

Testimony House Bill 2213
House Education Committee
March 17, 2025
Education Standards and Practices Board

Good afternoon, Chairman Heinert and members of the committee. My name is Rebecca Pitkin. I am the executive director of the North Dakota Education Standards and Practices Board (ESPB) and I am here today to present testimony in support of HB 2213. I will explain the current components in teacher education programs that satisfy the elements listed in the bill and the way future teachers are prepared to teach math and ask some clarification questions.

Current Components in Teacher Education Programs:

1. All teacher education students, both elementary and secondary, are required to pass the Praxis Core Academic Skills for Educators: Mathematics (Praxis Core Math) test or provide evidence using ACT scores and math class grades that they have met the competencies in beginning math instruction. The ability to provide alternative evidence to the Praxis Core Math test (ACT Math scores of 22 or SAT math scores of 543) became rule in October 2021. Some applicants need an alternate access license for one year to provide an additional year to pass the test. A crosswalk of the Praxis Core Math components shows close alignment of the concepts in Section 3 and are included in the testimony (5733). In addition, ESPB requires that math standards for teacher education programs address the four categories of the Department of Public Instruction (DPI) math standards (number and operations, algebraic reasoning, geometry and measurement, and data, probability and statistics) as well as the three math attributes (problem-solving, connections and reasoning and proof).
2. Teacher education programs require math coursework for elementary teachers. Most colleges require college algebra, math for elementary students, and some also require finite math.
3. All elementary and secondary students are required to take math methods to learn and practice application of mathematical concepts.
4. Secondary math students, in addition to the requirement to pass the Math Praxis Core, are also required to pass a math content test, one of the most rigorous Praxis tests. The concepts of this test are included in your packet as well (5733).
5. ESPB updates their teacher education standards to follow the DPI standards revision, with the upcoming review being slated for summer 2025. The current standards for elementary (grades 1-8) are below.

Major Math Concepts: Candidates demonstrate and apply understanding of major mathematics concepts, algorithms, procedures, application and mathematical practices in varied contexts, and connections within and among mathematical domains.

Elementary Content Knowledge: Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics including number and operations, rational numbers, algebraic thinking and processes, geometry, measurement and data, statistics and probability to foster students understanding and use of patterns, quantities, and spatial relationships that can represent phenomenon, solve problems, and manage data.

Middle Level Content Knowledge: The teacher candidate demonstrates and applies knowledge of middle level concepts, algorithms, procedures, applications in varied context, and connections within and among mathematical domains (number sense, rational number system, fractions and ratios, measurement and data, geometry, algebra, statistics and probability).

Clarifying Questions:

The Board seeks clarification of the wording in Section 1, lines 11-12 which state that a “secondary mathematics teacher demonstrates competencies in *beginning mathematics instruction*” (emphasis added). Does this phrase refer to early math skills such as number sense, numeral recognition, sorting, classifying, recognizing shapes and measurement concepts so they are able to provide intervention, not referred to in the teaching license section; or, does it refer to foundational skills in the secondary math content, i.e. the foundation needed to understand algebra? The Board also noticed there is not a reference to special education or early childhood educators.

This concludes my testimony, and I will gladly respond to any questions. ESPB appreciates the focus on preparing teachers to be effective math teachers.

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