

2023 SENATE EDUCATION

SB 2270

2023 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

SB 2270
1/30/2023

Relating to a financial incentive to recruit licensed teachers.

10:00 AM Chair Elkin opened the hearing. Present: Chair Elkin, Vice Chair Beard, Sen Axtman, Sen Conley, Sen Lemm, and Sen Wobbema.

Discussion Topics:

- Stipends
- Fiscal note

Sen Bekkedahl, Williston, bill sponsor testified in support and brought amendments. #17699

Ashley Smalley, UND, Dir Teacher recruitment testified in support #17650

Bob Marthaller, ND United, testified in support #17570

Michael Heilman, Ex Dir NDSOS testified in support #17731

Alexis Baxley, ND SBA, testified in support # 17565

Joe Kolosky, testified neutral and did the fiscal note with no written testimony.

Brenda Zastoupil, testified in neutral position to clarify financial aid with no written testimony.

Additional written testimony:

Megham Salyers, U of Mary, in support #17534

Stacy Duttfield, NDSU, in support #17516

Jennifer Steiner, Lone Tree School Dist in support #17639

Anna Hoover, Student, Williston, ND, in support #17404

10:31 AM Chair Elkin closed the hearing.

Pam Dever, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Education Committee
Room JW216, State Capitol

SB 2270
2/1/2023

Relating to a financial incentive to recruit licensed teachers.

9:30 AM Chair Elkin opened the meeting. Present: Chair Elkin, Vice Chair Beard, Sen Axtman, Sen Conley, Sen Lemm, and Sen Wobbema.

Discussion Topics:

- Committee action

Sen Beard moved a DO NOT PASS.

Sen Axtman seconded the motion.

Senators	Vote
Senator Jay Elkin	Y
Senator Todd Beard	Y
Senator Michelle Axtman	Y
Senator Cole Conley	Y
Senator Randy D. Lemm	Y
Senator Michael A. Wobbema	Y

VOTE: YES 6 NO 0 Absent 0 Motion PASSED

Sen Beard will carry the bill.

9:35 AM Chair Elkin adjourned the meeting.

Pam Dever, Committee Clerk

REPORT OF STANDING COMMITTEE

SB 2270: Education Committee (Sen. Elkin, Chairman) recommends **DO NOT PASS** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2270 was placed on the Eleventh order on the calendar. This bill does not affect workforce development.

TESTIMONY

SB 2270

Good morning (morning?) Mr. _____, Chairman and members of the Education Interim Committee, I am Anna Hoover, currently completing my semester of student teaching. I have been involved with education since.....

I am in favor of this bill.

Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world."

As educated individuals, we have the opportunity and responsibility to use our knowledge to positively impact society. Our own education has allowed us to become educators ourselves, and in doing so, we can contribute to the betterment of humanity.

However, it is important to recognize the sacrifices and hard work of the educators who have helped us along the way. In a survey by Ainley and Carstens, U.S. teachers reported working an average of 46.2 hours a week. This is more than the global survey average of 38.3 hours (Ainley & Carstens, 2018). Sadly, many teachers are underappreciated and unsupported, leading to 40% of teachers leaving the profession within their first five years. Many of those who remain are left feeling burnt out, unsupported, and undervalued in their work (Clandinin and Long et al., 2015).

In September 2015, the United Nations General Assembly approved the Sustainable Development Goals, one of which is SDG-4, which aims to provide inclusive, quality education for all by 2030. This goal cannot be achieved without the dedication and hard work of teachers. Teachers play a crucial role in shaping the future of society by providing students with the knowledge, skills, and motivation they need to succeed.

One way to support teachers and student teachers is through the Student Teacher Experience Program (STEP) bill. This bill is designed to address the major challenges faced by student teachers, such as lack of financial support, lack of motivation and support, and excessive paperwork. Additionally, it aims to support student teachers in rural districts by providing higher pay for those in such areas. Through this bill, student teachers can collaborate with classroom teachers to develop and implement effective instruction methods, evaluate and document student progress and attendance, and provide instruction that is appropriate for students' developmental levels. It is important to support and value the contributions of student teachers in order to ensure the success of future generations.

It is not uncommon for students to receive financial compensation for internships, so why not for student teaching as well? Providing financial support for student teachers not only serves as an incentive for future educators but also helps to alleviate the financial burden of tuition, mileage, lodging, and other expenses.

I urge you all to consider making this a reality for North Dakota student teachers. Showing appreciation for the hard work and dedication of student teachers not only boosts their morale and job satisfaction but also serves as a reminder of the vital role that teachers play in shaping the lives of students and the future of our society (Carless, 2018).

As Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world." Let's support our future educators in their journey to make a positive impact.

References

- Ainley, J., & Carstens, R. (2018). Teaching and learning international survey (TALIS) 2018 conceptual framework.
- Bates, A. T. (2018). *Teaching in a digital age: Guidelines for designing teaching and learning*
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315-1325.
- Clandinin, D. J., Long, J., Schaefer, L., Downey, C. A., Steeves, P., Pinnegar, E., ... & Wnuk, S. (2015).
- Early career teacher attrition: Intentions of teachers beginning. *Teaching education*, 26(1), 1-16.
- Hoque, M. N., & Abdullah, M. F. (2021). THE WORLD'S OLDEST UNIVERSITY AND ITS FINANCING EXPERIENCE: A STUDY ON AL-QARAWIYYIN UNIVERSITY (859-990). *Journal of Nusantara Studies (JONUS)*, 6(1), 24-41.

Chairman Elkin and Members of the Committee:

My name is Dr. Stacy Duffield. I am past president of the North Dakota Association of Colleges for Teacher Education (NDACTE). I have been facilitating a teacher shortage workgroup representing multiple educators, agencies, and organizations in ND.

This testimony is **in support of SB2700**.

June 8th, 2022, NDACTE hosted a Teacher Shortage Summit in Bismarck for approximately 80 individuals representing higher education teacher preparation programs, K12 educators and administrators, ND School Board Association, ESPB, DPI, and legislators. This day resulted in multiple ideas for addressing our critical teacher shortage, and several working groups were formed to further explore and develop these ideas; 50 individuals participated in these workgroups with additional consults and sharing from countless others. One of the recommendations from these workgroups to address the critical teacher shortage is a bill to incentivize student teaching in rural schools.

Across the teacher preparation programs in North Dakota, approximately one quarter (24%) of our current student teachers are in rural, North Dakota schools, and we would like to see this number grow to meet state needs. We believe this percentage will be significantly higher if student teachers are provided with a financial incentive.

Uprooting and moving to a rural community can be difficult and cost prohibitive for a student teacher, as they have to leave behind shared living expenses, a job, and their social network.

In addition to the financial support this bill will provide, completing student teaching in a rural school presents the opportunity to remove uncertainties about living in a rural community and teaching in a rural school and helps these future teachers build an attachment to the community, school, and students.

We strongly support the focus this bill places on incentivizing well-prepared educators in rural, North Dakota schools and in high-need disciplines. We also appreciate that the funds are not restricted by financial aid constraints that would prevent many student teachers from being eligible.

In closing, the Financial Support Teacher Shortage Workgroup and those we represent thank the bill sponsors: Senators Bekkedahl and Davison, and Representatives Heinert, Nathe, Sanford, and Schaible as well as this committee. This bill further enables recruitment of high-quality teachers for North Dakota students.

Sincerely,

Stacy Duffield
Stacy.Duffield@ndsu.edu

Chairman Elkin and Members of the Committee:

I am Dr. Meghan Salyers, Director of Student Teaching & Accreditation at the University of Mary and current President of the North Dakota Association of Colleges for Teacher Education (NDACTE). I have been the Director of Student Teaching at both public and private North Dakota universities over the past nine years and am keenly aware of rural school districts' desperation for teachers and the great need for more teachers across our state.

This testimony is **in support of SB2270**.

Having been the Director of Student Teaching in a large public university on the eastern border of North Dakota and in a private university in the central-west of North Dakota, I have had innumerable opportunities to learn about regional needs across our excellent state through powerful discussions with principals and superintendents. I currently chair a rural problem-solving partnership "Think Tank" comprised of approximately 10 rural district superintendents in North Dakota, and host events that purposely connect current student teachers with partner school districts. These special relationships provide organic opportunities for teacher shortage discussions.

The consensus is clear: there is desperate need of teachers across our state, and often, the cost of student teaching in rural districts is prohibitive to rural recruitment efforts (e.g., having to pay for rural housing in addition to college dorms/apartments, having to leave their jobs, and paying for groceries versus their meal plans on campus). In addition, basic amenities are much farther away and the gas expense exceeds affordability.

Next, I have been an active participant in the teacher shortage workgroups borne of Dr. Stacy Duffield's leadership on NDACTE; these collaborative workgroups consist of educator preparation programs' (EPP) faculty, superintendents, educational agencies, and organizations. **We strongly support SB2270's** intent to incentivize student teaching in rural communities.

While our 13 EPPs have placed 24% of our student teachers in rural districts this year, some Grow-Your-Own para-to-teacher pipeline programs have intentionally been designed to address rural districts' extreme need for teachers by attracting and supporting their communities' talents; yet these provide partial (but essential) resolution to a very complex issue that needs to be addressed from a multifaceted approach. *It is essential that the number of teachers grows in all North Dakota schools, especially our rural districts. This is why I fully support SB2270*, which will provide incentives to upcoming student teachers to (1) remain in the field for the time commitment noted in the bill – and research shows that the teacher attrition rate declines if they complete their first two years with mentorship; and (2) will provide rural school districts with recruitment incentives to keep local talent local and attract new teachers to their schools. Importantly, providing the financial incentive in this bill will result in fewer hesitant student teachers – they will be more eager for the unique and challenging opportunities that await them in rural districts. As a Director of Student Teaching with direct contact with upcoming student teachers, I will be much better able to promote these experiences successfully.

Thank you to the bill sponsors, Senators Bekkedahl, Davison and Representatives Heinert, Nathe, Sanford, and Schaible, and this committee.

Sincerely,



Meghan Salyers, Ph.D.

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SB 2270
Senate Education | January 30, 2023
Testimony of Alexis Baxley

Good morning, Chairman Elkin, and members of the Senate Education Committee. My name is Alexis Baxley, and I serve as the executive director of the North Dakota School Boards Association. NDSBA represents the elected school boards of all 170 public school districts and several special education units in North Dakota.

The North Dakota School Boards Association stands in support of SB 2270. As you are aware, North Dakota school districts, particularly our small, rural districts, often struggle to find enough teachers to fill all of their open positions. We are hopeful that the program created in SB 2270 may help. While many of our rural districts often host student teachers now, they are not often able to convince that teacher to return after graduation. Young teachers, like most young people, are often seeking a different lifestyle than the one many of our rural communities provide. The ability to provide compensation for their student compensation could help these districts retain newly-licensed teachers.

While school districts already have the ability to compensate student teachers under NDCC § 15.1-09-33.3, they do not often do so because of budgetary constraints. Directing funds towards retaining teachers already employed with the district has so far seemed to be a better long term investment. However, targeting rural districts, high-need areas, and schools with a high number irregularly filled positions with state funds has the potential to improve both recruitment and retention in these districts.

I urge you to give SB 2270 a do-pass recommendation, and I would stand for any questions. Thank you.

Testimony in Support of SB 2270 – Senate Education Committee

Chairman Elkin and members of the Senate Education Committee, for the record my name is Bob Marthaller, representing North Dakota United.

Mr. Chairman, North Dakota United fully supports all efforts to recruit and retain quality classroom teachers in all North Dakota school classrooms and SB 2270 provides incentive to attract teachers, particularly for our small and mostly rural school districts. A system to award grants to student teachers that encourages licensed teachers to remain in North Dakota provides another tool to local school boards and administrators in support of their efforts to hire qualified teachers for all classrooms.

The promise of a monetary grant to participants that sign a contract to teach in a North Dakota public school within two years of graduation might just be the final convincing factor that persuades a licensed teacher to sign a contract and remain in North Dakota to teach our children.

Chairman Elkin and members of the Senate Education Committee, it is for these reasons, that North Dakota United urges a unanimous Do Pass on Senate Bill 2270.

I will try to answer any questions of the committee.

Chairman Elkin and Members of the Committee:

My name is Jen Steiner and I am a member of the Lone Tree School Board as well as a member of the teacher shortage workgroup that is made up of those involved in education at several levels across ND.

I am writing in support of SB2270.

Being a very small rural pre-K – 8 school I was very interested in the NDACTE hosted Teacher Shortage Summit held in Bismarck on June 8, 2022 and became involved in the workgroups that were formed to help address our critical teacher shortage. One of the recommendations from these workgroups to address the critical teacher shortage is a bill to incentivize student teaching in rural schools.

This bill will help those of us in rural districts recruit well prepared student teachers to our communities and give them a chance to become a part of our community and the lives of its students and families, thus retaining them as fully licensed teachers.

I appreciate that the sponsors of this bill, Senators Bekkedahl and Davison, and Representatives Heinert, Nathe, Sanford, and Schaible, worked hard to ensure that this bill does not put financial aid constraints on student teachers and the focus it puts on both rural and high need areas.

Thank-you for your time

Jen Steiner

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Good morning _____. My name is Ashley Smalley and I am here today to show our support for this bill. As a former teacher, a student teacher supervisor, and the director of the new Office of Teacher Recruitment and Retention at UND, I see this from several perspectives. I am currently writing my dissertation on teacher shortage and there is no lack of evidence that something needs to be done .

Student teaching is the most expensive semester within a teacher preparation program. On top of paying for tuition, student teachers often have additional fees to help cover the cost of paying their cooperating teachers (the teachers in whose classrooms they teach) and student teaching supervisors (the teachers who evaluate the student teacher's abilities). In addition, student teachers also pay for the background check and fingerprinting process, state licensure exams

(Praxis), CPR certification, and teacher license applications. As presented here, the average cost for these direct, required student teaching expenses is over \$1,400.

Student Teaching Expenses	Amount
Cooperating & Supervising Teacher Stipends	\$ 910
Background Check/Fingerprinting	\$ 45
State Licensure Exam (Praxis II)	\$ 286
CPR Certification	\$ 60
ND Teaching License Application	\$ 105
Total Student Teaching Expenses*	\$ 1,406

In addition, these students have living expenses, ranging from \$6,000-\$11,000, and still must cover tuition and fees for the semester.

To further complicate the financial burden, student teachers are very limited in being able to maintain a job since they are already engaged in a full-time student teaching experience for often more than 8 hours a day. As you may know, a student teacher's role is to

eventually take on all the responsibilities of the classroom teacher during the semester of student teaching, all while not getting a single paycheck.

This bill would allow for students to feel less stress about the inability to work during the student teaching semester and to potentially get more out of their student teaching experience because of this. The goal for student teaching is for student teachers to try new things, learn from student interactions and responses to lesson plans, and get feedback and guidance on what to do differently in the future. This “give and take” opportunity sets them up for a more successful experience within the teaching profession, leading to an outstanding education for ND PK-12 students. When we have student teachers who are forced to work to make ends meet during the student teaching semester, it is almost always evident in their limited preparation for lesson

planning, lack of enthusiasm for the profession and overall exhaustion. Sometimes the concerns progress to the point where a student teacher chooses to discontinue the student teaching experience (or is removed by the teacher preparation program). These unfortunate situations could be avoided if student teachers could be compensated for their student teaching experience.

SB 2270 would be great progress in supporting student teachers during a financially challenging period. UND's College of Education & Human Development fully supports the stipend. However, we strongly encourage the stipend to be paid during the term of student teaching. We have confirmed with our Financial Aid office that a stipend paid through DPI would *not* negatively impact a student's ability to receive financial aid such as grants, scholarships, and student loans. It would be counted as "pay for work," like regular income,

which is not counted as part of a student's financial aid package in the current year and thus would not limit their other aid options. On the contrary, a grant that is only paid out once a student confirms an employment contract after their enrollment will not go as far to relieve the financial burden during their actual student teaching service. Students would still need funding to pay for their immediate expenses, which would still entail taking out additional loans, increasing their student debt, and/or working, which as indicated, is detrimental to their student teaching success.

Funding is necessary to get more qualified students into the teaching education pipeline. We have potential low-income students who would make outstanding teachers who are not entering the field because of the financial limitations. The financial ability to pay for the education and student teaching experience should not restrict our pool of qualified ND

teachers. Students need to know in advance that they will have timely financial support so that they can make informed decisions about their ability to pursue a teaching degree. Awarding them after their costs have been incurred will not go as far to support them.

In addition, we fully support a bill that is limited to students teaching within ND in order to combat the teacher shortage within our state.

SB 2270 Testimony**January 30, 2023****Senate Education Committee****Hon. Jay Elkin, Chairman**

Chairman Elkin and Committee,

Good morning. I am Brad Bekkedahl, Senator from District 1 in Williston, here to introduce SB 2270, a Student Teacher Experience Program grant opportunity. Before I start explaining the bill Mr. Chairman, I'd like to introduce an amendment document number 23.0434.02001 and request the committee adopt it as presented. This bill has been in development for almost a year now, and I've been fortunate to have input from Superintendent Baesler of the Department of Public Instruction, Representative Cyndy Schreiber-Beck, and Stacy Duffield, representing the Teacher Shortage Workgroup, which is made up of administrators, educators, agencies, and teacher preparation faculty in North Dakota. The amendment before you incorporate changes they recommended after reading the final bill text, and the changes really clarify some action aspects of the program. As the amended version of the bill would work, the Department of Public Instruction shall develop grant program guidelines to incentivize licensed teachers to stay in North Dakota following completion of a student teacher experience in North Dakota and graduation.

The grant is set up to further enhance rural student teacher opportunities by paying twice the amount for a rural school student teaching position. The grant would be paid out after the student applies with DPI to participate in the program, and then provides a contract for employment with a public school district in the state within 2 years of graduation. Successful grant amounts are up to \$3,000 for no more than 15 weeks experience in an urban district and up to \$6,000 for no more than 15 weeks experience in a rural school district. There are also preference standards recommended in the bill and language relating to any housing availability that can be offered but not reimbursed to the local school district from DPI.

Mr. Chairman and committee, that is the bill as it exists before you today with the amendment. I want to thank Anna Hoover for asking me about pursuing this program a year ago, as well as her diligence in working with me to get it introduced for your review. She is currently in her student teaching program now outside of Bismarck and is unable to travel here today but has submitted written testimony and has permission from her supervisor to testify remotely if allowed by the Chairman. I think there will be other supporting testimony as well and before relinquishing the podium, would be glad to answer any questions the committee may have.

Thank you for your attention and consideration. I respectfully request a Do Pass recommendation on SB 2270 as amended.



North Dakota Small Organized Schools

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SB 2270 – Testimony in Support
Senate Education Committee
Senator Elkin – Chairman
January 24, 2023

Senator Elkin 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 150-member school districts of the North Dakota Small Organized Schools. NDSOS supports SB 2270.

NDSOS supports the concept of this bill to provide a grant for the purpose of incentivizing individuals to pursue a career as a teacher. You have heard me, and others talk about the real issue of teacher shortages. Providing support to a student teacher, particularly in rural areas is another way that we may encourage prospective students to consider teaching, especially teaching in a rural schools.

NDSOS appreciates the legislative efforts directed to the teacher shortage problem and supports SB 2270.

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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.