

Update Compilations by Program Activity
December 2002 to December 2003

Section I – General	p. 2
Section II – NBPTS Professional Development Sessions	p. 8
Section III – NBPTS Courses	p. 11
Section IV – Paraprofessional Education	p. 17
Section V – MERLOT	p. 19
Section VI – STEP Alignment Tool	p. 20
Section VII – Praxis Analysis	p. 32

Section I – General

BOR – DECEMBER 2002

DECA/BOR Partnership: Teacher Quality Enhancement Grant

The Board of Regents is a partner with the Department of Education and Cultural Affairs in a three-year, K-16 Teacher Quality Enhancement project titled *EveryTeacher*. The US Department of Education has provided over \$11,000,000 to support South Dakota's efforts. Specific BOR responsibilities will be supported by a subcontract from DECA for over \$1,400,000.

EveryTeacher has one primary goal and six objectives.

Goal: To develop a statewide system that engages, prepares, and sustains continuous development of professionals whose content and pedagogical knowledge advances student learning.

Objectives:

- #1** All of the teacher preparation programs in the state's five public universities will be redesigned to reflect the National Board Professional Teaching Standards.
Outcome: By 2006, 100% of the graduates of the SD public teacher education programs will be conversant with the requirements of NBPT Standards.
- #2** To provide opportunities for quality education for paraprofessionals that reflects classroom practice and the standards of the National Board for Professional Teaching.
Outcome: By September 2005, fifty percent (50%) of the paraprofessionals in South Dakota will have completed at least one of the South Dakota *EveryTeacher* professional development activities.
- #3** To launch the professional development for all practicing teachers that introduces the practices set by the NBPT Standards—practices that demand reflective practice, portfolio collections, and student work analysis.
Outcome: Every teacher in South Dakota will engage in teaching practices that reflect NBPTS.
- #4** To develop and initiate a system that recruits and supports practicing teachers who will pursue and earn National Board Certification.
Outcome: By June 2006, ninety (90) teachers will have submitted documentation required for National Board Certification.
- #5** To establish a consortium that will take leadership for the advancement of quality teaching and learning relative to National Board Professional Teaching Standards.
Outcome: By the end of the 2002-2003 school year, all of the members of the consortium will have articulated their commitment to South Dakota's *EveryTeacher*.

#6 The South Dakota Legislative Research Council (LRC) will participate with the TQE Leadership Academy in a review of existing legislation relative to the goals of the Teacher Quality Enhancement Program.

Outcome: New legislation regarding teacher certifications that reflects the National Board Professional Teaching Standards will be recommended at the January 2005 legislative session.

The Senior Administrator will serve as the BOR liaison for the partnership. A full-time Coordinator will be hired to assist with these responsibilities, and the Academic Program Coordinator will serve as a member of the project evaluation teams. Members of the BOR Education Discipline Council and Deans of Arts and Sciences will participate in leadership of the BOR responsibilities. Faculty in Education and the Arts and Sciences will be involved in curriculum development and revision.

During 2002-2003, the primary BOR responsibilities include the following:

- Design and provide faculty leaders for professional development workshops on the National Board Professional Teaching Standards. Our faculty will team with K-12 teachers who have earned National Board Certification to work with their K-16 colleagues.
- Design a university course for paraprofessionals related to NBPTS.
- Participate in the review of the ETS licensure examinations Praxis I and Praxis II.

The initial statewide meeting of the partners for *EveryTeacher* will be held on December 10 in Pierre. The BOR will be represented by the Vice Presidents for Academic Affairs, Deans of Education, Deans of Arts and Sciences, faculty, and BOR staff.

EDC – JANUARY 2003

Update on Teacher Quality Grant and Action Plan for Implementation of the National Board for Professional Teaching Standards (Lesta Turchen & Lynda Oldenkamp)

Lesta handed out a copy of the “*Tentative Proposed Budget for NBPTS Professional Development – Every Teacher.*” The tentative proposed budget for NBPTS Professional Development will serve as the starting point for the year 1 action plan. Lesta and Lynda met with DECA and this proposal was satisfactory to them. DECA reports that DECA will be hiring a TQE Grant coordinator shortly. Lynda will use the initial work plan from the TQE grant, tentative budget, and Melody Schopp’s handout which lists BOR and DECA responsibilities (received at the DECA meeting in Pierre on December 10, 2002).

AAC and COPS – FEBRUARY 2003, BOR – MARCH 2003

Teacher Quality Enhancement (TQE) Grant Update

A comprehensive EveryTeacher Action Plan has been drafted to guide the planning and implementation of the BOR activities for the 6 objectives (see below) of this 3-year grant. Since the Department of Education is the principal investigator, their TQE director (not yet hired) will have primary responsibility to direct many of the activities of the grant. Some of the activities will also need to be implemented as collaborative efforts between the two agencies. Although the Action Plan is a formative document at this stage, it is providing a framework and guidelines for beginning implementation of the grant activities.

AAC – MARCH 2003

Teacher Quality Enhancement (TQE) Grant Update [latest updates in bold]

A comprehensive *EveryTeacher* Action Plan has been drafted to guide the planning and implementation of the BOR activities for the 6 objectives (see below) of this 3-year grant. Since the Department of Education is the principal investigator, their TQE director (**Karen Dalrymple, writer of the grant**) will have primary responsibility to direct many of the activities of the grant. Some of the activities will also need to be implemented as collaborative efforts between the two agencies. Although the Action Plan is a formative document at this stage, it is providing a framework and guidelines for beginning implementation of the following activities.

EveryTeacher Grant Goal and Objectives

Goal: To develop a statewide system that engages, prepares, and sustains continuous professional development of professionals whose content and pedagogical knowledge advances student learning.

Objective 1. All of the teacher preparation programs in the state's five public universities will be redesigned to reflect the National Board Professional Teaching Standards

Additional update 2/14/03:

DECA has verbally reassured the Education Discipline Council that Objective 1 does not mean that a “wholesale” redesign of the teacher preparation programs is either intended or required under the TQE grant. The enactment of this objective will, instead, constitute activities like the aforementioned curriculum mapping, course scan, integration analysis activities, etc. Throughout these processes, it will likely be inevitable and beneficial that together we will learn some things about preparing and certifying teachers that the state of South Dakota may want to change.

EDC – MAY 2003

Objective #1 – “redesign” of the teacher preparation programs. This objective has been revised by the TQE Management Team to better reflect what we intend to accomplish with the STEP Alignment Tool (new version: To analyze the teacher preparation programs in the state's five public universities to determine the alignment of the curriculum with local, state, and national standards standards and assessments). In anticipation that this revision will be accepted by the TQE Leadership Academy, we are in the process of finalizing a purchase contract for the STEP database and expect to have it installed and operational in the BOR office sometime early this summer and on the campuses by August.

We've started planning the implementation details and hope to get more of that thought through in the very near future. We are planning to use TQE funds to support someone on each campus to serve as the campus facilitator/trainer for the STEP Tool and to support faculty who will be required to use the Tool with stipends (both as overloads). You will need to select one of your faculty members to serve in the facilitator/trainer role. They would need to be able to attend a training session with Mike Walker probably in early August.

AAC – MAY 2003, COPS and BOR – JUNE 2003

TQE Project Administration:

A Management Team composed of Karen Dalrymple, DOE; Lynda Oldenkamp, BOR; Marlene Rothermel and Doug Rowe, TIE, has been set up to direct and manage the day to day implementation of EveryTeacher. At their first meeting, on April 24th, the team reviewed the project goal and objectives and made revisions to several of the objectives as an initial step in developing the project Work Plan. These proposed revisions (see below, particularly Objective #1) and revised activities will be forwarded to the TQE Design Team (Karen Dalrymple, Lynda Oldenkamp, Marlene Rothermel, Doug Rowe, and Sandy Gaspar, TIE) and to the TQE Leadership Academy, which are scheduled to meet on June 10th.

Further updates from the Management Team meeting on May 13th including Federal reporting requirements, and memorandum of agreement will be provided during the AAC meeting.

Objective 1

~~All of the teacher preparation programs in the state's five public universities will be redesigned to reflect the National Board Professional Teaching Standards.~~

To analyze the teacher preparation programs in the state's five public universities to determine the alignment of the curriculum with local, state, and national standards and assessments.

Objective 2

~~To provide opportunities for quality education for paraprofessionals that reflects classroom practice and the standards of the National Board for Professional Teaching.~~

To provide opportunities for quality education for paraprofessionals that enable the paraprofessionals to meet the requirements of highly-qualified teachers under No Child Left Behind.

Objective 3

To launch the professional development for practicing teachers that introduces the practices set by the National Board Professional Teaching Standards – practices that demand reflective practice, portfolio collections, and student work analysis.

Objective 4

To develop and initiate a system that recruits and supports practicing teachers who will pursue and earn National Board Certification.

Objective 5

To establish a consortium that will take leadership for the advancement of quality teaching and learning relative to National Board Professional Teaching Standards.

Objective 6

~~The South Dakota Legislative Research Council will participate with the Leadership Academy in a review of existing legislation relative to the goals of the Teacher Quality Enhancement Program.~~

To apprise the South Dakota Legislative Research Council and the State Board of Education of the development of teacher quality initiatives.

August TQE-NCLB-Praxis Sessions:

The final schedule for these sessions is as follows:

Monday am. August 25th at DSU

Monday pm. August 25th at SDSU

Tuesday am. August 26th at USD

Wednesday am. August 27th at NSU

Thursday pm. August 28 at SDSM&T

Friday am. August 29 at BHSU

AAC and COPS – SEPTEMBER 2003, BOR OCTOBER 2003

Changes in TQE Management:

The following message from Melody Schopp in the Department of Education to members of the TQE Leadership Academy reflects recent changes in the management of the TQE grant. Additional information will be included in future TQE Updates.

“During the first year of the implementation of the EveryTeacher grant, many important activities were initiated. As the work progressed, significant lessons were learned about leading and managing the complex work associated with the grant. In response to the learnings and accomplishments of the first year, the Department of Education is shifting and clarifying the management structure of the grant for the start of the second year. Once those changes are official, I will share the specifics so we can resume and accelerate the work of the EveryTeacher grant.”

EDC – NOVEMBER 2003

EveryTeacher TIE management

The *EveryTeacher* Year 2 Workplan and Budget was submitted to the USDOE last week, meeting the November 15th deadline. Lesta and Lynda need to review the document next week and forward any questions/concerns before the next Executive Team meeting on December 19th. As referenced in the Executive Summary (previously emailed **see below**), a proposal to re-engage the former Leadership Academy as a Teacher Development Planning Team under the auspices of MAPLE will take place in December.

EveryTeacher Evaluation

Ron Senne, lead grant evaluator, conducted a “histomap” meeting on November 18th with members of the Executive Team, Implementation Team, Director Team, and other Evaluation Team members. The purpose of this meeting was to enhance team members’ understanding of the Grant’s operation thus far and to inform future planning. Ron will be documenting and sharing the proceedings and the “learnings” at the December 19th Executive Team meeting.

BOR *EveryTeacher* web site

TIE approved a line item for us to hire a web master – improvements coming soon!

***EveryTeacher*, Executive Summary, November 2003**

South Dakota's *EveryTeacher* grant increases the capacity of the state's teaching force to advance student learning. Aligned with the "highly qualified teachers" component of NCLB and based on the National Board for Professional Teaching Standards, *EveryTeacher* emphasizes content knowledge and pedagogical skills of teachers as essential for effective teaching and learning. *EveryTeacher* is a systemic effort engaging K-20 leaders in collaboration to ensure coherence and effectiveness across the career continuum from preparation programs for teaching through professional development for experienced professionals.

Led by South Dakota's Department of Education (DOE), the three-year grant is invested in a set of activities to accomplish the grant's goal of "increased capacity of the teaching force." DOE is leading activities to train paraprofessionals and to enhance teachers' knowledge base and skills in core subject areas such as reading and math. As a primary partner in the grant, the Board of Regents, with public universities, is analyzing and aligning teacher preparation curriculum with local, state, and national standards and assessments. Technology and Innovations in Education (TIE), in a management role for the grant, is directing a mentoring program designed to support new teachers, teachers pursuing National Board Certification, and teachers seeking alternative certification.

With the support and involvement of a host of partners such as professional organizations, private and tribal colleges, and high-need schools, grant leaders are establishing a Teacher Development Planning Team. The team identifies connections across the community of partners invested in teacher quality and plans activities for more cooperatively and effectively conducting teacher training. The efforts of the Planning Team in conjunction with the work of *EveryTeacher* leaders position the grant as a sustainable, statewide project with the potential to influence policies and practices impacting teaching quality across the state in the remaining two years of the grant as well as well beyond the grant period.

More information about the *EveryTeacher* grant is available from members of the Executive Team or Director Team:

Karen Schaack, Deputy Director, DOE
Melody Schopp, Director of Accreditation and Teacher Quality, DOE
Lesta Turchen, Senior Administrator, BOR
Lynda Oldenkamp, Coordinator of Teacher Quality Project, BOR
Jim Parry, *EveryTeacher* Director, TIE
Joe Hauge, *EveryTeacher* Assistant Director, TIE

AAC – NOVEMBER 2003, BOR – DECEMBER 2003

Year 2 of TQE grant

The TQE Management Team of Jim Parry and Joe Hauge continue to advance the comprehensive implementation of the *EveryTeacher* project (including DOE activities) with two Executive Team Meetings on October 1st and October 31st. The Evaluation Plan has also been updated/revised by the new Lead Evaluator, Ron Senne. Drafts of the BOR Year 2 workplan and budget will be incorporated into those respective agenda items for the October 31st meeting (further information will be provided at the November 6th meeting).

Section II – NBPTS Professional Development Sessions – Spring 2003

EDC – JANUARY 2003

Lynda discussed the six informational sessions and the associated budget. Lesta and Lynda are proposing a \$100 stipend for university arts & science and education faculty. A concern was expressed about whether or not there is enough money in the BOR training budget to include K-12, private, and tribal faculty. The consensus was that K-12, private and tribal faculty should be invited, but on a first come, first serve basis. The purpose of the information sessions is to get the university faculty (arts & science, education) familiar with the NBPTS core propositions. According to the grant, the BOR is responsible for professional development. The informational sessions are designed as a K-20 collaborative program conducted by K-12 and university faculty (K-12 teachers who have their board certification). Three university and three NBPTS certified K-12 teachers will conduct the training for the informational sessions. The primary goal is that 100% of university and K-12 teachers in South Dakota will be conversant with the NBPTS core propositions. One hundred university and K-12 faculty would be expected to attend at each of the six informational sessions. Lesta asked to EDC to consider how we might better target arts & science faculty? How many courses would integrate NBPTS? There was a consensus that we would integrate NBPTS into general education, professional education, and methods courses. Lesta indicated that we should integrate the NBPTS into at least 3-4 courses for each major. Lynda provided an overview of the future TQE grant activities as well.

After the universities integrate the NBPTS into the coursework, we will need to align courses to the Praxis II content and pedagogy exams. Lynda handed out the *NBPTS & DECA/INTASC Standards and PLT topics alignment*. It was suggested that the Praxis content and Praxis II: Principle of Learning and Teaching exams should be aligned as we align our coursework to the DECA standards for state reviews. Faculty should receive information on the NBPTS core propositions and the content standards during the informational sessions. During the information session, the plan is to have Lynda do an overview of the TQE grant and then have the K-12 and university trainers follow with NBPTS presentations. The initial introductory session will be a general overview, followed later by more in-depth sessions for arts and science and education faculty in their specific content areas. Lynda indicated that she would like to hold the introductory session in mid February - April time frame.

For the introductory sessions, the consensus was that K-12 teachers who serve as cooperating teachers for our teacher education programs should be given first priority.

Action Item: Please identify to Lynda the K-12 cooperating teachers and administrators who should attend from your program.

Action Item: 1) Please identify names of individuals from your university who have a background in NBPTS; 2) Of those with a background in NBPTS, who could serve on the planning group? 3) Who could serve as a presenter for the introductory information session?

AAC – MARCH 2003

National Board for Professional Teaching Standards Professional Development Sessions

The funding in the BOR budget for integration of the NBPTS for Year 1 has been modified to support an effort to conduct statewide professional development sessions. This activity falls under Objective #1 of the grant – *All of the teacher preparation programs in the*

state's five public universities will be redesigned to reflect the National Board for Professional Teaching Standards.

One Saturday morning session is being planned for each of the campuses between March 15 and April 12 plus one session in Pierre on March 10/11 for DECA personnel and other education constituents. Stipends (\$100) will be awarded to **BOR** attendees with faculty and junior/senior-level education majors given priority for the projected possible 100 participants at each campus (private and tribal IHE's, K-12, and other education participants will be invited to attend at their own expense and on a first come-first serve, space available basis). Stipends and expenses for 6 national board certified teachers and 6 national board trained facilitators to plan and present the 6 sessions has also been budgeted.

EDC – JUNE 2003

Online Evaluations from spring NBPTS sessions

The draft of the EveryTeacher Grant Evaluation Plan identifies summer 2003 as the start of data collection on grant activities. Attendance data at the spring 2003 NBPTS sessions was submitted to DOE for inclusion in an early June federal report. The online evaluations have been collated but not yet reviewed by the BOR office. The evaluation team for EveryTeacher may not use this data, but each campus will receive the feedback for the session held at their campus as well as a summary analysis of all sessions.

Attendance at *EveryTeacher* NBPTS Professional Development Sessions

	Education Faculty	Arts & Science Faculty	K-12 Teachers	Student Teachers	Other	Total
USD – (51) March 15	16	4 Math 2 English 1 Fine Arts	6	20	1 AREA consultant 1 Mid-Central Coop	51
DSU – (63) March 22	10	2 Math 2 Biology 2 Liberal Arts 1 Bus & Info	23	23		83
BHSU– (101) March 29	10	2 Math 2 English 1 theater 1 philosophy 1 geography 1 psychology 1 mass comm. 1 Indian Stud 2 SDSM&T 1 English 1 Math	31	37		92
SDSU – (94) April 5	12	3 Early Child. 3 FACS 2 Math 1 Psychology 1 Biology 1 English 1 Rural Soc.	31	37	2 Graduate Students	94
NSU – (80) April 12	19	7 English 4 Social Stud. 2 Biology 2 Math 1 Chemistry 1 Earth/Sci 1 History 1 Career & Tech. Ed	12	30		80
TOTALS	67	59	103	147	4	380

Section III – NBPTS Courses

AAC - MARCH 2003

Other 2003 activities for which the BOR has primary responsibility

Objective #4 –*To develop and initiate a system that recruits and supports practicing teachers who will pursue and earn National Board Certification.*

- Collaborative development (summer 03) of 2 three-credit courses to support teachers pursuing NBC to be offered on each campus beginning January 04

Each campus will need to identify one faculty member to participate in the collaborative development of these two courses.

DSU and NSU do not currently have faculty who have completed NBPTS facilitator training, which is now only available by contract or possibly at the national conference in November.

AAC – APRIL 2003

TQE Update – NBPTS Courses

In order to finalize planning for the development and delivery of the two 3-credit NBPTS courses the following will be discussed at the AAC meeting:

- course level numbering, mode of delivery, sequential vs. simultaneous delivery of two courses to coordinate with calendar for NB Certification process, articulation to advanced degree programs
- recruitment of cohorts and reduced tuition options through adaptation of LOFTI scholarship model (federal funds are budgeted to pay faculty salaries to teach the courses from January 04 through summer 05)
- development of the “system” courses by a team of 2 faculty and 2 National Board Certified Teachers (total of 4 developers for 2 courses) with subsequent one-day informational meeting for faculty from each campus who will be teaching the courses and for NBCT’s who may be involved as guest experts in the course delivery;
- course development dates need to be determined [NBCT facilitator training for DSU and NSU faculty is likely to be available in SD during either the week of July 14 – 19 or July 28 – August 1 with probable TQE support for registration and expenses and possibly stipends]

EDC – MAY 2003

Graduate courses for teachers pursuing NB Certification. DSU and NSU will have an opportunity to have 2 faculty members attend a NBCT facilitator training here in Pierre on July 14 – 16. We also need to schedule a couple of dates after that for the course development sessions. The current budget will support one faculty member from each campus for the course development and then pay the salary for the faculty who end up teaching the 3-hour courses for each campus over the next two years starting in January 2004.

Based on our projected calendar, the first course would be offered in the spring semester of 04 and again in 05 and the second course would be offered either the following summer or fall of each year. Any of the faculty who have gone through the facilitator training and who can also teach graduate classes can be assigned to teach one or both courses or they could be assigned to teach the same or different courses at different times over the two year period. The TQE funds will provide a salary for teaching the courses so this would most likely be an “inload” assignment rather than an overload.

We’re also working on some recruiting/promotional plans for enrollment in these classes so that we achieve the TQE goal of 90 teachers applying for NB Certification by 2006.

AAC – MAY 2003, COPS and BOR- JUNE 2003 (chart was not included in COPS/BOR)

NBPTS graduate courses:

Two faculty members from DSU and NSU will have an opportunity to participate in a NBCT Facilitator training this summer (expenses paid by TQE funds). All facilitators from the five institutions have been invited to meet in Pierre for 1-2 days between mid-July and early August to develop the two courses (6 semester credit hours). Course delivery will begin in January 2004 with TQE funds supporting faculty salaries to teach each of the two courses. Refer to tentative course delivery and course descriptions below.

NBPTS Graduate Courses – Year 1 and 2

September 2002 – August 2004

	Course developed	Course offered	NBCT application & results
Course #1 – 3 credits	Summer 2003	January 2004	Fall 2004 – December 2005 Spring 2005 – Dec. 2005 Fall 2005 – December 2006
Course #2 – 3 credits	Summer 2003	Summer 2004 and/or Fall 2004	Fall 2004 – December 2005 Spring 2005 – Dec. 2005 (portfolio due Spring 2005) Fall 2005 – December 2006 (portfolio due Spring 2006)

NBPTS Graduate Courses – Year 2 and 3

September 2003 – August 2005

	Course developed	Course offered	NBCT application & results
Course #1 – 3 credits	Summer 2004	January 2005	Fall 2005 – December 2006 Spring 2006 – Dec. 2006 Fall 2006 – December 2007
Course #2 – 3 credits	Summer 2004	Summer 2005 and/or Fall 2005	Fall 2005 – December 2006 Spring 2006 – Dec. 2006 (portfolio due Spring 2006) Fall 2006 – December 2007 (portfolio due Spring 2007)

Course #1:

This course will provide prospective NBCT candidates with an overview of the certification requirements and process and an in depth examination of the NBPTS standards in their chosen certification area.

Course #2:

This course is intended for prospective NBCT candidates who have applied for or who intend to apply for National Board Certification. Course assignments will simulate the development of required elements of the certification process such as videotaping classroom instruction, constructing the portfolio, analyzing student work, descriptive/analytical/reflective writing, and preparing for the assessment.

EDC – JUNE 2003

Courses for NBCT

- Seminar courses at 500, 600, or 700 level; each campus determines the prefix
- State support courses for reduced tuition and a special exemption if there aren't 7 grad students
- BOR office contracts with each university to pay faculty salary for two courses for 3 credits each with TQE funds
- Deans assign NBCT trained faculty to teach the courses [overload or within load]
- Each campus decides on schedule [evenings, weekends], delivery format [DDN, web-enhanced, etc.]
- First course to be offered Spring 2004 with the second course in Summer or Fall '04

Course Development Sessions – in Pierre, Monday, July 28 and possibly into Tuesday, the 29th. Lynda will be confirming participants the first week of July. [need to develop brochure and other recruitment/advertisement items]

[DSU and NSU faculty and Lynda will be participating in a NBCT Facilitator training in Rapid City, July 14-16. This training was set up by DOE primarily for SD's NBC Teachers who will become mentors/coaches.]

AAC and COPS – SEPTEMBER 2003, BOR – OCTOBER 2003

National Board Certified Teachers (NBCTs):

Recent developments regarding the possibility for NBCTs to earn 6 graduate credits for completing the national certification process and achieving National Certification (American Council on Education) prompted reconsideration of the development of two graduate courses as a means to recruit and support practicing teachers who will pursue and earn National Board Certification. Instead, a single, *pre-candidate* course for 3 graduate credits is being developed. This course is being designed to provide teachers an opportunity to examine and experience the National Board Certification process as a vehicle for enhancing their professional practices while considering whether to pursue this national recognition.

Course delivery begins Spring 2004 and thereafter with each campus determining delivery format and schedule. On-campus delivery allows state support tuition with the Teacher Tuition Reduction Program.

Use of grant funds to pay faculty to teach the courses will allow a special exemption from the 7/10 rule for state support courses. Approval of this graduate course will take place in October as a systems academic initiative through the EDC and AAC.

EDC – OCTOBER 2003

TQE NBPTS course syllabi:

- Course instructors on each campus were to forward finalized syllabus with common core components to respective education dean and VPAA by October 14
- Deans & VPAA coordinate the necessary curriculum review/approval process for a new graduate course on respective campuses by October 31st (no new course forms required)
- Email confirmation of campus approval to Lynda by November 7th
- Deans need to provide salary information for instructors for contracts with universities ASAP (BHSU information received)
- Still need the following scheduling information ASAP to incorporate into promotional materials

SDSU: Spring 2004, Monday, ??*what time*?? SDSU campus

USD: Spring 2004 on *date and time*?? USD Campus

(draft of possible brochure may be available by Tuesday – input and other ideas welcomed).

EDC – NOVEMBER 2003

NBPTS Course Delivery:

Inquiries and interest in the course began very soon after the electronic promotion started on Wednesday. A hard copy mailing of the information to building principals plus copies for campuses and information on a tuition subsidy/scholarship from the TIE mentoring budget (coming soon) should generate more interest and hopefully, early registrations. *Please check WebAdvisor to make sure your course is available for registration.* A few details on the instructor salary contracts will be finalized next week.

AAC – NOVEMBER 2003

NBPTS Syllabi – Recommendation from the Education Discipline Council

The Education Discipline Council reviewed syllabi for the new NBPTS course, EDFN 790 Seminar: Enhancing Professional Practice while Exploring National Board Certification (3 hrs) at the October 21 meeting. Each Dean was asked to provide confirmation of approval on their respective campus by October 31. Attachment I reflects the status of this approval and other requested course information and will be updated for the November 6 meeting.

NBPTS COURSE STATUS

	Status of final syllabus	Schedule & salary info	Campus approval confirmed
BHSU	need final copy for BOR office	Submitted Prorating with 2 faculty	Submitted
DSU	Submitted copy at EDC	Schedule in; need salary	Need confirmation
NSU	Submitted copy at EDC	Schedule in; need salary	Need confirmation
SDSU	Need final copy for BOR office	Submitted	Need confirmation
USD	Submitted copy at EDC	Need Both	Need confirmation – verbal confirmation from Jeri Engelking on 10/29 conference call

	Course Schedule	Instructor/Salary
BHSU	Spring 2004, Monday 6-9 pm. SDSM&T campus	David Calhoon – 1 credit (\$52,520) Tim Molseed – 2 credits (\$46,956)
DSU	Summer 2004, June 2 - July 7 Internet	Dr. Judy Dittman – Dr. Don Wiken –
NSU	Spring 2004, Monday, 6-9 pm. NSU Campus	Dr. Alan Neville – Ms. Johny Weber –
SDSU	Spring 2004, Monday, 6-9 pm. SDSU Campus	Dr. Loye Romereim-Holmes – (\$59,904)
USD		

Dr. Oldenkamp is in the process of finalizing and distributing draft promotional materials to the Education Deans so that information can be disseminated to districts, SDEA, DOE, etc. by mid-November when registration for the course can commence.

Dr. Oldenkamp will provide information on reimbursement for salary costs during the November 6 meeting.

BOR – DECEMBER 2003

National Board for Professional Teaching Standards Pre-Candidate Course

- Promotion of this Spring 2004 has already resulted in inquiries and interest in the course. Technology and Innovation in Education's (TIE) NBPTS mentoring budget will provide a tuition subsidy/scholarship for the courses as well as stipends for current National Board Certified Teachers to participate as guest lecturers in each of the courses.

Section IV – Paraprofessional Education

AAC - MARCH 2003

Other 2003 activities for which the BOR has primary responsibility

Objective #1 – *All of the teacher preparation programs in the state's five public universities will be redesigned to reflect the National Board for Professional Teaching Standards.*

- Review of course syllabus for NBPTS course for paraprofessionals (tuition assistance for this course and TTL's for paraprofessionals scheduled to begin in summer 2003)

DECA has identified two TTL courses for NBPTS integration – one for teachers and one for paraprofessionals. Karen Dalrymple, DECA's TQE director, is reviewing these syllabi for integration of the NBPTS, but the BOR will still need to review all of the TTL courses that DECA wants to offer for graduate credit.

The syllabus for the NBPTS course for paraprofessionals has not yet been provided, but the BOR does have a line item in the budget to support faculty to review that syllabus. [5 faculty - \$250 stipend & \$250 match]

AAC – MAY 2003

TTL Syllabi and tuition support for paraprofessionals

Syllabi for the paraprofessional TTL undergraduate course and the professional TTL graduate course have been reviewed and approved by the BOR office. Discussions about how and whether to use TQE monies to support paraprofessionals with partial payment of the externally funded tuition rate have occurred. The Department of Education has indicated that TQE funds already support the paraprofessionals with a \$50/day stipend and that districts are being encouraged to assist paraprofessionals with tuition through their Title I and/or II professional development funds of ESEA. In addition, the Department has some concerns about assisting paraprofessionals and teachers to acquire credits that often result in an increased salary that the districts have to pay.

EDC – JUNE 2003

The BOR TQE budget has approximately \$25,000 of Year 1 federal funds for paraprofessional activities that were not used for the TTL Para-Professional Academies (based on matches of about \$65,000 for faculty review of syllabi and externally funded tuition rate). Approximately \$23,000 will be available in Year 2 which increases to about \$63,000 in Year 3. This money can hopefully be redirected to support the paraprofessionals who are taking BOR courses. How many paraprofessionals are enrolling in the AA degrees at NSU and BHSU or in other AA degrees or courses that might count towards those degrees?

AAC and COPS – SEPTEMBER 2003, BOR – OCTOBER 2003

Paraprofessional Scholarship:

Tuition scholarships for paraprofessionals who choose to pursue academic coursework in order to establish highly qualified status for the No Child Left Behind Act were made available in July. TQE funds from Year 1 have been designated to support the professional development of paraprofessionals through the completion of academic coursework leading to an associate degree

or to the required two years/48 credits of postsecondary education. A small number of applications were received and scholarships awarded (\$100 per undergraduate credit hour with reimbursement after completion of courses with a “B”). However, the scholarship funds should continue to be available for the next two years, and additional promotion will take place through SD Public Broadcasting ads.

EDC – NOVEMBER 2003

Paraprofessional Scholarship and Math Courses:

A Spring 2004 Paraprofessional Scholarship bulletin and application have been posted to the BOR *EveryTeacher* web site and forwarded to partners for electronic distribution in addition to a hard copy mailing to all building principals. The EUC – SD Broadcasters ad is also airing.

Year 2 TQE funding for paraprofessionals will also be used to investigate educational software courses, Interactive Mathematics, produced by Academic Systems, a division of Lightspan, Inc. The modular units provide 92 lessons spanning 26 topics ranging from fundamental mathematics/pre-algebra through college algebra. It is anticipated that this multimedia instructional program could provide individualized instruction comparable to one- hour courses, either online or in campus labs. It appears that it could effectively prepare paraprofessionals to both take college level math course work to achieve highly qualified status and prepare them to assist in the instruction of mathematics in K-12 classrooms. We will need faculty involvement in the review process and as course managers/instructors.

BOR – DECEMBER 2003

Paraprofessional Scholarship

A Spring 2004 Paraprofessional Scholarship bulletin and application have been posted to the BOR *EveryTeacher* web site and forwarded to partners for electronic distribution in addition to a hard copy mailing to all building principals. The EUC – SD Broadcasters ad is also airing.

Section V – MERLOT

AAC - MARCH 2003

Other 2003 activities for which the BOR has primary responsibility

Objective #1 – All of the teacher preparation programs in the state’s five public universities will be redesigned to reflect the National Board for Professional Teaching Standards.

MERLOT training for public, non-public, and tribal IHE’s

- Two training sessions have been scheduled for Spring 03 for a total of 30 higher education faculty and 30 K-12 teachers (math and science priority)
- Dr. Kristi Pearce, BHSU on March 29 and Dr. Lisa Star, SDSU on April 26
- \$100 stipends and travel for the 60 total participants are provided

Attendance at *EveryTeacher* MERLOT Training Sessions

	15 University Faculty	15 K-12 Math & Science Teachers	Total
BHSU session March 29	12 BHSU (7 Education) 3 SDSM&T	Belle Fourche – 4 high school Lead-Deadwood – 2 high school 1 middle school Spearfish – 2 high school Meade (Sturgis) – 1 high school 2 middle school Rapid City – 1 high school 2 middle school	30
SDSU session April 26	8 SDSU (1 Education) 6 NSU 1 USD	Estelline – 2 high school Canton – 3 high school West Central – 2 elementary Tri-Valley – 3 elementary Yankton – 2 middle school Montrose – 1 high school Flandreau – 1 middle school Colman-Egan – 1 K-12	30
TOTALS	30	30	60

EDC – NOVEMBER 2003

MERLOT

Dr. Kurt Cogswell of SDSU serves on the MERLOT Math Editorial Board and has presented a proposal for two Summer 04 one-week workshops to introduce high school math and physics teachers to MERLOT. K-12 teachers would use software to create and/or use technologically enhanced assignments that would be added to the MERLOT collection. This activity should be finalized by the end of this semester.

Section VI – STEP Alignment Tool

EDC - MARCH 2003

NBPTS Course Integration (Years 1-3) & Praxis Test Analysis /Course Integration (Years 2 & 3)

STEP Alignment Tool – April 14 presentation at USDSU

- possible SDACTE event; no TQE funds to support expenses for attendance
- Deans, campus technology support representative, and a potential campus STEP specialist/facilitator should attend

- See handout and <http://www.bdwebdev.com/edp/> (scroll down to STEP Alignment Tool)

If this database is purchased, it would become the primary tool to “redesign” our teacher education courses *including discipline courses and general education courses for each major* through the course integration activities (possible \$275,000 to \$314,700 over 3 years for faculty training, support, stipends/courses).

The Praxis II test review/selection process in June 2003 and the course-to-standards matrices for each teacher education program would be the basis for identifying the courses for integration over the 3 year period.

AAC – MARCH 2003

Additional Update 2/14/03:

Beginning implementation of a standards-based alignment tool for both the NBPTS course integration and Praxis II integration activities is also being planned. The STEP Alignment Tool is a CD database system that incorporates state specific standards including K-12 content standards and teacher preparation standards, national standards such as NCATE, INTASC, NCTM, etc. (NBPTS added for SD), and the test specifications from the Praxis Series. Faculty will be able to use this tool to analyze their courses and determine whether or not their objectives/curriculum are meeting the standards. It also includes a performance module so that candidate performance on assessments can be analyzed, thus adding a powerful accountability feature. [handout on the STEP Tool will be provided]

An initial presentation by the vendor, hopefully to SDACTE in late April, will provide DECA and the 7 private/tribal IHE's an opportunity to also consider similar purchase agreements. DECA could also incorporate the Tool into the teacher education program approval process as reports can be generated for information, documentation, and accountability purposes.

In order to begin identifying and prioritizing the courses for both NBPTS Course Integration and Praxis II Integration activities for grant years 2 and 3, it will be necessary for each campus to provide matrices of courses which meet the ARSD standards (required courses for general education, professional education, and the content major/program) for each program that campus offers. [It may also be advisable to do this for the endorsement programs.] The

BOR office will then consolidate these matrices into one matrix for each program, which along with the results of the summer Praxis II test selection process (see below) will provide the basis for selection of courses to support for integration of the NBPTS standards and the Praxis II test specifications. The projected model is to identify and support one faculty member on each campus to serve as a course integration specialist/facilitator and for the other faculty members who teach the selected courses to be supported by a stipend to analyze and redesign these courses as necessary using the STEP Tool and possibly other integration strategies.

AAC – MAY 2003, COPS and BOR – JUNE 2003

The Board office is proceeding with the purchase contract for 7 database CD's and hopes to have one of the CD's installed at the Board office early this summer to begin alignment analysis of the general education curriculum. A "trainer of the trainer" session for designated campus facilitator/specialists is tentatively scheduled at USDSU for July 31st or August 1st. Each of the five teacher education programs has been offered a non-instructional position/assignment for a faculty member who will be paid a lump sum for the academic year to serve in this position. Tentative responsibilities were provided to the Deans who were asked to recruit (or coerce) a faculty member for this assignment. A modified arrangement will be made with SDSM&T for implementation of the STEP Tool. Courses are being targeted for biology education, math education, elementary education, and special education for alignment analysis by faculty (stipend payment by credit hour or by course) during AY 2003-2004. Additional courses for teacher education majors and endorsements will be targeted in AY 2004-2005 when those TQE funds are available.

EDC – JUNE 2003

STEP Alignment Tool

PPT presentation to Committee A on Wednesday.

Training session in SF's on Friday, August 1 for campus facilitator/specialists [Lynda will provide more information soon].

Draft of targeted courses in biology education.

AAC and COPS – JUNE 2004, BOR – OCTOBER 2003

System Academic Initiative for STEP Tool (Lynda)

In order to implement Objective #1 of the Teacher Quality Enhancement project, the Board of Regents plans to direct grant resources towards an alignment analysis of the current teacher education curricula and system general education requirements.

Objective 1: To analyze the teacher preparation programs in the state's five public universities to determine the alignment of the curricula with local, state, and national standards and assessments.

The STEP Tool database provides an electronic alignment tool to conduct an in depth curricula analysis. Course objectives, which represent the content to be learned, can be aligned to applicable local, state, and national standards and to the test specifications of various assessments. Specifically, the teacher education curricula will be the avenue to investigate the alignment of the NBPTS and the Praxis exams to what South Dakota's prospective teachers are currently expected to know and be able to do. Concurrent alignment investigations will occur for other professional standards (South Dakota's teacher preparation standards, INTASC standards, specialty subject standards such as NCTM) and other assessments (CAAP, MFAT). The course

objectives of the teacher preparation programs will also be examined against the South Dakota K-12 Content Standards to verify the degree of alignment between those two curricula. In addition, the Board of Regents system general education goals and required courses will be included in this comprehensive curricula analysis.

The *EveryTeacher* grant provided funds to purchase and customize the STEP Tool. Four sessions for orientation and training have been held, and a campus STEP resource person identified for each campus. Stipends will be provided for this resource person and for select faculty to conduct the curricula analysis.

Use of the STEP Tool will be a System Academic Initiative that includes the following guidelines. Each campus will:

1. assure the BOR office of data security and consistent, frequent data back-up
2. provide the BOR office Read-Only access to the campus STEP database
3. share additional needs and ideas for additional customization of the STEP Tool that may have system-wide benefit and applicability
4. submit requests for database customization to the BOR office for AAC for system application
5. report to BOR office on an annual basis a summary of the uses of the STEP Alignment Tool for the TQE project
6. report to BOR office on an annual basis a summary of the uses of the STEP Alignment Tool beyond the TQE required activities

Refer to the following attachments:

- Attachment I: Outline of Action Steps, Responsibilities, and Timelines
- Attachment II: Budget
- Attachment III: Campus STEP Coordinator Responsibilities

STEP ALIGNMENT TOOL IMPLEMENTATION

ACTION STEP(s)	PERSON(s) RESPONSIBLE	RESOURCES/REFERENCES	PROJECTED DUE DATE(s)
1. Installation & Connectivity <ul style="list-style-type: none"> - location of database - connectivity access - procedures for EDP to send files to campus database - verify/confirm above to BOR STEP Coordinator 	Campus IT personnel Campus IT personnel RIS, Education Dean and Campus IT personnel Campus STEP Coordinator	STEP User Instructions (Section 1) 28 hour Mike Walker Service RIS & Campus IT personnel BOR STEP Coordinator	August 29,2003
2. Configuring the Database <ul style="list-style-type: none"> - establish password security levels/access - establish password log-in & password system - select approved programs for campus database (Section 2, Task 2) - submit list of programs selected for campus database to BOR STEP Coordinator - request and verify RIS data imports each semester 	Education Dean Education Dean and Campus IT personnel Education Dean & support staff and/or Campus STEP Coordinator & Certifying Officer Campus STEP Coordinator RIS & Campus IT personnel & STEP Coordinator	STEP User Instructions (Section 2) 28 hour Mike Walker Service RIS & Campus IT personnel BOR STEP Coordinator	September 2003

(Section 2, Task 4)			
ACTION STEP(s)	<u>PERSON(s) RESPONSIBLE</u>	<u>RESOURCES/REFERENCES</u>	<u>PROJECTED DUE DATE(s)</u>
<p>2. Configuring the database (con't)</p> <ul style="list-style-type: none"> - select courses to programs & setting requirement status (Section 2, Task 5) - customizing drop-down menus (Section 2, Task 6) - aligning courses to state course & credit hour certification requirements [SDIS & HR Courses only unless updated later] (Section 2, Task 7) 	<p>Education Dean & support staff and/or Campus STEP Coordinator & Certifying Officer</p> <p>Education Dean & designees</p> <p>Campus STEP Coordinator</p>	<p>STEP User Instructions (Section 2)</p> <p>28 hour Mike Walker Service</p> <p>RIS & Campus IT personnel</p> <p><u>BOR STEP Coordinator</u></p>	<p><u>October 2003</u></p>

<p>3. Curriculum Alignment & Analysis</p> <ul style="list-style-type: none"> - determine campus wide involvement & campus leaders for STEP Implementation - determine need for refinement of learning objectives/outcomes - determine procedures and timeline for coordination of BOR STEP and Campus STEP Curriculum Alignments - coordinate, schedule and direct training of faculty to use STEP Tool to conduct course alignments (Section 3, Tasks 1 & 2) 	<p>VPAA & all Deans</p> <p>VPAA & all Deans</p> <p>BOR STEP Coordinator, University Deans & Campus STEP Coordinator</p> <p>All Deans & Campus STEP Coordinator</p>	<p>STEP User Instructions (Section 3)</p> <p>28 hour Mike Walker Service</p> <p>RIS & Campus IT personnel</p> <p>BOR STEP Coordinator and Senior Administrator</p> <p>RIS & Campus IT personnel</p> <p>BOR STEP Coordinator and Senior Administrator</p>	<p><u>October 2003</u></p>
<p>5. Administrative Functions</p> <ul style="list-style-type: none"> - decision on personnel to enter required data - decision on persons responsible for updating data each semester - decision on persons responsible for back-up procedures and schedule 	<p>VPAA & All Deans</p> <p>VPAA & All Deans</p> <p>VPAA, RIS, and Campus IT personnel</p>	<p>STEP User Instructions (Section 5)</p> <p>28 hour Mike Walker Service</p> <p>RIS & Campus IT personnel</p> <p>BOR STEP Coordinator</p>	<p>September 2003</p>

ACTION STEP(s)	PERSON(s) RESPONSIBLE	RESOURCES/REFERENCES	PROJECTED DUE DATE(s)
<p>6. Generating Curriculum Alignment Reports</p>	<p>Campus STEP Coordinator</p>	<p>STEP User Instructions (Section 6)</p> <p>28 hour Mike Walker Service</p> <p>RIS & Campus IT personnel</p> <p>BOR STEP Coordinator</p>	<p><u>AY 03-04 Programs</u></p> <p>Fall Semester: Math and Elementary Education or pedagogy for multiple program levels</p> <p>(Mines Math only; SDSU Birth to Age 8 program)</p> <p>Spring Semester: Biology and Special Education or content for 4 programs (Mines Biology only; SDSU Ag or FACS??)</p> <p><u>AY 04-05 Programs</u></p> <p>English, History & Social Science Composite and other priority programs</p>

HOLD PERFORMANCE MODULE IMPLEMENTATION FOR FURTHER FINALIZATION

ACTION STEP(s)	<u>PERSON(S) RESPONSIBLE</u>	<u>RESOURCES/REFERENCES</u>	PROJECTED DUE DATE(s)
<p>4. Performance Analysis</p> <ul style="list-style-type: none"> - defining candidate & faculty groups (Section 4, Task 2) - determining standardization of evaluation instruments - analyze nature of portfolio assessment, course evaluation, program follow-up surveys & other elements of assessment system for integration to STEP database - enter student information, student test score data, and course performance data (Section 4, Task 4 & 7 - 11) <p>(RIS downloads may import CAAP data)</p>	<p>All Deans & support staff and/or Campus STEP Coordinator & Assessment Office</p> <p>“</p> <p>“</p> <p>Education Dean & support staff and/or Campus STEP Coordinator & Assessment Office and/or individual faculty</p>	<p><u>STEP User Instructions</u> (Section 4)</p> <p>28 hour Mike Walker Service</p> <p>RIS & Campus IT personnel</p> <p>BOR STEP Coordinator and Senior Administrator</p>	<p>November 2003 or later</p> <p>December 2003 – January 2004 for Fall 2003 students</p>
<p>7. Creating Performance Reports</p>			<p>TBD</p>

STEP TARGETED COURSE BUDGET – AY 03-04, YEAR 2 \$112,500

\$13,500 – BOR office personnel meetings and travel (including bringing Mike Walker back to South Dakota as necessary)

\$ 99,000 – campus implementation of STEP Alignment Tool

\$33,000 – stipend contracts for 6 campus facilitators/specialists [non-instructional]
\$3000 at Mines and \$6000 at 5 other teacher education campuses

\$66,000 – faculty stipends to conduct STEP Tool alignment exercises for targeted courses
120 credits at \$100/credit hour = \$12,000 X 5 campuses = \$60,000
60 credits at \$100/credit hour at SDSM&T = \$6,000

AY 03-04 Programs

Fall Semester: Math and Elementary Education (general education courses) **or** pedagogy for multiple program levels
(Mines Math only; SDSU Birth to Age 8 program)

Spring Semester: Biology and Special Education **or** content for 4 programs
(Mines Biology only; SDSU Ag or FACS??)

AY 04-05 Budget and Programs

\$112, 500
English, History & Social Science Composite and then determine other priority programs

Campus STEP Coordinator Responsibilities

1. Attend STEP training on August 1st (expenses paid but part of yearly stipend/ non-instructional payment)
2. Complete the following STEP pre-Alignment assignments (refer to Implementation Table and User Instructions)
 - A) Section 1 – Installation
 - ❖ Verify campus installation date and location of STEP database
 - ❖ Confirm connectivity procedures and EDP permission requirements
 - B) Section 2 – Campus Configuration
 - ❖ Verify determination of password access and log-in/password system
 - ❖ Submit list of programs selected for campus database
 - ❖ Report any customization of drop-down menus
 - ❖ Verify RIS data imports (date and nature of ease/difficulty)
 - C) Section 3 – Curriculum Alignment and Analysis
 - ❖ Review and revise if necessary BOR targeted courses and alignments
 - ❖ Report any customization of drop-down menus
 - ❖ Coordinate, schedule, and direct training of faculty on respective campus
3. Monitor progress of faculty throughout year and assist with syllabi alignments as necessary (faculty will receive separate stipends; campus coordinator is eligible to receive stipends if they teach targeted courses)
4. Supervise/monitor generation and submission of BOR required course and program reports as requested
5. Collaborate with BOR Coordinator to summarize and analyze reports
6. Collaborate with BOR Coordinator to provide updates and reports to Discipline Councils, AAC, COPS, and the Board of Regents as requested (reporting to campus curriculum committees might also be included)
7. Assist BOR Coordinator with TQE federal reporting requirements for Objective #1
8. Maintain communication with vendor for allowable support and training and with campus IT personnel
9. Participate in additional campus and system use of STEP Alignment Tool

EDC – OCTOBER 2003

STEP implementation update and issues:

- Installation of database – complete on all campuses
- Connectivity (individual user access to front end of database) & password/login systems – begun on all campuses
- Campus security and back-up procedures – verified on some campuses (Lynda will follow-up)
- RIS data files have been forwarded to each campus for downloads – what unresolved issues/problems exist and what is status of downloads? Mike Walker also received the data files and thought they downloaded to his STEP database very well.
- Configuration tasks (selecting approved programs and associating courses to programs) – begun on some campuses
- BOR office has begun configuration and data entry of select general education courses (EUC, USDSU, etc.) on its STEP database and will conduct alignments of those courses to supplement the respective campus alignments and curriculum reports
- STEP Coordinators are providing spreadsheets of selected courses and instructors to Lynda for finalization of which courses/instructors on each campus will be supported with stipends through the 2003 – 04 TQE budget
- STEP Coordinators have signed shared agreements to receive stipends but some campuses may not have communicated with Mary Ellen Garrett about the desired payroll installments to draw down the funds

Lynda is maintaining an implementation/action steps chart for each campus

EDC – NOVEMBER 2003

STEP Implementation

Installation and downloads are complete on all campuses and the configuration tasks (associating courses to programs) are in progress on all campuses.

Course alignments have begun on some campuses and a faculty training with Mike Walker will be conducted at USD on December 5th. It appears that all campuses should be ready to advance to that stage early next semester and begin generating curriculum alignment reports soon after the course alignments are completed.

The issue of Praxis II subscore data entry and storage in STEP vs. Colleague has not yet been resolved but needs to be soon.

AAC – NOVEMBER 2003

STEP Implementation:

Lynda is maintaining an implementation/action steps chart for each campus to monitor and coordinate the implementation phase.

- Installation of database – complete on all campuses
- Connectivity (individual user access to front end of database) & password/login systems – begun on all campuses

- Campus security and back-up procedures – verified on some campuses
 - (Lynda is following-up -- Read-only access for the BOR office is not being pursued at this time since most campuses had reservations about viruses, firewalls, etc.)
- RIS data files have been forwarded to each campus for downloads
 - (Downloads may be delayed due in part to the STUDENT project -- status of campus downloads will be reported at the November 6th meeting. Mike Walker also received the data files and thought they downloaded to his STEP database very well. Campuses are strongly encouraged to use the technical support services provided by Mike Walker during this technical, implementation phase.)
- Configuration tasks (selecting approved programs and associating courses to programs) – begun on some campuses
- BOR office has begun configuration and data entry of select general education courses (EUC, USDSU, etc.) on its STEP database and will conduct alignments of those courses to supplement the respective campus alignments and curriculum reports
- STEP Coordinators are providing spreadsheets of selected courses and instructors to Lynda for finalization of which courses/instructors on each campus will be supported with stipends through the 2003 – 04 TQE budget (*status update at November 6th meeting*)

STEP Coordinators have signed shared agreements to receive stipends but some campuses may not have communicated with Mary Ellen Garrett about the desired payroll installments to draw down the funds (further update at November 6th meeting)

BOR – DECEMBER 2003

STEP Electronic Alignment Tool

- The STEP database was successfully installed on all six campuses, and the data downloads from Colleague occurred before the STUDENT data merge. The configurations for each campus's programs and courses are nearly complete.

Several campuses have begun the course alignment processes; this activity should begin in full force early in the Spring 2004 semester on all campuses.

Section VII – Praxis Analysis (Certification Tests)

EDC – JANUARY 2003

Update on Praxis II (Oldenkamp)

ETS will be conducting standard-setting and cut score sessions this summer. ETS and DECA will be forming work groups. Five to seven member working groups will review exams. The groups will determine the content exams which will be used. ETS anticipates a November 2003 or January 2004 implementation date. The state will need to integrate the contents exams with NCLB “highly qualified” teacher definition. ETS asked DECA to identify the top 18 areas of certification in South Dakota. Lynda handed out the list of the *Top Eighteen Areas of Certification in South Dakota from January 1, 2002 through December 31, 2002*. Lynda also handed out a chart listing the *South Dakota Praxis II Test Options*. The charted listed the ETS primary test option, the previous BOR selected test option, and ETS’s additional tests in that particular content area. The EDC will need to identify what content tests are appropriate for our state’s teacher preparation standards. If there are different exams previously identified, there was a consensus that we ask the content review groups to review the array of exams and to identify/recommend the appropriate content exam.

Lynda also handed out *State-by-State Praxis Test Requirements* chart. The chart listed each state’s requirements for testing and the cutoff scores for the exams, if applicable.

Action Item: If there are any recommendations for contents exams, please let Lynda know prior to the summer study sessions.

AAC and COPS – February and MARCH 2003, BOR – MARCH 2003

Collaborative planning with DECA has begun to initiate a test review/selection and standards setting process with ETS for the Praxis II tests in both content and pedagogy (current PLT exit exam for education majors). Consensus has been reached with DECA to not include Praxis I – the PPST in this activity. This activity also falls under Objective #1 of the grant – *All of the teacher preparation programs in the state’s five public universities will be redesigned to reflect the National Board for Professional Teaching Standards.*

At this point, the BOR office has not been informed of any definitive plans to begin the rule-making process to require either a content test or the PLT for certification. ETS first indicated that they would not conduct the standards setting studies scheduled for Fall 2003 without such a requirement in place, but subsequent conference calls have indicated that South Dakota could proceed on a “good faith” basis (perhaps suggesting that the NCLB “highly qualified” teacher requirement will ensure that SD will become a testing state for certification). The *EveryTeacher* grant also references scores on the Praxis tests as a measurement of one of the outcomes – attainment of competencies and standards aligned with NBPTS.

As per ETS’s guidelines, higher education participation in the two phases of the test validation process is limited to about 20%. One BOR participant for each certification area will be selected for Phase I of the validation process (test review/selection occurring in June and July of 2003) and probably two participants for each area in Phase II of the validation process

(standards setting studies conducted with ETS funding support in Fall 2003, probably late September and early November). Stipends (\$100 for half-day sessions) and expenses for BOR participants will be covered by the minimal funding for Year 1, and DECA will be supporting participation for the K-12 teachers and state content specialist participants as well as the expenses for facilities, supplies, etc. ETS covers the expenses of Phase II for the 10 required participants for each area except for stipends and cost of substitute teachers. ETS will only conduct Phase II for about 17 areas during the two separate weeks of standards setting studies. If SD wants to require a test for all of its certification areas (possibly also including school administrators, counselors, etc.), we would probably need to negotiate with ETS for another round of Phase II in Spring 2004.

Selection of faculty to participate in the onsite test review/selection of 12 priority certification areas is nearly finalized, and DECA's selection of K-12 participants is well on the way. Campuses will also be asked to identify participants for the review/selection of a test for the remainder of the certification areas utilizing an independent telecommunications process using guidelines to be developed by ETS. At this time, it appears that participants will need to be available for distance communication from June 23 through July 11 with conference calls to be scheduled the week of July 8 – 11. The BOR budget does not currently include stipends for this portion of the Praxis II test analysis; however, since there may be more flexibility with this independent process, it is possible that DECA will be able to provide some support for the BOR participants.

COPS – APRIL 2003

Teacher Education/Praxis Examination

On June 24, 2003, the state Board of Education adopted administrative rules relating to teacher certification and teacher preparation. The changes are summarized below and the related administrative rules also are provided.

- Content and pedagogy tests for teacher certification will be required beginning July 1, 2005.
- Teacher preparation programs will be required to use the state designated certification tests to measure teacher education candidates' content and pedagogical knowledge within the teacher preparation program.
- University policy may allow candidates to graduate and receive degrees without meeting the cutoff score established by DOE. However, the university cannot recommend candidates for certification in South Dakota if they do not achieve the established cutoff score on the required tests in both content and pedagogy. Content tests are required in a student's major or majors.

24:16:05:05. Personnel records for candidates.

(7) Effective July 1, 2005, an official copy of all test scores including any subtest scores provided by the testing company on the state certification exams for each subject/area authorization and each age/grade span for which they have completed an approved education program.

[This means that universities are required to include all pedagogy and content test scores for Title II reporting and not just passing scores. Universities are not

required to include test scores for students who take the tests based on completing requirements for DOE endorsements.]

24:16:05:03 Candidate evaluation and postgraduate studies.

Effective July 1, 2005, each approved education program for the preparation of teachers shall measure candidates' content and pedagogical knowledge required in 24:16:07 and the applicable program of 24:16:08 with the state certification exams.

Effective July 1, 2005, candidates must achieve the established passing scores set by the state Board of Education in order to be recommended for certification to the department.

[This allows universities to confer degrees and make recommendations to other states if the candidate completed all parts of the approved program except SD's passing score on the content and/or pedagogy test.]

Implementation of the teacher certification tests referred to in ARSD 24:16 Teacher Preparation Program Approval will require review and revision of some BOR and teacher education program policies. Once the state of South Dakota has a test for teacher certification in place, the preparing institutions will need to begin reporting their pass rates as required by Title II of the Higher Education Act. This act is currently being reauthorized as the "Ready to Teach Act" and will likely retain this reporting requirement with modifications to assure that institutions report the pass rate of first-time test takers rather than only the pass rates of program completers.

The table in Attachment I identifies teacher education programs at each of the five Regental institutions that will be impacted by this new testing requirement. Tentative proposals for any policy revisions or additions are being drafted and will be discussed with the Education Discipline Council and AAC in the next few weeks.

Board of Regents Teacher Preparation Programs and corresponding ETS Praxis II Tests

The ETS Praxis II Series tests identified below are tentative until the Department of Education finalizes both phases of the validation studies. The Board of Education will probably begin to set qualifying scores for some of the tests in December 2003 but will need to finish that process throughout the 2003-04 academic year. After the rules adopted by the State Board are submitted to LRC for style and form review, the Legislative Interim Rules Review Committee also will need to give final approval at one of their upcoming monthly meetings. Therefore, Fall 2004 is probably the earliest that it would be permissible and advisable for the Regental institutions to begin requiring these tests.

Preparation Program	ETS Content Exam	ETS Pedagogy Exam	BHSU	DSU	NSU	SDSU	USD
Birth-Preschool	10020 Early Childhood Educ	30521 PLT: Early Childhood				X	
Birth to Age 8 Early Childhood	10020 Early Childhood Educ	30521 PLT: Early Childhood				X	
Birth-Age 8 Early Childhood/Spec.Ed	10690 Spec Educ: Preschool/ EarlyCh.	30521 PLT: Early Childhood	X				
K-8 Elementary Educ	10014 Elementary Education	30522 PLT: K-6	X	X	X		X
K-8 Elementary Educ/ K-8 Special Education	10014 Elementary Education and 20353 Education of Exceptional Student: Core Content Know.	30522 PLT: K-6		X			
5-8 Middle Level Educ content tests required for each middle school content area certified in at either minor or endorsement level	[2 content tests from 4 areas below] 10049 MSch Eng 10439 MSch Sci 20069 MSch Math 20089 MSch SocSt	30523 PLT: 5-9	X				
5-8 Middle Level Educ content tests required for each middle school content area certified in at either minor or endorsement level	10049 MSch Eng 10439 MSch Sci 20069 MSch Math 20089 MSch SocSt	PLT can be K-6, 5-9, or 7-12 if teaching middle school with elementary or secondary major	X	X	X	X	X

Preparation Program	ETS Content Exam	ETS Pedagogy Exam	BHSU	DSU	NSU	SDSU	USD
7-12 Language Arts Composite English Education	10041 English Lang. Lit., & Comp.: Content Knowledge	30524 PLT: 7-12	X X	X	X	X	X
7-12 Drama/Theater	10640 Theater	30524 PLT: 7-12	X				X
7-12 Mass Com (Journ.)	No ETS content test	30524 PLT: 7-12				X	
7-12 Speech/Debate	10220 Speech Com	30524 PLT: 7-12	X		X	X	X
7-12 Mathematics	10061 Math:Content Knowledge	30524 PLT: 7-12	X	X	X	X	X
7-12 Biology	20235 Biology: Content Knowledge	30524 PLT: 7-12	X	X	X	X	X
7-12 Chemistry	20245 Chemistry: Content Knowledge	30524 PLT: 7-12	X		X	X	X
7-12 Physics	10265 Physics: Content Knowledge	30524 PLT: 7-12				X	X
7-12 Physical Science	20481 Phys Sci: Content Knowledge	30524 PLT: 7-12	X	X			
7-12 Earth/Space Sci.	20571 Earth Sci: Content Knowledge	30524 PLT: 7-12				X	X
7-12 Social Science Composite	10081 Soc. Stud: Content Knowledge	30524 PLT: 7-12	X		X		
7-12 Economics	10910 Economics	30524 PLT: 7-12				X	
7-12 Geography	30920 Geography	30524 PLT: 7-12				X	
7-12 History	10940 World & US History	30524 PLT: 7-12	X		X	X	X
7-12 Political Science	10930 Government/ Political Science	30524 PLT: 7-12				X	X
7-12 Psychology	20390 Psychology	30524 PLT: 7-12				X	
7-12 Sociology	20950 Sociology	30524 PLT: 7-12				X	
7-12 Career-Technical Education	10890 Vocational General Knowledge	30524 PLT: 7-12				X	

Preparation Program	ETS Content Exam	ETS Pedagogy Exam	BHSU	DSU	NSU	SDSU	USD	
7-12 Agriculture Educ	10700 Agriculture	30524 PLT: 7-12				X		
7-12 Business Education	10100 Business Ed	30524 PLT: 7-12	X	X	X			
7-12 Family/Cons Sci	10120 Family & Consumer Science	30524 PLT: 7-12				X		
7-12 Marketing Educ	10560 Marketing Education	30524 PLT: 7-12	No programs in SD – test for out-of-state applicants					
7-12 Technology Educ.	10050 Technology Education	30524 PLT: 7-12	X					
K-12 Art	10133 Art: Content Knowledge	Institution selects one of 3 PLT levels above: K-6, 5-9, or 7-12	X		X	X	<u>X</u>	
K-12 Comprehensive School Health	20550 Health Education	Institution selects one of 3 PLT levels above: K-6, 5-9, or 7-12	<i>No BOR programs – 1 at DWU</i>					
K-12 Educational Technology	10650 Computer Literacy/Data Proc	Institution selects one of 3 PLT levels above: K-6, 5-9, or 7-12		X		X(?)		
K-12 Music Education: Composite, Vocal, or Instrumental	10113 Music: Content Knowledge	Institution selects one of 3 PLT levels above: K-6, 5-9, or 7-12	X		X X X	X X X	X X	

Preparation Program	ETS Content Exam	ETS Pedagogy Exam	BHSU	DSU	NSU	SDSU	USD	
K-12 Physical Education	10091 Physical Ed: Content Knowledge	Institution selects one of 3 PLT levels above: K-6, 5-9, or 7-12	X	X	X	X	X	
K-12 South Dakota Indian Studies	No ETS content test	Institution selects one of 3 PLT levels above: K-6, 5-9, or 7-12	No BOR programs – at SGU & OLC					
K-12 Special Education	20353 Education of Exceptional Student: Core Content Know.	Institution selects one of 3 PLT levels above: K-6, 5-9, or 7-12	X		X		X	
K-12 Special Education Deaf/Hearing	10271 Education of Deaf&Hard Hearing	Institution selects one of 3 PLT levels above: K-6, 5-9, or 7-12	No BOR programs – 1 at AUGIE					
K-12 Special Education Blind/Visual	10280 Teaching Students with Visual Impairments	Institution selects one of 3 PLT levels above: K-6, 5-9, or 7-12			X			
K-12 French	20173 French: Content Knowledge	Institution selects one of 3 PLT levels above: K-6, 5-9, or 7-12			X	X	X	
K-12 German	20181 German: Content Knowledge	Institution selects one of 3 PLT levels above: K-6, 5-9, or 7-12			X	X	X	
K-12 Spanish	10191 Spanish: Content Knowledge	Institution selects one of 3 PLT levels above: K-6, 5-9, or 7-12			X	X	X	

EDC – MAY 2003

ETS/Praxis validation studies. Just a reminder to nominate faculty for each area for which you have a teacher education program (my email of 4/22). The recruitment letters for teachers went out last week with the same May 15th deadline. Jerald Goehring and I would like to get the information on the nominees compiled and forwarded to ETS by June 1st if possible.

AAC – MAY 2003, COPS and BOR – JUNE 2003

Praxis Test Analysis:

The first reading of administrative rules changes to require the proposed test for certification took place at the May 5th Board of Education meeting. The final adoption is scheduled for the June 23-24 meeting in Aberdeen. According to the proposed rules revision effective December 2004, teacher education graduates applying for certification in South Dakota will need a passing score on a state adopted pedagogy test and passing scores on state adopted content tests in their content major and any content endorsements. The passing scores will be set by the Board of Education after the ETS test review/selection and standards setting sessions are completed (decision for first group of areas will probably be in December 2004).

AAC RECOMMENDATION NEEDED: The proposed rules do not specify that the tests have to be taken after graduation so the Board of Regents could continue the requirement to take the PLT in the student teaching semester and just not require that the passing score be achieved for graduation. Because graduates will have to take multiple content tests in order to be certified in any endorsements, it may also be advisable for them to begin taking those content tests in the semester before student teaching. DOE also has stated verbally that graduates could elect not to take content tests in some endorsements and delay certification in those areas until they know whether or not they will be accepting a position in an endorsement area for which they would need to be highly qualified.

AAC RECOMMENDATION NEEDED: DOE plans to include a requirement for the graduates to submit an official copy of their test results including subscores to DOE in order to be certified. Campuses will need to specify in their policies that this official copy of test results be submitted to the certifying officer before being forwarded with their recommendation for certification. This is the only way that campuses will be able to collect data on the subscores in addition to the overall scores that ETS reports to the institutions. If graduates have not taken content exams in all of their content endorsements and do not seek certification in those areas at the time of initial certification, it will be necessary to clarify this process if they decide to add these endorsement areas later. Institutions may or may not want to analyze this data for curriculum revisions if the tests in these endorsement areas are taken more than 2-3 years after graduation.

EDC- JUNE 2003

Praxis Test Analysis Update

Participants for the Phase I test review/selection process held last week made favorable recommendations for the state of SD to proceed to Phase II, the standards setting process, for the PLT K-6 and 7-12 and all content tests reviewed except possibly French and Spanish. Recommendations were based on a review of the tests to examine the degree of alignment between the state teacher preparation standards and the Praxis test specifications on a 5-point scale [not very appropriate to highly appropriate].

Jerald Goehring has all of the results and will be compiling a summary report of the specific ratings and comments for each test. Comments and discussions revealed some general and specific concerns such as:

- these tests can't measure performance-based components of the standards/programs
- SD standards don't reflect the depth and extensiveness of the programs
- Undesirable to make certification decisions and highly qualified teacher status and hiring decisions based on a multiple choice test
- No test questions for some SD standards/required areas and too many questions in areas not required or emphasized in SD standards

Participants were also allowed to examine a test for one of the PLT levels and a content test and provide ETS with feedback for their test developers. ETS responded to numerous questions and comments about the appropriateness of specific test items by referencing the standards setting procedures that can make adjustments and accommodations for the South Dakota context [see tentative explanation below].

ETS Standards Setting Studies Procedures – to be verified with supporting documentation
Panel members are trained before rating each test item for “knowledge estimation” and “job relevancy” (not clear if each item is rated for both or if total items are split for the two types).

The “knowledge estimation” is an estimation of the difficulty of the test item for a SKELT – sufficiently knowledgeable entry-level teacher. The participations identify what percent of SKELTs they think would know the correct answer. ETS requires that each item must have at least a 50% level of approval (assumed average percentage for all panel members) in order for it to “validate” for SD.

The “job relevancy” is a rating (probably on a scale) of the importance of the item for teaching in the classroom, more of a “should know” the correct answer. ETS requires that items be rated (assumed average rating for all panel members) as either important or very important in order for the item to “validate” for SD.

Each item that does not “validate” for SD would be subtracted from the highest possible score thus lowering the cutoff score. This is how panel members from SD can customize the shelf tests for SD.

DOE will be completing and signing a Critical Decisions Role form before the September sessions begin. This form will identify the knowledge estimation percentage required for approval and “empower” the panel members to validate or not validate the test and to identify the projected cutoff score. After the standards setting studies DOE will be signing a State Authorization Form and a Qualifying Score Transmittal Form for each test.

The ETS personnel at these sessions stressed the need to have classroom teachers with less than 7 years experience or teachers who have been mentors/coaches serve as panel members for the standards setting sessions.

Please forward to Lynda ASAP the names of cooperating teachers and their school district/building as well as recent graduates [about 1998 – 2001] and the school district/building where they are teaching in South Dakota for the areas listed below. Lynda will contact the schools in July to try to get panels filled by August 1st. [will need recommendations for other areas later]

September 22 – 25 Praxis II Test Areas for Standards Setting Studies

PLT K-6 and PLT 7-12

Elementary Education Content Knowledge

Special Education Core Content Knowledge

Mathematics, Biology, English, Social Studies Composite, World and U.S. History

July and August Test Review/Selection independent reviews with conference calls.

Still need faculty and teachers for these reviews for the following areas in this order.

physics, physical science, earth/space science

geography, political science, economics

German

early childhood special education – BHSU

drama/theater and speech/debate

psychology and sociology

business education – teachers

technology education – teachers

comprehensive school health – teachers

educational technology – teachers

AAC – SEPTEMBER 2003

Teacher Certification Exams and Praxis Test Analysis:

The teacher certification exams adopted by the Board of Education in June were approved by the Interim Rules Review Committee in August. Phase I of the ETS Praxis II Test Analysis completed in June and July included participation of a number of Board of Regents faculty (see attachment). Phase I will resume in late September and continue until ETS tests for all certification areas have been reviewed. Most of the tests reviewed thus far have been forwarded for Phase II of the validation study, which will include setting of projected cutoff scores. Because there were not enough K-12 teachers nominated for the first panels of Phase II to begin in September, those sessions have been delayed until November 17 – 21. ETS has also moved the sessions from Pierre to Rapid City because of capacity of available facilities. It is expected that BOR faculty will continue participating in this validation process.

The endorsement level of preparation for teacher certification will be reviewed at the September Board of Education meeting. A rule will be presented that will remove the public and private colleges and universities from the approval process for endorsement programs. The Department of Education will issue certification for the endorsement level of preparation based on transcript analysis, examination of other official documentation, and/or on the state content certification exam for that endorsement (no coursework required). The preparing institutions will continue to identify coursework that meets the endorsement requirements, but they will not stand for approval of these endorsement programs. They will no longer make recommendations for certification after completion of the endorsement level of preparation and will not be held

accountable for the pass rates on the content certification exam for these endorsements. If candidates have completed some or all of the recognized coursework during their teacher preparation program, they will have the option to take content exams for endorsements before they apply for initial certification so that they will be highly qualified for additional teaching positions outside of their major.

AAC – SEPTEMBER 2003

ETS Praxis II Series Test Review/Selection – Phase I Sessions, Summer 2003

Praxis II Test Review Results	BOR Participation
AN OVERALL BOARD OF REGENTS FACULTY PARTICIPATION OF 15%	
<i>The following tests were reviewed during onsite sessions in June and except where noted, were recommended to be forwarded to Phase II based on sufficient alignment to South Dakota preparation standards.</i>	
Art: Content Knowledge. 5 panel members	1 BHSU faculty
English Language, Literature and Composition: Content Knowledge. 9 panel members	1 BHSU faculty
Elementary Education: Content Knowledge. 15 panel members	1 DSU faculty
Physical Education: Content Knowledge. 8 panel members	1 DSU faculty
Music: Content Knowledge. 5 panel members	1 NSU faculty
Social Studies: Content Knowledge. 9 panel members	1 NSU faculty
Biology: Content Knowledge. 7 panel members	1 SDSU faculty
Mathematics: Content Knowledge. 12 panel members	1 SDSU faculty
Education of Exceptional Students: Core Content Knowledge. 12 panel members	1 USD faculty
World and U.S. History: Content Knowledge. 6 panel members	1 USD faculty
Spanish: Content Knowledge. 6 panel members – lower alignment	1 USD faculty
French: Content Knowledge. 5 panel members – lower alignment	No BOR faculty
Principles of Learning and Teaching, grades K-6. 26 panel members	11 BOR faculty from all 5 institutions reviewed one or more PLT's
Principles of Learning and Teaching, grades 7-12. 71 panel members	
BOR faculty comprised 11% of the membership of these test review/selection panels.	
<i>The following tests were reviewed during conference calls in July and except where noted, were recommended to be forwarded to Phase II based on sufficient alignment to South Dakota preparation standards.</i>	
Middle Level Education (Pedagogy & 4 content areas) 10 panel members	1 BHSU faculty
Technology Education: Content Knowledge 4 panel members	1 BHSU faculty
Early Childhood/Special Education 7 panel members -- lower alignment	1 BHSU, 1 SDSU faculty
Business Education: Content Knowledge. 4 panel members	1 DSU, 1 NSU faculty
Agriculture Education: Content Knowledge. 6 panel members	1 SDSU faculty
Birth through Age Eight Early Childhood. 7 panel members	2 SDSU faculty
Family and Consumer Sciences: Content Knowledge. 7 panel members	1 SDSU faculty
Vocational General Knowledge. 5 panel members	1 SDSU faculty
Principles of Learning and Teaching: Early Childhood 12 panel members	1 BHSU, 3 SDSU faculty
Principles of Learning and Teaching, grades K-6. 7 panel members	2 SDSU faculty
Principles of Learning and Teaching, grades 5-9. 10 panel members	1 BHSU faculty
BOR faculty comprised 20% of the membership of these test review/selection panels.	

COPS – SEPTEMBER 2003, BOR – OCTOBER 2003

Teacher Certification Exams and Praxis Test Analysis:

The teacher certification exams adopted by the South Dakota Board of Education in June were approved by the Interim Rules Review Committee in August. Phase I of the Educational Testing Service (ETS) Praxis II Test Analysis completed in June and July included participation of a number of Board of Regents faculty. Phase I will resume in late September and continue until ETS tests for all certification areas have been reviewed. Most of the tests reviewed thus far have been forwarded for Phase II of the validation study, which will include setting of projected cutoff scores. Because there were not enough K-12 teachers nominated for the first panels of Phase II to begin in September, those sessions have been delayed until November 17 – 21. ETS has also moved the sessions from Pierre to Rapid City because of capacity of available facilities. It is expected that BOR faculty will continue participating in this validation process. Year 2 TQE funds will support faculty participation with stipends while ETS covers expenses. TQE funds also will be designated to pay for the costs of faculty from each campus to take the same certification exams, which their students will soon have to pass.

The endorsement level of preparation for teacher certification was reviewed at the September 15th Board of Education meeting. In consultation with the Education Discipline Council, DOE staff prepared a rule for first reading that was forwarded for a public hearing in December that will remove the public and private colleges and universities from the approval process for endorsement programs. According to this proposed change, the Department of Education will issue certification for the endorsement level of preparation based on transcript analysis, examination of other official documentation, and/or on the state content certification exam for that endorsement (no coursework required).

The preparing institutions will continue to identify coursework that meets the endorsement requirements, but they will not stand for approval of these endorsement programs. They will no longer make recommendations for certification after completion of the endorsement level of preparation and will not be held accountable for the pass rates on the content certification exam for these endorsements. If candidates have completed some or all of the recognized coursework during their teacher preparation program, they will have the option to take content exams for endorsements before they apply for initial certification so that they will be highly qualified for additional teaching positions outside of their major.

EDC – OCTOBER 2003

Public university faculty participation in Praxis exams:

1. BOR faculty have been nominated in all 9 areas for November Phase II sessions in RC except Elementary Education (may need to provide some nominations to Jerald); PE, Social Studies Composite and History have been delayed – Jerald will have more information
2. After each ETS registration deadline, the Education Dean's secretary (matched in TQE budget) will forward faculty names, test codes/titles, and registration costs to Suzanne Aberle in BOR office (Excel spreadsheet)—please do ASAP as per 9/12/03 email (see attached copy)

Has the attached form been incorporated into the procedures for registering faculty for these tests?

Praxis Analysis, 9/12/03 Email, Guidelines/Procedures:

TQE support for 1 faculty member per campus for each content or pedagogy test (may promote and encourage participation in all test/certification areas)

Campuses may request (email to Lynda) additional funding for more than one faculty member to take the same test with approval contingent on available funds within that campus's basic allocation or other additional funds in this TQE category.

After each ETS registration deadline, the Education Dean's secretary (matched in TQE budget) will forward faculty names, test codes/titles, and registration costs to Suzanne Aberle in BOR office (Excel spreadsheet)

Suzanne will distribute Year 2 Shared Agreement Forms for all faculty registered to Education Dean's secretary (matched in TQE budget) who will return completed forms to BOR office before test administration date (this is the form completed one time per funding year that provides the basis for stipends or other payments to campuses for faculty participation and that covers participation in any and all TQE activities throughout the funding year)

Suzanne and Lynda will revise/develop TQE Participation Confirmation Form specific to this activity and incorporate the statement referenced above. This form will need to be signed by the faculty member and Education Dean or test administrator and returned to Suzanne within two weeks after the test administration date.

Campuses may pay the registration costs for faculty directly to ETS or reimburse faculty who pay ETS directly; campuses can then be reimbursed through the non-cash voucher process for total actual costs for faculty who completed the exams (Suzanne will provide BOR finance office with final/total costs based on signed Participation Confirmation Forms). If faculty register for tests but do not end up taking them, campuses will not be reimbursed for those costs.

TQE Year 2 Verification of Faculty Participation in ETS PRAXIS II TESTS

Institution: _____ Faculty Name: _____

Praxis II Test Code/Name:

Test Administration Date and Site: _____

I hereby confirm that I completed the Praxis II test identified above at the specified date and location. I further confirm that I am willing to participate in system-wide discussions regarding the alignment of curriculum and topics/areas covered on the test. I agree to maintain confidentiality of all test questions.

_____ (faculty signature) _____ (date)

I verify that the above faculty member completed the Praxis II test identified above at the specified date and location.

_____ (Education Dean or Praxis II test administrator signature) _____ (date)

3. Copies of the available ETS study guide materials (boxes for each campus) – keep a record of the faculty who incorporate these into courses so that they can also participate in the system-wide discussions.

(As part of the public university implementation, some of our faculty who have taken the PRAXIS examinations and participated in the ETS test item analysis process will be asked to participate in system-wide curriculum analysis discussions. We have developed a confidentiality statement modeled after ETS's statement that they will also sign.)

Praxis II Session/Test Code List for South Dakota Certification Exams
any additional corrections/revisions?

PLT Levels chart

Need to reconcile/confirm which PLT for multiple-pedagogy level programs

BOR guideline information:

Teacher education students will be advised to take the level of the South Dakota state certification pedagogy exam (early childhood, elementary, middle school, or secondary) that corresponds to the level at which they will have spent the majority of time in the student teaching placement by the test administration date. Teacher education students will be advised to take the South Dakota state certification pedagogy exam on the last test administration date in the semester in which they student teach.

DOE has indicated that only 1 pedagogy exam will be required even though candidates have been prepared to teach in multiple grade level certifications (ARSD rule on additional authorizations does not require additional pedagogy tests).

Test Selection Issues:

No Praxis II for Journalism, Educational Technology, South Dakota Indian Studies

Others Issues: ???

Praxis II Cutoff Score Chart:

This chart will need to be updated once the 2003-2004 Understanding Your Praxis Scores is received from ETS. Other corrections may also need to be made before it is finalized for consideration of the upcoming score setting processes with ETS and DOE/Board of Education.

BOR – OCTOBER 2003

Certification Test processes:

BOR Policy 2:16 Student Field Experiences in Education

On June 24, 2003, the South Dakota Board of Education adopted administrative rules to require content and pedagogy tests for teacher certification beginning July 1, 2005. The standards for teacher preparation also were amended to require the use of the state designated certification tests to measure teacher education candidates' content and pedagogical knowledge within the

teacher preparation program in their major(s) level of preparation (see below). These rules also were approved by the Interim Rules Review Committee on August 5, 2003.

24:16:05:03 Candidate evaluation and postgraduate studies.

Effective July 1, 2005, each approved education program for the preparation of teachers shall measure candidates' content and pedagogical knowledge required in 24:16:07 and the applicable program of 24:16:08 with the state certification exams. Effective July 1, 2005, candidates must achieve the established passing scores set by the state Board of Education in order to be recommended for certification to the department.

24:16:05:05. Personnel records for candidates.

(7) Effective July 1, 2005, an official copy of all test scores including any subtest scores provided by the testing company on the state certification exams for each subject/area authorization and each age/grade span for which they have completed an approved education program.

These administrative rules allow the issuance of degrees to candidates without meeting the established cutoff score, but they do not allow recommendations for certification in South Dakota without passing scores on the required tests in both content and pedagogy.

Recommendations for certification/licensure in other states can still be made as per each state's requirements (some states require the same certification tests that South Dakota will be using but may have different cutoff scores).

Once the state of South Dakota has the test for teacher certification in place, the preparing institutions also will have to begin reporting their pass rates in the major(s) level of preparation as required by Title II of the Higher Education Act (being reauthorized as the Ready to Teach Act).

Attachment I contains the proposed revisions to Board of Regents policy 2:16 to implement the South Dakota teacher certification exams and requests a modification to the fee schedule for Policy 5:5 Tuition and Fees, 6) Assessment Charges.

Attachment II provides guidelines for the implementation of the revised Board of Regents policy 2:16 and information regarding an accompanying and necessary modification of the current fee schedule for Board of Regents policy 5:5 Tuition and Fees, 6) Assessment Charges.

Note: According to Monte Kramer, policy 5:5 Tuition and Fees does not need to be revised. However, the schedule of fees will need to be changed to reflect the fact that beginning Spring 2004, students will need to be charged assessment fees beyond the current \$115 for multiple Praxis II tests (Praxis II content tests in addition to the present Praxis II pedagogy test identified in the fee schedule).

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: ~~Student Field Experiences in Education~~ Teacher Education Programs

NUMBER: 2:16

1. Uniformity Requirement

Uniform policies for field experiences shall be followed by the institutions of higher education under the control of the Board of Regents.

2. Schools in Campus Community

For schools located in the campus community, the university may enter into such financial arrangements and administrative policy to obtain field experience facilities and supervision in the community in which the institution is located as are agreed to by the Board of Education of the community and the campus administration. Any payment for administration of the program shall be made to the school district according to the agreement executed and approved by the Board of Education and the campus administration.

3. Schools Not Located in Campus Communities

The campus administration may contract with the Board of Education in a community other than the one in which the university is located for the use of its schools for field experience facilities and services.

4. Shared Use Schools

Where a school is used by more than one university the administration of any state-supported university shall have authority to enter into an agreement with the Board of Education of any public school system to provide field experience facilities and services for its student teachers. Payments to any cooperating public school system or its staff for providing facilities and services for field experience shall be as follows:

- A. Each cooperating school district which provides facilities and services for the field experience program in any state-supported university may be paid an administrative fee; and
- B. Each cooperating teacher shall be reimbursed at a rate established by the Board of Regents for each full-time student teacher supervised.

5. Student Teaching Exchange

Institutions may exchange supervision assignments with other institutions which have programs of study leading to the certification endorsement that the student seeks. This is done on a limited basis and only if the student and both institutions are in agreement that it is in the best interest of all concerned.

6. Compensation Rates

The Board shall set standard compensation rates annually for cooperating teachers, school-based teacher educators and others supervising student field experiences.

7. Placement in Private Schools

Placement of student teachers in private schools is permitted under the same terms and conditions that apply to public schools, except that no students may be placed in schools that have, as a substantial institutional mission, instruction in religious doctrine. This policy is intended to assure compliance with *Stark v. Saint Cloud State University*, 802 F.2d 1046 (8th Cir. 1986), which held that, under the Establishment Clause of the First Amendment to the United States Constitution, public universities may not place student teachers in parochial schools.

8. Assessment

- A. In compliance with ARSD 24:16:05:03, Regental teacher education programs are required to measure students' content and pedagogical knowledge with the South Dakota state certification exams before graduation or program completion.
- B. In the semester before student teaching, teacher education students must take the South Dakota state certification content exam for their major(s) level of preparation. Students must achieve the qualifying score for certification in South Dakota prior to beginning student teaching.
- C. Teacher education students must take the South Dakota state certification pedagogy exam in the semester in which they student teach.
- D. In compliance with ARSD 24:16:05:05, teacher education students must submit to the home Regental university an official copy of all test scores including any subtest scores provided by the testing company on all South Dakota state certification exams.

SOURCE: BOR, March, 1960; BOR, January, 1981; BOR, June, 1992; BOR, October, 2003.

Implementation Guidelines for Policy 2:16 Teacher Education Programs # 8. Assessment and for modification of fee schedule for Policy 5:5 Tuition and Fees

Fall 2003

Pedagogy Certification Exam:

Teacher education students planning to graduate in December 2003 must take the South Dakota state certification pedagogy exam on the November 2003 test administration date and submit an official copy of the test scores including any subtest scores provided by the testing company to the home university Dean of Education in order to complete the teacher education program. The office of the home university Dean of Education will copy the test score information and return the official copy of the test scores to the student.

Teacher education students will be advised to take the level of the South Dakota state certification pedagogy exam (early childhood, elementary, middle school, or secondary) that corresponds to the level at which they will have spent the majority of time in the student teaching placement by the test administration date. Teacher education students will be advised to take the South Dakota state certification pedagogy exam on the last test administration date in the semester in which they student teach.

Content Certification Exam:

Teacher education students planning to graduate in December 2003 *are strongly encouraged* to take the South Dakota state certification content exam (major level(s) of preparation) on the November 2003 test administration date or the earliest possible Spring 2004 test date in order to establish highly qualified teacher status for possible teaching positions in South Dakota and other states.

Students must submit an official copy of test scores for any South Dakota state certification content exams taken including the subtest scores provided by the testing company to the home university Dean of Education before home university recommendations for certification or licensure in any state will be made. The office of the home university Dean of Education will copy the test score information and return the official copy of the test scores to the student.

Teacher education students who student teach in Fall 2003 but who do not plan to graduate in December 2003, *may take* the South Dakota state certification content exam(s) during the Spring 2004 semester. Students must submit an official copy of test scores for any South Dakota state certification content exams taken including the subtest scores provided by the testing company to the home university Dean of Education in order to complete the teacher education program. The office of the home university Dean of Education will copy the test score information and return the official copy of the test scores to the student.

Teacher education students making application to student teach in Spring 2004 *must take* the South Dakota state certification content exam for the major(s) level of preparation on the November 2003 test administration date or the January 2004 test administration date and submit an official copy of the test scores including any subtest scores provided by the testing company to the home university Dean of Education in order to complete the teacher education program.

The office of the home university Dean of Education will copy the test score information and return the official copy of the test scores to the student.

If there is a scheduling conflict between the South Dakota state certification content and pedagogy exams for the November 2003 test administration, an exception may be granted by the home university Dean of Education. Students with composite or double majors who will be student teaching in more than one content major in Spring 2004 may take one South Dakota state certification content exam on the November 2003 test administration date and the other South Dakota state certification content exam on the January 2004 test administration date if there is a scheduling conflict between the South Dakota state certification content exams.

Spring 2004 and thereafter.

Pedagogy Certification Exam:

Teacher education students must take the South Dakota state certification pedagogy exam in the semester in which they student teach and submit an official copy of the test scores including any subtest scores provided by the testing company to the home university Dean of Education in order to complete the teacher education program. The office of the home university Dean of Education will copy the test score information and return the official copy of the test scores to the student.

Teacher education students will be advised to take the level of the South Dakota state certification pedagogy exam (early childhood, elementary, middle school, or secondary) that corresponds to the level at which they will have spent the majority of time in the student teaching placement by the test administration date. Teacher education students will be advised to take the South Dakota state certification pedagogy exam on the last test administration date in the semester in which they student teach.

Content South Dakota state certification exam:

Teacher education students making application to student teach in the subsequent semester *must take* the South Dakota state certification content exam for the major(s) level of preparation in the semester in which they apply to student teach. These students *must achieve the qualifying score on the South Dakota certification content exam(s)* and submit an official copy of the test scores including any subtest scores provided by the testing company to the home university Dean of Education prior to beginning student teaching. The office of the home university Dean of Education will copy the test score information and return the official copy of the test scores to the student.

Students with composite or double majors who will be student teaching in more than one content major may take the South Dakota state certification content exams on different test administration dates during the semester of application if there is a scheduling conflict between the South Dakota state certification content exams. Students enrolled in content courses for the major(s) level of preparation during the same semester in which they are applying to student teach may take that South Dakota state certification content exam at the latest test administration date in the semester prior to student teaching in that major(s) level of preparation.

Request for modification of fee schedule for Policy 5:5 Tuition and Fees

6) Assessment Charges

Beginning with the Spring 2004 semester, the fee schedule for the Praxis II fees needs to be modified as follows:

South Dakota State Certification Exams (Praxis II Series for content and pedagogy) set at maximum of \$115 per exam*

*Students may not be charged more than the actual cost of the exams plus applicable registration fees as identified in the 2003 – 04 Praxis Series Registration Bulletin. The cost of any additional fees identified in the 2003 – 04 Praxis Series Registration Bulletin (late registration, etc.) will be paid by the student directly and may not be included in university assessment charges. Students cannot be required to pay for the cost of the Praxis I, PPST exam under this fee modification request.

EDC – NOVEMBER 2003

Praxis II Analysis:

Feedback from faculty who took the Praxis II tests is pouring in and is excellent! A plan/schedule for the system-wide discussions is being developed that can channel this feedback (plus feedback from participation in the ETS studies and use of the ETS resource materials) to the state Board of Education, possibly through a panel or committee that would also consider the ETS standards study data prior to decisions on cutoff scores. The *EveryTeacher* Executive Team is also considering extending the opportunity to participate in these Praxis Analysis activities to faculty in the private and tribal teacher education programs with the support of the DOE and/or TIE budget and additional personnel to assist Lynda.

See handout on BOR Teacher Preparation Programs & ETS Praxis II Test Cutoff Scores and ETS booklet on Understanding Your Praxis Scores 2003-04.

Modification of fee schedule for Policy 5:5 Tuition and Fees

The current fee schedule for Policy 5:5 Tuition and Fees identifies an assessment charge of \$115 to students for the Praxis II exam instituted in Spring 2001 (the PLT pedagogy is not identified specifically). For Fall 2003, teacher education students will be strongly encouraged but will not be required to take the additional Praxis II content exam(s) referenced above so the students can be expected to pay for any content exam(s) which they choose to take.

Beginning Spring 2004, teacher education students will be required to take the Praxis II content certification exam(s) at one of the test administration dates during the Spring 2004 semester and must achieve the passing score for South Dakota prior to student teaching in the Fall of 2004. The request for modification to the fee schedule to accommodate the requirement for students to take multiple Praxis II content certification exams in addition to the current Praxis II pedagogy certification exam is included in Attachment I.

AAC – NOVEMBER 2003

Praxis II Tests

A limited number of areas will undergo the Phase II validation studies in November (the pedagogy PLT exam for K-6, elementary education content test, English content test, and math content test) because ETS was not satisfied with the pool of nominations provided (not enough nominations to select a diverse/balanced panel for most areas). Education Discipline Council and the BOR office are continuing to provide suggestions and assistance to the Department of Education in the recruitment process. After considering the impact of this protracted and delayed process to set cutoff scores, EDC agreed that it is necessary to revise the implementation guidelines for Policy 2:16 Teacher Education Programs #8 Assessment (see Attachment I below).

Praxis II Tests – Revisions for Implementation Guidelines for Policy 2:16 Teacher Education Programs #8 Assessment.

The requirement to pass the content certification test will be phased in after qualifying scores for respective content tests are set by the DOE/Board of Education as follows:

Candidates applying Spring 2004 to student teach Fall 2004 will be required to **take but not pass** the content test before student teaching in Fall 2004.

If/when a qualifying score is set for a content certification test in Spring 2004 or Summer 2004, candidates applying in Fall 2004 to student teach in Spring 2005 will need to meet that qualifying score (**pass the content test**) before beginning student teaching in Spring 2005.

If/when a qualifying score is set for a content certification test in Fall 2004, candidates applying in Spring 2005 to student teach in Fall 2005 will need to meet that qualifying score (**pass the content test**) before beginning student teaching in Fall 2005.

Candidates will be allowed to student teach without qualifying scores on content tests in any areas for which qualifying scores are not set before the semester in which they apply for student teaching or for areas in which there are not content tests available.

Candidates who have been allowed to student teach without a qualifying score on content tests in semesters prior to, the semester of, or semesters immediately following the establishment of a qualifying score in their content major, and who did not achieve the qualifying score will be advised to consider retaking the content exam(s) for employment as a highly qualified teacher in SD on an individual basis.

BOR – DECEMBER 2003

Praxis II Certification Tests

- A change in the guidelines for implementation of the Praxis II Content Tests has been made at the request of the Education Discipline Council. Effective Fall 2003, teacher education candidates applying to student teach in the subsequent semester *must take but will not have to pass the content test* before beginning student teaching unless a cutoff

score has been set for the content area in which they will be student teaching at least one semester or summer term prior to their taking the test. This will allow a lower stakes testing phase in and allow the education units time to better communicate this change to the K-12 placement sites.

- Educational Testing Services (ETS) conducted Phase II validation studies for four certification tests (elementary content education, elementary pedagogy education, English content, math content) the week of November 17-21. Four public university faculty and approximately 60 K-12 teachers served on the panels. The data from the panels' professional judgments will be used to project a qualifying score on each of the tests and should be sent to the Department of Education by the end of December. These ETS reports will need to be thoroughly reviewed before the qualifying score decisions are made at the March or June 2004 Board of Education meeting.
- About 75 public university faculty took Praxis II tests in nearly every certification area at the November test administration in order to familiarize themselves with the tests. Feedback regarding the alignment of the test to the applicable teacher education program and courses is being gathered. These faculty will participate in program study groups to analyze the nature of any curriculum gaps and to determine the amount of time that will be required to make the necessary curriculum adjustments/changes.

A proposal has been made to the *EveryTeacher* Executive Team to expand this faculty participation to the 7 non-public institutions with teacher preparation programs. It is hoped that this collaborative consensus building process will generate valuable information that will be considered by the state Board of Education in addition to the validation study data and national performance data before the qualifying scores for South Dakota are set.