

Welcome to the *SD-STEP* *Electronic Alignment Tool*

This overview is intended to give you some ideas about what the *SD-STEP* database can do for the Board of Regents, for South Dakota institutions, & for their faculty and programs.

SD-STEP was created to help faculty align, document, analyze, & improve

- their course & program curricula relative to BOR System & locally developed program goals; state & national accreditation standards; & learned society folio requirements
- their instructional & assessment practices
- candidates' preparation for mid-level & exit national tests and performance measures
- candidates' technology competence & their ability to apply theory to practice in diverse clinical experiences.

SD-STEP produces Curriculum Alignment reports for any of these issues at the levels of

- individual courses
- all courses required, recommended, and/or elective within a degree or certificate course of study
- all courses offered by the unit

SD-STEP's Performance Module helps faculty organize, store, and analyze a variety of candidate, course, program, & unit performance measures:

- candidates' course-level performance and technology competence
- candidates' performance on mid-level & exit national tests
- candidates' standards-based portfolio performance & scorers' inter-rater reliability
- course-evaluation data
- closed- & open-ended responses to standards-based program follow-up

Candidate performance data may be aggregated and disaggregated by

- individual candidate
- important sub-groups of candidates, e.g., transfer vs. resident, traditional vs. non-traditional, male vs. female students, or any other groups determined important by faculty
- all candidates within a particular program
- all candidates throughout the unit

Please come inside *SD-STEP* for details!

Standards for Teacher Education Programs (STEP) Alignment Tool

Main Menu

Curriculum Menu

Performance Menu

Program Setup

EXIT PROGRAM

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- © 2001 Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, MO
- © 2003 South Dakota Board of Regents, Pierre, SD

**Version 2.23 6-10-03
(Microsoft Access2000)**

Permissions

The workstation is linked to data located at: C:\MO-Step Alignment Tool\South Dakota DB\SD_STEP-DATA-2000(6-10-03).mdb

Curriculum Module Menu

Unit Reports

Keyword Searches

Program Reports

Local Courses and Their
Objectives

Course Reports

Program Setup

RETURN TO MAIN MENU

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(Microsoft Access2000)

From this one screen, faculty complete all of their alignment work. The screen below reveals a course objective aligned to both INTASC Principles & NCATE Unit Standard 1

Local Objective Data Entry Form

Program: Course:

Course Objective:
 Students will apply their understanding of student learning differences in level-specific clinical placements.

External Assessment	Instructional Practice	Clinical Experience	Technology	K-12 Standards	Notes
Local	Basic Teaching Req's	State Unit Standards	State Program Standards	INTASC / ISLLC / NCATE	SPA / NBPTS

Add INTASC Principles

INTASC Level 1:	2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development
INTASC Level 2:	3. Performances
INTASC Level 3:	1. The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of

Record: of 1

Add NCATE Standards

NCATE Level 1:	1. Candidate Knowledge, Skills, and Dispositions: Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills,
NCATE Level 2:	4. Professional and Pedagogical Knowledge and Skills For Teacher Candidates (Initial and Continuing Preparation of Te
NCATE Level 3:	2. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.

Record: of 1

Add ISLLC Standards **A school administrator is an educational leader who promotes the success of all students by**

Record:

Windows taskbar: Start, Eudor..., South..., Micro..., Norto..., SD_..., Micro..., Desktop, 10:24 AM

This screen reveals an objective for College Algebra aligned to a BOR System General Education Goal . . .

Local Objective Data Entry Form

Program: Course:

Course Objective:

External Assessment	Instructional Practice	Clinical Experience	Technology	K-12 Standards	Notes
Local	Basic Teaching Req's	State Unit Standards	State Program Standards	INTASC / ISLLC / NCATE	SPA / NBPTS

Programs:

Developmental Benchmarks:

EVALUATION:

Add Program Goals

Windows taskbar: Start, Eudora - [...], Missouri_..., Microsoft ..., Microsoft ..., SD_ST..., Desktop, 10:50 AM

SD-STEP also allows faculty to align curriculum to all current NCATE SPAs & National Board Propositions. Here, the objective is aligned to ACEI folio requirements and to NBPTS Core Proposition 1.

Local Objective Data Entry Form

Program: Course:

Course Objective:
Students will apply their understanding of student learning differences in level-specific clinical placements.

External Assessment	Instructional Practice	Clinical Experience	Technology	K-12 Standards	Notes
Local	Basic Teaching Req's	State Unit Standards	State Program Standards	INTASC / ISLLC / NCATE	SPA / NBPTS

Add SPA Guidelines

SPA Level 1:	ACEI. Association for Childhood Education International
SPA Level 2:	N/A. Initial
SPA Level 3:	1. Development, learning, and motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
SPA Level 4:	2. In curriculum planning, instruction, and assessment of student learning, they consider, accommodate, and integrate the physical, social, emotional, cognitive, and linguistic developmental characteristics of children and young adolescents.

Record: of 1

Add NBPTS Indicators

NBPTS Core Prop:	1. Teachers are committed to students and their learning.
Core Prop Indicator:	1. Teachers recognize individual differences in their students and adjust their practice accordingly.

Record: of 1

Windows taskbar: Start, Eudor..., South..., Micro..., Norto..., SD_..., Micro..., Desktop, 10:26 AM

This screen reveals the same objective aligned to a Praxis II exit assessment. Faculty teaching lower-division courses have test specifications for mid-level tests (e.g., CAAP), and faculty in divisions other than Education have specifications for the ETS Major Field Tests.

Local Objective Data Entry Form

Program: Course:

Course Objective:

Local | Basic Teaching Req's | State Unit Standards | State Program Standards | INTASC / ISLLC / NCATE | SPA / NBPTS
External Assessment | Instructional Practice | Clinical Experience | Technology | K-12 Standards | Notes

EXTERNAL ASSESSMENT

Record:

PRAXIS Test:
PRAXIS Category:
PRAXIS Topic:

Record: of 1

Record:

Start | Eudor... | South... | Micro... | Norto... | SD_... | Micro... | Desktop >> | 10:31 AM

In addition to aligning curriculum to standards and test specifications, faculty may describe their instructional and course-based assessment practices.

Local Objective Data Entry Form

Program: Course:

Course Objective:
 Students will apply their understanding of student learning differences in level-specific clinical placements.

Local | Basic Teaching Req's | State Unit Standards | State Program Standards | INTASC / ISLLC / NCATE | SPA / NBPTS
 External Assessment | Instructional Practice | Clinical Experience | Technology | K-12 Standards | Notes

Learning Activity:
 small-group discussion of theories of individual difference and observing of videotapes of teacher-student interactions

Assessment Activity:
 observation of taught lessons and candidate reflection

Instructional Method:
 discussion and supervised clinical practice

Other Instructional Resources:
 video-tape

Method	Assessment	Source
▶ activity/lesson/unit plan	▼	foundations course
▶ candidate journal	▼	foundations course
* <input type="text"/>	▼	▼

Concept
▶ diversity
* <input type="text"/>

Windows taskbar: Start | Eudor... | South... | Micro... | Norto... | SD... | Micro... | Desktop >> | 10:34 AM

... Document diversity within the clinical experiences they have integrated into their course curriculum.

Local Objective Data Entry Form

Program: Course:

Course Objective:

Local | Basic Teaching Req's | State Unit Standards | State Program Standards | INTASC / ISLLC / NCATE | SPA / NBPTS
External Assessment | Instructional Practice | Clinical Experience | Technology | K-12 Standards | Notes

Related Clinical Experience:

Type:	Setting	Level	Population
on-site teaching	rural	elementary K - 8	heterogenous grouping
on-campus simulated experience, e.g., micro-teaching	rural, suburban and urban	elementary K - 8	minority population
*			

Windows taskbar: Start | Eudor... | South... | Micro... | Nort... | Micro... | SD... | Desktop >> | 10:39 AM

... Document the technologies they use in teaching the objective and the technologies students use in demonstrating their attainment of the objective.

The screenshot shows a software window titled "Local Objective Data Entry Form". At the top, there are dropdown menus for "Program:" and "Course:" with the value "ED-213 Foundational Perspectives in Education". To the right are buttons for "New Objective For This Course" and "Close". Below this is a text field for the "Course Objective:" containing the text "Students will apply their understanding of student learning differences in level-specific clinical placements." A horizontal menu below the objective field includes categories: "Local", "Basic Teaching Req's", "State Unit Standards", "State Program Standards", "INTASC / ISLLC / NCATE", "SPA / NBPTS", "External Assessment", "Instructional Practice", "Clinical Experience", "Technology", "K-12 Standards", and "Notes". The "Technology" category is selected. Two lists are displayed: "Instructor Technology" with "video player" and an asterisk, and "Candidate Technology" with "adaptive technologies", "image-/video-processing", and "multi-media software". The Windows taskbar at the bottom shows the Start button, several open applications (Eudor..., South..., Micro..., Nort..., Micro..., SD_...), and the system tray with the time "10:41 AM".

... And even document the South Dakota pK-12 standards their candidates are preparing themselves to teach.

Local Objective Data Entry Form

Program: Course:

Course Objective:

Local	Basic Teaching Req's	State Unit Standards	State Program Standards	INTASC / ISLLC / NCATE	SPA / NBPTS
External Assessment	Instructional Practice	Clinical Experience	Technology	K-12 Standards	Notes

By meeting this objective, pre-service educators are preparing themselves to teach . . .

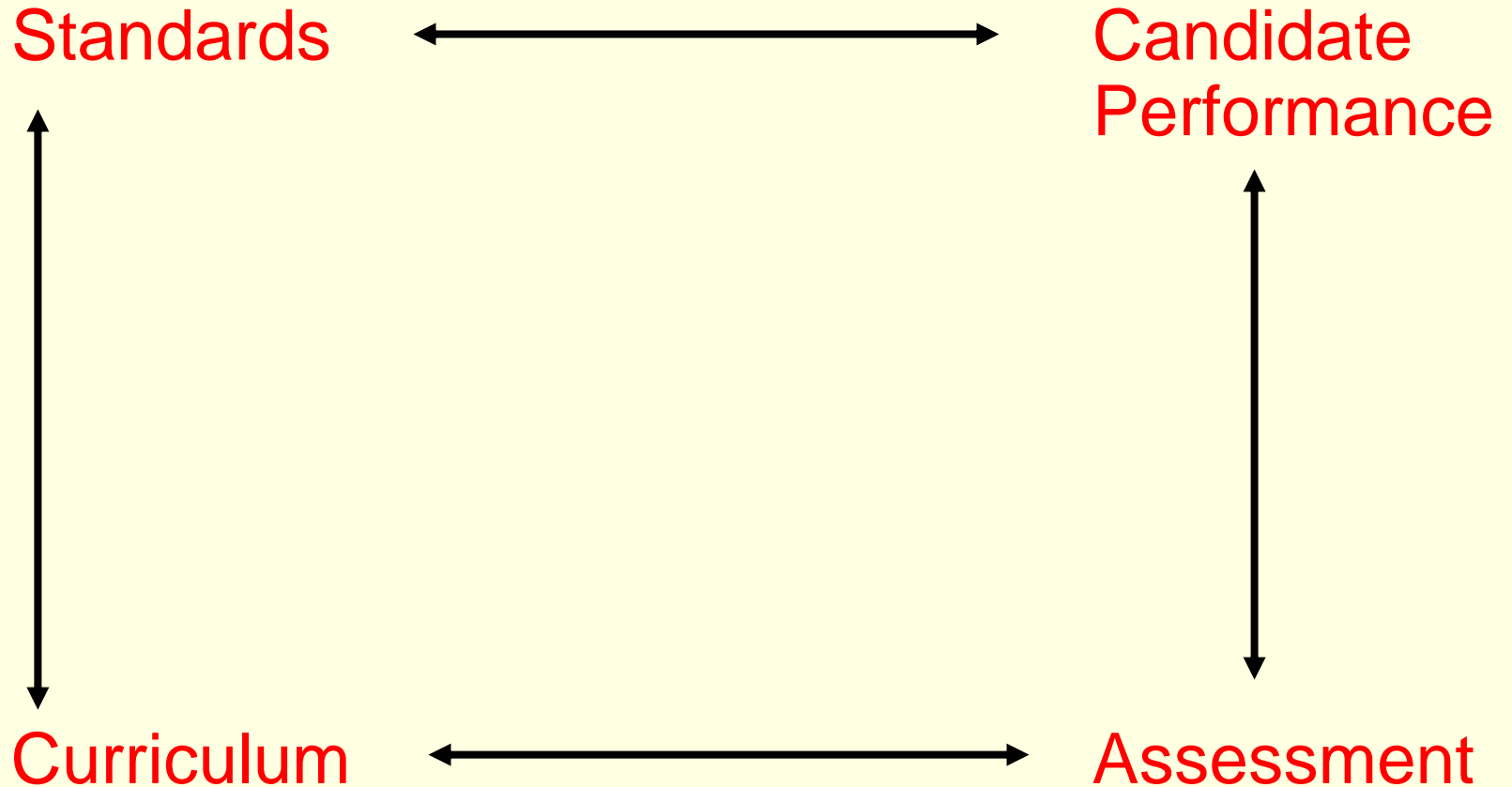
Add South Dakota K-12

Standard Set:	6. Core Reading Standards
Grade / Course:	4. Grade 4
Strand:	1. (go to Indicators)
Indicator:	1. Students will use various reading cues/strategies to interpret and comprehend text, e.g., context, semantic, syntactic, and graphophonic cues.

Record: of 1

Windows taskbar: Start, Eudor..., South..., Micro..., Nort..., Micro..., SD..., Desktop, 10:42 AM

Completing a continuous improvement cycle requires assessment data. *SD-STEP*'s Performance Module allows for the collection, analysis, and reporting of a variety of candidate, course, program, and unit measures.



Performance Module Menu

Unit Reports	Student Information & Course Performance Entry	Portfolio & Test Data Entry
Program Reports	Enroll/Evaluate Student(s)	Follow-Up Survey Response Data Entry
Course Reports	Program Setup	Course Evaluation Data Entry

RETURN TO MAIN MENU

SD-STEP allows Units to import data from other institutional databases, thereby saving duplicate data entry

- student rosters
- faculty rosters
- course information
- courses in which students are enrolled each semester

SD-STEP's Performance Module captures and analyzes a variety of student, course, and program assessment information:

- program follow-up data, including responses to open-ended questions
- course evaluation data
- candidate portfolio performance & portfolio scorer characteristics to facilitate computation and analysis of inter-rater reliability
- candidate demographic information, allowing for analysis of sub-groups of candidates
- candidate entrance and exit test scores at both composite and sub-score levels
- candidate course grades & mastery of course-objectives and technologies
- and more.

This screen reveals the variety of student demographic and course-level performance information compiled by the Performance Module.

LOCATE/ADD STUDENTS IN/TO DATA BASE

Find: Walker, Michael 191233 Add New Student Close

First: Michael Last: Walker
 DOB: 1/26/1952 PurgeDate:
 Student #: 191233

SEMESTER/YEAR ADMITTED TO INSTITUTION: Fall 1999
 SEMESTER/YEAR ADMITTED TO PROF. ED: Fall 2001

	INCOMING	AT EXIT
CONTENT GPA:	<input type="text"/>	3.456
PROFESSIONAL ED GPA:	<input type="text"/>	3.88
OVERALL GPA:	<input type="text"/>	3.65

GROUP	Starting	Ending
non-traditional		
male		
post-bac certificate candidate		

PROGRAM CODE	CERTIFICATE TYPE	DATE REC.
Eng 9-12	Initial	12/1/2002
BA		12/1/2002
*		

Foundational Perspectives in Education - 8/22/2003 1 Course Grade: A

foundations test objective #1	
Students will apply their understanding of student learning differences in level-specific clinical placements.	Mastered

Technology Competence

adaptive technologies	Partially Mastered
image-/video-processing	Mastered
multi-media software	No Exposure

Record: 1 of 1

These two screens reveal a candidate's portfolio scores on INTASC Principle #1 (Subject Matter) & faculty scorer inter-rater reliability.

Teacher INTASC Principles Entry Form

Student: Walker, Michael 191233 Tests/Performances Teacher INTASC Principles

Walker, Michael ADD Specifications Close

Teacher INTASC Principles

	TEST DATE		
▶ INTASC Principle 1	5/22/2002	Retake Test	Scores
INTASC Principle 2	5/22/2002	Retake Test	Scores
INTASC Principle 3	5/22/2002	Retake Test	Scores
INTASC Principle 4	5/22/2002	Retake Test	Scores
INTASC Principle 5	5/22/2002	Retake Test	Scores
INTASC Principle 6	5/22/2002	Retake Test	Scores
INTASC Principle 7	5/22/2002	Retake Test	Scores
INTASC Principle 8	5/22/2002	Retake Test	Scores
INTASC Principle 9	5/22/2002	Retake Test	Scores
INTASC Principle 10	5/22/2002	Retake Test	Scores

Record: 1 of 10

Enter / View Performance Scores

Walker, Michael DONE/CLOSE

Teacher INTASC Principles

TEST DATE: 5/22/2002

	SCORER	SCORER DESC	SCORE
▶	Brian Glasgow	subject-matter faculty	2
	Mike Walker	professional ed faculty	2
*			

This screen reveals a candidate's Praxis II composite score & sub-scores; sub-score analysis allows faculty to refine the curriculum for individual courses. The database also allows for entry & analysis of re-takes.

PRAXIS II Elementary School: Content Knowledge (00) Entry Form

Student: Walker, Michael 191233 Tests/Performances PRAXIS II Elementary School: Content Knowledge (00)

Walker, Michael ADD Specifications Close

PRAXIS II Elementary School: Content Knowledge (00)	SCORE	Rec.	TEST DATE		
Elementary School: Content Knowledge (0014) Composite	184		5/23/2003	Retake Test	Scores
Elementary School: Content Knowledge (0014) Category I	12/19		5/23/2003	Retake Test	Scores
Elementary School: Content Knowledge (0014) Category II	9/21		5/23/2003	Retake Test	Scores
▶ Elementary School: Content Knowledge (0014) Category III	15/20		5/23/2003	Retake Test	Scores
Elementary School: Content Knowledge (0014) Category IV	12/19		5/23/2003	Retake Test	Scores

Record: 4 of 5

This screen reveals the three kinds of information the database captures from course evaluations.

ADD Course Evaluation Data Main Form

COURSE: EDUC 301 Professional Growth & Portfolio Development I
INSTRUCTOR: Doug Morris Start Date: 1/6/2003

Professional Growth Portfolio Development I
Doug Morris 1/6/2003

CLOSE Add New Course Evaluation

Course Evaluation Questions	1	2	3	4	5
Test question #1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test question #2	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Course Objectives	1	2	3	4	5
Students will begin development of a portfolio that reflects mastery of the competencies required by Mo-STEP.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Course Technologies	1	2	3	4	5
transparencies	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
web-based	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
word-processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

<<FIRST < PREVIOUS **YOU ARE ON SURVEY NUMBER 3 OF 3 TOTAL SURVEYS** NEXT > LAST >>

Record: 1 of 1

This screen reveals the standards-based information the database captures from program follow-ups; responses to open-ended follow-up may also be collected.

Teacher INTASC Principles

PROGRAM PROGRAM TYPE

RESPONDENT TYPE CERT.REC. YEAR SURVEY YEAR

EL ED K-8
Teacher INTASC Principles

Coop. Teache 1999-00 2002-03

Standards Only
INTASC or ISLLC Performance Indicators

ADD OPEN ENDED RESPONSES

CLOSE

	RATING	YEAR
INTASC Principle 1	MEDIUM	2002-03
INTASC Principle 2	HIGH	2002-03
INTASC Principle 3	MEDIUM	2002-03
INTASC Principle 4	MEDIUM	2002-03
INTASC Principle 5	HIGH	2002-03
INTASC Principle 6	HIGH	2002-03
INTASC Principle 7	HIGH	2002-03
INTASC Principle 8	LOW	2002-03
INTASC Principle 9	MEDIUM	2002-03
INTASC Principle 10	MEDIUM	2002-03

Record: of 10

<<<<FIRST < PREVIOUS **YOU ARE ON SURVEY NUMBER 1 OF 1 TOTAL SURVEYS** NEXT> LAST>>>>

DELETE THIS SURVEY

SD-STEP also facilitates administrative and advising tasks, such as aligning courses with course & credit-hour certification and/or institutional degree requirements . . .

The screenshot shows a software window titled "ADD COURSES, REQUIREMENT STATUS, CERTIFICATION REQUIREMENTS, & INSTRUCTORS FORM". The interface is divided into several sections:

- Course Information:** Includes a "Go To Course:" dropdown menu set to "FOUNDATIONAL PERSPECTIVES IN EDUCATION". Below it are input fields for "Course Prefix:" (ED), "CourseNum:" (213), "Title:" (Foundational Perspectives in Education), "Comments:" (empty), "RefNum:" (empty), and "CreditHours:" (3). A "Show Course List" button is located to the right of the "CreditHours" field.
- SECTION(S):** A table with one entry: "1 8/22/2003".
- Buttons:** On the right side, there are buttons for "Add Section", "Close", "Create New Course", "ADD PROGRAMS TO COURSE", "Instructors & Questions", and "EDIT PROGRAMS FOR COURSE".
- PROGRAMS:** A section with a "PROGRAM:" dropdown menu set to "K-8 Elementary Education". To the right are radio buttons for "RECOMMEND", "ELECTIVE", and "REQUIRED", with "REQUIRED" selected.
- Table:** A table with one row containing certificate requirement details:
 - Certificate Level:** K-8 Elementary Education
 - Certificate Area:** K-8 Elementary Education
 - Certificate Type:** PROFESSIONAL EDUCATION REQUIREMENTS
 - Certificate Requirement:** 24:16:07:01:1 Understanding principles of how all students develop and learn and using that knowledge to de;
- Navigation:** At the bottom, there are three record navigation bars. The first shows "Record: 1 of 1", the second shows "Record: 1 of 4", and the third shows "Record: 2 of 3". Each bar includes navigation icons (back, forward, search, etc.) and a text input field for the record number.

... and compiling advising sheets.

Program_Courses								PRINT	Close
Program Code	Course Title	Course Prefix	Course#	RECOMMEND	ELECTIVE	REQUIRED	Credit H		
GEN ED	American Foreign Policy	HIPO	233	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3		
GEN ED	Appreciation of Electronic Visual Media	COMM	153	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3		
GEN ED	Art Appreciation	ARTS	153	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3		
GEN ED	College Composition I	ENGL	113	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3		
GEN ED	College Composition II	ENGL	123	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3		
GEN ED	College X Algebra	MATH	133	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3		
GEN ED	Contemporary College Mathematics	MATH	123	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3		
GEN ED	Cultural Anthropology	SOCO	353	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3		
GEN ED	Federal Government	POLS	113	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3		
GEN ED	General Psychology	PSYC	133	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3		
GEN ED	Geology and Earth Science	PHYS	125	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5		
GEN ED	Introduction to Biology	BIOL	104	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	4		
GEN ED	Introduction to Chemistry	CHEM	114	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	4		
GEN ED	Introduction to Cross-Cultural Communication	COMM	233	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3		
GEN ED	Introduction to Logic	RPHI	203	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3		
GEN ED	Introduction to Philosophy	RPHI	213	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3		
GEN ED	Introduction to Physical Science	PHYS	104	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	4		
GEN ED	Introduction to Sociology	SOCO	113	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3		
GEN ED	Macroeconomics	ECON	113	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	3		
							Credit Hours Total	96	
Record: 1 of 30 (Filtered)									

Reports –

SD-STEP provides reports at several levels

Curriculum Module

- Course
- Program
- Unit

Performance Module

- Candidate
- Candidate Sub-Groups
- Course
- Program
- Unit

Technical Characteristics of *SD-STEP*

- *SD-STEP* is built with MicroSoft Access 2000
- It resides on an institution's server, so data are not dependent on a service provider.
- With the addition of a Terminal Client Server, faculty may access the database from off-campus.
- With the addition of MAC-emulation software, OS10 users may access the database.

SD-STEP's purchase price includes

- CD-ROM, including MicroSoft Word versions of all standards & test specification documents included in the data base, as well as ready-to-print templates to assist faculty in aligning curriculum
- free standards, test specifications, and database refinement updates for one year
- installation and technical support
- on-site initial user orientation workshop

Additional user training and other forms of user assistance or customization may be negotiated in separate contracts.

For further information about *SD-STEP*, contact

Michael L. Walker
Educational Development
Project
(573) 442-2903
walkerml@missouri.edu
www.bdwebdev.com/edp

Bill R. Foster
Educational Development
Project
(314) 751-1051
bfoster@umsl.edu
www.bdwebdev.com/edp