

**2021 SENATE EDUCATION**

**SB 2332**

# 2021 SENATE STANDING COMMITTEE MINUTES

Education Committee  
Room JW216, State Capitol

SB 2332  
2/2/2021

<b>A BILL relating to the criteria for teacher licensure; and to provide for a legislative management study.</b>
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**Sen Elkin** opened the hearing at 9:00 a.m.

**Discussion Topics:**  
**Procedures for Certification**

Senator	Attendance
Chairman Schaible	P
Senator Elkin	P
Senator Conley	P
Senator Lemm	P
Senator Wobbema	p

**Chair Schaible – Dist 31** – introduced the bill.

**Melanie Olrustead – American Board** –  
testified in support.

**Dr. Katherine Terras – Certification Central** –  
Testified in support #4517, #4516

**Michael Heilman – ND Small Organized Schools** –  
testified in support. #4716

**Rececca Pitkin – ESPB** – testified neutral. #4718

**Additional written testimony:**

**Shawn Alvares, Fargo** – support #4841

**Shane Wetzel**- support #4839

**Christine Fleischacker** – support #4838

**Angie Eckelberg** – support #4836

**Kimberly Hanson** – support #4835

**Jay Reinke** – Opposed #4832

**Jaylia Prussing** – Opposed #4773

**Jessica McQueston** – opposed #4550

Adjourned at 9:26 a.m.

*Lynn Wolf, Committee Clerk*

## Written Testimony in Support of SB 2332 (with amendment)

Good Morning, Chairman Schaible and Senate Education Committee,

For the record, my name is Dr. Katherine Terras and I represent Certification Central, which is ND's 1<sup>st</sup> Alternative Educator Preparation Program approved by the North Dakota Education Standards and Practices Board (ND ESPB). We are in support of SB 2332, as this legislation provides a pathway for Certification Central to serve North Dakota as a lead in-state alternative. Consequently, we strongly support the removal of the sunset clause language stating, *Effective through July 31, 2023*, to allow Certification Central to exist beyond this date. Since the enactment of this legislation, Certification Central has been honored to serve ND in the following ways:

- Obtained program approval from ND ESPB;
- Launched special education licensure and endorsement program July 2020;
- Launched the special education behavior intervention specialist endorsement September 2020;
- Became an approved continuing education provider from ND ESPB October 2020;
- Formed an advisory council and curriculum review committee;
- Began the national accreditation process through the Council for the Accreditation of Educator Preparation (CAEP);
- Providing behavioral consultation and educational diagnostics to districts/units; and
- Establishing the North Dakota Alternative Certification Association (NDACA) that promotes quality alternatives and provides a formal pathway for the collective voices of alternatives in ND.

We will continue to invest in the state where we were born and raised. We sold beautiful ND land to build this alternative program with the help of 10 highly trained curriculum developers who are teacher leaders in the field. One of the major tenants for Certification Central is affordability, which is why we offer a 60-70% savings. This legislation is frequently referred to as the "American Board bill," which is misleading. This legislation provides both in-state and out-of-state options, which includes more than just the "American Board."

To fully support SB 2332, we propose one minor amendment:

- In Section 1 (#7, page 2,) add the following: **e. meet program approval standards and requirements set by the board for teacher education programs for the licensure of educators.** According to ND's Pk-12 Education Strategic Vision Framework, "Quality Education Personnel" is a strategic theme. Quality personnel are trained by quality educator preparation programs that are aligned to national teaching standards and demonstrate a positive impact on PK-12 student learning.

I have had the privilege of training educators in ND for 20 years and will continue to do so in the future. Growing our own in ND is essential to addressing the teacher shortage and Certification Central is here and ready to serve. This concludes my testimony, and I will now stand for questions you may have.

Sixty-seventh  
Legislative Assembly  
of North Dakota

**SENATE BILL NO. 2332**

Introduced by

Senator Schaible

Representatives Satrom, Schreiber-Beck

1 A BILL for an Act to amend and reenact section 15.1-13-10 of the North Dakota Century Code,  
2 relating to the criteria for teacher licensure; and to provide for a legislative management study.

3 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

4 **SECTION 1. AMENDMENT.** Section 15.1-13-10 of the North Dakota Century Code is  
5 amended and reenacted as follows:

6 **15.1-13-10. Criteria for teacher licensure. (~~Effective through July 31, 2023~~)**

- 7 1. The board shall establish by rule the criteria for teacher licensure and the process for  
8 issuing teaching licenses. The criteria must include considerations of character,  
9 adequate educational preparation, and general fitness to teach.
- 10 2. The board may not require a teacher who graduated from an accredited teacher  
11 education program on or before September 1, 1980, to earn any college credits in  
12 native American or other multicultural courses as a condition of licensure or license  
13 renewal.
- 14 3. This section does not affect the validity of teaching certificates in effect on July 31,  
15 2001.
- 16 4. This section does not affect the qualifications for career and technical education  
17 certificates, as otherwise established by law.
- 18 5. The board shall grant an initial license to an individual who:  
19 a. Possesses a bachelor's degree from an accredited institution;  
20 b. Passes a criminal history record check required by section 15.1-13-14; and  
21 c. Successfully completes an alternative teacher certification program.
- 22 6. An in-state alternative teacher certification program must operate in accordance with  
23 the procedures and program approval standards and requirements set by the board  
24 for teacher education programs for the licensure of educators.



- 1           7. An out-of-state alternative teacher certification program must:
- 2           a. Operate in at least five states;
- 3           b. Have operated an alternative teacher certification program for at least ten years;
- 4           c. Require applicants to pass a subject area and pedagogy examination, known as
- 5           the professional teaching knowledge examination, to receive certification; and
- 6           d. Allow an individual who obtains an initial or renewal license to teach in the
- 7           subject areas of:
- 8           (1) Elementary education;
- 9           (2) Elementary education with a reading endorsement;
- 10          (3) English language arts;
- 11          (4) United States and world history;
- 12          (5) Mathematics;
- 13          (6) General science;
- 14          (7) Biology;
- 15          (8) Chemistry; ~~and~~
- 16          (9) Physics; and
- 17          (10) Special education.

18           **e. meet program approval standards and requirements set by the board for teacher  
education programs for the licensure of educators.**

- 19          8. An individual who obtains an initial license under subsection 5 is authorized to teach
- 20          the subject and educational levels for which the individual has successfully completed
- 21          the program described under subsection 5.
- 22          9. Upon completing two years of teaching under an initial license issued under
- 23          subsection 5, the licensee is eligible to apply for a five-year renewal license if the
- 24          individual:
- 25          a. Completes the program's clinical experience program and the North Dakota
- 26          teacher support system approved mentor program;
- 27          b. Meets the requirements of section 15.1-13-35 within two years of initial licensure;
- 28          and
- 29          c. Meets the requirements of human resources and cultural directives required
- 30          coursework within two years of initial licensure which includes Native American
- 31          studies, cultural diversity, strategies for creating learning environments that

1 contribute to positive human relationships, and strategies for teaching and  
2 assessing diverse learners.

3 **~~Criteria for teacher licensure. (Effective after July 31, 2023)~~**

4 1. ~~The board shall establish by rule the criteria for teacher licensure and the process for~~  
5 ~~issuing teaching licenses. The criteria must include considerations of character,~~  
6 ~~adequate educational preparation, and general fitness to teach.~~

7 2. ~~The board may not require a teacher who graduated from an accredited teacher~~  
8 ~~education program on or before September 1, 1980, to earn any college credits in~~  
9 ~~native American or other multicultural courses as a condition of licensure or license~~  
10 ~~renewal.~~

11 3. ~~This section does not affect the validity of teaching certificates in effect on July 31,~~  
12 ~~2001.~~

13 4. ~~This section does not affect the qualifications for career and technical education~~  
14 ~~certificates, as otherwise established by law.~~

15 **SECTION 2. LEGISLATIVE MANAGEMENT STUDY.** During the 2021-22 interim, the  
16 legislative management shall consider studying criteria for alternative teacher licensure. The  
17 legislative management shall report its findings and recommendations, together with any  
18 legislation required to implement the recommendations, to the sixty-eighth legislative assembly.



# North Dakota Small Organized Schools

#4716

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SB 2332

Testimony in support with amendment

Michael Heilman – Executive Director North Dakota Small Organized School

February 2, 2021

Chairman Schaible and members of the Senate Education Committee, my name is Michael Heilman. I am the Executive Director of the North Dakota Small Organized Schools (NDSOS). I represent 154-member school districts of the North Dakota Small Organized Schools. NDSOS stands in support of SB 2232 with the amendments suggested by Dr. Katherine Terras.

NDSOS member schools have been dealing with shortages of teachers in most areas for the better part of two decades. I was curious what NDSOS member schools might say to a quick two question survey conducted yesterday.

Informal Survey conducted February 1, 2021 by North Dakota Small Organized School.

- Have you had difficulty filling teaching positions?  
Yes 50 +                      No 3
- What are the teaching areas of greatest need?
  - a. Special Ed                      17
  - b. Math                              15
  - c. Science                         15
  - d. Music                            13
  - e. CTE(Ag, FACS, Tech)       11
  - f. Elementary                    9

Other areas of need with 1-5 responses: Art, ELA, Counselor, Business, Early Childhood, Para's, Bus Drivers, Nurse, Administrators, Custodians.

Comments from emails:

- 3 years no applicant
- Had one applicant, not qualified
- Left Ag Science position open last year
- It takes up most of my time (recruiting and hiring qualified staff)

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Dr. Steven Johnson, Supt. Lisbon

**The mission of NDSOS is to provide leadership for the small/rural schools in North Dakota and to support legislation favorable to their philosophy while opposing legislation that is harmful.**

- Special Ed is by far # 1, without a doubt.
- Used to get 10 applicants, now we're lucky to get three
- Had a math and elementary position unfilled. Retirements will make 21/22 difficult
- Any position needing a pulse

The quick responses told me that teacher and staff shortage is a main concern for our schools. Having multiple state approved options for training teachers and para's will definitely benefit schools and students.

I was on the Educational Standards and Practices Board from 2010 to 2014. During that time the ESPB implemented changes that allowed for additional pathways for teachers to become certificated in an attempt to address teacher shortages, unfortunately shortages still exist and, in many cases, have become worse.

Removal of the "Effective through July 31, 2023" language allows state approved alternative certification programs like Certification Central, and other programs to operate and provide for the staffing needs our rural schools.

NDSOS supports SB 2332 and the proposed amendment to ensure alternative certification programs are state approved and meet program approval standards and requirements set by the board for teacher education programs for the licensure of educators. I will stand for questions.

Mr. Michael Heilman – Executive Director  
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**Testimony**  
**Senate Bill 2332**  
**Senate Education Committee**  
**February 2, 2021 9:00 a.m.**  
**Education Standards and Practice Board**  
**Dr. Rebecca Pitkin**

Good morning Chairman Schaible and members of the Senate Education Committee. My name is Rebecca Pitkin and I am the Executive Director of the Education Standards and Practices Board. I am here today to provide neutral testimony on SB 2332.

During the 66<sup>th</sup> Legislative Assembly HB 1287 became law. Both in-state and out-of-state alternative programs are now permissible. I will first provide information on the results of the American Board online certification program which is an out of state alternative program, available in 14 states. Applicants with a 4 year degree pay a fee of approximately \$1900.00, receive a packet of information to study, pass the test, and receive an initial license from ESPB; there are no courses, no contact with students, and individuals upon completion receive an initial 2 year license. Unlike other states which have the American Board option, North Dakota has additional requirements listed in the bill. Since last session, 17 individuals have completed the American Board program (information attached). Information gathered through principal and superintendent interviews last spring indicates these individuals were successful and filled a need. An example is a South Heart parent, trained as a nurse who is currently teaching science.

Many of the individuals who completed American Board were sought out by their district as they are already involved in the school and perhaps “missed their call” to teach.

An in-state alternative program has also been developed, Certification Central. Certification Central completed all program approval requirements and last March received ESPB approval as the first in state alternative program, offering a behavior intervention specialist endorsement as well as approval to offer special education (see enclosed letter of approval).

The addition of just two words “special education” greatly alters the conversation around American Board licensure. This addition is giving “permission” to take a test to “qualify” to work with our highest need students with no requirement for field experiences where individuals experience the IEP meetings they will soon be leading. They are not experiencing team teaching, working with a paraprofessional, seeing multiple interventions modeled by an expert, writing an IEP, special education law, or classroom management, often an increased challenge for special education teachers. Perhaps only individuals who already have knowledge of special education in a related 4-year degree would seek out this test. A white paper released by the Fordham Institute on Sunday states “an uncontroversial and powerful element of NCLB was that students deserved to be taught by someone certified in their field. In practice, special education students have been exempt from this common-sense reform and in many districts a student with an IEP is far likelier to get extra help in reading, math or other from an untrained paraprofessional, rather than from a certified teacher, Students with disabilities deserve highly skilled and trained teachers”.

It is no secret there is a shortage of special education teachers in our state and nation. ESPB currently has several pathways for already licensed teachers to teach special education: a plan on

file, which is additional coursework, and taking the Praxis test. The additional of special education to the list of American Board options may indeed increase the number of teachers, but I cannot answer the question regarding consequences, either intended or unintended.

The question at hand is whose responsibility is it to provide relief for the shortage? Rarely does lowering the standards accomplish the intended outcome; yet if those who missed their calling to become a special education teacher and are gifted in this area take the test, then it is a win for all. Last session ESPB testified in opposition to the American Board alternative programs, yet we have seen American Board as well as Certification Central filling a need in our state. The two-word addition describes our most vulnerable students, thus the conflict of “doing what is best for kids”, an ESPB non-negotiable, and removing potential barriers for those who may make excellent teachers leaves my testimony presented as neutral.

This concludes my testimony and I will answer any questions.

American Board 2019-2020 - 5 Total				
Teacher	License #	Administrator	Location	Content
Lynette Silbernagel	428368	Calvin Dean	South Heart	Science
Sonja Tinjum	425637	John Gruenberg	Powers Lake	Elementary
Brandy Flegel	428477	Steven Guglich	Missouri Ridge MS (Williston)	Elementary
Tabitha Schneider	423643			Elementary
Amy Jacobs	425486			Elementary

New 2020-21 American Board – 12 New		
Teacher	License #	Content
Jared Obering	429663	History
Amanda Richardson	423342	Elementary
Mandy Cleem	427502	Elementary
Kallie Knutson	423697	Elementary
Lee Jacobson	424902	Science
Kortney Arnold	429952	History
Lester (Jay) Reinke	419352	English
Todd Selle	421752	Math
Shawn Alvarez	422794	Elementary
Laura Mastel	427854	Science
Angela Eckelberg	428656	Elementary
Shane Wetzel	426395	Biology

American Board Summary: 5 + 12 = 17 Total



March 30, 2020

TO: Dr. Katherine Terras, Certification Central

FROM: Dr. Rebecca Pitkin, ESPB Executive Director

Congratulations! At the March 26, 2020 Program Approval Committee meeting, the committee motioned unanimously to approve both the Behavior Intervention Specialist Special Education Endorsement program of study and the Certification Central Preparation of Special Education teachers request. Congratulations on being the first North Dakota alternative licensure program.

We look forward to seeing how both the endorsement and the Special Education program are utilized. Thank you for your work on these and your continued efforts to prepare teachers with excellence, to benefit our North Dakota children.

Please contact me with any questions.

Respectfully,



Becky Pitkin

I am so happy I found American Board to help me obtain my certification in North Dakota. My background was very eclectic and since graduating college several years ago, I kept being drawn back into the field of education time and time again. Whether it was working as a preschool teacher or working at a local college or university. In some capacity all of my work centered around education in one form or another. Most recently, I had worked for four years as a substitute teacher and landed several long-term assignments. I had ended up at a school that became my second home and searched high and low for a way to get my teaching degree/certification. I had toyed with the idea of going back to school for several years and getting my teacher certification. However, life would get in the way as it some times does when one has children and elderly parents. (Not to mention I really wasn't keen on taking on more student loan debt.)

When I first came across American Board, I was hesitant. I kept asking myself, "how could this actually work for me?" I took some time to mull it over as I looked at both Graduate and Post-Bac options, but I wanted to teach - I did not want to wait another 2,3, or even 4 years to get there. So I took the leap and registered. I took my time diving into things and then the world went topsy-turvy with Covid. At the time I was back as a long-term sub at my school and finished off the school year in a distance learning mode. I made the decision that I wouldn't be a sub come fall - I'd be a fully employed teacher.

The American Board process is challenging. If someone signs up and thinks they found an easy way to get their certification, they will be in for a surprise. There is a TON of material to learn BUT it is manageable and if you take your time with your studies you'll be fine. I think I studied more for my board tests (in a shorter period of time) than I did for all of my classes in college combined. I passed all of my board tests on the first try! And I was hired as a full-time teacher!

Thanks to American Board I'm working my dream job!

Shawn Alvarez

01/31/21

To Whom It May Concern:

The American Board provides a path to licensure for professionals wishing to enter the teaching profession without earning a second, third, or, in my case, a fourth degree. This program is five to eight thousand dollars less expensive than VCSU's Transition to Teaching program and unlike the latter, is self-contained. All course work is explicit and interpretable. Spending countless hours debating transfer credits with a varied array of departments and professors is NOT required. As a terminal degree professional who graduated with highest honors, I should not have to do this. With the American Board program, I did not; ALL candidates take the exact same course work.

I found the American Board examinations much more cognitively challenging than the Praxis II examinations. However, as a doctorate level professional, I appreciated the opportunity to be forced to think for two or three hours. Individuals who have successfully taken other graduate level entrance examinations such as the GRE, MCAT, DAT, or LSAT should have little difficulty passing the board's general education examination.

Unfortunately, it appears that American Board graduates will remain "hires of last resort." The preponderance of administrators will continue to hire bachelor only new graduates of teacher education programs they themselves attended. Such behavior is understandable; yet, it is my hope that these same administrators begin to look at American Board graduates before hiring foreign teachers. There are several second-career professionals that want to finish their careers in the classroom, if given an opportunity.

Sincerely,

Dr. Shane Wetzel

I have been a teacher for many years at the University level. I realized that I wanted to impact the lives of students at an earlier age, to hopefully combat the loss of love of learning which I saw in students when they came to the University. So, I needed a teaching certification program that would allow me to be certified to teach younger students and that would work with my schedule. The American Board Program was rigorous, accessible, comprehensive and affordable. I could go at my own pace and get the certification more quickly than having to take numerous University classes. The American Board program helped me prepare well for the certification tests and now I am able to teach the students that I work with. The program did a beautiful job of preparing me for the certification tests!

Sincerely,  
Christine Fleischacker

This letter is written in request for information and insight from ABCTE's North Dakota graduates.

Just a little bit of background: I finished the program during the month of July 2020, and took the series of tests (PTK and Elementary Education) within that month as well. I received my certification from ABCTE in late August and submitted all the necessary paperwork with the ND ESPB (Education Standards and Practices Board) in the month of September 2020. I have all my paperwork uploaded and my application in with the district I'd like to work in. It'll be a couple months before I know if I'll be successful in obtaining a teaching position.

I was working as a full-time substitute when Covid-19 concerns closed the school buildings and there was no longer a need for subs. It was devastating for me. I had discovered a real love for teaching, so decided to look into what it would take to get a full teaching license. I came across the ABCTE program. I chatted with friends who are teachers, and reached out to school principals to see if they had any experience or thoughts on the program. The responses were positive overall, so I went ahead and started my journey!

I chose ABCTE as I am good at independent learning, preferring to go at my own pace. The learning materials and supplemental readings were very helpful! I would suggest a few more general knowledge social studies reading options for the Elementary Education program. I felt a little scattered when going through that section. The math was extremely well supported as was the English sections. I am a better substitute now because of those studies.

I'm grateful to this program for giving me the chance to pursue my passion for teaching. And to Michael for his consistently quick responses to the myriad of questions (and an unfortunate mail issue with my certificate) that I had. I truly felt supported at every step. Thank you, Angie Eckelberg

To Whom It May Concern,

I am writing this letter to express my satisfaction with the American Board's teacher program. I had previously completed my Master's in Clinical Physiology and Cardiac Care and had worked at a hospital for approximately 15 years in Cardiac Rehabilitation. When my third child was born, my priorities changed and I needed more time to be at home. I had always had an interest in helping and teaching others so I decided to get a job as an Instructional Aide at a local middle school. I loved it! I spent 4 years as an IA before I started to think seriously about becoming a teacher.

The American Board Program allowed me to fulfill my educational requirements while still working and being available to my family. It is a well-rounded program and I have used what I have learned regularly. All topics were clearly organized and explained and the follow-up quizzes and tests were great for clarification.

I have since been hired as a 7<sup>th</sup> grade Science teacher in the same school I was an IA in. I have been loving my job and am so thankful that The American Board program was available to help me achieve my new career!

Sincerely,

Kimberly Hanson  
WMS 7<sup>th</sup> Grade Science

I am very grateful for the opportunity provided to me by the State of North Dakota and the American Board certification process to enter the teaching profession by way of this alternate route. Because of American Board, I am now the English teacher for 60+ Native American students, grades 9-12, at Warwick High School in Warwick, North Dakota. I enrolled in the AB program in June, last year, and because I had the opportunity to dive into the AB program full time through the summer, I completed my coursework, took my tests, and gained my English teaching license by the end of the summer. I was interviewed and hired at Warwick the Friday before school was scheduled to start.

By training (B.A. and M.Div.), I am a pastor. In that position, teaching was one of my passions. After I resigned from the pastorate seven years ago, I entered the secular work force, and no longer had the freedom to teach. While those secular endeavors had their own forms of satisfaction and allowed me to provide for my family, I deeply missed my previous satisfaction of teaching. That joy was rekindled a year and a half ago when I was hired as an aide for English Learner students at Watford City (ND) High School.

When the 2019-2020 school year ended, I contacted the ND Dept. of Public Instruction to ask what college credits I would need in order to become licensed as a high school English teacher. That is when I learned of the American Board certification option. Because I was nearing the normal retirement age (though I did not and do not yet intend to retire), the possibility of gaining a teaching license via an official, alternate route was most appealing.

I am deeply, deeply grateful for the chance North Dakota has given people like me to pursue our passion and to bring our life experiences into the classrooms of North Dakota students by way of the American Board certification process. I believe the AB alternate route training provides a valuable and a needed service, not only to people like me who want to teach, but also to the students and the communities we are thereby privileged to serve.

To those who have made my present service as a teacher possible, I offer my most sincere thanks,

Respectfully,

L. Jay Reinke  
9-12 English  
Warwick High School, Warwick, ND

**Written Testimony: SB 2332**

Good Morning, Chairman Schaible and Senate Education Committee,

For the record, my name is Jaylia Prussing, and I am testifying on behalf of the North Dakota Association of Colleges for Teacher Education (NDACTE) Special Education Ad Hoc. Comprised of former special education teachers now serving as faculty preparing future special education teachers, the NDACTE Special Education Ad Hoc recognizes the need for innovative ideas and incentives to produce more special education teachers. However, our experiences and feedback provided to us by administrators, current professionals, and our graduates do not support reducing the standards to become a special education professional. **We oppose SB 2332, subsection 7c, as it relates to special education. More specifically, providing a means for an individual with any 4-year degree to test into the profession of special education through an alternative certification program that does not meet North Dakota's approval standards and requirements.**

IDEA 2004, teacher licensing bodies, national education associations, and other organizations dedicated to improved educational outcomes recognize special education professionals' need to hold a specialized knowledge and skill set that transcends general education teachers' knowledge. As it stands in North Dakota, candidates may enter the field without any field experience, coursework in methodology, or assessment by completing a special education minor at the undergraduate level or through an alternative path already offered by the state of North Dakota. Professionals entering into special education employment through these minimized standards often express being overwhelmed, unprepared, and requiring professional development in basic skills of the profession. As Senate Bill 2332 stands, special education teacher candidates would now be eligible with potentially even less preparation.

Again, we recognize the need to address the shortage of special education teachers across the state and nationwide; however, reducing professional standards is not the answer. Reducing the standards of a special education teacher suggests special education teachers need less training to serve students underperforming or unable to perform within the general education environment. Students receiving special education services and interventions by special education teachers deserve professionals capable of providing individualized instruction and support of trained professionals. In this regard, a valid argument exists to increase North Dakota's standards of the profession. To address the special education teacher shortage, we suggest a continued focus on incentives to enter the field, mentorship for new teachers, and considering options to reduce workplace stress due to high case numbers, resources, and significant student needs.

Respectfully Submitted,

NDACTE Special Education Ad Hoc



My name is Jessica McQueston and I am writing in opposition of the proposed SB 2332. I am a special educator. I went to school for four years to get certified as a special and general educator. I then worked in the K-12 field for six years, while continuing my studies and received a Masters in Special Education.

Special Education Teacher requirements are defined by the federal government under IDEA (Individuals with Disabilities Education Act; 2004). This bill would be in direct contradiction to what the federal government requires and funds. Below, I have listed the personnel requirements from IDEA regarding special education teachers.

(c) Qualifications for special education teachers. (1) The qualifications described in paragraph (a) of this section must ensure that each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school, or secondary school—

(i) Has obtained full State certification as a special education teacher (including certification obtained through an alternate route to certification as a special educator, if such alternate route meets minimum requirements described in 34 CFR 200.56(a)(2)(ii) as such section was in effect on November 28, 2008), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, the teacher must meet the certification or licensing requirements, if any, set forth in the State's public charter school law;

(ii) Has not had special education certification or licensure requirements waived on an emergency, temporary, or provisional basis; and

(iii) Holds at least a bachelor's degree.

(2) A teacher will be considered to meet the standard in paragraph (c)(1)(i) of this section if that teacher is participating in an alternate route to special education certification program under which—

(i) The teacher—

(A) Receives high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;

(B) Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;

(C) Assumes functions as a teacher only for a specified period of time not to exceed three years; and

(D) Demonstrates satisfactory progress toward full certification as prescribed by the State; and

(ii) The State ensures, through its certification and licensure process, that the provisions in paragraph (c)(2)(i) of this section are met.

For the past six years, I have worked with pre-service educators at universities within ND and the Midwest. Students began the program without the necessary skills to be successful in the field. During this time, I watched students emerge from the program as special educators after taking numerous courses, fieldwork experiences, and licensure tests all before being eligible to hold a license/endorsement in Special Education. To say that someone can pass a test and be prepared to teach students with disabilities is insulting and goes against federal requirements under IDEA. Students with disabilities deserve equal treatment and should have trained teachers to support their learning. I urge you to remove the ability to receive a license by passing a test from this bill. Our students deserve more than someone who can pass a test. They deserve the best.

Thank you,

A handwritten signature in blue ink, appearing to read 'Jessica McQueston', with a stylized, flowing script.

Jessica McQueston, PhD

# 2021 SENATE STANDING COMMITTEE MINUTES

**Education Committee**  
Room JW216, State Capitol

SB 2332  
2/8/2021

A BILL relating to the criteria for teacher licensure; and to provide for a legislative management study.
---

3:36 p.m.

**Discussion Topics:**

- Amend 21.1020.02001

Senator	Attendance
Chairman Schaible	P
Senator Elkin	P
Senator Conley	P
Senator Lemm	P
Senator Oban	P
Senator Wobbema	p

Adjourned at 3:40 p.m.

*Lynn Wolf, Committee Clerk*

# 2021 SENATE STANDING COMMITTEE MINUTES

Education Committee  
Room JW216, State Capitol

SB 2332  
2/9/2021

**A BILL relating to the criteria for teacher licensure; and to provide for a legislative management study.**

**Chair Schaible** called to order at 2:32 p.m.

**Discussion Topics:**

- Alternative Methods
- Standards

**Rebecca Pitkin** – Education Standards & Practices- (ESPB) gave committee information of standards.

**Sen Oban: Moved the amendment 21.1020.02001**

**Sen Elkin: Seconded**

**Roll Call Vote: 6-0-0 Motion Passed**

**Sen Oban: Moved a Do Pass as Amended**

**Sen Elkin: Seconded**

**Roll call Vote: 6-0-0 Motion Passed**

**Sen Wobemma will carry the bill.**

Adjourned at 2:51 p.m. Lynn – add a vote square

*Lynn Wolf, Committee Clerk*

Senator	Attendance
Chairman Schaible	P
Senator Elkin	P
Senator Conley	P
Senator Lemm	P
Senator Oban	P
Senator Wobbema	p

Amend 02001	Vote
Chairman Schaible	Y
Senator Elkin	Y
Senator Conley	Y
Senator Lemm	Y
Senator Oban	Y
Senator Wobbema	Y

SB 2332	Vote
Chairman Schaible	Y
Senator Elkin	Y
Senator Conley	Y
Senator Lemm	Y
Senator Oban	Y
Senator Wobbema	Y

February 5, 2021

CS  
2/9  
1041

PROPOSED AMENDMENTS TO SENATE BILL NO. 2332

Page 2, line 5, overstrike "and"

Page 2, line 15, remove the overstrike over "and"

Page 2, line 16, remove "and"

Page 2, line 17, replace "(10) Special education" with ":

- e. Operate in accordance with the procedures and program approval standards and requirements set by the board for teacher education programs for the licensure of educators; and
- f. Meet the procedures and program approval standards and requirements under subdivision e by July 1, 2023"

Renumber accordingly

**REPORT OF STANDING COMMITTEE**

**SB 2332: Education Committee (Sen. Schaible, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2332 was placed on the Sixth order on the calendar.

Page 2, line 5, overstrike "and"

Page 2, line 15, remove the overstrike over "and"

Page 2, line 16, remove "and"

Page 2, line 17, replace "(10) Special education" with ":

- e. Operate in accordance with the procedures and program approval standards and requirements set by the board for teacher education programs for the licensure of educators; and
- f. Meet the procedures and program approval standards and requirements under subdivision e by July 1, 2023"

Renumber accordingly

**2021 HOUSE EDUCATION**

**SB 2332**

# 2021 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

SB 2332  
3/16/2021

Relating to the criteria for teacher licensure; and to provide for a legislative management study

**Chairman Owens** opened the hearing at 9:00 AM. Roll call: Reps. Owens, Schreiber-Beck, Heinert, Hoverson, D. Johnson, M. Johnson, Longmuir, Marschall, Pyle, Richter, Zubke, Guggisberg, Hager and Hauck present.

### Discussion Topics:

- American Board/competency based online learning
- Educator preparation program/student impact
- Alternative education program standards

#9352 Sen. Schaible introduced the bill  
#9484, 9485, 9486 Melanie Olmstead, Ex. Director, American Board  
#9443 Katherine Terras, Certification Central  
#9445 Roxanne Romanick, Executive Director, Designer Genes  
#9416 Rebecca Pitkin, Executive Director, Education Standards and Practices Board

### Additional written testimony:

#9473, #9474 Rep Schreiber-Beck, District 25  
#9387 Angie Eckelberg, American Board Graduate  
#9385 Christine Fleischacker, American Board Graduate  
#9383 Kimberly Hanson, American Board Graduate  
#9381 Shawn Alvarez, American Board Graduate  
#9379 L J Reinke, American Board Graduate  
#8985 Dr Chad Nelson, Licensed Psychologist  
#8981 Anna Hoover

**Chairman Owens** closed the hearing at 9:35 AM

*Bev Monroe, Committee Clerk*





## NORTH DAKOTA SENATE

STATE CAPITOL  
600 EAST BOULEVARD  
BISMARCK, ND 58505-0360



### Senator Donald Schaible

District 31  
9115 Highway 21  
Mott, ND 58646-9200  
R: 701-824-3168  
[dgschaible@nd.gov](mailto:dgschaible@nd.gov)

### COMMITTEES:

Education, Chairman  
Energy and Natural Resources

Good morning House Education committee, for the Record my name is Senator Don Schaible, representing District 31. I am here to introduce SB 2332 which is a bill that offers some improvements to our alternative teacher certificate program. Last session several options for alternative teacher certification was looked at. There was an instate option and an out of state option. Language on page 2, lines 17-19 makes the requirements for the out of state option the same as the instate option. Lines 20-21 page 2 provides timeline when these standards must be met.

The overstrike language on page 3 lines 6-17 is what was going to come into effect which would create differences in the out of state alternative teaching certificates

Last session we agreed to look at alternative teaching certificates and believe that we should let them go 4 years and then reevaluate the programs. The study in this bill would provide that an interim committee would look at that progress in the middle of the 4<sup>th</sup> year and provide suggestions for legislation if we wish this alternative certificate to continue.

The other issue that may need to be discussed further is allowing special education as one subject that could be included in alternative teacher certification program. This created much concern last session, but with all that has happened this last year, we may have to revisit that idea. Mr. Chairman that concludes my testimony and I would try to answer questions.



## **2018 Content Alignment Study**

### **American Board PTK Examination with InTASC National Standards**

**Prepared by:**

**Toni A. Sondergeld, Ph.D.  
Associate Professor  
Drexel University**



## Overview

Professional Teaching Knowledge (PTK) standards were originally developed between 2002 and 2004 to create the initial PTK portion of the American Board's certification program. The process through which these standards were originally developed made extensive use of subject matter experts, curriculum review, and discussion. This extensive standard development process was essential because, at the time, nationally adopted standards had not yet been developed. Best practices in psychometrics recommends that standards be reviewed and updated at regular intervals. Through a similarly detailed process between 2017 and 2018 the American Board reconvened a standards panel who updated the PTK content standards according to the newest and accepted best practices.

The now nationally recognized InTASC standards, developed in 2011, emerged from an extensive, cooperative process led by the Council of Chief State School Officers, and inclusive of such richly diverse organizations as the National Education Association, the American Federation of Teachers, the Association of Teacher Educators, Teach for America, and the National School Boards Association. These professional teaching standards have been accepted as the integration of content considered most important and reasonable for the professional teacher to have learned in order to be called a master teacher on a national level. As stated in the collaborative InTASC (2011) report, "these Model Core Teaching Standards articulate what effective teaching and learning looks like in a transformed public education system - one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize and engage learners." The InTASC standards have also undergone revisions, including the most recent iteration in 2013.

Triangulation between standards (or alignment of content) is a process that compares one set of standards to an organizationally different set of adopted standards, and is a recognized model for establishing the content validity of any set of standards. The purpose of this study is to support the content validity of the PTK standards through a detailed comparison (triangulation) with the now nationally accepted InTASC standards. This practice of continuous review and improvement ensures that American Board developed standards and nationally accepted standards remain well aligned, in their mutual goal of educating and training highly effective classroom teachers in a continually changing environment.

## Standard Comparison

Comparisons conducted in this validity study link PTK Sub-standards to InTASC Performance Sub-standards. Each standard and substandard were reviewed by three content experts (two educators holding a Master's degree and one educator holding a Doctoral degree) to determine how well the PTK standards match the content presented in the InTASC standards.

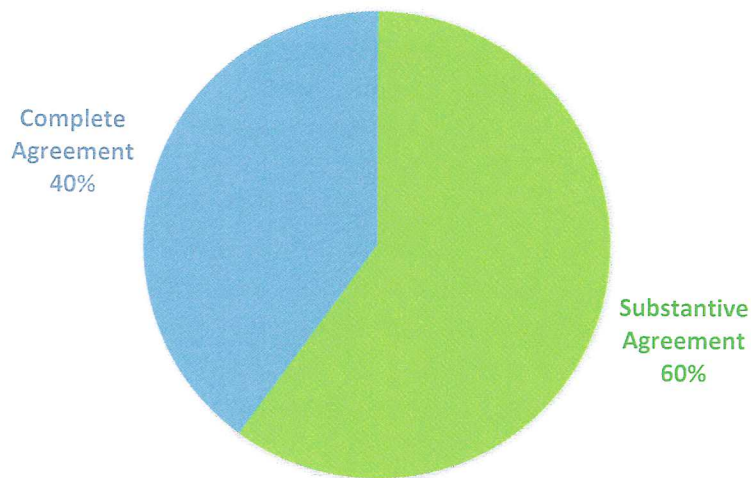
## Overall Comparison

The following relational expressions were used in the classification process:

- When PTK aligns with InTASC between 90-100%, alignment is considered **complete**.
- When PTK aligns with InTASC between 60-89%, alignment is considered **substantive**.
- When PTK aligns with InTASC less than 60%, alignment is considered **lacking**.

All PTK standards were determined to be substantively or completely aligned with InTASC standards. Areas of partial alignment are to be expected in any comparison of standards and generally reflect differences in emphasis rather than misalignment. Figure 1 presents a graphical representation of the alignment between the PTK and InTasc Standards.

### PTK AND INTASC ALIGNMENT



*Figure 1.* Degree of alignment for each of the ten InTASC standards represented visually.



## Thematic Comparison of Standards

The following table presents an overall, thematic alignment between the PTK standards and the InTASC Standards. Complete alignment is suggested when the majority of ideas found in the PTK Domain and Topics (indicated below as D#-T#) reflect those found in one of the ten InTASC Standards.

InTASC Standards	PTK Standards Alignment
1. Learner Development	D3-T5: Involves Parents and Guardians in Supporting the Instructional Program D4-T3: Gives High-Needs Students Extra Time and Instruction They Need to Succeed
2. Learning Differences	D1-T1: Selects, Organizes, Plans, and Designs Content D2-T2: Provides Clear and Focused Instruction D4-T3: Gives High-Needs Students Extra Time and Instruction They Need to Succeed
3. Learning Environments	D3-T1: Establishes Smooth, Efficient Classroom Routines D3-T2: Sets Clear Standards for Classroom Conduct and Applies Them Fairly and Consistently D3-T4: Expects Students to Learn
4. Content Knowledge	D2-T1: Communicates Effectively D2-T2: Provides Clear and Focused Instruction
5. Application of Content	D2-T1: Communicates Effectively D2-T2: Provides Clear and Focused Instruction D2-T3: Uses Effective Questioning Techniques
6. Assessment	D3-T3: Routinely Provides Students Feedback and Reinforcement Regarding Their Learning Progress D4-T1: Monitors Student Progress Closely D4-T2: Understands Testing Concepts D4-T3: Gives High-Needs Students Extra Time and Instruction They Need to Succeed
7. Planning for Instruction	D1-T1: Selects, Organizes, Plans, and Designs Content
8. Instructional Strategies	D2-T2: Provides Clear and Focused Instruction D2-T3: Uses Effective Questioning Techniques D2-T4: Makes Efficient Use of Learning Time
9. Professional Learning and Ethical Practice	D5-T1: Professional Learning D5-T2: Leadership
10. Leadership and Collaboration	D5-T1: Professional Learning D5-T2: Leadership

While standard comparisons are frequently difficult, as word choice can in some instances lead to potentially questionable alignment even though alignment in fact may exist. Such comparisons are nonetheless essential to assisting in the validation process. PTK Standards demonstrate strong alignment with the InTASC Standards. A more detailed alignment of content is presented in the next section.

## Comparison of PTK Sub-standards to InTASC Performance Sub-standards

InTASC Sub-standards are divided into three categories: performances, essential knowledge, and critical dispositions. *Performances* are the specific actions taken by the teacher to fulfill that standard. *Essential knowledge* is what the teacher needs to know in order to successfully fulfill the standard. *Critical dispositions* are what the teacher needs to believe/value in order to successfully fulfill the standard. PTK assessments contain specific direct teacher actions and do not specifically address knowledge, beliefs, or values of educators. Alignment is assessed by comparing PTK Standards to the InTASC Standards listed under the “Performance” category for each standard.

The degree of alignment is calculated by determining how many of the InTASC Performance Sub-standards are addressed within the PTK standards (see Appendix). A summary for each InTASC Standard is presented below:

InTASC Standards	Degree of PTK Standards Alignment
1. Learner Development	2/3 = 67%
2. Learning Differences	6/6 = 100%
3. Learning Environments	8/8 = 100%
4. Content Knowledge	7/9 = 78%
5. Application of Content	7/8 = 88%
6. Assessment	6/9 = 67%
7. Planning for Instruction	5/6 = 83%
8. Instructional Strategies	7/9 = 78%
9. Professional Learning & Ethical Practice	6/6 = 100%
10. Leadership & Collaboration	11/11 = 100%

As seen above, four of the InTASC Standards (Standards 2, 3, 9, and 10) are completely aligned as 100% of their sub-standards are addressed by the PTK assessment. Six of the InTASC Standards (Standards 1, 4, 5, 6, 7, and 8) are substantively aligned as 67-88% of their sub-standards are addressed by the PTK assessment. No areas of misalignment or missing content were discovered.

Any alignment study would be lacking if a reverse alignment were not also conducted. A reverse alignment reviews standards presented in the target set (that is, the PTK Standards) with control set (that is, the InTASC Standards). Are there important content areas presented in the PTK Standards that do not exist in the InTASC Standards? A careful reverse review suggested that there were no standards unique to the PTK. Alternatively stated, all standards presented in the PTK set exist also in the InTASC set.

## Summary

PTK Standards are determined to be well-aligned to the InTASC Standards across the majority of content. The few listed differences represent differences in emphasis and focus rather than missing content.



## Appendix A

### Item Comparison of PTK Standards to InTASC Standards

Each of the 10 InTASC Standards contain several sub-standards. Below is an example from Standard 1:

#### Standard 1: Learner Development

- 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

For the PTK Standards, there are numerous sub-standards listed for each topic. Below is an example from Domain 1, Topic 1:

#### Domain 1: Instructional Design

##### Topic 1: Selects, Organizes, Plans, and Designs Content

- 1.1.01: Writes measurable objectives for both individual or classroom performance based on student data and subject matter.
- 1.1.02: Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment tools) based on goals of the instruction.
- 1.1.03: Organizes content across lessons around central concepts, propositions, theories, or models.

The sub-standards are not divided into by category but are simply listed under each topic.

Below is a detailed comparison of the content found in each PTK sub-standard that is reflected in the InTASC sub-standards. Each table is grouped by an InTASC Standard with all sub-standards listed. The corresponding PTK sub-standard is listed in the adjacent column. Notice, only the numeric-alpha (#.a) and numeric (##.##) indexing codes are used for simplicity.

<b>InTASC Standard 1 and Performance Sub-Standards (#.a)</b>	<b>PTK Sub-Standard Alignment (##.##)</b>
1(a)	None
1(b)	4.3.01
1(c)	3.5.01 3.5.02 3.5.03

<b>InTASC Standard 2 and Performance Sub-Standards (#.a)</b>	<b>PTK Sub-Standard Alignment (##.##)</b>
2(a)	2.2.12
2(b)	4.3.01 4.3.02 4.3.03
2(c)	2.2.01 2.2.16
2(d)	2.2.15 2.1.01
2(e)	2.2.06
2(f)	4.3.03

<b>InTASC Standard 3 and Performance Sub-Standards (#.a)</b>	<b>PTK Sub-Standard Alignment (##.##)</b>
3(a)	3.5.01
3(b)	2.2.15
3(c)	3.1.01 3.1.04 3.1.05 3.1.09 3.2.01 3.4.01 3.4.04 3.4.05
3(d)	2.2.02 2.2.19 2.2.20 2.2.21 2.4.03 2.4.04
3(e)	2.2.15 2.2.16 5.1.01
3(f)	5.1.01
3(g)	5.2.02
3(h)	5.1.01



<b>InTASC Standard 4 and Performance Sub-Standards (#.a)</b>	<b>PTK Sub-Standard Alignment (#.#.#)</b>
4(a)	1.1.02 1.1.04 1.1.05 1.1.10 2.1.03 2.2.03 2.2.07 2.2.08 2.2.11 2.2.14
4(b)	1.1.09 2.2.07 2.2.13 2.2.15 2.2.16 2.3.02 2.3.03 2.3.05
4(c)	2.3.06
4(d)	1.1.09 2.1.01 2.1.02 2.1.03 2.2.15 2.2.16
4(e)	2.2.09
4(f)	3.3.03 3.3.04 3.3.08 4.1.04
4(g)	None
4(h)	2.2.06
4(i)	None

<b>InTASC Standard 5 and Performance Sub-Standards (#.a)</b>	<b>PTK Sub-Standard Alignment (#.#.#)</b>
5(a)	2.2.15 2.2.16
5(b)	2.2.15
5(c)	2.2.12
5(d)	2.3.01 2.3.02 2.3.03 2.3.04 2.3.05 2.3.06
5(e)	2.2.15 2.2.16
5(f)	2.2.07 2.2.12 2.2.15
5(g)	2.2.15 2.2.16 5.1.01
5(h)	None

<b>InTASC Standard 6 and Performance Sub-Standards (#.a)</b>	<b>PTK Sub-Standard Alignment (#.#.#)</b>
6(a)	4.1.02 4.1.04
6(b)	4.1.01
6(c)	4.2.05
6(d)	3.3.08 3.4.02
6(e)	4.1.03
6(f)	None
6(g)	1.1.01 2.2.01
6(h)	None
6(i)	None

<b>InTASC Standard 7 and Performance Sub-Standards (#.a)</b>	<b>PTK Sub-Standard Alignment (#.##)</b>
7(a)	1.1.01 1.1.02 2.1.01
7(b)	1.1.01 3.4.03 4.1.04 4.3.01 4.3.02 4.3.03
7(c)	1.1.07 2.2.02 2.2.03 2.2.12 2.2.13 2.2.15
7(d)	1.1.07 2.2.01 2.2.08
7(e)	4.3.01 4.3.02 4.3.03
7(f)	None

<b>InTASC Standard 8 and Performance Sub-Standards (#.a)</b>	<b>PTK Sub-Standard Alignment (#.#.#)</b>
8(a)	4.3.01 4.3.03
8(b)	4.1.04
8(c)	2.1.01
8(d)	2.2.18
8(e)	1.1.04 1.1.05 2.2.07 2.2.12 2.2.13 2.2.14
8(f)	None
8(g)	1.1.05 2.2.07 2.2.14 2.2.15 2.2.16
8(h)	None
8(i)	2.3.02 2.3.03 2.3.05 2.3.06

<b>InTASC Standard 9 and Performance Sub-Standards (#.a)</b>	<b>PTK Sub-Standard Alignment (#.#.#)</b>
9(a)	5.1.01 5.1.02 5.1.06 5.2.03
9(b)	5.1.01 5.1.02 5.1.04 5.1.06
9(c)	5.1.03 5.1.05 5.1.06
9(d)	5.1.01 5.1.04
9(e)	5.1.07
9(f)	5.1.01 5.1.06 5.2.02

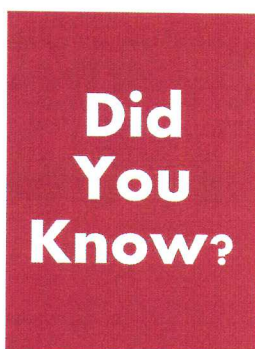
<b>InTASC Standard 10 and Performance Sub-Standards (#.a)</b>	<b>PTK Sub-Standard Alignment (#.##)</b>
10(a)	5.1.03 5.1.05 5.2.01
10(b)	5.1.02 5.1.04 5.1.06 5.2.01
10(c)	5.1.02 5.1.03 5.1.04 5.1.06 5.1.07
10(d)	5.1.02 5.2.01 5.2.03
10(e)	5.2.01 5.2.03
10(f)	5.1.01 5.1.02 5.1.04 5.2.03
10(g)	5.2.02
10(h)	5.1.03
10(i)	5.1.01 5.1.04 5.1.06 5.2.01 5.2.03
10(j)	5.2.01 5.2.03
10(k)	5.1.06 5.2.03



All American Board examinations undergo a thorough and multi-faceted process to establish and ensure continued validity of the assessments and outcomes.

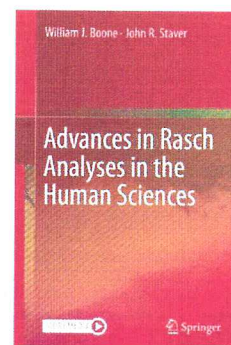
<b>S T E P  O N E</b>	<b>Establishing and Affirming Content Validity<sup>1</sup></b> <p>The American Board (AB) routinely conducts content validity (linking) studies across all examinations. Linking studies explore each item on the assessments to understand how and whether they are effectively covering the content required. AB Content Blueprints begin with national content standards, and then go beyond, to ensure unique content within states is adequately represented. Content validity studies are carried out <b>independently</b> to ensure objectivity by psychometrician and Professor Toni A. Sondergeld of Drexel University. Studies are conducted every ten years (or as needed if content substantively changes).</p>
<b>S T E P  T W O</b>	<b>Establishing Criterion (Assessment) Process and Outcome Validity<sup>1</sup></b> <p>Every three-years, the American Board (AB) conducts extensive psychometric analyses on the assessment using collected test-taker data. AB makes use of the advanced <b>Rasch Measurement Model</b> which works as a validation tool<sup>2</sup> to understand whether (a) the construct is being adequately measured, (b) the construct as presented is dimensionally correct, and (c) the fit of the assessment to content and test takers is appropriate. This cyclical exploration provides needed, substantive validity evidence. Routine cyclical studies are conducted each year (three to four disciplines explored each year).</p>

<sup>1</sup> Step one analyses conducted at Drexel University and step two analyses conducted by MetriKs Amérique follow established national protocols outlined in the Standards for Educational and Psychological Testing (APA/AERA/NCME, 2014).



<sup>2</sup> Rasch techniques can be used to address a wide range of validity issues; for example, content validity, construct validity, predictive validity, concurrent validity, statistical validity, fit validity, and face validity<sup>1</sup>. AB makes use of the flexible and powerful Rasch Model ... the cutting edge of measurement science.

<sup>1</sup> Boone, W.J. and Staver, J.R. (2020). *Advances in Rasch Analyses in the Human Sciences*. Springer.



For more information and a schedule of validity evaluations, please see our Validity Roundup.

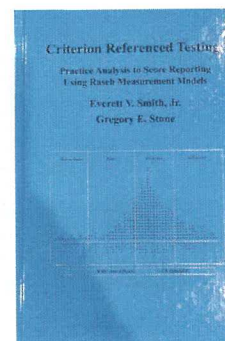
Step One	Establishing and Affirming Content Validity
AB examinations undergo a ten-year rotational investigation for content validity (or as necessary) according to the following schedule:	
Years Conducted	Exams
Years '0 (e.g., 2020)	Professional Teaching Knowledge (PTK), Special Education, and the Sciences
Years '1 (e.g., 2021)	Math, English & Reading, History (US & World), and English Language Learners
The Linking Reports are on file in the AB office once completed. Reports are written and studies conducted by Dr. Toni A. Sondergeld, Drexel University.	

Step Two	Establishing Criterion (Assessment) Process and Outcome Validity	
AB examinations undergo a three-year cyclical <b>Rasch Measurement</b> investigation for construct, criterion, and other forms of validity according to the following schedule:		
Completed	Next Due	Exams
2019	2022	Math, Multi-Subject Exam, Professional Teaching Knowledge (PTK)
2020	2023	English & Reading, History (US & World), Special Education (SPED)
2021	2021	Sciences (Biology, Chemistry, Physics, General), English Language Learner
Psychometric Reports are on file in the AB office once completed. Reports are written and studies conducted by Dr. Gregory E. Stone, MetriKs Amérique LLC.		

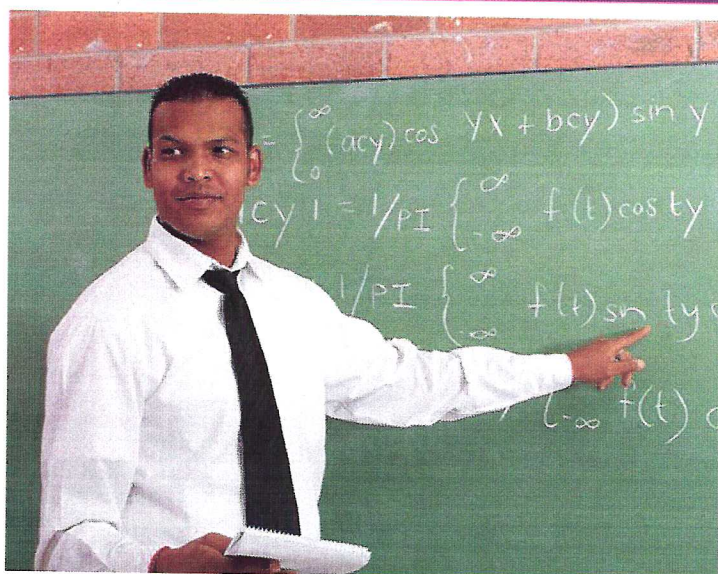
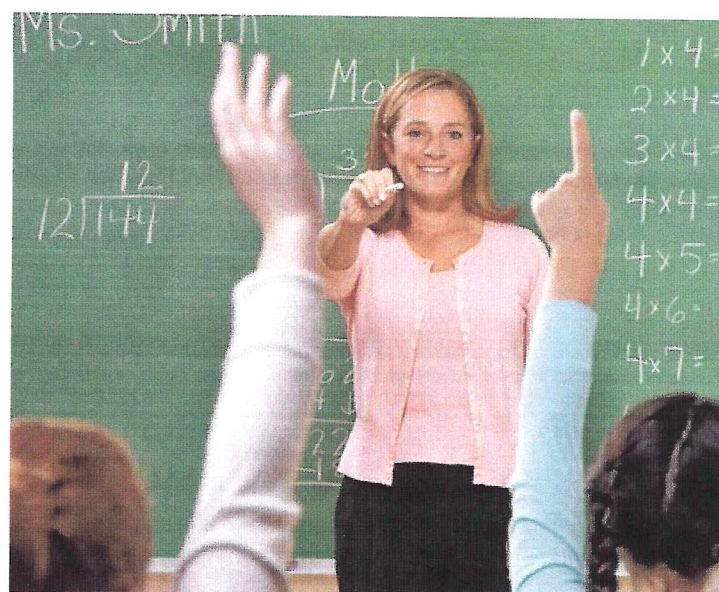
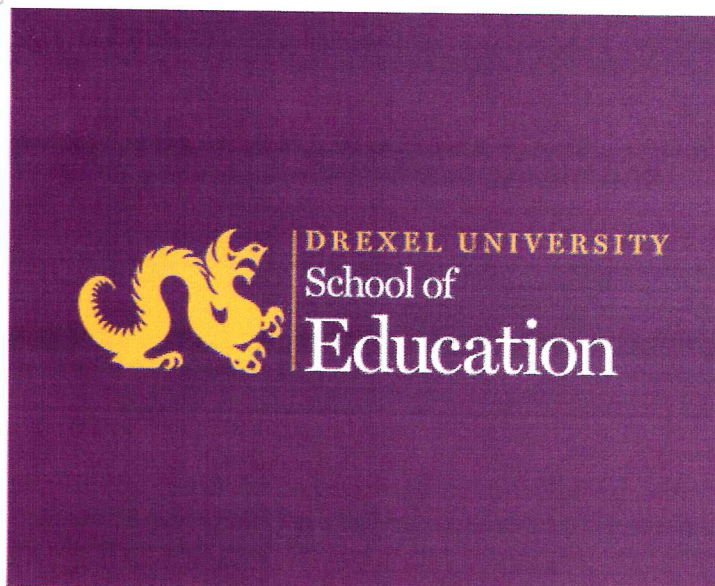
**Did  
You  
Know?**

Dr. Gregory E. Stone, CEO of MetriKs Amérique, has spent his career in high-stakes testing across education, the health professions, and industry. Fairness, equity, and psychometric soundness have been hallmarks of his career and practice. A student of Dr. Benjamin D. Wright, Dr. Stone is an international expert in the **Rasch Measurement Model** and advanced assessments, including modern performance standard setting.

Smith, E.V. & Stone, G.E. (2009). *Criterion Referenced Testing: Practice Analysis to Score Reporting Using Rasch Measurement Models*. JAM Press.







## 2016 Principal Survey

Toni A. Sondergeld, Ph.D.  
Associate Professor



# Executive Summary

**Project Background** – Since the inception of alternative teacher preparation programs, contradictory evidence about their quality and the impact of teachers prepared through alternative preparation programs versus traditional colleges of education has been presented. While some suggest alternative programs are weak or ineffective (Zeichner, 2016) others have presented equally compelling evidence to demonstrate their equivalence or outpacing of traditional college programs (Alhamisi, 2008). Furthermore, to suggest that all alternative preparation programs are identical is incorrect and misleading (Sass, 2013). Any suggestions that alternative teacher preparation programs are identical or will produce the same results are incorrect, in the same way that all colleges of education are not identical nor produce identical teachers. As alternative teacher preparation programs in general increase in popularity, clarity about *specific* programs is essential to better understand their unique characteristics and potential contributions to the K-12 teacher workforce.

**Project Purpose** – In order to begin to better assess the quality of teachers emerging from the American Board for Certification of Teacher Excellence (ABCTE) program specifically, and compare their performance to traditionally prepared college of education graduates, ABCTE commissioned an independent study in September 2016. The main purpose of this study was to evaluate both the effectiveness and retention of ABCTE prepared teachers with those teachers emerging from traditional college pathways.

**Project Sample** – A final sample of 155 principals (57% response rate) participated in the voluntary survey. Response rates above 33% are traditionally considered acceptable. The response rate of 57% is excellent and allows for greater generalization of results.

**Overview of Findings** – Five fundamental findings emerged from this study.

1. ABCTE teachers performed equivalently to traditional, college-prepared teachers across most (75%) evaluated aspects of teacher quality.

2. ABCTE prepared teachers were rated higher on four aspects (20%) of teacher quality, relative to bringing real-world experiences into the classroom, community connection, and job appreciation.
3. Traditional, college-prepared teachers were rated higher on only one aspect (5%): pedagogy.
4. Nearly all principals (151 of 155; 97%) expected to offer their ABCTE prepared teachers a second contract.
5. Nearly all principals (150 of 154; 97%) expected to retain their ABCTE prepared teachers after the three-year mark.

**Conclusions** – Survey results support positive attributes associated with ABCTE prepared teachers and find them largely comparable to or stronger than traditionally prepared teachers. During this time when many underserved local communities are in need of a stable teaching force, the opportunity to attract both traditionally and alternatively prepared high-quality instructors seems exceptionally important. It is clear that ABCTE prepared teachers are well-prepared to meet the needs of 21st-century learners.

# Introduction and Methods

Since the inception of alternative teacher preparation programs, contradictory evidence about their quality and the impact of teachers prepared through alternative preparation programs versus traditional colleges of education has been presented. The National Education Policy Center reported that teacher preparation outside of colleges of education was sporadic, incomplete, and left student learning at stake (Zeichner, 2016). Conversely, Alhamisi (2008), noted that "teachers who completed the alternative teacher preparation programs and teachers who completed traditional teacher preparation programs did not differ on either Praxis II scores or grade point averages, as well as [across] external perceptions of job knowledge and performance" (p. 4). Further, the nature, substance, and requirements of alternative teacher preparation programs appears to influence the quality and performance of emerging teachers. Sass (2013) reported a significant difference in outcome and performance, depending on the type of preparation (coursework versus no coursework), suggesting that increased coursework was actually detrimental to the in-class performance of teachers. Thus the notion that all alternative teacher preparation programs are identical or will produce the same result is incorrect. As alternative teacher preparation programs in general increase in popularity, clarity about *specific* programs is essential to better understand their unique characteristics and potential contributions to the K-12 teacher workforce.

In order to specifically address the quality of teachers emerging from the American Board for Certification of Teacher Excellence (ABCTE) program and compare their performance to that of traditionally prepared college of education graduates, ABCTE commissioned an independent study in September 2016. The purpose of the study was to evaluate the effectiveness and retention of ABCTE prepared teachers as compared to those teachers emerging from traditional college pathways. ABCTE offers an alternative certification program currently accepted in 12 states in place of traditional teacher preparation programs. Based on teacher placement information gathered from annual ABCTE alumni surveys, a selection of 270 principals who currently employ one or more ABCTE prepared teachers were contacted and asked to participate in an anonymous survey. The final convenience sample included 155 principal participants (57%) who completed the survey fully. This response rate is considered high and supports the generalizability of the results with a  $\pm 5.15$  margin of error and a 95% confidence level.



For this project, a unique survey was constructed to assess the performance of teachers across a variety of areas associated with the traditional role of a teacher. Twenty teacher performance indicators under this general domain were developed from teaching best practices literature and experience in the field. An expert panel of 12 principals were convened to review the teacher characteristics included on the instrument, as a method for instrument validation. This Delphi panel (Skulmaski, Hartman, & Krahn, 2007) supported the use of the initial set of criteria with minor fine-tuning of the instrument based on pilot results. Table 1 lists the teacher quality (performance) indicators included on the final survey distributed for this study in no particular order of importance.

**Table 1. Teacher Performance Indicators Included on Final Survey**

Maturity	Classroom management
Has broad real-world experiences	Organization
Works late as needed	Conflict resolution
Leadership	Applies prior professional experience to instruction
Has roots in the local community	Content knowledge
Collaborates with peers	Pedagogy
Community involvement	Models appropriate behavior for students
Incorporates professional feedback	Motivation
Punctuality	Will remain with your school long-term
Parent communication	Appreciates the job opportunity

In addition to the evaluation of fundamental teacher performance criteria, two additional questions were asked to gauge how confident principals were in the continued employment (retention) of ABCTE alternatively prepared teachers. First, principals were asked whether they would extend an offer for a second contract to the ABCTE prepared teacher(s) in their schools. Second, principals were asked whether they intended to retain their ABCTE prepared teacher(s) after the three-year mark.

Survey results were analyzed using the Rasch (1960/1980) model for rating scales (Wright & Masters, 1982). The Rasch objective measurement model allows for the creation and use of linear measures of qualities. Linear measurement provides a level of clarity and specificity not achievable through traditional statistical means. Rasch measurement is widely used in many fields and a very common method implemented in social science high stakes testing (e.g., educational state testing, medical board certification, etc.). Additionally, Rasch measurement has been noted as the most effective method for validating and analyzing survey data (Bond & Fox, 2015).

# Results

## Instrument Performance

Performance of the instrument was excellent, and thus supports the notion that meaningful and reliable results were produced from this study. Table 2 presents Rasch consistency and reliability statistics for the principals and teacher qualities surveyed.

**Table 2. Consistency and Reliability Rasch Statistics**

	Separation	Reliability
Principals	2.99	.90
Teacher Qualities (Items)	3.68	.93

Separation is a measure of clarity, specifically, the number of statistically significant groups that may be identified amongst the principals (by the items), and amongst the items (by the principals). In the present survey, separation of the principals is only useful in that it refers to the consistency and clarity of their teacher ratings. On the other hand, the separation of items helps to validate that we are carefully describing and considering a specific construct - namely the qualities of teaching professionals. In traditional survey research, reliabilities above 0.70 are and separation statistics at or above 2.0 are considered acceptable. Instrument reliabilities and separations were excellent, providing evidence to support that valid and generalizable results were found and inferences can be drawn to the greater population that was not examined.

## Survey Findings

A distinct benefit of using the Rasch model for surveys, is that precise data are made available for researchers to make clear interpretations. Most specifically, to define the operation of our construct (teacher performance), separation statistics and standard errors of measure associated with *each* quality were used. This uniquely precise information allows for the construct (concept) of teaching to be meaningfully interpreted, differentially. Traditional confidence intervals established using the standard error of measures associated with the twenty qualities assessed were defined, along with the separation statistics to establish the points of difference (where ABCTE teachers are stronger, where ABCTE and college prepared teachers are equivalent, and where college prepared teachers are stronger).

Tables 3 and 4 present results relative to the observation of teacher performance. Table 3 is a modified "construct map" which succinctly explains the findings. The Rasch model defines the construct (in this case teacher performance) in terms of qualities assessed, and evaluates their developmental and/or differential nature. Table 3 may be read as a scale, wherein reported performance of ABCTE prepared teachers is either better than, equal to, or worse than traditional college prepared teachers. Reading from left to right, the results are exceptionally positive for the ABCTE program. Across 20% of the qualities evaluated (4 of 20), including having roots in the local community, an appreciation for the job opportunity, and both integrating real-world experiences in the classroom and applying prior obtained professional knowledge, ABCTE prepared teachers were reported as performing significantly better than their college counterparts. Similarly, and exceptionally positive, across 75% of the qualities evaluated (15 of 20) ABCTE and college prepared teachers were shown to perform statistically equivalent. On only one rated quality (pedagogy) did principals rate college prepared teachers as performing higher.



**Table 3. Teacher Performance Indicator Map**

Better performance by ABCTE Prepared Teachers	Equivalent Performance across all Teachers	Better performance by Traditional College Graduates
Roots in the community	Classroom management	Pedagogy
Appreciates the job	Content knowledge	
Applies prior professional knowledge	Organization	
Real world experience	Parental communication	
	Conflict resolution	
	Collaborates with peers	
	Incorporated professional feedback	
	Works late	
	Community involvement	
	Leadership	
	Maturity	
	Punctuality	
	Models appropriate behavior	
	Motivation	
	Remain long term	

Table 4 presents the statistics for Table 3, wherein the set of items evaluated are arranged in Rasch difficulty order along with associated standard errors. Statistical separation lines are drawn between factors to denote the three statistically and meaningfully significant divisions. Table 4 thus expresses the points and magnitude of differences as demonstrated in Table 3. Table 4 demonstrates that ABCTE prepared teachers are not simply better in four areas; but practically, significantly, and *meaningfully* better. Similarly, it demonstrates the relative meaningful performance equivalence of most all other tasks, apart from pedagogy.

**Table 4: Teacher Factors Arranged by Equivalence**

Measure (SEM)	Teacher Factor
-1.27 (.20)	Real-World Experience
-1.16 (.20)	Applies Prior Professional Experience to Instruction
-1.01 (.20)	Appreciates the Job
-.88 (.20)	Roots in Community
-.56 (.20)	Remain Long Term
-.52 (.20)	Motivation
-.32 (.20)	Punctuality
-.24 (.20)	Community Involvement
-.24 (.20)	Leadership
-.20 (.20)	Maturity
-.09 (.21)	Models Appropriate Behavior for Students
.08 (.20)	Works Late
.12 (.20)	Collaborate with Peers
.25 (.20)	Incorporating Professional Feedback
.37 (.20)	Conflict Resolution
.49 (.20)	Organization
.53 (.20)	Parental Communication
1.16 (.20)	Content Knowledge
1.33 (.19)	Classroom Management
1.76 (.19)	Pedagogy

Complementary results were found to those above when principals were asked about retention of their ABCTE prepared teachers. Figures 1 and 2 clearly show that principals intend to retain their ABCTE prepared teachers through offering them a second contract and expect to keep them on staff for three years or longer.

**Figure 1. Have you/Will you Offer you ABCTE Prepared Teacher a Second Contract?**



**Figure 2. Will you Retain your ABCTE Prepared Teacher after Three Years?**





# Conclusions

There exists considerable debate regarding the capacities of teachers prepared through alternative teacher preparation programs versus those prepared through traditional colleges of education. Where teacher shortages are a major concern, particularly in large urban districts, small rural districts, and those with higher levels of poverty, this concern is more than academic. Furthermore, the different natures of alternative models make the label "alternative" misleadingly simplistic. Alternative programs are not identical. The present study was designed to compare the effectiveness and retention of teachers prepared through a single alternative program, namely ABCTE, with those teachers emerging from traditional college pathways. Two fundamental, positive themes emerged from the study conducted: Performance and Longevity.

## **Performance (ABCTE Teachers Perform Equal to or Better than their College Prepared Counterparts)**

ABCTE prepared teachers and teachers prepared through traditional colleges of education are largely equivalent in terms of their performance across the vast majority (75%) of teacher qualities assessed in our survey. Furthermore, ABCTE teachers are reported to perform significantly better across 20% of the teacher qualities assessed. ABCTE prepared teachers offer more connection to real-world issues, practical applications, community connection, and job appreciation. These findings are not entirely surprising. Newly minted traditional college-prepared teachers frequently have less exposure to "real-world" experiences useful for bringing into the classroom. ABCTE prepared teachers, who often possess degrees in the disciplines they wish to teach, typically enter teaching after having been within a specialized career path and consequently hold greater "real-world" experiences. Furthermore, teachers entering through this alternative pathway typically have made a conscious choice to leave a successful career in order to "give back" and teach, which may lead to a higher degree of community connection and job appreciation.

Teachers prepared through traditional colleges of education were reported to perform better on only one area, pedagogy (educational theory). This finding also is not surprising as traditional path teachers are generally exposed to vast amounts of educational theory courses throughout potentially four years of college. Taken holistically, ABCTE prepared teachers perform at or above expectations associated with nearly all aspects of

teacher quality assessed in this study. The finding that ABCTE prepared teachers are equally as strong or stronger than college prepared teachers across 95% of the evaluated teacher qualities is impressive and speaks well to the specific dynamics of the ABCTE program.

### **Longevity (ABCTE Teacher Retention Rates are Positive and Strong)**

Principals overwhelmingly support the short- and long-term retention of ABCTE teachers. Indeed, 97% of principals surveyed suggested that they intended to offer their ABCTE prepared teachers a second contract. Similarly, 97% of principals surveyed suggested that they intended to retain their ABCTE prepared teachers at the three-year mark. These findings are not only strong, but quite meaningful for the development of a robust teacher workforce. Retention may, in some instances, be used as a proxy for teacher quality and effectiveness (Boyd et al., 2010). Principals are more likely to retain effective teachers. Based on the results of this study, ABCTE prepared teachers appear as quite successful, and likely to remain and/or be offered continued contracts long-term. Long-term retention is a component of great importance to administrations (Burkhauser, 2016). Nationally, 16% of public school teachers leave the teaching profession annually for reasons other than natural retirement (Goldring, Taie, & Riddles, 2014). Knowing that (1) principals surveyed perceive ABCTE teachers as having greater “roots in the community”, and (2) these principals also remain steadfast in awarding ABCTE certified teachers new contracts, the ABCTE program appears to be well positioned to offer a comparable, effective, and functional alternative pathway to teaching, and a similarly positive pool of professionals, highly desirable for recruitment.

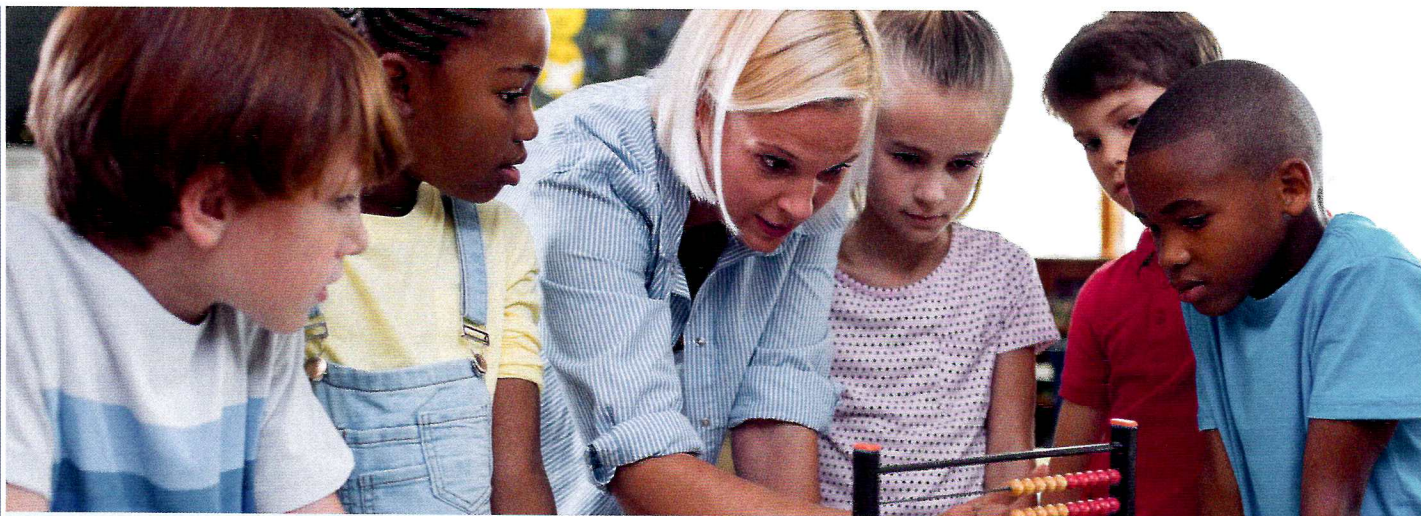
### **Final Comments**

Findings from this study reflect well on the generally positive attributes associated with the practices of ABCTE teachers. There are many variations of "alternative" preparation programs, as noted earlier. From the positive findings shared in this report, the structure and dynamics associated specifically with the ABCTE program appear to be very sound. Findings from this report further agree with and support those earlier reports from scholars including Alhamisi (2008) who noted that alternatively prepared teachers were largely equivalent or better in comparison to traditionally prepared teachers. During this time when many underserved local communities are in need of a stable teaching force, the opportunity to attract both traditionally and alternatively prepared high-quality instructors seems exceptionally important.

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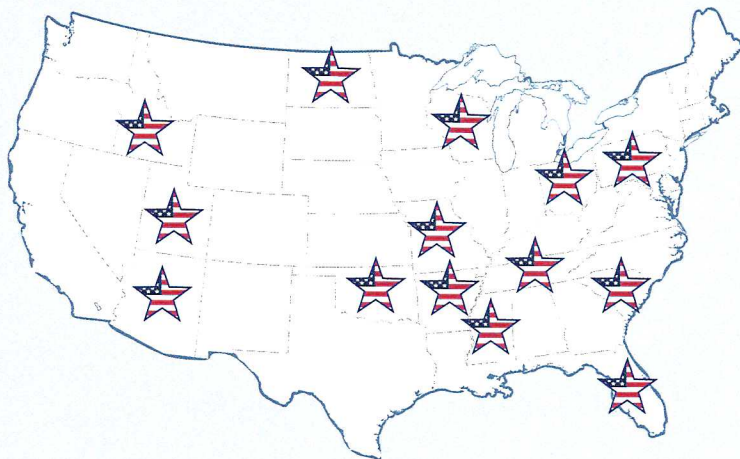


# WHAT IS AMERICAN BOARD?

American Board provides career changers with a quick and affordable route to become teachers. American Board's online teacher certification program is self-paced and includes robust online tutorials, but requires no additional college coursework or student teaching. The average American Board candidate earns their teaching certificate within ten months of enrolling, while many have become certified in as little as two or three months.

American Board helps communities supply their own teachers by providing a path for local community members who hold a bachelor's degree to get trained, licensed, and secure a job teaching in their local school.

American Board's vision is very simple — your community, your teachers.



AMERICAN **BOARD**

Your Community. Your Teachers.

## How Does The Program Work?

**American Board candidates must**

- 1. Hold a bachelor's degree** from a nationally accredited college or university and pass a federal background check.
- 2. Pass American Board's pedagogy exam**, also known as the Professional Teaching Knowledge (PTK) exam, which covers effective instructional delivery, classroom management and organization, assessment, instructional design, and professional learning and leadership.
- 3. Select a subject area and demonstrate competency** by passing the corresponding assessment. American Board offers certifications in: Elementary Education, Biology, Chemistry, English, General Science, History, Mathematics, and Physics. Candidates can also obtain Reading and Special Education endorsements.
- 4. Complete any additional requirements** set forth by their state.
- 5. Apply for initial teaching license** through their state's Department of Education.



## Drexel University Research Study

Drexel University surveyed principals that employ American Board certified teachers to compare the performance of American Board teachers and traditionally prepared teachers. More than 150 principals from across 12 states participated.

**95%** of American Board teachers **performed better** than or equivalent to traditional, college-prepared teachers across 95% of teacher quality aspects

**97%** of principals **expected to retain** their American Board teacher(s) after the 3-year mark

### Drexel concluded:

"During this time when many under-served local communities are in need of a stable teaching force, the opportunity to attract both traditionally and alternatively prepared high-quality instructors seems exceptionally important. It is clear that ABCTE prepared teachers are well-prepared to meet the needs of 21st-century learners."

American Board teachers are "largely comparable to or stronger than traditionally prepared teachers."

## What Principals Say

"Our [American Board] teacher is one of our best—well prepared every day with high quality content that meets the needs of all students, not just those at the bottom, middle, or top of the bell curve. **This teacher contributes to the overall environment of our school** through collaboration with peers and is respected by all as a master of teaching, both the art and the science of it. We would love for our [American Board] teacher to remain at our school long-term!"

Secondary Director  
American Preparatory Academy  
Utah

"[Our American Board teacher] is an amazing teacher who has played an important role in the progress we have made at Patrick Henry. He cares deeply about the success of his students and works extremely hard to make sure they all achieve at high levels. [This teacher] goes above and beyond for our students, which is why we have asked him to take on leadership responsibilities outside of his classroom. He is a true team player and **is an invaluable member of our team.**"

Principal  
Patrick Henry Downtown Academy  
Missouri



# Certification Central

ND's 1<sup>st</sup> Alternative Educator Preparation Program

Box 322, McVile, ND 58254

701.322.4429

[www.certificationcentral.education](http://www.certificationcentral.education)



## Written Testimony in Support of SB 2332

Good Morning, Chairman Owens and House Education Committee,

For the record, my name is Dr. Katherine Terras and I represent Certification Central, which is ND's 1<sup>st</sup> Alternative Educator Preparation Program approved by the North Dakota Education Standards and Practices Board (ND ESPB). We are in support of SB 2332, as this legislation provides a pathway for Certification Central to serve North Dakota as a lead, in-state alternative. Consequently, we strongly support the removal of the sunset clause language stating, *Effective through July 31, 2023*, to allow Certification Central to exist beyond this date. Since the enactment of this legislation, Certification Central has been honored to serve ND in the following ways:

- Obtained program approval from ND ESPB;
- Launched special education licensure and endorsement program July 2020;
- Launched the special education behavior intervention specialist endorsement September 2020;
- Became an approved continuing education provider from ND ESPB October 2020;
- Formed an advisory council and curriculum review committee;
- Began the national accreditation process through the Council for the Accreditation of Educator Preparation (CAEP);
- Providing behavioral consultation and educational diagnostics to districts/units; and
- Establishing the North Dakota Alternative Certification Association (NDACA) that promotes quality alternatives and provides a formal pathway for the collective voices of alternatives in ND.

We will continue to invest in the state where we were born and raised. We sold beautiful ND land to build this alternative program with the help of 10 highly trained curriculum developers who are teacher leaders in the field. One of the major tenants for Certification Central is affordability, which is why we offer a 60-70% savings. This legislation is frequently referred to as the "American Board bill," which is misleading. This legislation provides both in-state and out-of-state options, which includes more than just the "American Board."

When I testified in the Senate, I proposed an amendment that would require out-of-state alternatives to obtain program approval from the ND Education Standards and Practices Board to ensure the teaching standards in our state are upheld. Therefore, we strongly support the addition of 7e and 7f in Section 1. The American Board's testimony to the Senate supported the removal of clinical practice requirements, which include practicums and student teaching. This statement reveals that the American Board may not be implementing best practices, anchored in research, to train teachers. Teacher training programs across the nation are increasing teacher candidates' time spent in the field because of the research supporting how this is the best way to measure the impact they are having on PK-12 students. This is direct evidence as to why the American Board needs to obtain program approval from ESPB to ensure they are using quality programming to train our ND teachers. Relative to special education and students with disabilities, your committee unanimously passed HB 1131 to increase training for teachers serving students with dyslexia. Thank you for understanding the importance of well-trained teachers to serve our most vulnerable population of students.

In closing, I have had the privilege of training educators in ND for 20+ years and will continue to do so in the future. Growing our own in ND is essential to addressing the teacher shortage and Certification Central is here and ready to serve. This concludes my testimony, and I will now stand for questions you may have.

**SB 2332****House Education****Tuesday, March 16, 2021****Rep. Mark Owens, Chairperson**

Chairman Owens and Members of the House Education Committee:

My name is Roxane Romanick and I'm representing Designer Genes of ND, Inc., as their Executive Director. Designer Genes' membership represents 260 individuals with Down syndrome that either live in our state or are represented by family members in North Dakota. Designer Genes' mission is to strengthen opportunities for individuals with Down syndrome and those who support them to earn, learn, and belong. Outside of our families that choose to homeschool, every child, youth, and young adult (under 22) on our membership list is supported by special education services and have an IEP. The issue of quality special education and general education is highly relevant to our membership.

I am asking for a "do pass" on the engrossed version of SB 2332 and request that "special education" continue to be removed. The Individuals with Disabilities Education Act (IDEA) ([https://sites.ed.gov/idea/files/HQT\\_10-4-06.pdf](https://sites.ed.gov/idea/files/HQT_10-4-06.pdf)) requires students on Individual Education Plans (IEP's) to be taught by highly qualified teaching staff. Licensing special education teachers without student teaching and/or clinical field practice does not ensure that teachers will be highly qualified as they begin working with students. Just to name a few of the additional tasks in special education, new teachers will be faced with meeting the obligations of IDEA, writing and implementing IEP's, consulting on accommodations with general education teachers, supervising paraprofessionals, modifying curriculum, attending to the need for positive behavioral strategies as well as behavioral interventions, and ensuring that parental and student rights are upheld.

I fully appreciate the teacher shortages that we are facing in ND, but request that this body consider other solutions, such as financial incentives to enter the field, strategies to retain teachers, and using

Disability Leadership courses in our high schools to encourage students to enter the field of special education. For example, the Peer-to-Peer Leadership elective at Century High School has resulted in 25 students (roughly 50%) pursuing higher education degrees in service to people with disabilities.

Designer Genes believes in setting a high bar for students with Down syndrome and other disabilities receiving education in our public schools. This includes the needed services and supports that is guaranteed to them by the federal Individuals with Disabilities Education Act, including highly qualified teachers.

Roxane Romanick  
Executive Director  
Designer Genes of North Dakota, Inc.  
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**Testimony**  
**Senate Bill 2332**  
**House Education Committee**  
**March 15, 2021 9:00 a.m.**  
**Education Standards and Practice Board**  
**Dr. Rebecca Pitkin**

Good morning Chairman Owens and members of the House Education Committee. My name is Rebecca Pitkin and I am the Executive Director of the Education Standards and Practices Board. I am here today to provide neutral testimony on SB 2332.

During the 66<sup>th</sup> Legislative Assembly HB 1287 became law. Both in-state and out-of-state alternative programs are now permissible. I will first provide information on the results of the American Board, an online certification program available in 14 states. Applicants with a 4 year degree pay a fee of approximately \$1900.00, receive a packet of information to study, a book list or other materials that relate to the content on the test, take the test, and if they pass, receive an initial license from ESPB; there are no courses, no contact with students, and individuals upon completion receive an initial 2 year license. Unlike other states which have the American Board option, North Dakota has additional requirements listed in the bill. Since last session, 17 individuals have completed the American Board program (information attached). Information gathered through principal and superintendent interviews last spring indicates these individuals were successful and filled a need. An example is a South Heart parent, trained as a nurse who is currently teaching science. Many of the individuals who completed American Board were sought out by their district as they are already involved in the school and perhaps “missed their call” to teach. Data collection relating to this year’s American Board certified teachers is ongoing.

An in-state alternative program has also been developed, Certification Central. Certification Central completed all program approval requirements and last March received approval from the Program Approval Committee, after submitting extensive documentation of how the proposed program met North Dakota content standards. It became the first in state alternative program, offering a behavior intervention specialist endorsement as well as approval to offer special education (see enclosed letter of approval).

The addition of line 17, page 2 (e), program approval, is a requirement of all ND Teacher Education programs. All programs leading to licensure are approved, both traditional as well as Certification Central. All engage in the continuous improvement process, much like K-12, and provide annual updates on progress each year on a national and state level. Currently American Board has not undergone this process. Admittedly the accreditation of an online alternative program would look different given the fact there is not a foot on the ground program but it has been achieved by another alternative program at the national level.

There is a documented teacher shortage in our country and in our state as evidenced by a recent DPI presentation for ESPB as well as number of Alternate Access licenses granted in most content areas. Last session ESPB testified in opposition to the American Board alternative programs, yet we have seen American Board as well as Certification Central filling needs in our state. An ESPB non-negotiable is “doing what is best for kids” and removing potential barriers for those who may make excellent teachers leaves my testimony presented as neutral.

This concludes my testimony and I will answer any questions.

**American Board 2019-2020 - 5 Total**

Teacher	License #	Administrator	Location	Content
Lynette Silbernagel	428368	Calvin Dean	South Heart	Science
Sonja Tinjum	425637	John Gruenberg	Powers Lake	Elementary
Brandy Flegel	428477	Steven Guglich	Missouri Ridge MS (Williston)	Elementary
Tabitha Schneider	423643			Elementary
Amy Jacobs	425486			Elementary

**New 2020-21 American Board - 12 New**

Teacher	License #	Content
Jared Obering	429663	History
Amanda Richardson	423342	Elementary
Mandy Cleem	427502	Elementary
Kallie Knutson	423697	Elementary
Lee Jacobson	424902	Science
Kortney Arnold	429952	History
Lester (Jay) Reinke	419352	English
Todd Selle	421752	Math
Shawn Alvarez	422794	Elementary
Laura Mastel	427854	Science
Angela Eckelberg	428656	Elementary
Shane Wetzel	426395	Biology

**American Board Summary: 5 + 12 = 17 Total**



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March 30, 2020

TO: Dr. Katherine Terras, Certification Central

FROM: Dr. Rebecca Pitkin, ESPB Executive Director

Congratulations! At the March 26, 2020 Program Approval Committee meeting, the committee motioned unanimously to approve both the Behavior Intervention Specialist Special Education Endorsement program of study and the Certification Central Preparation of Special Education teachers request. Congratulations on being the first North Dakota alternative licensure program.

We look forward to seeing how both the endorsement and the Special Education program are utilized. Thank you for your work on these and your continued efforts to prepare teachers with excellence, to benefit our North Dakota children.

Please contact me with any questions.

Respectfully,

Becky Pitkin

21.1020.03002

**FIRST ENGROSSMENT**

Sixty-seventh  
Legislative Assembly  
of North Dakota

**ENGROSSED SENATE BILL NO. 2332**

Introduced by

Senator Schaible

Representatives Satrom, Schreiber-Beck

1 A BILL for an Act to amend and reenact section 15.1-13-10 of the North Dakota Century Code,  
2 relating to the criteria for teacher licensure; and to provide for a legislative management study.

3 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

4 **SECTION 1. AMENDMENT.** Section 15.1-13-10 of the North Dakota Century Code is  
5 amended and reenacted as follows:

6 **15.1-13-10. Criteria for teacher licensure. (~~Effective through July 31, 2023~~)**

- 7 1. The board shall establish by rule the criteria for teacher licensure and the process for  
8 issuing teaching licenses. The criteria must include considerations of character,  
9 adequate educational preparation, and general fitness to teach.
- 10 2. The board may not require a teacher who graduated from an accredited teacher  
11 education program on or before September 1, 1980, to earn any college credits in  
12 native American or other multicultural courses as a condition of licensure or license  
13 renewal.
- 14 3. This section does not affect the validity of teaching certificates in effect on July 31,  
15 2001.
- 16 4. This section does not affect the qualifications for career and technical education  
17 certificates, as otherwise established by law.
- 18 5. The board shall grant an initial license to an individual who:  
19 a. Possesses a bachelor's degree from an accredited institution;  
20 b. Passes a criminal history record check required by section 15.1-13-14; and  
21 c. Successfully completes an alternative teacher certification program.
- 22 6. An in-state alternative teacher certification program must operate in accordance with  
23 the procedures and program approval standards and requirements set by the board  
24 for teacher education programs for the licensure of educators.



- 1        7. An out-of-state alternative teacher certification program must:
- 2            a. Operate in at least five states;
- 3            b. Have operated an alternative teacher certification program for at least ten years;
- 4            c. Require applicants to pass a subject area and pedagogy examination, known as
- 5            the professional teaching knowledge examination, to receive certification; and
- 6            d. Allow an individual who obtains an initial or renewal license to teach in the
- 7            subject areas of:
- 8                (1) Elementary education;
- 9                (2) Elementary education with a reading endorsement;
- 10              (3) English language arts;
- 11              (4) United States and world history;
- 12              (5) Mathematics;
- 13              (6) General science;
- 14              (7) Biology;
- 15              (8) Chemistry; and
- 16              (9) Physics;
- 17        ~~e. Operate in accordance with the procedures and program approval standards and~~
- 18        ~~requirements set by the board for teacher education programs for the licensure of~~
- 19        ~~educators; and~~
- 20        ~~f. Meet the procedures and program approval standards and requirements under~~
- 21        ~~subdivision e by July 1, 2023 and~~
- 22        ~~(10) Special education.~~
- 23        8. An individual who obtains an initial license under subsection 5 is authorized to teach
- 24        the subject and educational levels for which the individual has successfully completed
- 25        the program described under subsection 5.
- 26        9. Upon completing two years of teaching under an initial license issued under
- 27        subsection 5, the licensee is eligible to apply for a five-year renewal license if the
- 28        individual:
- 29            a. ~~Completes the program's clinical experience program and the North Dakota~~
- 30            ~~teacher support system approved mentor program;~~

- 1 | ~~\_\_\_\_\_ b.~~ Meets the requirements of section 15.1-13-35 within two years of initial licensure;  
2 |                   and  
3 |       **e.b.** Meets the requirements of human resources and cultural directives required  
4 |                   coursework within two years of initial licensure which includes Native American  
5 |                   studies, cultural diversity, strategies for creating learning environments that  
6 |                   contribute to positive human relationships, and strategies for teaching and  
7 |                   assessing diverse learners.

8 | **~~Criteria for teacher licensure. (Effective after July 31, 2023)~~**

- 9 |       1. ~~The board shall establish by rule the criteria for teacher licensure and the process for~~  
10 |          issuing teaching licenses. The criteria must include considerations of character,  
11 |          adequate educational preparation, and general fitness to teach.  
12 |       2. ~~The board may not require a teacher who graduated from an accredited teacher~~  
13 |          education program on or before September 1, 1980, to earn any college credits in  
14 |          native American or other multicultural courses as a condition of licensure or license  
15 |          renewal.  
16 |       3. ~~This section does not affect the validity of teaching certificates in effect on July 31,~~  
17 |          2001.  
18 |       4. ~~This section does not affect the qualifications for career and technical education~~  
19 |          certificates, as otherwise established by law.

20 |       **SECTION 2. LEGISLATIVE MANAGEMENT STUDY.** During the 2021-22 interim, the  
21 |       legislative management shall consider studying criteria for alternative teacher licensure. The  
22 |       legislative management shall report its findings and recommendations, together with any  
23 |       legislation required to implement the recommendations, to the sixty-eighth legislative assembly.

21.1020.03002  
Title.

Prepared by the Legislative Council staff for  
Representative Schreiber-Beck  
March 15, 2021

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2332

Page 2, line 5, remove the overstrike over "~~and~~"

Page 2, line 15, overstrike "and"

Page 2, remove lines 17 through 20

Page 2, line 21, replace "subdivision e by July 1, 2023" with "and

(10) Special education"

Page 2, line 28, overstrike "Completes the program's clinical experience program and the North Dakota"

Page 2, overstrike line 29

Page 2, line 30, overstrike "b."

Page 3, line 1, overstrike "c." and insert immediately thereafter "b."

Renumber accordingly

This letter is written in request for information and insight from ABCTE's North Dakota graduates.

Just a little bit of background: I finished the program during the month of July 2020, and took the series of tests (PTK and Elementary Education) within that month as well. I received my certification from ABCTE in late August and submitted all the necessary paperwork with the ND ESPB (Education Standards and Practices Board) in the month of September 2020. I have all my paperwork uploaded and my application in with the district I'd like to work in. It'll be a couple months before I know if I'll be successful in obtaining a teaching position.

I was working as a full-time substitute when Covid-19 concerns closed the school buildings and there was no longer a need for subs. It was devastating for me. I had discovered a real love for teaching, so decided to look into what it would take to get a full teaching license. I came across the ABCTE program. I chatted with friends who are teachers, and reached out to school principals to see if they had any experience or thoughts on the program. The responses were positive overall, so I went ahead and started my journey!

I chose ABCTE as I am good at independent learning, preferring to go at my own pace. The learning materials and supplemental readings were very helpful! I would suggest a few more general knowledge social studies reading options for the Elementary Education program. I felt a little scattered when going through that section. The math was extremely well supported as was the English sections. I am a better substitute now because of those studies.

I'm grateful to this program for giving me the chance to pursue my passion for teaching. And to Michael for his consistently quick responses to the myriad of questions (and an unfortunate mail issue with my certificate) that I had. I truly felt supported at every step. Thank you, Angie Eckelberg

I have been a teacher for many years at the University level. I realized that I wanted to impact the lives of students at an earlier age, to hopefully combat the loss of love of learning which I saw in students when they came to the University. So, I needed a teaching certification program that would allow me to be certified to teach younger students and that would work with my schedule. The American Board Program was rigorous, accessible, comprehensive and affordable. I could go at my own pace and get the certification more quickly than having to take numerous University classes. The American Board program helped me prepare well for the certification tests and now I am able to teach the students that I work with. The program did a beautiful job of preparing me for the certification tests!

Sincerely,  
Christine Fleischacker



To Whom It May Concern,

I am writing this letter to express my satisfaction with the American Board's teacher program. I had previously completed my Master's in Clinical Physiology and Cardiac Care and had worked at a hospital for approximately 15 years in Cardiac Rehabilitation. When my third child was born, my priorities changed and I needed more time to be at home. I had always had an interest in helping and teaching others so I decided to get a job as an Instructional Aide at a local middle school. I loved it! I spent 4 years as an IA before I started to think seriously about becoming a teacher.

The American Board Program allowed me to fulfill my educational requirements while still working and being available to my family. It is a well-rounded program and I have used what I have learned regularly. All topics were clearly organized and explained and the follow-up quizzes and tests were great for clarification.

I have since been hired as a 7<sup>th</sup> grade Science teacher in the same school I was an IA in. I have been loving my job and am so thankful that The American Board program was available to help me achieve my new career!

Sincerely,

Kimberly Hanson  
WMS 7<sup>th</sup> Grade Science

I am so happy I found American Board to help me obtain my certification in North Dakota. My background was very eclectic and since graduating college several years ago, I kept being drawn back into the field of education time and time again. Whether it was working as a preschool teacher or working at a local college or university. In some capacity all of my work centered around education in one form or another. Most recently, I had worked for four years as a substitute teacher and landed several long-term assignments. I had ended up at a school that became my second home and searched high and low for a way to get my teaching degree/certification. I had toyed with the idea of going back to school for several years and getting my teacher certification. However, life would get in the way as it some times does when one has children and elderly parents. (Not to mention I really wasn't keen on taking on more student loan debt.)

When I first came across American Board, I was hesitant. I kept asking myself, "how could this actually work for me?" I took some time to mull it over as I looked at both Graduate and Post-Bac options, but I wanted to teach - I did not want to wait another 2,3, or even 4 years to get there. So I took the leap and registered. I took my time diving into things and then the world went topsy-turvy with Covid. At the time I was back as a long-term sub at my school and finished off the school year in a distance learning mode. I made the decision that I wouldn't be a sub come fall - I'd be a fully employed teacher.

The American Board process is challenging. If someone signs up and thinks they found an easy way to get their certification, they will be in for a surprise. There is a TON of material to learn BUT it is manageable and if you take your time with your studies you'll be fine. I think I studied more for my board tests (in a shorter period of time) than I did for all of my classes in college combined. I passed all of my board tests on the first try! And I was hired as a full-time teacher!

Thanks to American Board I'm working my dream job!

Shawn Alvarez

I am very grateful for the opportunity provided to me by the State of North Dakota and the American Board certification process to enter the teaching profession by way of this alternate route. Because of American Board, I am now the English teacher for 60+ Native American students, grades 9-12, at Warwick High School in Warwick, North Dakota. I enrolled in the AB program in June, last year, and because I had the opportunity to dive into the AB program full time through the summer, I completed my coursework, took my tests, and gained my English teaching license by the end of the summer. I was interviewed and hired at Warwick the Friday before school was scheduled to start.

By training (B.A. and M.Div.), I am a pastor. In that position, teaching was one of my passions. After I resigned from the pastorate seven years ago, I entered the secular work force, and no longer had the freedom to teach. While those secular endeavors had their own forms of satisfaction and allowed me to provide for my family, I deeply missed my previous satisfaction of teaching. That joy was rekindled a year and a half ago when I was hired as an aide for English Learner students at Watford City (ND) High School.

When the 2019-2020 school year ended, I contacted the ND Dept. of Public Instruction to ask what college credits I would need in order to become licensed as a high school English teacher. That is when I learned of the American Board certification option. Because I was nearing the normal retirement age (though I did not and do not yet intend to retire), the possibility of gaining a teaching license via an official, alternate route was most appealing.

I am deeply, deeply grateful for the chance North Dakota has given people like me to pursue our passion and to bring our life experiences into the classrooms of North Dakota students by way of the American Board certification process. I believe the AB alternate route training provides a valuable and a needed service, not only to people like me who want to teach, but also to the students and the communities we are thereby privileged to serve.

To those who have made my present service as a teacher possible, I offer my most sincere thanks,

Respectfully,

L. Jay Reinke  
9-12 English  
Warwick High School, Warwick, ND



**Chad C. Nelson, Ph.D.**

*Licensed Psychologist*

February 26, 2021

To Whom It May Concern:

My name is Dr. Chad Nelson. I am a licensed psychologist in the state of Maryland, with more than 20 years of experience in the area of psychological assessment.

As a native North Dakotan, having been born in Minot, I am writing to discuss the issue of using performance on standardized assessments, such as the Praxis, to grant licensure to teachers in the State of North Dakota. As someone who has been involved in the process of assessment for more than 20 years, I am writing to voice my concern regarding the ongoing use of standardized assessments to grant professional licensure, including teaching licensure.

In several states, the impact of standardized testing results, including determining the efficacy of “passing scores,” for teaching licensure has been debated. Goldhaber (2007) reported that in the state of North Carolina, raising state required Praxis scores may eliminate potentially effective teachers from the workforce, due to the fact that standard scores are not perfect screens of teacher efficacy.

James Shuls (2016) examined the impact of Praxis performance on teacher efficacy in Arkansas. In his study, Shuls noted that those who scored lower on the Praxis were minorities and more likely to have fewer years of experience. In addition, these teachers were more likely to work in schools serving higher percentages of students from disadvantaged and minority backgrounds. The study by Shuls also finds that passing the Praxis I was not a significant indicator of teacher quality in the state of Arkansas.

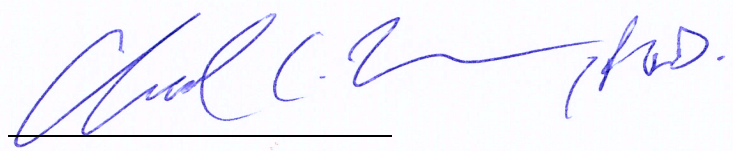
In my experience as a clinician, I have seen many cognitively capable, personable, and driven students experience difficulty on the Praxis I examination, which has resulted in them choosing a different career path. This always saddens me, as the world of teaching is not better off by not allowing these students to become teachers.

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Hunt Valley, MD 21030  
chad@drchadnelson.com  
www.drchadnelson.com

As Shuls suggested, there are other ways of granting licensure for prospective teachers. Given concerns regarding the efficacy of the Praxis on predicting successful teachers, as well as the potential to exclude capable teachers of disadvantaged and minority backgrounds, I encourage the state to examine alternative means of identifying qualified educators for licensure.

Thank you for your consideration in this matter.

Sincerely,

A handwritten signature in blue ink, reading "Chad C. Nelson, Ph.D.", is positioned above a horizontal line.

Chad C. Nelson, Ph.D.  
Licensed Psychologist  
Maryland License #03366

## **References**

- Goldhaber, D. 2007. "Everyone's Doing It, but What Does Teacher Testing Tell Us about Teacher Effectiveness?" *Journal of Human Resources*, 42(4): 765-94.
- Shuls, J. 2016. "Can We Simply Raise the Bar on Teacher Quality?"



Representative Strinden's amendment #2332 examines a teacher's effectiveness and skills through a portfolio of work, rather than judging them solely on such standardized tests as the Praxis exam, which reveal nothing about whether a teacher will be successful in the classroom and only that they are capable of passing a test. Data from research has shown repeatedly that test scores alone are not a good indicator of a teacher's efficacy in the classroom. This statement will express support for Representative Strinden's amendment by examining it from two perspectives: economic and equality.

Looking at Amendment #2332 through an economic lens addresses such issues as teacher quality, cost of testing, and general salary information. There has been a vast push to improve both the quality of education and the quality of teachers through stricter licensure processes, including additional standardized exams. In support of Representative Strinden's amendment, researchers Joshua D. Angrist and Jonathen Guryan wrote a journal article entitled "Does Teacher Testing Raise Teacher Quality? Evidence From State Certification Requirements," in which they raise the important point: "The question of how to attract better teachers remains open. The evidence on the relationship between salaries and measures of teacher quality or performance has been mixed" (Figlio, 2002; Hunusheck, Kain, & Rivkin, 1999; Murane, Singer, Willett, Kemple, & Olsen, 1991).

According to Salary.com, the average income for a K-12 teacher who has passed both the Praxis core and Praxis II exams in the state of North Dakota is \$55,291. This salary is relatively low in comparison to other professions that require a bachelor's degree and no testing requirements. The Praxis Core exam costs \$90 per individual subtest, or \$150 for combined testing. The Praxis prep course costs approximately \$399 at Kaplan, which is the most thorough

test prep exam available online. As cited in Angrist and Guryan (2007), Berger and Toma (1994) estimated the effects of teacher licensing requirements and found that SAT scores are lower in states that require teachers to have a Master's degree. The authors hypothesized that "this negative relationship may be evidence of a supply response by prospective teachers who view the education requirements as costly, particularly so for talented teachers with better alternatives" (Berger & Toma, 1994 as cited in Angrist & Guryan, 2007).

A related study by Kieiner and Petree (1988) links state licensing requirements with average teacher pay, student SAT and ACT scores, and high school graduation rates; their results show "no clear correlation between licensing and pupil achievement or teacher pay. There is a robust negative association between licensing and pupil/teacher ratios" (Adgrist, J. D., & Guryan, J., 2007).

Another perspective lending support to Amendment #2332 is a focus on inclusion and equality in the teacher certification process. These ideas are echoed by many talented teachers who are genuinely passionate about their job and their students and have also raised concerns about the effectiveness of the Praxis exam. Edwin Sorto, a teacher and Salvadoran immigrant, has found great success as a teacher—his students have been featured on Inside Edition, CBS, and more—but he states that the Praxis exam is discriminatory and does little to indicate a teacher's effectiveness:

The test is designed to be a challenge for someone like me. Since I didn't come to the United States until middle school, I missed the history and science classes that are foundational to standardized tests. And of course, since English isn't my first language, the tests took me much longer than the allotted time limit. . . I understand that we should have standards for who should become a teacher. But tests like the Praxis have nothing to do with teaching well. I've met teachers who are well educated, from a great university and pass the Praxis with flying colors, but still struggle to reach their students. It's one thing to pass a test, but can you stay a teacher and change lives? Instead of tests, we should look at how a teacher actually teaches. How are you delivering the curriculum?

How are you with your students? Are you making a difference? That matters so much more than your score on a test. (Sorto, 2020)

A recent study done by the National Council on Teacher Quality supports the idea that the Praxis exam can be a barrier for teachers who are legitimately talented, while passing teachers that may lack that same passion or knowledge, meaning that many teachers are not well-versed in the subjects they are supposed to teach:

This issue does not begin and end with licensing tests; even practicing teachers admit to struggling with the subject knowledge they are asked to teach. In surveys conducted by the U.S. Department of Education, two thirds of new teachers admit to not having a strong grasp of elementary subjects. Tests aside, too many teachers are left to learn on the fly, often barely covering content or omitting it altogether in their classrooms. Given that students' own ability to understand what they read depends on the breadth of the content knowledge to which they have been exposed, teachers' grasp of content knowledge is more than a matter of secondary importance. It is a top priority. (NCTQ, 2019)

Additionally, this study showed that the Praxis exam was biased, stating:

Already more likely to be disadvantaged by an inequitable system of K-12 education, only 38 percent of black teacher candidates and 57 percent of Hispanic teacher candidates pass the most widely used licensing test even after multiple attempts, compared to 75 percent of white candidates. (NCTQ, 2019)

Now more than ever, students need diverse teachers that are competent in the subjects they are teaching.

The research clearly shows that standardized test scores alone are not a reliable indicator of a teacher's effectiveness; it is clear that Representative Strinden's Amendment #2238, which will closely examine a teacher's portfolio of work rather than test scores alone, will be a better indicator of the quality of work that teachers will provide for their students and the community.

# 2021 HOUSE STANDING COMMITTEE MINUTES

## Education Committee Coteau AB Room, State Capitol

SB 2332  
3/29/2021

Relating to the criteria for teacher licensure; and to provide for a legislative management study

**Chairman Owens** opened the meeting for committee work at 3:35 PM. Roll call: Reps. Owens, Schreiber-Beck, Hauck, Heinert, Hoverson, D. Johnson, M. Johnson, Longmuir, Marschall, Pyle, Richter, Zubke, Guggisberg and Hager present.

### Discussion Topics:

- Alternative teaching certificate
- Special Education deletion
- Out-of-state approval

**Rep. Schreiber-Beck** moved to **adopt an amendment** LC #21.1020.03002, seconded by **Rep. Longmuir**.

### Roll call vote:

Representatives	Vote
Representative Mark S. Owens	N
Representative Cynthia Schreiber-Beck	Y
Representative Ron Guggisberg	N
Representative LaurieBeth Hager	N
Representative Dori Hauck	Y
Representative Pat D. Heinert	N
Representative Jeff A. Hoverson	Y
Representative Dennis Johnson	Y
Representative Mary Johnson	Y
Representative Donald Longmuir	Y
Representative Andrew Marschall	N
Representative Brandy Pyle	Y
Representative David Richter	Y
Representative Denton Zubke	N

**Motion carried 8-6-0**

**Rep. Schreiber-Beck** moved a Do Pass as Amended, seconded by **Rep. M. Johnson**

<b>Representatives</b>	<b>Vote</b>
Representative Mark S. Owens	Y
Representative Cynthia Schreiber-Beck	Y
Representative Ron Guggisberg	N
Representative LaurieBeth Hager	Y
Representative Dori Hauck	Y
Representative Pat D. Heinert	Y
Representative Jeff A. Hoverson	Y
Representative Dennis Johnson	Y
Representative Mary Johnson	Y
Representative Donald Longmuir	Y
Representative Andrew Marschall	Y
Representative Brandy Pyle	Y
Representative David Richter	Y
Representative Denton Zubke	N

**Motion carried 12-2-0 Rep. Schreiber-Beck** is the carrier.

**Chairman Owens** closed the meeting on committee work at 3:45 PM.

*Bev Monroe, Committee Clerk*

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2332

Page 2, line 5, remove the overstrike over "~~and~~"

Page 2, line 15, overstrike "and"

Page 2, remove lines 17 through 20

Page 2, line 21, replace "subdivision e by July 1, 2023" with "and

(10) Special education"

Page 2, line 28, overstrike "Completes the program's clinical experience program and the North Dakota"

Page 2, overstrike line 29

Page 2, line 30, overstrike "b."

Page 3, line 1, overstrike "c." and insert immediately thereafter "b."

Page 3, line 18, after "**STUDY**" insert "- **CRITERIA FOR ALTERNATIVE TEACHER  
LICENSURE**"

Renumber accordingly



**REPORT OF STANDING COMMITTEE**

**SB 2332, as engrossed: Education Committee (Rep. Owens, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (12 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2332 was placed on the Sixth order on the calendar.

Page 2, line 5, remove the overstrike over "and"

Page 2, line 15, overstrike "and"

Page 2, remove lines 17 through 20

Page 2, line 21, replace "subdivision e by July 1, 2023" with "and

(10) Special education"

Page 2, line 28, overstrike "Completes the program's clinical experience program and the North Dakota"

Page 2, overstrike line 29

Page 2, line 30, overstrike "b."

Page 3, line 1, overstrike "c." and insert immediately thereafter "b."

Page 3, line 18, after "**STUDY**" insert "- **CRITERIA FOR ALTERNATIVE TEACHER LICENSURE**"

Renumber accordingly

**2021 CONFERENCE COMMITTEE**

**SB 2332**

# 2021 SENATE STANDING COMMITTEE MINUTES

**Education Committee**  
Room JW216, State Capitol

SB 2332  
4/14/2021  
Conference Committee

**A BILL relating to requiring all elementary and secondary public and nonpublic schools in the state to include curriculum on Native American history; and to provide an effective date.**

Sen Schaible called the meeting to order at 3:00 PM. Roll call was taken with Sens. Schaible, Elkin and Oban, Reps. Owens, Richter and Guggisberg present.

## **Discussion Topics:**

- 21.1064.03002
- Special Education
- Program Approval Standards
- Teacher Licensure
- Clinical experience
- Teacher mentorship
- In state and out of state requirements

Rep Owens explains House amendment on the bill

**Rep Owens moved House recede from House amendments and amend as follows: Remove overstrike language on lines 17-21 and lines 29 and 30, cross out “and” on line 15, insert “and” on line 16, insert “special education” on line 17 on page 2**

Becky Pitkin – ND ESPB – responds to questions of the committee

**Sen Elkins seconded the motion**  
**Roll Call Vote: 6-0-0 Motion carries**

**Sen Elkin will carry in the Senate**  
**Rep Owens will carry in the House**

3:29 PM

*Lynn Wolf, Committee Clerk*

April 14, 2021

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2332

That the House recede from its amendments as printed on page 1223 of the Senate Journal and page 1405 of the House Journal and that Engrossed Senate Bill No. 2332 be amended as follows:

Page 2, line 15, overstrike "and"

Page 2, line 16, after the underscored semicolon insert "and

(10) Special education;"

Page 3, line 18, after "**STUDY**" insert "**- CRITERIA FOR ALTERNATIVE TEACHER  
LICENSURE**"

Renumber accordingly

SK  
100  
41

Date: 4/14/2021

Roll Call Vote #: 1

**2021 SENATE CONFERENCE COMMITTEE  
ROLL CALL VOTES**

BILL/RESOLUTION NO. SB 2332 as (re) engrossed

**Senate "Enter committee name" Committee**

- Action Taken**
- ☐ **SENATE accede to House Amendments**
  - ☐ **SENATE accede to House Amendments and further amend**
  - ☐ **HOUSE recede from House amendments**
  - ☒ **HOUSE recede from House amendments and amend as follows**
  - ☐ **Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Rep Owens Seconded by: Sen Elkin

Senators				Yes	No		Representatives				Yes	No
Sen Schaible	P			Y			Rep Owens	P			Y	
Sen Elkin	P			Y			Rep Richter	P			Y	
Sen Oban	P			Y			Rep Guggisberg	P			Y	
Total Senate Vote				3			Total Rep. Vote				3	

Vote Count      Yes: 6      No: 0      Absent: 0

Senate Carrier Sen Elkins House Carrier Rep Owens

LC Number 21.1020 . .03003 of amendment

LC Number 21.1020 . .05000 of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Insert LC: 21.1020.03003  
Senate Carrier: Elkin  
House Carrier: Owens

**REPORT OF CONFERENCE COMMITTEE**

**SB 2332, as engrossed:** Your conference committee (Sens. Schaible, Elkin, Oban and Reps. Owens, Richter, Guggisberg) recommends that the **HOUSE RECEDE** from the House amendments as printed on SJ page 1223, adopt amendments as follows, and place SB 2332 on the Seventh order:

That the House recede from its amendments as printed on page 1223 of the Senate Journal and page 1405 of the House Journal and that Engrossed Senate Bill No. 2332 be amended as follows:

Page 2, line 15, overstrike "and"

Page 2, line 16, after the underscored semicolon insert "and

(10) Special education:"

Page 3, line 18, after "**STUDY**" insert "**- CRITERIA FOR ALTERNATIVE TEACHER  
LICENSURE**"

Renumber accordingly

Engrossed SB 2332 was placed on the Seventh order of business on the calendar.