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Nd education standards and practices board

The Administrative Rules Committee (Committee) is responsible for setting standards and approving teacher education programs in North Dakota. The Committee's document, ESPB, outlines the code of conduct for members of the teaching profession. Any violations of this code can result in disciplinary action, including warnings, reprimands, suspension, or revocation of a license. To report an educator who has violated the code of conduct, one must submit a Request for Inquiry Form to the Committee. The form requires concise statements of the claims or charges, supporting documentation, and signatures from parties who can substantiate the allegations. Upon receipt of the form, the Committee will transmit a copy with supporting documents to the affected educator by certified mail. Educators have 20 working days to file a response to the complaint, which may include supporting documentation. If an educator fails to respond, the allegations in the complaint will be deemed admitted, and the Committee Board will proceed with a hearing. The Committee reviews North Dakota's standards and procedures for licensure and teacher education program approval on a seven-year cycle. All programs must undergo this review to remain approved. The Committee also sets standards and approves teacher education programs, ensuring that candidates meet the required standards before being licensed in North Dakota. The Education Standards and Practices Board will be holding a public hearing on October 3, 2023, to discuss proposed changes related to pre-service teacher authorizations and student teachers. The meeting will take place at 10:00am in the Pioneer Room of the State Capitol, located at 600 E. Boulevard Ave., Bismarck, ND 58505. The North Dakota Education Standards and Practices Board (ESPB) recently reconsidered a letter sent to Governor Doug Burgum requesting an emergency declaration to address the state's teacher shortage. The board ultimately decided not to rescind the letter. The ESPB is exploring alternatives, such as allowing student teachers to lead classrooms without veteran teachers present during their internships. This approach aims to increase the number of qualified teachers in the classroom and alleviate the shortage. However, some experts argue that this plan may not be effective due to the risk of negative student teaching experiences deterring future educators from pursuing careers in teaching. North Dakota United President Nick Archuleta disagrees with placing untrained and unlicensed individuals in classrooms. He emphasizes that teaching requires both art and science, and only those who are fully trained and licensed can provide quality education to children. With over 200 open teaching positions in the state, Archuleta suggests forming a task force instead of implementing a temporary solution. This approach would allow for data collection and potentially lead to more effective solutions. Archuleta notes that keeping experienced teachers in the classroom is crucial, as they are more likely to stay in the profession long-term. He also highlights the importance of mentorship programs, where students can learn alongside licensed educators. The board is still awaiting a response from the Governor on their proposal, which includes implementing a sunset clause and collecting data. The Education Standards and Practices Board oversees teacher licensing and education standards in North Dakota. Established in 1879, the board has a rich history of regulating teaching qualifications and promoting professional development for educators. From its inception in 1879, the criteria for issuing teaching certificates evolved significantly. Initially, a certificate was granted based on specific legislation (S.L. 1879, Ch. 14). By 1890, the Superintendent was responsible for preparing exam questions (S.L. 1890, Ch. 62). A voter-approved measure in 1920 required the Superintendent to certify all public school teachers. In 1965, the Teachers' Professional Practices Commission (TPCC) was established to develop and revise professional codes and standards for ethics and conduct. The TPCC initially focused on creating grounds for revocation and investigating complaints against certified teachers. It also developed a code of ethics and recommended in-service training. The Commission handled teacher complaints, conducted investigations, and made recommendations for disciplinary action to the Superintendent. Members served three-year terms and selected a chairman and vice chairman annually. The Superintendent served as secretary. The TPCC continued to formulate, review, and revise codes related to ethics, conduct, and professional practices. It investigated complaints, proposed solutions, and formulated standards for teaching performance and discipline. The Commission advised the Superintendent on policies and procedures for issuing certificates. Recommendations were submitted to the Superintendent, who set criteria for teacher certification exams based on factors like character, educational preparation, and fitness to teach. All public school teachers were required to be certified by the Superintendent. The legislature amended relevant Century Code sections in 1985, further shaping the duties of the TPCC. The Teachers' Professional Practices Commission was rebranded as the Educational Standards and Practices Board in 1993, shifting its focus from supervising certification to setting standards and approving teacher preparation programs. The ESPB's authority expanded to include entering into reciprocal agreements with other states for teacher education programs. A five-member board, known as the Administrator's Professional Practices Board, was established within the ESPB, comprising two school administrators, one school board member, and two teachers. This Board is responsible for responding to complaints against school administrators and has become an independent entity since 1995, overseeing teacher licensure, program approval, and professional practices development. The Education Standards and Practices Board is a group made up of educators, administrators, school board members, and teacher trainers who aim to ensure that all students in North Dakota have access to highly qualified teachers. The Governor appointed ten individuals to serve on the Board for three-year terms. In 1995, another law was passed that gave the Board the responsibility of certifying teachers and courses for the North Dakota American Indian Languages program. The cost of licenses funds the actions of the Board. In 1997, the Department of Public Instruction took temporary control of the Board's finances until July 1st of that year. Later, in 1999, the law changed so that the Board's main job became supervising teachers instead of giving out teaching certificates. The Board also started offering minor equivalency endorsements for teachers. Between 2001 and 2009, there were several changes to the law governing the Education Standards and Practices Board. In 2001, the Governor picked ten members from lists provided by statewide organizations. The Board's membership included the Superintendent or their representative as a nonvoting member. The Administrator’s Professional Practices Board was also increased to six members. In 2009, the legislature passed laws requiring the Board to work with other state boards to provide professional growth opportunities for all instructors and hold annual meetings. A request was made to develop a unified system of teacher licensure and credential qualifications or reciprocity between North Dakota and its neighboring states. However, in 2011, the reciprocal acceptance of teaching licenses was repealed. Before 1965, the responsibility of certification fell under the Superintendent's office. In 1965, the Teachers Professional Practices Commission was created with nine members appointed by the Governor from lists provided by statewide organizations, including the North Dakota Education Association. The goal was to develop professional codes and standards related to ethics and conduct, as well as investigate complaints against teachers. The North Dakota Education Standards and Practices Board (ESPB) was established by the State Board of Public School Education in 1981 to oversee teacher certification. The board's duties expanded over the years, with additional authority given to the Superintendent of Public Instruction in 1985. In 1993, the board's name was changed to the ESPB, and it gained authority to investigate complaints against school administrators as well. The Governor no longer filled vacancies from a list submitted by various organizations, and the Department of Public Instruction took over temporary fiscal management until 1997. In subsequent years, the ESPB focused on supervising teachers and issuing minor equivalency endorsements for teachers. Legislation was enacted in 2001 to change the composition of the board and its administrator's practices board. In 2009, the ESPB, State Board of Public School Education, State Board of Higher Education, and State Board of Career and Technical Education were required to meet annually and cooperate on providing professional growth opportunities for teachers. In 2011, the reciprocal acceptance of teaching licenses was repealed. Today, the ESPB continues to oversee teacher certification and professional development in North Dakota. Given article text here Certification