

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION

SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

2260

2005 SENATE EDUCATION

SB 2260

2005 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2260

Senate Education Committee

Conference Committee

Hearing Date January 26, 2005

Tape Number	Side A	Side B	Meter #
1	x		2710 - 5717
1		x	2170 - 2921
Committee Clerk Signature <i>Patty Wilkens</i>			

Minutes:

Chairman Freborg opened the hearing on SB 2260, a bill relating to early childhood education.

All members were present except Senator Taylor.

Senator Seymour introduced the bill. (written testimony)

Senator Flakoll asked if it will have an economic impact.

Senator Seymour said yes, it will give teachers more economic opportunities in their life.

Barb Arnold-Tengesdal, North Dakota Early Childhood Higher Education Consortium and a teacher at the University of Mary, testified in favor of the bill. (written testimony) (meter 2990)

Senator Freborg asked who are the people teaching these pre K programs now and what are their qualifications.

Ms. Arnold-Tengesdal said currently the DPI does not currently hold the authority to any kind of approval process it is all held by the Department of Human Services on a licensing basis.

There are 4 different ways to be teaching in pre K programs and they do not require a bachelor's degree.

Alan Ekblad, Associate Professor at Minot State and a member of the Early Childhood Higher Education Consortium. (written testimony) (meter 3930)

Senator Freborg asked what happens to the private day care. (meter 4449)

Mr. Ekblad said in order for them to be an approved site for early childhood student teachers, they would need to have an approved teacher on their staff. Not every teacher would have to be licensed for an site to be approved. Not every program in North Dakota would have to be an approved site.

Anita Decker, Director of School Approval and Accreditation for the Department of Public Instruction, testified in favor of the bill. (written testimony) (meter 4670).

Senator G. Lee asked how these programs become aware of the opportunity to become licensed for training student teachers.

Ms. Decker said they will work closely with the Early Childhood Higher Education Consortium so they will help them identify the pre-K programs that wish to be approved.

Senator Freborg asked if the health department will still be involved.

Ms. Decker said the involvement of the Human Services Department will not change.

Nancy Sand, North Dakota Education Association, testified in favor of the bill, particularly with the amendments by Ms. Arnold-Tengesdal.

Chairman Freborg closed the hearing on SB 2260. (meter 5060)

Senator Flakoll asked if amendments will be drafted.

Senator G. Lee asked if there was someone from the Human Services Department that could answer a question.

Corrine Bennet, Department of Human Services, appeared to answer questions.

Senator Freborg asked what is the procedure and will it change the department's procedures.

Ms. Bennet said there will be no changes in the procedures, there will be additional requirements by Department of Public Instruction for those programs that want to be approved for training student teachers.

Senator Freborg asked if there are still private kindergartens in private homes. Could they be approved.

Senator G. Lee asked if any preschool program could participate in the student teacher training.

Ms. Bennet said if they met all the criteria. Department of Public Instruction would set the guidelines.

Senator Seymour distributed proposed amendments. (meter 2170, side B, tape1)

Senator Flakoll asked if, we need the word operating on line 6, comparing the amendment to Barb's testimony.

The intern said this was okay as is.

Senator Freborg said on the amendment it says no per pupil funding is available, does that mean it cannot be paid or that it isn't available today.

Senator Flakoll could we strike is available and add will be provided.

Senator Freborg asked what Senator Flakoll's proposal is.

Senator Flakoll said changing it to no per pupil or state funding

Senator Seymour moved the amendments as corrected.

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Senate Education Committee

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Senator Flakoll seconded the motion.

The motion passed on a roll call vote 5-0-1.

Senator Seymour moved a do pass as amended for SB 2260.

Senator Erbele seconded the motion.

The motion passed on a roll call vote 5-0-1.

Senator Seymour will carry the bill.

PROPOSED AMENDMENTS TO SENATE BILL NO. 2260

Page 1, line 6, after "person" insert "or school district"

Page 1, line 10, replace "presented" with "taught" and after "teach" insert "in early childhood education"

Page 1, after line 13 insert:

"4. No per-pupil funding will be provided to individuals or school districts offering a pre-kindergarten program."

Renumber accordingly

Date: 1/26/05
Roll Call Vote #: 1

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2260

Senate SENATE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken On the amendment.

Motion Made By Sen. Seymour Seconded By Sen. Flakoll

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG	✓		SENATOR SEYMOUR	✓	
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR	A	
SENATOR ERBELE	✓				
SENATOR FLAKOLL	✓				

Total (Yes) 5 No 0

Absent 1

Floor Assignment _____

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

Date: 1/26/05

Roll Call Vote #: 2

2005 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2260

Senate SENATE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass as Amended -

Motion Made By Seymour - Seconded By Erbele -

Senators	Yes	No	Senators	Yes	No
CH- SENATOR FREBORG	✓		SENATOR SEYMOUR	✓	
V-CH- SENATOR G. LEE	✓		SENATOR TAYLOR	A	
SENATOR ERBELE	✓				
SENATOR FLAKOLL	✓				

Total (Yes) 5 No 0

Absent 1

Floor Assignment Seymour -

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

REPORT OF STANDING COMMITTEE

SB 2260: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS** (5 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). SB 2260 was placed on the Sixth order on the calendar.

Page 1, line 6, after "person" insert "or school district"

Page 1, line 10, replace "presented" with "taught" and after "teach" insert "in early childhood education"

Page 1, after line 13, insert:

"Per student funding will not be provided to individuals or school districts offering a prekindergarten program."

Renumber accordingly

2005 HOUSE EDUCATION

SB 2260

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2260

House Education Committee

Conference Committee

Hearing Date 16 March 2005

Tape Number	Side A	Side B	Meter #
1	X		150 - 3150
Committee Clerk Signature <i>Jan Prindle</i>			

Minutes:

Chairman Kelsch opened the hearing of SB 2260.

Senator Tom Seymour, District 5 and professor at Minot State University, introduced the bill. (Testimony attached.)

Rep. Herbel: Is there a sufficient number of places for our teachers to go through this placing throughout the state?

Senator Seymour: Yes, there are. There are many places. Some will take a while to get qualified.

Barb Arnold-Tengesdal, representative of ND Early Childhood Higher Education Consortium, spoke in favor of the bill. (Testimony attached.)

Rep. Haas: Do you have any idea how many early childhood programs in the state would currently meet the criteria in this bill? Other than Head Start programs?

Tengesdal: There would be two programs in the lab schools at UND and NDSU. Right now they cannot service these teaching sites. There are accredited programs, one at Grand Forks AFB and one at Minot AFB that are credited in Pre-K. That's a national accreditation. Other than that there are very few. We know that it's going to take a while for the programs to go through the process of meeting the criteria set up by DPI in this bill. In the meantime we want it to high quality when we place them. We don't want a lot of programs out there that qualify that aren't high quality. The key is that the person that runs it has to have a teaching license with an early childhood education degree.

Rep. Norland: The individuals that go out and student teach in the areas you are talking about would they spend their entire student teaching in that facility or would it be split between there and a kindergarten/first grade?

Tengesdal: The standard requires they have two student teaching experiences. One in first through third and the other in a pre-K or K. Currently UND does not want to place them in a kindergarten student teaching site because in MN they are required to go pre-K student teach. They're really struggling with some of the border issue. MN student teaching requirements are different from ND. They would like to have the option to give students if they want to seek MN licensure then they need a pre-K student teaching experience. There will be two. That's required.

Rep. Meier: Do you know if Montessori here in Bismarck is qualified?

Tengesdal: Yes, it is an approved program through DPI.

Rep. Hawken: There are some school districts that do pre-K for special needs or at-risk students run through school districts. That would maybe be an additional site. The potential is pretty great, it would seem to me, for having sites once we get something like this.

Tengesdal: Again the key is you have to have a ND teaching license and they have to go through a cooperating teaching class. If there is a program that is approved with an appropriate curriculum and meets the criteria and they have teachers who have gone through the cooperating teacher and they are licensed then they could serve as a site. What a wonderful strength to have that special ed part too.

Rep. Hunsakor: Apparently our state is going to move in the direction of pre-K as we move on are the colleges going to need to add new courses to their offerings to the students to better prepare them in this arena or are all the courses in place now that these people would need to teach pre-K?

Tengesdal: The courses are there. That's why the consortium is here. We want to make sure that it's very high quality, that it's transferable, what you take at 2-yr institution is not duplicated at a 4-yr institution, and that there are appropriate graduate programs. The curriculum is already in place. We already are producing some students but most of their experiences are K-3. They are getting some practicum experience but not student teaching experience. There was a question when this resolution came up of would we have enough teachers. Absolutely.

Rep. Sitte: When you testified earlier this year on a different bill you told us that pre-K is not academic and should not be considered academic in the same way that kindergarten is. You said it was a whole different group of socialization and whole list of items. As you talk about birth through age 8, I'm seeing an enormous range here and I'm thinking do we really teaching license

to take care of a newborn? It just seems out of whack to me. Maybe this should be concentrated for ages 3-5.

Tengesdal: In my testimony I talked about developmentally appropriate programs not academic. Academic to me is one those terms is a play curriculum with a teacher that knows how to scaffold learning through the use of play. I'm not sure I was alluding to pre-K as nonacademic and K as being academic. I think it's basically developmentally appropriate depending on the child and how you build curriculum. In early childhood we don't so much call it academic as much as we call it appropriate. In terms of infant and toddler care, there are some people that choose that is their chosen gifted field. I also know there are some incredible infant/toddler professionals with degrees, with teaching licenses, that do provide incredible experiences that show parents and students how to allow children the best beginning. We always give our students infant/toddler practicum. We have to. They need to know developmentally what goes on from 0-3. It sets the stage. There's incredible brain development happening then.

Rep. Herbel: Is this modeled after something that's happening in other states right now? If they are qualified in ND are they also qualified in SD, MN, MT? We've been dealing with some issues that relate to reciprocity with other states. How will this compare with that.

Tengesdal: This will bring us closer to reciprocity. This will bring us closer to national norms in terms of higher ed preparation.

Alan Ekblad, associate professor at Minot State University and director of the Early Childhood Special Education Graduate Program, testified in favor of the bill. (Testimony attached.)

Rep. Mueller: Previous testimony talked about some of the lab schools and other things at military bases. How many of them do we have in the state now that would qualify under the provision of this bill as having that that early childhood structure available to supervise an incoming student teacher.

Ekblad: Because we would be looking at their having to obtain a ND approval through DPI, we would have a number of programs that they would need to go through that approval process. So the issue for me is that we would have sites across the state that if they needed to become approved in order to become a student site would have to go through that process. Immediately we don't have at this point the motivation to do that is not there.

Rep. Hunskor: What's the potential for the number of sites?

Ekblad: There are 9+ head starts in the state. There are 3+ early head start programs. In terms of locating the schools, it would be in the smaller communities where there would be a possibility of a day care center that is tied in with the public school. Those would be a great experience. I would say that the possibility is to have more than adequate numbers.

Melissa Stroklund, sophomore student at the University of Mary and member of the Student Senate, testified in favor of SB 2260. (Testimony attached.)

Rep. Herbel: How many men are in the class?

Stroklund: One male and 9 women.

Rep. Herbel: What we need to do is try to encourage more men because they are going to parents some day and they need to understand the responsibilities that go with that. We can develop better parents as well as better programs.

Anita Decker, director of School Approval and Accreditation for the DPI, spoke in support of SB 2260. (Testimony attached.)

Rep. Mueller: What do you anticipate for participation other than the ones we have mentioned?

Decker: Yes, I believe we will have takers other than that. I have been assured by the consortium that for example the lab schools at the universities are being taught by people that are qualified by the university but may not hold a current teaching license. There are some hurdles that would have to be covered. I honestly do not know how many we could anticipate but I do know that the qualification of a teacher in the preschool program is a stumbling block at this point, if there is one.

Rep. Herbel: I notice in the last part of your testimony you mention foundation aid. Do you anticipate down the road that this will happen--a request for foundation aid?

Decker: I would never anticipate such an action.

Chuck DeRemer, assistant superintendent of schools, Fargo Public System, testified in favor of the bill. I am an advocate for early childhood programs. I'm also an advocate to have a continuum of services throughout our educational system. One of my concerns is that, until we get this vision in place and plan in place, we're going to be piecemealing things. This bill goes a long ways to make sure that there are some continual services that are organized and agree upon a group. While I like the student teaching piece, I want to make sure our programs are continuous and we don't get too disjointed. This bill helps that because of the approval process.

There was no further testimony and Chairman Kelsch closed the hearing on SB 2260

Rep. Hawken: I move **Do Pass.**

Rep. Haas: I second.

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House Education Committee

Bill/Resolution Number **SB 2260**

Hearing Date **16 Mar 05**

A roll call vote was taken.

Yes: 13 No: 0 Absent: 1 (Norland) Passed.

Rep. Horter will carry the bill.

Date: 16 Nov 05
 Roll Call Vote #: _____

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2260

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken As Pass

Motion Made By Hawken Seconded By Haas

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓		Rep. Hanson	✓	
Vice Chairman Johnson	✓		Rep. Hunsakor	✓	
Rep. Haas	✓		Rep. Mueller	✓	
Rep. Hawken	✓		Rep. Solberg	✓	
Rep. Herbel	✓				
Rep. Horter	✓				
Rep. Meier	✓				
Rep. Norland	0				
Rep. Sitte	✓				
Rep. Wall	✓				

Total (Yes) 13 No 0

Absent 1 (Norland)

Floor Assignment Horter

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

REPORT OF STANDING COMMITTEE (410)
March 16, 2005 12:55 p.m.

Module No: HR-48-5138
Carrier: Horter
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

SB 2260, as engrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends DO PASS (13 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). Engrossed SB 2260 was placed on the Fourteenth order on the calendar.

2005 TESTIMONY

SB 2260

**TESTIMONY ON SB 2260
SENATE EDUCATION COMMITTEE**

January 26, 2005

**By Tom Seymour, PhD
State Senator, District 5 – Minot**

Same given to House

Chairman Freborg and members of the committee:

My name is Tom Seymour. I am a professor at Minot State University in Minot and a state senator for District 5. I am here to speak in favor of SB 2260 relating to early childhood education and student teaching in the pre-K area.

Alan from Minot State University and Barb Tengesdal from University of Mary approached me with the issue of allowing student teaching to take place at the pre-K level. Alan and Barb had been studying this issue with various groups for sometime. Next Barb and I met with DPI staff to discuss the proposed idea. Anita Thomas had created a bill draft and joined our discussion. After this discussion Anita Decker contacted the Attorney General's office and received some more input. After a review of many ideas and processes Senate Bill 2260 is before you. Please give it a Do Pass.

To: Layton Freborg, Chairman, Senate Education Committee

**From: Barb Arnold-Tengesdal, Representative of NDECHEC
North Dakota Early Childhood Higher Education Consortium**

Date: January 26, 2005

Re: Testimony in support of SB 2260

NDECHEC is comprised of early childhood instructors, professors and program directors from institutions of higher education that prepare students for teacher licensure. The mission is to create statewide system in North Dakota that will coordinate inclusive early childhood education coursework at the post secondary level with two-year and four-year public, private and tribal colleges. Currently, projects include developing articulation agreements, common course numbering, addressing ECE/ECSE licensure requirements and reviewing plans for the early childhood professional development plan.

Last May, a committee, convened by ESPB, reviewed and discussed early childhood teacher education program approval standards, how national standards align with state program standards. Changes were made to the kindergarten endorsement, and an early childhood education endorsement was drafted. During this process, discrepancies surfaced regarding the student teaching requirements and the placing of students in pre-kindergarten sites.

At issue, is ESPB program standard 8.8.9 in which one student teaching experience must be in an accredited pre-kindergarten or kindergarten setting and the other in grades 1,2 or 3. We realized the Department of Public Instruction is the accrediting body and currently they do not have the ability to approve Pre-k programs. Chapter 67.1-02-02 states the professional education component must include ten weeks of full-time successful participation in student teaching at appropriate grade levels. Thus, students who will be licensed to teach children from ages birth to eight would not have a student teaching experience with children younger than age 6. The purpose of this bill is to begin the process for placing student teachers in high quality Pre-k environments such as a Head Start program, a university lab school or NAEYC accredited site for the sole purpose of gaining experience with children ages 3-5.

The consortium feels the intent of the bill is correct, but needs the following revisions:

Lines 7-9:

Early childhood education program – Approval. Any person or school district operating an early childhood, pre-kindergarten education program may request approval of the program from the superintendent of public instruction. The superintendent shall approve an early childhood education, pre-kindergarten program if the program:

The reason for this suggested change is several Head Start programs, that would possibly serve as a student teaching sites, are operated by school districts such as Bismarck, Minot, Grand Forks, Williston.

Lines 10-13:

- 1. Is taught by individuals who are licensed to teach or approved to teach in early childhood education by the education standards and practices board;**
- 2. Follows a developmentally appropriate curriculum; and**
- 3. Whose facility is in compliance with all municipal and state health, fire, and safety requirements.**

The reason for change in section 1 is the importance of a licensed teacher with a specialization in early childhood education serving as the cooperating teacher. As written, it opens the door for anyone operating a Pre-k program with little or no experience in teaching children ages 0-5 to

apply for approval. Secondly, someone with a kindergarten endorsement and not an early childhood education endorsement could also apply for approval. The consortium wants to provide the highest quality teaching experiences to our students, and believe they must be placed with cooperating teachers that have an ECE teaching license.

We suggest the following fourth item be added to the bill to assure anyone who is concerned that the programs seeking Pre-K approval will not be allowed to apply for per-pupil funding.

4. **No per-pupil funding is available to individuals or school districts offering a pre-kindergarten program.**

The ultimate goal is to provide a student teaching experiences that meet standards for highly qualified teachers and that is done in an appropriate grade level. NDECHEC is working hard to prepare future teachers to provide children with the developmentally appropriate learning experiences that will start them on the pathway to school success.

- reflectively self-assess and evaluate as a basis for program planning and modification;
- identify current issues and trends, legal issues, legislation, and other public policies that affect children, families, and programs for young children;
- become aware of and develop a commitment to the profession's code of ethical conduct;
- serve as an advocate on behalf of young children and their families;
- actively seek opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice;
- protect confidentiality of all young children and their families;
- demonstrate good oral and written communication skills;
- affirm and respect culturally and linguistically diverse children, their families, and their communities.

8.8.9 The program requires three supervised field experiences and two student teaching experiences. One student teaching experience must be in an accredited pre-kindergarten or kindergarten setting and the other in grades 1, 2, or 3, and include the opportunity to work with children with special needs. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- observe and participate, under supervision, in three diverse field experiences that require the demonstration of the ability to work effectively with children in diverse age ranges (infant/toddler, preschooler, kindergarten, or primary school grades 1 to 3), with children of varying abilities, culture, and linguistic background; each of the three experiences must be at a different age level;
- work effectively during full-time (ten weeks) supervised student teaching in at least two different settings serving children of two different age groups (PK/K and 1, 2, or 3), and including the opportunity to work with children with special needs;
- use reflection to evaluate field experiences and student teaching that include working with an interdisciplinary team of professionals and working with parents.

8.8.10 The program requires the study of basic principles of administration, organization, leadership and operation of early childhood programs, including supervision of staff, volunteers, and program evaluation. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- identify and analyze the creation and administration of early childhood programs, including licensing requirements, handling finances, supervision of

ESPB Early Childhood Standard

minimum of ten semester hours with at least two semester hours of special methods of teaching at the middle level.

12 methods
(3) The elementary major must include special methods of teaching elementary content areas with a minimum of twelve semester hours specific to teaching elementary school mathematics, science, social studies, reading, and language arts.

(4) Kindergarten through grade twelve preparation programs in special education, foreign language, art, music, physical education, business education, and computer education must include a minimum of four semester hours of special methods of teaching inclusive of kindergarten through grade twelve and special methods of teaching in the specific content area.

✱(5) The early childhood major must include study of child development, birth through age eight, and include special methods of teaching at the early childhood level.

22 Hrs. Major
Student Teaching
Classroom

The professional education component includes a minimum of twenty-two semester hours of pedagogical study of teaching and learning in addition to the program-specific major. This coursework must be from the areas of educational foundations, educational psychology, child development, teaching and learning theory, educational diagnosis and assessment, inclusive education, educational technology, classroom and behavioral management, and human relations specific to teaching. The professional education component must also include classroom professional experience prior to student teaching and a minimum of ten weeks of full-time successful participation in

Professional Ed. Component

student teaching at appropriate grade levels. The professional education component, including student teaching, must be completed under the supervision of a teacher training institution approved by the education standards and practices board in North Dakota or the appropriate state, provincial, or similar jurisdictional authority for out-of-state institutions.

d. Student teaching exception - Internship. An applicant who graduated from a state-approved teacher education program prior to January 1, 1988, which did not include a minimum of ten weeks of full-time student teaching may qualify under one of the two options under this subdivision. These options are available only if the applicant has met all other requirements for licensure of the education standards and practices board and North Dakota Century Code 15.1-18-02 and 15.1-18-03, except the requirement of ten weeks of student teaching.

(1) The applicant must document a minimum of eight full weeks of student teaching at the appropriate level in the major field of study under the supervision of a state-approved teacher education program and document five years of successful teaching within the last ten years; or

(2) An applicant who can document a minimum of eight weeks of successful student teaching but cannot document a minimum of five years of successful teaching experience must either complete the additional student teaching hours or may choose to complete an internship under the supervision of a state-approved college of teacher education to fulfill the additional hours.

(a) The internship contact hours in the classroom must consist of classroom time blocks not less than one-half day and when added to the applicant's existing

Senate Bill 2260
Testimonial Summary

I am Alan Ekblad, an Associate Professor at Minot State University and Director of the Early Childhood Special Education (ECSE) Graduate program. I am a member of the North Dakota Higher Education Consortium and have been active on numerous state committees that address state early childhood special education and early childhood education issues over the last twenty years.

I am testifying today because I firmly believe that North Dakota's Early Childhood Education (ECE) students need appropriate student teaching options. Student teaching often serves as the capstone opportunity for learning, where students:

- * begin to integrate and apply their classroom knowledge into real life,
- * formulate approaches that will serve as the foundation for practices to be used throughout the student's professional career; and,
- * are most concerned about content (am I doing it correctly?) and therefore are receptive to good modeling from professionals.

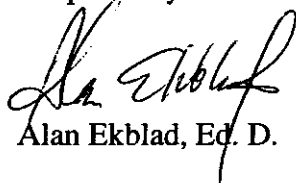
To enable this to occur, appropriate student teaching sites must be available. Currently no preschool programs are approved as student teaching sites by either the North Dakota Education Standards and Practices Board (ESPB) or Department of Public Instruction (DPI). However, we do have appropriate options available in North Dakota. They include the following: Head Start programs, university child development centers, military daycare centers, and private day cares. SB 2260 would avail these centers to higher education early childhood education programs as approved student teaching sites for ECE teachers, as long as each center has on staff a North Dakota licensed ECE teacher who would serve as the center's student teaching on-site supervisor.

Benefits of SB 2260 include:

- * Students only interested in working as ECE teachers would have a student teaching experience that matches their career path.
- * ECE student teaching sites would have qualified staff to supervise student teachers.
- * ECE student teaching sites would be approved by DPI

A related activity that will enhance SB 2260 is being conducted by the Department of Human Services, the North Dakota Head Start Liaison Office and Department of Public Instruction. They are collaborating to develop state ECE standards that will correlate with state kindergarten curriculum standards. This will provide Learning Guidelines that are consistent across ages and can be used by ECE programs.

Respectfully submitted,


Alan Ekblad, Ed. D.

TESTIMONY ON SB 2260
SENATE TRANSPORTATION COMMITTEE
January 26, 2005
by Anita K. Decker, Director
School Approval and Accreditation
Department of Public Instruction
328-1718

*Save money
to House*

Mr. Chairman and members of the committee:

My name is Anita Decker. I am the director of School Approval and Accreditation for the Department of Public Instruction. I am here to speak in support of SB 2260 regarding approval of pre-kindergarten early childhood programs.

The Department is willing to provide the approval of programs in order to ensure that early childhood education students will have the opportunity to student teach in a high-quality program. Approval of these programs will be done through the current approval process.

This approval process will not make North Dakota pre-kindergarten programs eligible for state foundation aid or any other form of state school aid.

To: RaeAnn Kelsch, Chairperson, House Education Committee

**From: Barb Arnold-Tengesdal, Representative of NDECHEC
North Dakota Early Childhood Higher Education Consortium**

Date: March 16, 2005

Re: Testimony in support of SB 2260

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Last May, a committee, convened by ESPB, reviewed and discussed early childhood teacher education program approval standards, how national standards align with state program standards. Changes were made to the kindergarten endorsement, and an early childhood education endorsement was drafted. During this process, discrepancies surfaced regarding the student teaching requirements and the placing of students in pre-kindergarten sites.

At issue, is ESPB program standard 8.8.9 in which one student teaching experience must be in an accredited pre-kindergarten or kindergarten setting and the other in grades 1,2 or 3. We realized the Department of Public Instruction is the accrediting body and currently they do not have the ability to approve Pre-k programs. Chapter 67.1-02-02 states the professional education component must include ten weeks of full-time successful participation in student teaching at appropriate grade levels. Thus, students who will be licensed to teach children from ages birth to eight would not have a student teaching experience with children younger than age 6.

The purpose of this bill is to begin the process for placing student teachers in high quality Pre-k environments such as a Head Start program, a university lab school or NAEYC accredited site for the sole purpose of gaining experience with children ages 3-5. There are several Head Start programs, that would possibly serve as a student teaching sites, are operated by school districts such as Bismarck, Minot, Grand Forks, Williston.

We believe it is important to have a licensed teacher with a specialization in early childhood education serving as the cooperating teacher. The consortium wants to provide the highest quality teaching experiences to our students, and believe they must be placed with cooperating teachers that have an ECE teaching license.
(*Early Childhood Education*)

We agree with line 14 in the bill to assure anyone who is concerned that the programs seeking Pre-K approval will not be allowed to apply for per-pupil funding.

The ultimate goal is to provide a student teaching experiences that meet standards for highly qualified teachers and that is done in an appropriate grade level. NDECHEC is working hard to prepare future teachers to provide children with the developmentally appropriate learning experiences that will start them on the pathway to school success.

TESTIMONY ON SB 2260
HOUSE EDUCATION COMMITTEE
March 16, 2005
Melissa Stroklund
University of Mary Student

Chairman Kelsch and members of the committee:

My name is Melissa Stroklund. I am a sophomore at the University of Mary and a member of the Student Senate on campus. I hope to bring a student perspective to this bill.

The purpose of student teaching is to prepare education students for their career. Without the change resulting from this bill, early childhood education majors would be placed in the workplace after graduation with only 20 hours of pre-k experience. These students are those who want to focus on the pre-k level specifically and currently are not given the opportunity to do so in their student teaching.

I spoke to an early childhood education class at the university and received unanimous support for this bill. Students felt this change would be very valuable and it would be nice to have the opportunity. One stated that pre-k and kindergarten children are different in the way they act. During pre-k education, the children are not ready for school; the instructors are setting the stage.

In the state of North Dakota, we have great people who will make amazing teachers. They are people who are excited to work with the early childhood and pre-k levels. Why would we want to stand in the way of giving them this opportunity? If you can't find a reason to limit these students, I urge you to recommend a Do Pass on this bill.