.*

Neither a single school district nor a regional co-op can provide the finances needed to conduct professional development with a large selection of sessions in different content areas, top keynote speakers and trainers, highly qualified presenters, and statewide collaboration. It is generally easier and less expensive to provide expert speakers and trainers in one site where a large group of participants gather to access that expertise. NDEA spends well over \$100,000 a year on conference expenses; this includes some in-kind costs, such as staff time, but doesn't include member time in the planning of sectionals. In September and October, the NDEA office alone spends about

75 percent of its time on conference issues – printing and dissemination of material, countless calls, exhibit organization, sectional facilities organization, Teacher of the Year recognition, Celebration of Excellence activities, and the list goes on. Some years, when the conference is held in Bismarck, NDEA is able to defray some of those expenses by partnering with the North Dakota Council of Educational Leaders. The end of the conference will mean the end of this partnership.

If we examine this bill even deeper, it becomes obvious that it is an unfunded mandate. The bill mandates that schools must provide two days of professional development. These days can be split, but in no less than four-hour increments. Who will pay for the time in development, top-notch speakers, honorariums, and material printing and dissemination? Will it be the district or will it be the state?

In the previous version of SB2358 lines 1-13 on page 3 stated that the superintendent of public instruction would approve the professional development activities and the district must provide:

1. A detailed course outline or syllabus, including the method of instruction and materials to be distributed;
2. The qualifications for each instructor presenting material;
3. The procedure to be used for recording attendance.

The Department of Public Instruction testified to the dollar amount it would need to provide this accountability service; thus, the bill was amended and pretty much all accountability was taken out and replaced with what is in the engrossed bill.

By June 30th of each year, each school district shall submit a report to the department of public instruction containing the following information from the most recent year:

- (1) A description of all professional development activities provided for teachers;
- (2) The name and position of activity leaders; and
- (3) The name and position of each participant

Why was the previous accountability plan altered? Since school districts already have to submit a professional development plan to the Department of Public Instruction, it was felt that the stringent accountability plan laid out in the bill was not needed, **even though DPI stated that the plans are currently not monitored carefully.** The previous accountability features in this bill would have mandated careful monitoring.

What about the economic impact to the communities hosting the conference? Three to four thousand NDEA members attend the annual conference. It is estimated that throughout the two-day conference, educators will spend \$300 in the community (hotel, meals, etc). $4,000 \times \$300 = \$1,200,000$. The turn-over rate (3) $\times \$1,200,000$ results in a loss of an estimated \$3.6 million dollars with an additional estimated sales tax loss around \$100,000. To provide more communities with the benefits of hosting the conference, NDEA opened up the conference for bids about nine years ago.

Educational organizations have been asking for **more** paid professional development days. For example – Senate Bill 2066 relates to reconfiguration of instructional days by school districts. This bill passed the Senate by a vote of 47/0 and the House by a vote of 88/0. This tells us that Legislators understand the need and importance for more professional development. Senate Bill 2358 does not address this

need at all. As a matter of fact, all this bill is does is replace the facilitating entity. We have heard comments that schools with more than one hundred and eighty-two school days will not add two additional professional development days--they will just substitute them with two days they already have. This defeats one major feature of the bill – increase professional development days by two.

NDEA is very proud of the conference. Educators working together to better the profession of education in North Dakota is what it is all about. It must be working. Look at our students' test scores, graduation and college entrance rates--we are above average. North Dakota has many educators who want to share their knowledge and expertise with others, and why not? They deserve this recognition. It saddens us that SB2358 may possibly take away this statewide professional link. Quoting Carolyn Snowbarger, DoE, "Teacher-to-Teacher is the best professional development."

As stated before, NDEA takes pride in the conference, for it is North Dakota educators, through their tireless commitment and energy in planning the conference sectionals, who form the basis for the conference's success. The demise of this conference will send a message to North Dakota educators that they did not do a good job planning the conference. Another blow--on top of the federal blow of their "highly qualified" status. We feel educators are doing a great job, and we are very proud of the educators in North Dakota. We know you, the House Education Committee, are proud of the educators in North Dakota, as well. Please oppose Senate Bill 2358 and show the educators of North Dakota who have committed an enormous amount of time to the conference you appreciate their commitment to providing the best professional development opportunity to their colleagues statewide, or amend the bill to state that at

the request of the local bargaining unit, the North Dakota Education Association
Instructional Conference ^{will} ~~may~~ fulfill the requirements of section 15.1-06-04.

Thank you for listening to my testimony. I will try to answer any questions you
may have.

Enclosed:

*See Senate
testimony for
copies*

1. High quality national keynote presenters
2. Comments (green)
3. Featured sectional speakers from the 2004 NDEA Instructional Conference (gray)
4. A program booklet
5. List of sectionals and Chairs (yellow)
6. NCLB – Professional Development (pink)
7. Amendments (white)
8. 2004 instructional conference credit requirements (beige)
9. Testimony (white)
10. Additional information (white)
11. 2004 presenters and degrees (not all presenters are listed) (blue)

Senate Bill 2358

Instructional Conference Non-Paid Days

Additional Information

Madam Chair Kelsch and Members of the House Education Committee,

As you continue your discussion of SB 2358, I would like to provide you with further information about the importance of teacher professional development opportunities. I know you understand the importance, but I am worried after listening to testimony in favor of the bill that we are pushing content specific professional development to the side and replacing it with universal staff development with no support for teachers to increase their knowledge and skills in their particular content area. As an advocate of professional development, I am concerned that this aspect of professional development will be lost or reduced. According to the National Staff Development Council (<http://www.nsd.org/index.cfm>), we need to increase these types of opportunities--not decrease them. Senate Bill 2358 will do just that -- decrease.

Attached are results of the Professional Development IQ Test conducted by the National Staff Development Council. I have also included the link for those who prefer to read the results electronically - <http://www.nsd.org/library/basics/pdiqan.cfm>. For more information about the test, please follow this link - <http://www.nsd.org/library/publications/tools/tools8-03pdiq.cfm>.

The following are my comments to some of the questions and answers in the Professional Development IQ Test.

Question 1, states that according to the public, the most important characteristic for teachers to possess is being -- **well-trained and knowledgeable about how to teach effectively**.

This question is referring to pedagogy (methods and strategies) -- examples of strategies can include, but are not limited to, Inquiry-Based Learning, Problem-Based Learning, Project-Based Learning.

Supporters of this bill did not mention methods and/or teaching and learning strategies in their list of professional development ideas.

Many instructional conference sessions do include teaching and learning strategies and methods.

Question 3, states that **85%** of the public support school-financed professional development opportunities as a means of attracting and retaining public school teachers.

This bill takes away financial support for attending the instructional conference, a professional development opportunity.

Many high-quality teachers will look at the professional development support and opportunities offered to educators in a district before accepting a position, and likewise many will remain in a district that provides quality professional development and support.

Question 4, states that a school's investment in **increasing teacher education** yields the greatest increase in student achievement.

If this bill passes, it will eventually end the instructional conference; thus, decreasing teacher education opportunities.

Question 6, states that **qualifications of teacher** constitutes 44% of the impact on student learning?

Qualifications involve content knowledge and pedagogy.

Supporters of this bill did not mention district-level professional development opportunities that will increase content knowledge and/or pedagogical skills; many instructional conference sessions do.

Question 7, states that **70%** of the public believes we should increase funding for programs to keep teachers up to date.

The instructional conference helps teachers keep up to date in their content area.

Testimony in support of this bill did not make any reference to professional development activities that will keep teachers up to date in their content area.

Question 9, states that superintendents and principals identified **increasing professional development opportunities for teachers** as the most effective for improving teacher quality.

We know some districts have more than 180 school days in their calendar. We have heard some of these districts will not add the two professional development days referenced in the bill to their calendar; they will just substitute them with days already built in. This then defeats one major purpose of the bill – to increase professional development days.

Question 11, states that **knowing the subject area** is the most important to students.

The instructional conference is content focused. The supporters of this bill did not mention content in their list of professional development activities.

Supporters are correct in their statements that NCLB has an emphasis on professional development, but they did not elaborate on the fact that NCLB's major focus for teacher quality is content knowledge.

Question 13, states that **82%** of teachers believe that weekly scheduled collaboration with other teachers improves their classroom teaching.

With the restrictions on this bill, educators will not receive this opportunity.

Question 15, states that principals believe **providing mentoring and on-going support for new teachers** is most effective for recruiting and retaining teachers.

Some schools provide mentoring support to new teachers (excellent!), but other schools do not. Again, with the restrictions on this bill, teachers will not be given this opportunity.

Question 16, states that teachers feel **in-depth study in the subject area of their main teaching assignment improves their teaching**.

The instructional conference is content-focused. Supporters of this bill did not reference any content-focused professional development in their testimony.

Question 19, states that according to the 2001 National Board for Certified Teachers Leadership Survey, **40%** agree that they are satisfied with the quantity and quality of on-going professional development opportunities **in their school**.

If more than half are not satisfied with the professional development *in their school*, then why are we trying to eliminate other financially supported professional development activities?

Question 20, states that according to the Educational Testing Service's 2000 report, *How Teaching Matters*, all of the following (major/minor in science/science education, professional development in laboratory skills, professional development in classroom management, using frequent tests, and hands-on learning) increase student outcomes in science except **professional development in classroom management**.

Why? Because it is not content-focused – not just in regard to knowledge, but pedagogy as well. Supporters of this bill are lacking the connectivity of content to professional development activities.

I understand the need for more staff time to map the curriculum, train on technology, train on assessment tools, etc, but I am worried this bill takes away from content and pedagogy, which is important for student achievement. I heard the accountability piece has been removed from this bill; this is too bad. Some districts will state they are providing content and pedagogy professional development activities, but in

actuality may not. You already heard an answer to the question – “Does DPI monitor district professional development plans?” - the answer was “no.”

Previous testimony stated the NDEA Instructional Conference to be a good professional development opportunity. Then why make them nonpaid days – school holidays? Shouldn't we all be working together to get educators to the conference (e.g. some school districts, such as Bismarck, mandated that all their teachers attend the National Reading Conference held in Bismarck in October of 2004), not deterring them from attending by making these two days school holidays? Three to four thousand attendees make this conference one of the largest gatherings of educators for professional development in the region.

Please oppose SB 2358. Or at least, rethink how to make sure educators are receiving content-related professional development opportunities.

LeAnn Nelson, NDEA Director of Professional Development
223-0450
leann.nelson@ndea.org

PROPOSED AMENDMENTS TO SENATE BILL NO. 2358

Page 2, line 3, after "conference" delete "-" insert "however, at the request of the local bargaining unit, the North Dakota education association instructional conference may will fulfill the requirements of section 15.1-06-04."

Renumber accordingly

In the U.S. Department of Education's NCLB guidance, "high-quality professional development" includes the following attributes:

- Improves and increases teachers' knowledge of academic subjects and enables teachers to become highly qualified,
- Gives teachers and principals the knowledge and skills to help students meet challenging State academic standards,
- Improves classroom management skills,
- Is sustained, intensive and classroom-focused, and
- Advances teacher understanding of effective instruction strategies.

2004 2005 Instructional Conference Sectional Chairs

SECTIONALS	Chairs - 2004	Chairs - 2005
Retired	Shirley Lindquist	Shirley Lindquist
Assoc. of Career and Tech Educ. (NDACTE)	Jason Mongeon	Jason Mongeon
Assoc. of Middle Level Educators (AMLEND)		
Assoc. of Teacher Educators (ATE)	Susan Phillips Klabunde	Susan Phillips Klabunde
Business & Office Ed (NDBOEA)	ReMae Kuehn	Shari Jerde
Council of Exceptional Children/Special Ed	Fay Bergley & Nancy Storick	Dianna Fite
Counselors (NDSCA)	Diana Fuhrman	Lori DeRemer
Driver Education	Larry Nagel	Larry Nagel
English (NDCTE)	Mandy Wardner	Yvonne Kalka
Education Support Professionals (ESP)	Audrey Haskell	Audrey Haskell
Family and Consumer Science (FACS)	Bobbie Grassel	Jewell Miskavige
Foreign Language (FLAND)	Susan Devine	Jeanne Rodriguez & Carol Forster
Gifted and Talented	Dana Grendeau	
Health, Physical Ed (NDAHPERD)	Donna Terbizan	Donna Terbizan
Kindergarten	Trisha Renton	
Library Media (NDLMA)	Melanie Nunberg	Kari Budge
Mathematics (NDCTM)	David Hoff	Michele Iiams
Minority Issues	Alicia Bata	Alicia Bata
Music (NDMEA)	Denese Odegaard	Denese Odegaard
NCLB	LeAnn Nelson	LeAnn Nelson
Reading NDRTA	Paula Rogers	Marlene Srock
Science (NDSTA)	David Bartz	Dale Miller
Social Studies (NDCSS)	Dr. D. C. Munski	Dr. D.C. Munski
Technology Education (NDTEA)	Byron Borgen	Reness Wilson
Visual Arts	Linda Ehreth	Terry Swenson

SB 2358
Dan Vainonen
Jamestown High School
March 13, 2005

Madam Chair and members of the House Education Committee, my name is Dan Vainonen, social studies instructor at Jamestown High School. Since my entry into the North Dakota teaching community in 1982, I have actively participated in 21 of the past 23 NDEA Instructional Conferences. Regrettably, in order to fulfill several on-campus requirements during the course of my graduate studies, I had to miss two of our yearly gatherings. Because of a strong commitment to our Conference and its need to remain viable, I am here today to oppose SB 2358. Please consider the following three observations as you deliberate.

In the first place, teacher participants at the Conference include both producers as well as consumers. As a matter of course, the thousands who attend each year all function as consumers, especially when they go to the large sessions and hear noted national education authorities such as testing expert David Berliner, classroom management mentor Harry Wong or public school advocate Frosty Troy. A very practical consumerism is also evident as teachers compare characteristics and costs of the latest textbooks and learning materials. This unique opportunity to visit with so many publisher representatives in a very short time period generates efficiencies which may be difficult to replicate in other ways. In my own

department at Jamestown High, for instance, every single social studies textbook used over the past two decades was initially examined at the Conference.

In addition to these kinds of activities, however, hundreds of teachers also function as producers -- at registration tables, information booths and discipline-specific sectional meetings. My own role as a producer, for example, has focused on the social studies sectionals, where I have presented numerous times and assisted with organizational details. In those meetings, North Dakota social studies teachers were, for the first time, exposed in public forums to National History Day programs, state social studies content standards and specific teacher quality mandates of No Child Left Behind legislation, to cite just a few examples. Teachers who spend many hours to create, organize, design and present the sectionals are not paid NDEA staff, but their salaries over two days provide critical and essential support for their commitments.

As a second observation, my sense is that current participation levels at the Conference are quite healthy. This reality prevails in spite of the fact that local districts have increasingly provided for what I term the "stay-at-school" option. The resulting economic disincentive for attending the Conference has helped to reinforce and encourage this alternative. Without having to spend extra dollars for escalating fuel and housing costs, many teachers stay at their schools and fulfill their responsibilities through work on curriculum development, grading, school improvement

goals and lesson plans. In contrast, however, thousands of teachers gladly incur additional expenses and attend Conference programs year after year, even though the net economic effect is an income reduction for the month of October. Teachers' efforts need to be applauded, sustained and funded. Unfortunately, SB 2358 represents a step backward in that it eliminates significant financial support for the successful activities of North Dakota's most dedicated and innovative educators.

My third observation is rooted in the notion that current legal mandates regarding the Instructional Conference reflect the principle of equity. As we acknowledge and confront the existing inequities within our state's education universe, the Century Code makes a bold statement by facilitating a financially supported common table for professional development. Grand Forks, Flasher, Harvey and Jamestown, for example, can sit at that table and have equal access to notable programming and inservice offerings. If SB 2358 severs the financial legs from that table, opportunities will diminish and inequities will increase. In the real world of local professional development, Fargo will probably invite the renowned expert to its sessions and Jamestown will read the expert's book. We currently have a better system.

Thank you for the opportunity to appear before you today.

SB 2358
16 Nov 05

Senate Bill 2358
Information provided by Karol Nyberg
Grand Forks
Reading Teacher—Community High School
President—Grand Forks Education Association

Madam Chair Kelsch and members of the House Education Committee,

Since Grand Forks is the site of the 2005 NDEA Instructional Conference, I feel my members and I have a significant stake in the outcome of SB 2358. I would like, therefore, to add my thoughts to the testimony to be given here this morning, in spite of the fact that I am unable to attend the hearing in person.

The National Staff Development Council (www.ndsc.org) has this to say about staff development: "Teachers need a wide variety of staff development opportunities. For example, a science teacher might need to attend classes to learn more about the content of the science she's teaching. In addition, she might need other types of staff development to learn better ways to teach that new science material. She might also need to learn more about classroom management techniques, how to incorporate technology into her instruction, and how to better address the needs of language minority students in her classroom."

What the instructional conference has traditionally been able to provide, that individual districts will not be able to, is all of these things--for each content area--at the same time. Each sectional chair will work very hard to provide a variety of learning opportunities for the teachers in that subject area. And with NDEA's help, we will also provide high-quality information on current topics that affect all subject areas, like this fall's planned speaker on "resiliency." The last time the instructional conference was in Grand Forks, the school district and UND's social work department partnered to sponsor a keynote speaker with NDEA, filling the Empire Arts Center to standing room only capacity on Friday morning.

In the last few years we have used the phrase "one size does not fit all" to refer to our frustrations with the assessment requirements of the No Child Left Behind Act. I would propose applying that same phrase to staff development for teachers. No venue outside of the instructional conference will be able to provide the flexibility teachers have available under the present system to attend a variety of content-specific sessions in one location at one time.

Do districts need time for their local school-level staff development needs? Yes--but there are better ways to accomplish this than taking away from what the instructional conference offers. One does not replace the other. I fail to see any way a local entity could provide a staff development experience that would allow every teacher in their district to learn something on the spot that they could take back to their classes--no

matter what content area (or areas) they teach—and begin using immediately, something concrete and specific that other teachers have used and found to be effective.

Isn't that the height of "research-based" information—something proven to work with real kids, in real North Dakota schools, and then shared with real teachers to take home and use with more real kids? I don't believe that anything else, no matter how highly paid the speaker, can replace that opportunity.

I ask you not to support SB 2358 but to maintain the two paid days for the instructional conference in its present form.

SB 2358
16 MAR 05

March 16, 2005

Madame Chairman, Members of the Committee,

My name is Charles DeRemer. I am assistant Superintendent for Instructional Services with the Fargo Public Schools. I am here to speak in support of SB 2358. I believe that the changes set forth in this bill will strengthen our teachers and increase student achievement.

When these statutes were originally written NDEA provided a very valuable service to our teachers. They provided, at a very reasonable cost, both an opportunity for teachers to gather at a common location and in many cases, the sole means of professional development. This is no longer the case.

With the development of the teacher center network, various consortia, and the influx of federal money, districts are now able to provide many of the services originally envisioned for the NDEA conference. Indeed, the requirements for using federal funds have forced districts to develop their own professional development plans and are held accountable for carrying them out.

As our schools are being held more and more accountable for student achievement, teachers have recognized the need for additional in depth training that they were not able to receive at the NDEA conference. Teachers in science, mathematics, counseling, social studies, language arts, reading, title I, and lately, music, have all developed their own conferences separate from the NDEA conference. Many of our teachers tell us that these specialty conferences meet their needs much more than the NDEA conference. Attendance at these conferences often exceeds 5-10 times the attendance as the same specialty group does at the NDEA conference.

Further evidence of the declining interest in the traditional NDEA conference is exhibited by the poor attendance of our teachers. Let me provide an example of what I mean. In the table below, I have summarized the attendance of our teachers at the last three NDEA conferences. Please keep in mind that when you examine this table that we have approximately 830 teachers in our District.

<u>YEAR</u>	<u>LOCATION</u>	<u># of TEACHERS ATTENDING</u>
2002	Bismarck	100
2003	Grand Forks	210
2004	Bismarck	107

This data indicate that for the three years only 17% of our staff attended the conference. For this past year only 13% attended. While many of our teachers do work in their classrooms, the intent of the current statute was never for this purpose. It costs our District \$261,000 per day for teacher salaries. Thus paying teachers to attend the two days of this conference costs our District \$522,000. For just 100 teachers, this becomes a very costly expenditure at over \$5200 per teacher. One has to ask if keeping the attendance at this conference as part of the mandatory school calendar is the most prudent use of these funds.

In summary, I would like to emphasize that I am not supporting this bill to hurt or undermine NDEA. I was a member for many years and appreciated all the help they gave me to grow professionally, I support our teachers to continue to be members of this organization. I just feel that at this point in time, it is time for some changes and we must recognize that. This Bill provides each school with additional opportunities that they need for professional development in their buildings, with their staff, with their design, and at a time that meets their needs while optimizing use of the public's money. You will hear that this conference was important for those that attended and I am glad that it was. However, you must decide if this enormous amount of taxpayer money is best spent on just 13% of our teachers.