

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – C (3)

DATE: March 27-29, 2018

SUBJECT

BOR Policy 2:16 – Teacher Education Programs Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:16](#) – Teacher Education Programs

[ARSD 24:53:04:02](#) – State Certification Exams for Teachers

[ARSD 24:53:07](#) – Requirements for Basic Teaching Programs

[ARSD 24:28:01:01](#) – Meaning of Terms

BACKGROUND / DISCUSSION

To maintain compliance with U.S. Department of Education accountability measures, the SD Department of Education began establishing testing requirements for teacher education candidates in the state. To establish standards for ensuring “Highly Qualified Teachers” in every school district in the state, the DOE sought approval of ARSD 24:53:04:02 beginning in July 2015. The administrative rule establishes that “. . . each approved teacher education program for the preparation of teachers shall measure candidates’ content and pedagogical knowledge as required by § 24:53:04:07 and the applicable programs of chapter 24:53:07 with the state certification exams.” Additionally, all “. . . applicants must achieve the established passing scores set by the state Board of Education in order to be recommended for certification to the department.”

Once approved in 2005, the Board of Regents established the requirement that all teacher education candidates must pass the content portion of the state certification examinations prior to student teaching in BOR Policy 2:16. Since that time, candidates unable to pass the certification exam (also referred to as the Praxis exam) for their content area have been restricted from student teaching. Because successful completion of the student teaching experience is a graduation requirement for all BOR teacher education programs, failure to pass the Praxis causes students to either select a different major or withdraw from the institution.

Recently, the Board of Education Standards approved a new set of administrative rules that provide additional avenues for licensure beyond the certification exams that have been in

(Continued)

DRAFT MOTION 20180327_6-C(3):

I move to approve the second and final reading of the proposed revisions to Policy 2:16 Teacher Education Programs as presented.

place since 2005. This flexibility exists for a set of secondary education programs (i.e., music, math, language arts, etc.), but has not been extended to Elementary Education. Having 27 or more hours of completed coursework in a major content area¹ may now be used by students for demonstrating content mastery for SDDOE licensure/certification. This second option now affords the five teacher education programs the capacity to advance a student for licensure in secondary education programs even if the qualifying scores on the certification are not met.

IMPACT AND RECOMMENDATION

As an example, a Math Education major with 27 or more credit hours of math content (and a GPA of 2.7) may now use the approved Math Education program to meet licensure requirements in South Dakota. Since meeting qualifying scores on the Praxis are no longer required to gain licensure from the SDDOE, holding this benchmark for students to student teach in the Regental system is no longer warranted.

Policy revisions to Section C.7.2 are proposed to provide teacher education programs the option of allowing candidates to student teach if they have met the licensure requirements set forth by the SDDOE. Additionally, Section C.7.3 has been added to maintain that teacher education programs have the final authority for determining a candidate's preparation to enter the classroom to student teach.

No additional changes have been made since the first reading at the December 2017 BOR meeting.

Board staff recommend approval.

ATTACHMENTS

Attachment I – Proposed revisions to BOR Policy 2:16 – Teacher Education Programs

¹ Section (25) of ARSD 24:28:01:01 defines this as “Major in content,” a minimum of 27 semester hours of coursework, with a grade point average of 2.7 or higher, that count toward completion of the degree, not including remedial coursework, from a regionally-accredited institution of higher education taken in a subject area as identified on an official transcript or verified by the institution of higher education from which the degree was received.”

SOUTH DAKOTA BOARD OF REGENTS**Policy Manual****SUBJECT:** Teacher Education Programs**NUMBER:** 2:16

A. PURPOSE

To regulate the teacher education programs within the Board of Regents system.

B. DEFINITIONS

None

C. POLICY**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 School

4.1. 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.

4.2. Payments to any cooperating public school system or its staff for providing facilities and services for field experience shall be as follows:

- 4.2.1. 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
- 4.2.2. 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. Assessment & Student Teaching

7.1. In compliance with ARSD 24:53:04:02, 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.

7.2. Teacher education students must take the South Dakota state certification content exam for their major(s) level of preparation before the semester in which they student teach. Students must achieve the qualifying score for certification in South Dakota prior to beginning student teaching when required as the sole method for determining licensure under ARSD 24:53:04:02.

7.2.7.3. Regental teacher education programs have the final authority to determine whether a student meets the necessary qualifications for entering the classroom to fulfill the student teaching requirement.

7.3.7.4. Teacher education students must take the South Dakota state certification pedagogy exam in the semester in which they student teach.

7.4.7.5. In compliance with ARSD 24:53:04:04, 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.

FORMS / APPENDICES:

None

SOURCE:

BOR March 1960; BOR January 1981; BOR June 1992; BOR October 2003; BOR June 2004; BOR December 2006.