The North Dakota University System is governed by the State Board of Higher Education and includes:
Bismarck State College • Dakota College at Bottineau • Dickinson State University • Lake Region State College • Mayville State University • Minot State University • North Dakota State College of Science • North Dakota State University • University of North Dakota • Valley City State University • Williston State College
Dr. Kevin Moberg, Assistant Professor and Chair, Dept. of Teacher Education, Dickinson State University, Dickinson, N.D.

Dr. Andrea Dulski-Bucholz, Assistant Professor and Division Chair, Dept. of Education and Psychology, Mayville State University, Mayville, N.D.

Dr. Jason Hornbacher, Elementary Principal, Bismarck, N.D.

Dr. Mike Bitz, Superintendent, Mandan, N.D.

Dr. Alan Olson, Associate Professor/Assessment Coordinator School of Education and Graduate Studies Valley City State University.

Dr. Jennifer Fremstad, High School Principal, West Fargo, N.D.

Eric Ripley, Director of Career and Technical Education, Grand Forks, N.D.

Steve Hall, Superintendent Kindred, N.D.

Stacy Murschel, Middle School Principal, Beulah, N.D.

<table>
<thead>
<tr>
<th>Time/s</th>
<th>Topic/s</th>
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<tbody>
<tr>
<td>10:30 a.m.</td>
<td>15 Minute Break</td>
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<tr>
<td>10:45 a.m.</td>
<td>Resume Panel Discussion with invitation to questions from the Boards.</td>
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<tr>
<td>Noon</td>
<td>Lunch (Capitol Cafeteria, 18th floor) not provided</td>
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<tr>
<td>12:45 p.m.</td>
<td>Create Report, drawing from the 23 Strategies identified in the NCTQ Report for Strengthening Teacher Quality.</td>
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<tr>
<td>1:45 p.m.</td>
<td>Next Steps</td>
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<tr>
<td>2:00 p.m.</td>
<td>Adjourn</td>
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Future Meetings:
- September 22, 2015-CTE
- September 27, 2016-DPI
- September 26, 2017-ESPB
The combined meeting of the State Board of Higher Education, the State Board for Career and Technical Education, State Board of Public School Education and the Education Standards and Practices Board was called to order at 8:02 a.m., Wednesday, February 19, 2014 by Mike Bitz, vice-chair for the Education Standards and Practices Board. The following individuals were present:

**ESPB:** Kimberly Belgarde, Mike Bitz, Mary Eldredge-Sandbo and Tim Tausend.

**SBHE:** Kristen Diederich, Terry Hjelmstad, Don Morton and Doug Musky.

**SBCTE/SBPSE:** Kirsten Baesler, Brian Duchschere, Sherryl Houdek, Jeff Lind, Debby Marshall and David Richter.

Others who attended were Larry Skogen, ND University Systems, Robert Marthaller, Rob Bauer, Ryan Townsend, Marcia Burian and Matt Strinden from the Department of Public Instruction, Tracy Korsmo, ITD, Aimee Copas and Jim Stenehjem for the ND Lead Center, Darren Brostrom, Job Service, Wayne Kutzer and Dwight Crabtree from the Board of Career and Technical Education, Dave Clark from Bismarck State College, John and Marcia Richman, ND State College of Science, Sonia Cowan, Julie Vetter, Hess, Scott Faul, Minot High School, Gerald VandeWalle, ND Supreme Court, Diane Weber and Janet Welk from the Education Standards and Practices Board.

Mike Bitz, welcomed everyone to the meeting and introductions were held.

A motion was made by Jeff Lind approving the October 8, Joint Boards meeting minutes. Second by Kirsten Baesler. Motion passed unanimously.

Ryan Townsend spoke on the rigor state English, language arts and math standards for college ready and career ready, on which curriculum core standards are based for the 21st century skills and critical thinking.

Rob Bauer presented on the status of the transition of the new state assessment as they are aligned to the common core.
A presentation was provided by Tracy Korsmo on the state longitudinal data systems.

ACT awards were given by Chief Justice VandeWalle. Twenty students from across the state were represented.

Jim Stenehjem provided a summary of the P-16 Education Task Force, what the group was and what was accomplished. The next steps for the Joint Boards are as follows:

1. To go forward with the ideas of collaborating on P-20 issues by meeting at least quarterly
2. Focus on issues that affect all of the Joint Boards, because it could be difficult to address an issue/issues by an individual board
3. Narrow the focus to the following issues from this meeting, but know that there may be other important issues that need to be addressed in the future
   a. Alignment issues in P-20
   b. Transition issues between K-12 and Higher Education
   c. Index of admission process for Higher Education
   d. Professional Development for teachers
   e. Competencies and progressions versus standard courses for graduation and college admissions
   f. North Dakota Student Scholarship Program
4. There was discussion about the correct membership for the meetings that would involve all key stakeholders, providing for efficiency and effective outcomes
5. Decide at the next meeting what is needed to address the actual plan, responsibilities and resources for collaborative work
6. Have smaller group develop plans for the group to discuss and finalize at the next Joint Boards meeting.

The scheduled meetings and hosts are:

   September 22, 2015-CTE
   September 27, 2016-DPI
   September 22, 2017-ESPB

The meeting was adjourned at 2:38.
Education Standards/Practices Board

State Board for Higher Education

State Board of Career/Technical Ed

State Board for Public Education
Area 1 – Delivering Well Prepared Teachers  
(Dr. Barbara Combs-UND, Dr. Al Olson-VCSU, Dr. Brenda Werner-UMARY, Dr. Stacy Duffield-NDSU, Dr. Kevin Moberg-DSU, and Dr. Andrea Dulski-Bucholz-MSU)

- Require that teacher preparation programs screen candidates prior to admission by using a common test normed to the general college-bound population, and limit acceptance to those candidates demonstrating academic ability in the top 50th percentile.
- Adopt an elementary content test with independently scored subject-matter subtests in each of the core areas.
- Require all elementary teacher candidates to pass a rigorous stand-alone science of reading test.
- Adopt a rigorous stand-alone math test for all elementary teacher candidates.
- Eliminate the generalist 1-8 license, and require all middle school teacher candidates to pass a content test in every core area they are licensed to teach.
- Specifically require secondary science and social studies teacher candidates to pass a content test for each discipline they are licensed to teach.
- Eliminate the K-12 special education certificate, and ensure that both elementary and secondary special education teachers possess adequate and appropriate content knowledge for the grades and subjects they teach.
- Ensure that cooperating teachers for student teaching placements have demonstrated evidence of effectiveness as measured by student learning.
- Hold teacher preparation programs accountable by collecting data that connect student achievement gains to programs, as well as other meaningful data that reflect program performance, and by establishing the minimum standard of performance for each category of data.

Area 2 – Expanding the Teaching Pool  
(Eric Ripley-Grand Forks School District, Dr. Janet Welk-ESPB, and Dr. Al Olson-VCSU)

- Increase admission requirements to alternate route programs, including a high bar for academic proficiency and passage of a subject-matter test.
- Establish guidelines for alternate route programs that require preparation that meets the immediate needs of new teachers. Ensure programs provide intensive induction support to alternate route teachers.
- Broaden alternate route usage, and allow a diversity of providers for alternate route programs.
- Eliminate licensure obstacles for out-of-state teachers.

Area 3 – Identifying Effective Teachers  
(Dr. Jason Hornbacher-Bismarck Public School District and Dr. Fremstad-West Fargo School District)

- Require evidence of student learning to be the preponderant criterion of any teacher evaluation.
- Ensure that evidence of effectiveness is the preponderant criterion in tenure decisions.
- Base licensure advancement from a probationary to a non-probationary license and licensure renewal on evidence of effectiveness.
- Publish aggregate school-level teacher evaluation ratings from an evaluation system based on instructional effectiveness.
Area 4 – Retaining Effective Teachers
(Stacy Murschel-Beulah Public School District)
- Link professional development activities to findings in individual teacher evaluations and place teachers with ineffective or needs improvement ratings on structured improvement plans.
- Discourage districts from basing teacher pay scales primarily on advanced degrees and seniority.
- Support differential pay initiative for effective teachers in both shortage subject and high-need schools.
- Support performance pay to recognize teachers for their effectiveness.

Area 5 – Exiting Ineffective Teachers
(Dr. Mike Bitz-Mandan School District and Steve Hall-Kindred School District)
- Make ineffective classroom performance grounds for dismissal.
- Use teacher effectiveness as a factor when determining, which teachers are laid off during a reduction in force.
P16 Education Task Force Update

(1) Graduation/Admission Requirements: Recommend increasing to 24 credits with specific units. The requirement was increased to 22, but math remains at 3 and not at the 4 recommend.
   HS Graduation – Minimum Requirements
   Except for the optional diploma, the following 22 units are the minimum requirement for high school graduation:
   4 units of English language arts from a sequence that includes literature, composition, and speech;
   3 units of mathematics;
   3 units of science, including 1 unit of physical science and biology; and 1 unit of any other science; or two 1/2 units of any other science
   3 units of social studies, including: 1 unit of United States history; 1/2 unit of United States government and 1/2 unit of economics; or 1 unit of problems of democracy; and 1 unit or two 1/2 units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history;
   1 unit of physical education; or 1/2 unit of physical education and 1/2 unit of health;
   2 units of: Foreign

(2.) Ensuring Proficiency: Formative assessments will be created with the new Balanced Scorecard. Interim assessments are required for grades 2-10 with NWEA at the present time being used in grades 2-11. (2009-10) No steps have been taken that would ensure a student has demonstrate proficiency at any level.

(3) Data and Evaluation: SLDS has been created and is being developed and implemented.

(4.) Alignment Commission: Pilot Alignment studies are being done, but an “Alignment Commission” has not been created. (There are two studies being completed, one in math and one in English)

(5.) Full Day Kindergarten at Age 6: Is now being paid for, but is not compulsory by age six.

(6.) Core Areas: No requirement has been made to require students to demonstrate proficiency in four core areas in order to progress and to graduate from high school and post-secondary education.

(7.) Increase Student-Teacher Contact Days: Contacts days have been increased to 175, but not to 183. NDCC 15.1-06-04, calendar 182 days, 175 for instruction,

(8) Additional Units: Graduation requirement increase to 24. Was increased to 22.

(9) Pilot Projects: No designated pilot projects have been funded.

(10.) Adequate Resources for All Students: Education Commission addressed the Adequacy issue and the legislature continues to review the funding formula.

(11.) Authority: No new authority has been granted the Joint Boards to develop and implement/enforce consistent proficiency expectations and standards throughout the ND P-16 education system. North Dakota has adopted the North Dakota State Standards base on the Common Core for the K-12 system.

(12.) Comprehensive, Consistent Counseling Program: The state has not funded the PLAN ACT program for all sophomores. The state has funded the ACT or WorkKeys for all 11th grade students.
(13.) **Counselor/Student Ratios:** Additional Career Counselors have been funded by the state. The counselor ratio changed to 1/300 students in grades 7-12. One third of those may be certified career advisors.

(14.) **Incentives for Current and Prospective Teachers:** A state scholarship has been created for ND students who remain in ND, but is not tied to teaching.

(15.) **Improved Professional Development:** A mentorship program has been developed for first year teachers in North Dakota. Support has been provided for Academic Coaches also.

(16.) **Educator Salaries at the National Average:** North Dakota teacher salaries are the 46 compared to the national average in 2011. National Education Association (nea.org), National Center for Education Statistics (nces.ed.gov), 2011

(17.) **Pilot Projects on Linking Increased Proficiency/Educator Pay:** No model has been developed in North Dakota to pay increase salary for increases in student proficiency and curriculum rigor.

(18.) **All Students Assessed:** Assessment of career and academic abilities and interest are being assessed by state assessments, ACT, and NWEA. Career counseling and interest is being provided by career counselors. WorkKeys assessments as applied to the CTE scholarship.

(19.) **Individual Student Academic/Career Plans:** A career interest inventory (recommended by CTE and approved by DPI) must be administered to students once during 7th or 8th grade and once during 9th or 10th grade.

(20.) **Integrating Career Development in Instruction:** Professional development for integrating career plans into the instructional program for all educators and counselors has not been done.

(21.) **Academies:** Academies have not been developed other than the Governors School and individual school district projects for students to attend school year-round.

(22.) **Incentives for Degrees/Certification:** No plan has been developed to increase by 5% the number of teachers with advanced degrees or National Board Certification.

(23.) **Development of Legislation:** Legislation drafted by the ETF and Consensus Council Staff was put forward. A commission was formed by the legislature to deal with adequacy and equity funding, and was dissolved following the 2011 legislative session.

(24.) **Educator Appreciation:** Educator recognition the first week of May has not been established by the Governor.

(25.) **Recruiting New Educators:** Recruiting of educators at all levels is activity occurring with school district seeking replacement of teachers.

(26.) **Access to Post-Secondary Admissions Information:** Access to information on the higher education institutions expectations and requirements for admissions and graduation from the institutions. Work is being done on this at the present time.