

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION
SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

2412

2001 SENATE EDUCATION

SB 2412

2001 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB 2412

Senate Education Committee

Conference Committee

Hearing Date 02-06-01

Tape Number	Side A	Side B	Meter #
1	x		10 - 27.0
1	x		39.0 - end
Committee Clerk Signature <i>Annika Johnson</i>			

Minutes: **CHAIRMAN FREBORG** called the committee to order.

Roll call was taken with all (7) members present.

CHAIRMAN FREBORG called the hearing on SB 2412 which relates to lifetime licensure for teachers.

Testimony in support of SB 2412:

SENATOR HEITKAMP, District 27, stated this bill is pretty self explanatory, but does reference HB 1045. This bill is the licensing bill for teachers and individuals who have been in the business for a long time. This bill rewards individuals who have been giving of their life to education in North Dakota. This bill does not give any type of relief as to continuing education. This bill rewards those lifetime teachers with not having to pay for their license. This is just a little incentive to those who have taught for so many years.

Testimony in opposition to SB 2412:

BEV NIELSON, ND School Board Assn., does not oppose waiving the fee for longtime teachers. However, their concern is this bill does not specify that this bill does not waive the requirements for continuing education. She feels there should be stronger language clarifying this.

MAX LAIRD, President NDEA, stated in the 1970's, lifetime licenses were offered. He feels responsibility, as a teacher, to attend continuing education classes to upgrade himself. He stated that professional development is needed, and reeducation of self is imperative if the person is continuing to teach. This legislation may be perceived by some as a methodology whereby a senior staff may want to or feel they have no need to return for reeducation. In the 1980's the lifetime certificate was removed as the profession attempted to move toward self direction in terms of the individual's professional expertise. He feels that NDEA should continue to advocate for continuing education. In continuing to document the reeducation and professional development activities, there will be some processing costs involved in that. The licensing fees go to the management of the professional licensure of those in the profession. He feels the fees should not be waived. Once an individual reaches the rule of 85 this could be applied if the teacher continues to teach. SENATOR COOK asked Mr. Laird if another incentive is needed to keep teachers in ND. He feels the industry is taking steps to prolong or enhancement efforts to keep the teachers from leaving the profession.

JANET WELK, Ex. Dir. Education Standards and Practices Board, testified in opposition. (see attached). Also distributed information on Education policy (see attached). She further explained the Praxis system.

1. Formally admitted into the teacher education program with a 2.5 GPA and passing of a basic skills test, Praxis I.

2. Some schools require Praxis II, passing a content based test and test of teaching skills. Some schools require a portfolio with documents stating how, you as a student teacher, have made a difference in the educational process of the students you have taught.

3. Praxis III, the ESPB gives someone their first 2-year license (person would have graduated, would have had the 2.5 GPA, would have done the student teaching, met the criminal background check). During these two years, the teacher will take Praxis III, a classroom test, where a professor comes in the classroom and documents the teacher and students.

Then the teacher is recommended for the first 5-year license. This license costs \$100 which is \$20 per year. Further discussion. She stated this is the way education is going, but it is a costly process. The National Accreditation Board for the Teacher Education Program is requiring some of these standards be met. Once we become a testing state, to obtain Federal dollars, the student test scores must be recorded and the dollars are based on the test scores. To implement Praxis III in our state would cost about \$75,000 per year.

There being no further testimony, the hearing was closed.

02-06-01, Tape 1, Side A, 39.0 -

SENATOR FLAKOLL proposed an amendment. On line 18, insert after the period, "For the purpose of this section, lifetime licensure only pertains to fee wavered and educators must still meet continuing education requirements".

SENATOR CHRISTENSON, feels one of the most important aspects of being an educator is keeping current with continuing education. SENATOR COOK questions that once an individual has the lifetime licensure, how would you implement professional development or continuing education. Is it possible to put conditions on before granting the lifetime license is issued. What about the 39% lifetime licenses that are active now. More discussion. Is the biggest problem

with the bill the financial aspect. SENATOR FREBORG asked the committee to look at the 20 year period. Should that be raised, say to 25 or 30 years. SENATOR COOK only sees merit for this bill if it is for the people who reach the rule of 85, and retire, and want a lifetime licensure to perhaps substitute teach. He feels with the steps being taken to upgrade this profession, he feels this bill goes backward. He feels we need to look at how to monitor knowledge and skills, how to set salary accordingly, and the changes that will come are positive. SENATOR O'CONNELL asked what the average age is of teachers who retire. SENATOR CHRISTENSON stated that in her staff it is 52 - 58 years old. SENATOR CHRISTENSON feels the intent of the bill, to reward teachers who have taught for a long period of time, is admirable. More discussion. SENATOR COOK stated if the age is changed to 30 years, most teachers who would qualify for this would have reached the rule of 85.

**SENATOR WANZEK moved to adopt an amendment to change the 20 years to 30 years.
Seconded by SENATOR COOK.**

Roll Call Vote: 7 YES. 0 NO. 0 Absent. Amendment adopted.

SENATOR COOK moved a DO PASS as Amended. Seconded by SENATOR WANZEK.

Roll Call Vote: 7 YES. 0 NO. 0 Absent.

Carrier: SENATOR KELSH

FISCAL NOTE

Requested by Legislative Council
01/30/2001

Bill/Resolution No.: SB 2412

Amendment to:

1A. State fiscal effect: *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	1999-2001 Biennium		2001-2003 Biennium		2003-2005 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues						
Expenditures			\$10,000	\$10,000		
Appropriations			\$10,000			

1B. County, city, and school district fiscal effect: *Identify the fiscal effect on the appropriate political subdivision.*

1999-2001 Biennium			2001-2003 Biennium			2003-2005 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts

2. Narrative: *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

The Dept of Public Instruction and Education Standards and Practices Board will each need to reprogram computers at approximately \$10,000 each.

3. State fiscal effect detail: *For information shown under state fiscal effect in 1A, please:*

A. Revenues: *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget*

B. Expenditures: *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

C. Appropriations: *Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.*

Name:	Janet Welk	Agency:	ESPB
Phone Number:	328-1659	Date Prepared:	02/02/2001

REPORT OF STANDING COMMITTEE (410)
February 8, 2001 3:35 p.m.

Module No: SR-21-2524
Carrier: Kesh
Insert LC: 10780.0101 Title: .0200

REPORT OF STANDING COMMITTEE

SB 2412: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS** (7 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2412 was placed on the Sixth order on the calendar.

Page 1, line 8, replace "twenty" with "thirty"

Page 1, line 15, replace "twenty" with "thirty"

Renumber accordingly

2001 HOUSE EDUCATION

SB 2412

2001 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. SB2412

House Education Committee

Conference Committee

Hearing Date 03/05/01

Tape Number	Side A	Side B	Meter #
#1	X		2112 to 3752
# 0 1		X	1384 to 2392
Committee Clerk Signature			

Minutes:

Chairman R. Kelsch, Vice-Chair T. Brusegaard, Rep. Bellew, Rep. Grumbo, Rep. Haas, Rep. Hanson, Rep. Hawken, Rep. Hunsdor, Rep. Johnson, Rep. Meier, Rep. Mueller, Rep. Nelson, Rep. Nottestad, Rep. Solberg, Rep. Thoreson

Chairman Kelsch: We will now open the hearing on SB 2412.

Sen. Kelsh: (District 26) This bill allows for ESPB to give a lifetime certificate after 30 years of teaching. This was amended from 20. After 30 years, we feel that teachers character is well established, a lot are getting ready to retire. This, we hope, will give a little incentive for them to stay on. Also, many of them feel that they're going to retire, they get called for substitute teaching, and they feel it's not worth going back and getting their... Although, I just talked to ESPB, and she said they can do it for \$20 a year, but some of them may not do that, and they do need to be certified in order to be able to substitute teach.

Rep. Hawken: Would they still need to do continuing education?

Page 2

House Education Committee

Bill/Resolution Number SB2412

Hearing Date 03/05/01

Sen. Kelsh: Most school boards require many more hours than the state requires. The state requires 5 semester hours every four years. We would hope that at that point, they would continue their education at that point. Probably at about age 23, they start teaching, after thirty years, that puts them at 53. Most teachers retire between the ages of 52 and 58.

Rep. Nelson: I would hope they would go back, as well, but would they be required to do that?

Sen. Kelsh: If the school district requires them to do it, they would have to do it. The ESPB would not.

Rep. Nottestad: If the concern was basically for people being able to sub., wouldn't it solve the problem just as well, if you issued this upon retirement, for those who wanted it?

Sen. Kelsh: I imagine that would be a solution for just substituting, but my reason for putting in the bill is that we are to a point where we're short of teachers. This would be an incentive to maybe not retire, to stay in the profession. Help with the shortage we have in certain areas.

Rep. Nottestad: But, looking at it the other way, do you think those that have 29 years in are going to look at saying, 'well, I'm going to lose out on any extra retirement that I'm going to get', or say, 'I'm not going to spend this \$75'. Do you think that's going to influence that person?

Sen. Kelsh: I'm just saying that this could be an incentive for that person to stay in. Many of the districts are having a tremendous problem getting substitute teachers, and I think we have to do everything we can.

Chairman Kelsch: Anyone wishing to appear in opposition to SB2412?

Janet Welk: (ESPB) *Please refer to written testimony*

Rep. Nottestad: Have you started getting into the retirees that do not have lifetime licenses anymore?

Welk: Not really, we have 2,600 life licenses left within the system, depending on what they did when they first graduated, because we stopped issuing them between '73 and '76.

Rep. Haas: If a teacher retires within a five year period in which their current license is valid, expires, and then they want to become a sub, how do they renew their license?

Welk: Get an application, send it in, attach \$40.

Rep. Haas: And no education requirement?

Welk: None.

Rep. Thoreson: So, if a teacher retired at 58, and they moved away, and they kept paying their \$20 a year, then they could come back, with no additional courses and teach six years later?

Welk: That's correct. They can come back and not be contracted, just sub. They wouldn't even had to have kept up on their license.

Joe Westby: (NDEA) We also express mild opposition. I don't think this particular bill is something we would vigorously challenge, but we do think that education is changing. There are a number of things that are happening. Technology is a new thing that's growing, and teachers need to be up to speed on that. We would prefer that licensure be handled in the way that it's currently being handled, in the five year renewable license, so that you would, in fact, needing to be continually updating your skills and your knowledge, so we would prefer that this would not go forward.

Rep. Thoreson: When you have a substitute teacher. What period of time, at one time, can you teach? Is that determined by the board? Is there a set number of days they can substitute?

Westby: As Janet indicated, by the payment of the \$20 fee, they could be licensed for that entire year, now how long they would substitute would depend upon the district and the availability of the position at that particular time.

Rep. Thoreson: I was just wondering, if you could be a long term sub, then you wouldn't have to worry about your certificate or anything. You could sub from September until April.

Westby: Yes, I believe, having met the annual licensing requirement, I think that would be accurate.

Rep. Nottestad: How would you feel if there was an amendment made to this bill, that this lifetime licensure were issued upon retirement for those who wanted to sub?

Westby: I don't think I'd have any problem with that.

Rep. Nelson: Do you know how many states have a lifetime licensure?

Westby: I only know what I heard Janet say. She said that there was only 1 state that she was aware of.

Chairman Kelsch: We will now close the hearing on SB2412.

Chairman Kelsch: We will now take up SB2412. What are the wishes of the committee?

Rep. Hanson: I move a DO PASS.

Rep. Solberg: Second.

Chairman Kelsch: Committee discussion.

The motion of DO PASS passes with 12 YAY 3 NAY 0 ABSENT

Floor Assignment: Rep. Bellew

Date: 3/6/01
Roll Call Vote #: 1

2001 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. SB 2412

House House Education Committee

Subcommittee on _____

or

Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass

Motion Made By Rep. Hanson Seconded By Rep. Solberg

Representatives	Yes	No	Representatives	Yes	No
Chairman-RaeAnn G. Kelsch	✓		Rep. Howard Grumbo	✓	
V. Chairman-Thomas T. Brusegaard		✓	Rep. Lyle Hanson	✓	
Rep. Larry Bellew	✓		Rep. Bob Hunskor	✓	
Rep. C.B. Haas	✓		Rep. Phillip Mueller	✓	
Rep. Kathy Hawken	✓		Rep. Dorvan Solberg	✓	
Rep. Dennis E. Johnson	✓				
Rep. Lisa Meier	✓				
Rep. Jon O. Nelson	✓				
Rep. Darrell D. Nottestad		✓			
Rep. Laurel Thoreson		✓			

Total (Yes) 12 No 3

Absent 0

Floor Assignment Rep. Bellew

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

REPORT OF STANDING COMMITTEE (410)
March 5, 2001 12:09 p.m.

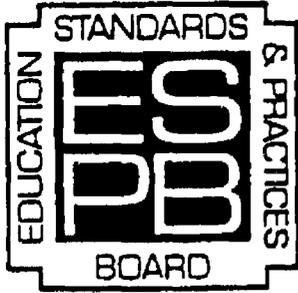
Module No: HR-37-4808
Carrier: Bellew
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

SB 2412, as engrossed: Education Committee (Rep. R. Kelsch, Chairman) recommends DO PASS (12 YEAS, 3 NAYS, 0 ABSENT AND NOT VOTING). Engrossed SB 2412 was placed on the Fourteenth order on the calendar.

2001 TESTIMONY

SB 2412



Education Standards and Practices Board
600 East Boulevard Avenue
Bismarck, ND 58505-0080
(701) 328-2264 Fax #328-2815
www.state.nd.us/espb

"Assuring highly qualified professional educators for North Dakota students"

TESTIMONY ON SB 2412
BY
JANET WELK

Good morning, Mr. Chairman, and members of the Senate Education Committee. For the record, I am Janet Welk the executive director of the Education Standards and Practices Board and would like to testify in opposition of SB 2412.

Efforts to restructure America's schools to meet the demands of a knowledge-based economy are redefining the mission of schooling and the job of teaching. Because the great masses of students need to be educated for "thinking" work rather than for low-skilled factory tasks, and educational success is a necessity rather than a luxury for a chosen few, schools are being pressured to change. Rather than merely "offering education," schools are now expected to ensure that all students learn and perform at high levels. Rather than merely "covering the curriculum," teachers are expected to find ways to support and connect with the needs of "all" learners (Darling-Hammond, 1990). Furthermore, they are expected to prepare all students for thinking work---for framing problems; finding, integrating, and synthesizing information; creating new solutions; learning on their own; and working cooperatively. This new mission for education requires substantially more knowledge and radically different skills for teachers.

North Dakota has required educational licensure within the system since approximately

1875. As the educational system has progressed, the licensure process has changed also. From granting a certificate back in 1875 to four types of licenses in 1931 based on the qualifications of the applicant, until 1973, all of the licenses were life certificates. Between 1973 and 1976, the last life certificates were issued based upon the law approved March 26, 1973.

As more studies are completed and additional research done in the field of education, we are continually learning better ways to teach, how children learn through brain research, and what is needed to provide quality education for our students. There have been hundreds of studies completed providing us with the documentation that well-prepared teachers produce more successful learners. We have also learned that effective professional development makes a difference in student achievement. The Milken Family Foundation has been studying (October 2000) school reform for over a decade. As we have considered specific reforms as diverse as early childhood education, smaller class sizes, parental involvement and learning technology, one point becomes abundantly and unequivocally clear. Unless a child is taught by competent teacher, the impact of other education reforms will be diminished. Simply put, students learn more from "good" teachers than from "bad" teachers under virtually any set of circumstances. This Milken study found the following three pieces necessary for student achievement: teachers teaching subjects with a major or minor, preferably a master's degree, classroom practices and professional development.

The National Center for Education Statistics provided a report in December 2000 "*Monitoring School Quality: An Indicators Report.*" This report found four items regarding educators necessary for quality education. They are the academic skills of the teachers, teachers assigned in their major/minor areas, number of years experience and the professional development.

The last ten years, we have learned many new things regarding the way children learn through various studies and research of the brain. Today, this brain research information is being

used in our classrooms to provide a better education for our students. Within the last five years, we have begun incorporating technology into our classrooms so our children will be better prepared for tomorrow and the world of work.

To meet the demands learned from the above studies and research, the field of education is moving toward a more accountable system of licensure within a performance-based system. This system begins with a basic skills test (Praxis I), a content based test and test of teaching skills (Praxis II), graduation from an approved teacher education program with a bachelor's degree in education, the issuance of your first initial license for two years, a classroom performance-based test (Praxis III) and then your first regular license. After your first regular license, continual professional development to maintain that license, with the final performance the successful completion of National Board for Professional Teaching Standards. At the present time, Ohio is the only state that has implemented all three tests of the Praxis series. Many states are still putting the pieces together as is North Dakota. It is a very costly process. We presently require the bachelor's degree and the re-education for the renewal of the regular license. Beginning in July, 2002, we will require the Praxis I as part of the licensure process. At the present time, all ND graduates have completed the test, the ESPB has not been collecting the scores. Beginning July 2002, we will begin collecting the scores at no additional cost to the students of North Dakota. At the present time, North Dakota is one of five states that does not require a test as part of the educational licensure process.

The educator's licensure process of renewal every five years provides for the accountability system for the renewal and re-education of our teachers. Every five years, our educators must complete only four semester hours of re-education. If these educators are not under contract, they may continue to renew their licenses on a two-year cycle and are not required to complete any re-

education until they sign a contract. At the present time in North Dakota, 39% of our contracted teachers have twenty years of experience or more. If this bill passes, these teachers would not have to continue to upgrade their skills, learn new skills, and keep up with the educational system. Since 1875, North Dakota has been developing an educational system that we are all very proud of and the test scores of our students prove that we have a very good system.

The students in North Dakota deserve as good an educational system as we can provide. The passage of this bill would not provide for a quality education for our students. Thank you for the opportunity to testify and I would be happy to answer any questions.

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Teacher Quality and Student Achievement: A Review of State Policy Evidence

Linda Darling-Hammond
Stanford University

Abstract

Using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP), this study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance. Quantitative analyses indicate that measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggests that policies adopted by states regarding teacher education, licensing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work. The implications for state efforts to enhance quality and equity in public education are discussed. (Note 1)

made major investments in preservice and inservice teacher development in recent years that have affected a substantial share of the teaching force (e.g., Connecticut, Kentucky, North Carolina, West Virginia). The possible outcomes of these cross-state differences are discussed below.

Trends in Student Achievement: Policy Hypotheses

In their book, *The Manufactured Crisis*, Berliner and Biddle (1995) noted that while U.S. secondary school students tend to score below the median in international assessments of mathematics and science, students in some states score as high as those in the top-ranked countries in the world while students in others score among the bottom-ranked. U.S. students also perform relatively better in some fields than others. For example, U.S. students have compared favorably with students in other countries in reading and at about the median in general science. However, in mathematics and physical science, U.S. students do much more poorly: In the most recent international assessments, 8th graders ranked 18th out of 25 countries that met the TIMSS guidelines in mathematics and 17th out of 25 countries in physics. Twelfth graders did even more poorly (Darling-Hammond, 1997a, pp. 28-29).

Although it may be purely coincidental, these differences in rankings are similar to the differences in teacher qualifications across these fields. Since the early 1980s, the U.S. has made major investments in teacher preparation in the area of reading. Not only are almost all elementary school teachers fully certified (more than 95%), an increasing number have been prepared in programs that have a strong emphasis on training to teach reading; there has also been a large increase in the number of reading specialists throughout the 1980s. In general science and biology, where U.S. middle and high school students scored at about the median on the most recent international assessments, there are relatively few uncertified or out-of-field secondary teachers (about 18% of the total). By contrast, in mathematics and physical science, where U.S. students fall well below the international norms, teacher qualifications are much weaker. In addition to the fact that most U.S. elementary teachers have had little background in mathematics, about 30% of U.S. mathematics teachers and 50% of physical science teachers at the high school level have been teaching with less than a minor in the field, many of them uncertified (Darling-Hammond, 1997, p.28 and Appendix Table 3). While these are only casual observations, other evidence point in similar directions.

Long-term Achievement Trends by State

Not only do U.S. students appear to perform least well in the fields in which U.S. teachers are least well prepared, the states that repeatedly lead the nation in student achievement in mathematics and reading have among the most highly qualified teachers in the country and have made longstanding investments in the quality of teaching (see Figures 1-3). ~~The three long-time leaders--Minnesota, North Dakota, and Iowa--have all had a long history of professional teacher policy and are among the 12 states that have state professional standards boards which have enacted high standards for persons entering the teaching profession. They are recently joined at the top of the achievement distribution by Wisconsin, Maine, and Montana, states that have also enacted rigorous standards for teaching and that are among the few which rarely hire unqualified teachers on substandard licenses. Iowa, Minnesota, Montana, North Dakota, and Wisconsin have among the lowest rates of out-of-field teaching in the country and among the highest proportions of teachers holding both certification and a major in the field they teach. (Note 2) Maine joined these states in requiring certification plus a disciplinary major when it revised its licensing standards in 1988.~~ ND

These states have also been leaders in redefining teacher education and licensing. Minnesota was the first state to develop performance-based standards for licensing teachers and approving schools of education during the mid-1980s and has developed a beginning teacher mentoring program in the years since (for details, see Darling-Hammond, Wise, & Klein, 1995). Wisconsin was one of the first states to

require high school teachers to earn a major in their subject area in addition to completing extensive coursework in a teacher preparation program. Thus, teacher education in Wisconsin is typically a four-and-a-half to five year process. Maine, Wisconsin, Iowa, and Minnesota have all incorporated the rigorous new standards developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) (Note 3) into their licensing standards and have encouraged universities to pilot performance-based assessments of teaching using these standards.

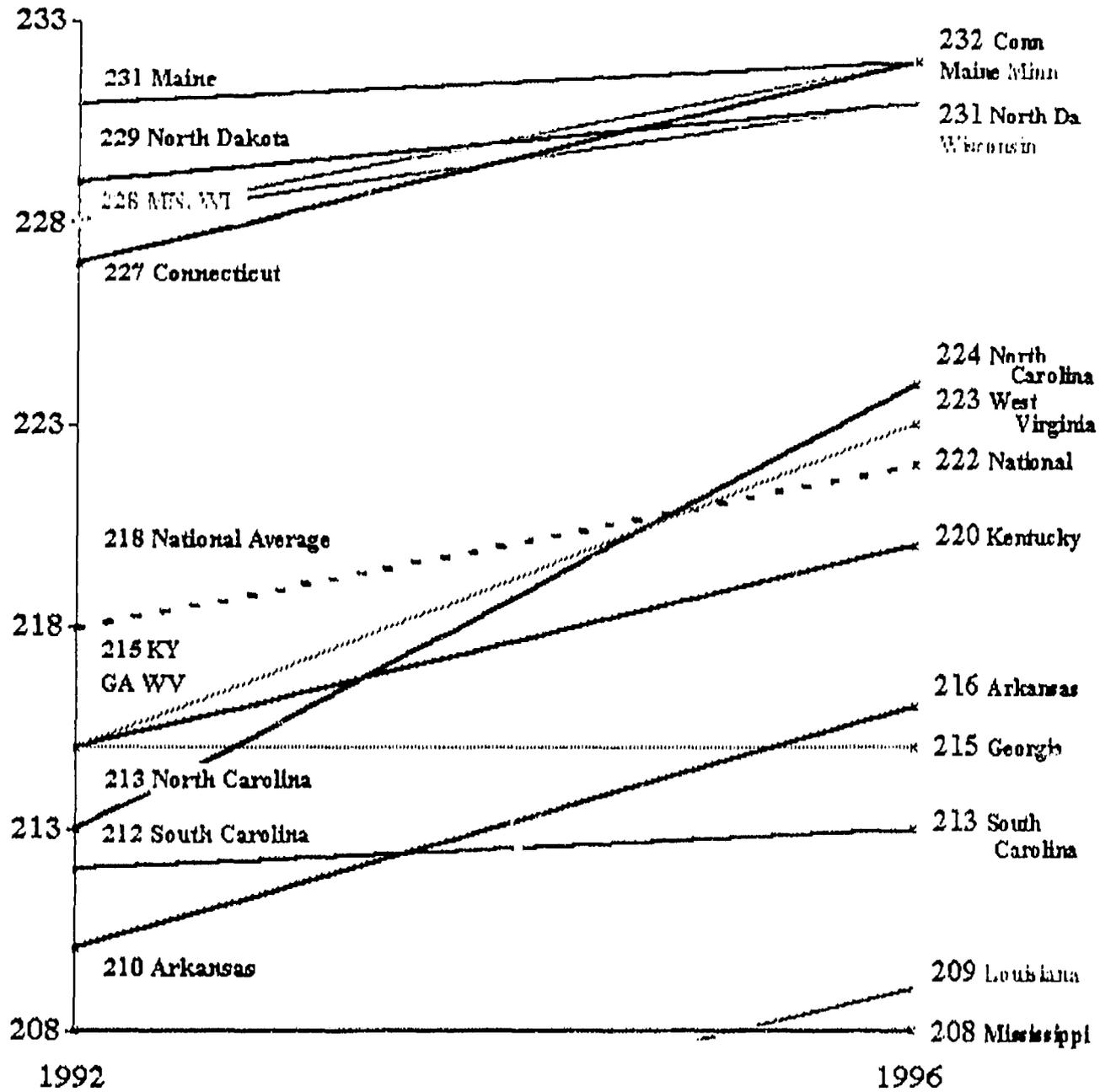
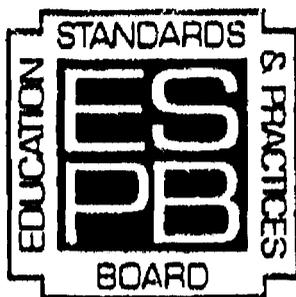


Figure 1. State Trends in Mathematics Achievement, Grade 4 (NAEP scores, 1992-1996)

Source: National Center for Education Statistics, *NAEP 1996 Mathematics Report Card for the Nation and the States*, Table 2.2, p. 28.



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Certification/license in North Dakota began in 1875 with four types of licenses based on the

qualifications of the applicant and until 1973, all of the licenses were life certificates. Between 1973 and 1976, the last life certificates were issued based upon the law approved March 26, 1973. The reason the life licenses were discontinued in North Dakota was to provide an avenue for the reeducation of our teaching staff to provide a better education for our students.

As more studies are completed and additional research done in the field of education, we are continually learning better ways to teach, how children learn through brain research, and what is needed to provide quality education for our students. There have been hundreds of studies completed providing us with the documentation that well-prepared teachers produce more successful learners. We have also learned that effective professional development makes a difference in student achievement. The Milken Family Foundation has been studying (October 2000) school reform for over a decade. As we have considered specific reforms as diverse as early childhood education, smaller class sizes, parental involvement and learning technology, one point becomes abundantly and unequivocally clear. Unless a child is taught by competent teacher, the impact of other education reforms will be diminished. Simply put, students learn more from "good" teachers than from "bad" teachers under virtually any set of circumstances. This Milken study found the following three pieces necessary for student achievement: teachers teaching subjects with a major or minor, preferably a master's degree, classroom practices and professional development.

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The last ten years, we have learned many new things regarding the way children learn

through various studies and research of the brain. Today, this brain research information is being used in our classrooms to provide a better education for our students. Within the last five years, we have begun incorporating technology into our classrooms so our children will be better prepared for tomorrow and the world of work.

The Education Standards and Practices Board has in place a system of quality assurance for our educators in North Dakota. The educator's licensure process of renewal every five years provides for the accountability system for the renewal and re-education of our teachers. Every five years, our educators must complete four semester hours of re-education. If these educators are not under contract, they may continue to renew their licenses on a two-year cycle (\$20/yr) and are not required to complete any re-education until they sign a contract. If the teacher is going to retire from the classroom, but will remain as a substitute for the community, they do not need to complete any reeducation. The system presently in place provides an assurance for the parents of the State of North Dakota that their children's classroom teachers have continued to upgrade their skills and become better teachers until they leave the classroom.

As you will see there is a fiscal note attached to this bill. Presently, the Department of Public Instruction does not keep records dating back thirty years. The Education Standards and Practices Board would also be required to reprogram the shared mainframe computer.

Thank you for the opportunity to testify and I would be happy to answer any questions.