

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

Date: Friday, January 26, 2018—9:00 a.m. Mountain Time

Location: Rapid City High School, Multi-purpose Room
601 Columbus Street, Rapid City, South Dakota

Public Telephone Access:
1-866-410-8397/conference code: 8381998525

For live streaming of meeting: <http://www.sd.net/>

Present: Sue Aguilar, President
Gopal Vyas, Vice-President
Rebecca Guffin, Member
Scott Herman, Member
Kay Schallenkamp, Member
Jacqueline Sly, Member
Gopal Vyas, Member
Lori Wagner, Member

Absent: None

DOE staff

in attendance: Don Kirkegaard, Becky Nelson, Nicol Reiner, Teresa Berndt, Kim Roth, Laura Scheibe, Linda Turner, Holly Farris, and Ferne Haddock.

Others in

attendance: Melissa Pankratz, Shanna Sundal, Debi Caskey, Colby Christensen, Kimberly Klynsma, Rich Aguilar, Sharon Rendon, Summer Boock, Louise Yoho, June Apaza, Diane Wimp, Fran Linn, and other members of the public in attendance in person or via phone.

Call to Order, Pledge of Allegiance, and Roll Call:

President Aguilar called the meeting to order at approximately 9:01 a.m. Mountain Time.

Adoption of Agenda:

Motion by Vyas, second by Schallenkamp, to adopt the January 26, 2018, proposed agenda. Voice vote, all present voted in favor. Motion carried.

Approval of Minutes:

Motion by Wagner, second by Vyas, to approve the November 20, 2017, minutes as proposed. Voice vote, all present voted in favor. Motion carried.

Installation of Officers and Membership Update

Aguilar and Vyas were installed as president and vice-president of the board, respectively, for calendar year 2018.

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

Secretary Kirkegaard introduced new members Dr. Guffin and Sly and welcomed them to the board. Kirkegaard also introduced new DOE staff member Jacquie Larson.

Conflicts disclosures (SDCL 3-23-3):

Holly Farris, Board legal counsel, presented an application for waiver requested by Deb Shephard, former Board member. The waiver requested is for an employment contract between Shephard and Lake Area Technical Institute, which is approved by the Watertown School District. Shephard could not be present at the meeting in person or via phone to request the waiver, but provided the waiver request prior to the meeting to allow any board members to ask questions or ask for additional information or clarifications. No board member had questions or requested information. Farris noted that former Board members are subject to the conflict of interest provisions for one year after leaving the board.

Motion by Vyas, second by Sly, to approve the waiver to Shephard as requested. Voice vote, all present voted in favor. Motion carried.

Dr. Guffin requested a waiver for the employment contract between herself and the Aberdeen School District to serve as superintendent. Guffin stated that her waiver request disclosed the details of her contract, which is a standard superintendent employment contract.

Motion by Shallenkamp, second by Wagner, to approve the waiver to Guffin as requested. Voice vote, all present voted in favor (Guffin abstained).

Annual disclosure forms for Guffin and Sly were also filed. Sly had no disclosures on her annual form. Guffin disclosed existing grant agreements between her employer, the Aberdeen School District, and the Department of Education for programs such as Title, IDEA, Perkins, and school nutrition program funds, which are widely available to school districts in South Dakota.

(Copies of the waiver requests and disclosure forms are attached to the board minutes as exhibits A-D)

Public Hearing—Standards:

The Board of Education Standards convened the third public hearing on academic content standards at approximately 9:12 a.m. Mountain Time on the following proposed standards: Health Education, Oceti Sakowin Essential Understandings and Standards, Business Management and Administration, Capstone Courses, Government and Public Administration, Hospitality and Tourism, Marketing, Transportation, Distribution, and Logistics, English Language Arts, and Math. This is the third of four public hearings on these standards.

Becky Nelson, DOE director of the division of learning and instruction, provided an overview of the content standards. Nelson noted that standards are the roadmap for educators and parents, and help provide consistency across the state. The standards do not dictate how educators teach the standards, nor do they dictate curriculum, which is decided at the school district level. The public hearings are an important part of the standards approval process, as the comments and testimony received are useful to the workgroup in making final decisions on the proposed language.

Health Education

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

Becky Nelson testified in favor of the proposed standards. Nelson presented an overview of the health education standards review process, which began in July 2016. Committee members representing local education agencies, communities, and the public met to examine the current health education standards. As a preamble to that meeting, the members were provided information about the prior revision process, the current standards, and the intended revision process timeline. The group also received information about the features of a key health education standard and performance indicator.

Workgroup members were asked to review the South Dakota standards, as well as those from two other states. Strengths and weaknesses were identified during this review to inform the group's ongoing work. Group discussions and review of the standards resulted in revisions relative to the level of complexity of the cognitive indicators. The large group discussion led to revisions to the performance indicators to clarify what students should know and be able to do at the end of each grade span. The remainder of the meetings focused on comparing and contrasting South Dakota's health education standards to other states' standards.

The workgroup consensus was that the South Dakota health education standards include appropriate information and are presented in a user-friendly format. The workgroup eliminated outdated information and retained the current presentation formats.

Health Education Exhibit 1 was received into the record and addressed at a prior hearing. The comment will be taken to the workgroup for review and consideration.

Sly noted the importance of standards revision to adapt health education standards to modernize references.

In response to Board questions, Nelson stated that standards revision ensures that content stays relevant and appropriate. Core content standards are reviewed every seven years. If there are any major changes in a standards field, the Department of Education could request a change to the standards revision timeline to address significant changes. Career and technical education standards are reviewed on a five-year cycle.

There was no opponent testimony.

Oceti Sakowin Essential Understandings and Standards

Becky Nelson, DOE, testified in favor of the Oceti Sakowin Essential Understandings proposed standards. Nelson discussed the standards workgroup review process. The workgroup consisted of 26 members and two facilitators. The work focused not only on revision, but on reaffirming the vision of the standards themselves. Much of the work to date involved aligning the standards in social studies areas. The group examined how to keep the vision of the standards while including flexibility for all students to engage with the standards in a variety of content areas.

Nelson testified that the objectives included elder affirmation of the focus, the wording and format of the standards, educator reaffirmation and clarification of wording, and format for instructional purposes based on experience. The revisions also ensured historical and contemporary focus useful in all content areas. The overarching standards remain the same and have not been completely overhauled. Teacher experiences and elder expertise were further incorporated as the revision process went along. The

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

indicators to the grade band connections were removed out of the standards into an appendix entitled "Suggested Approaches to Instruction" which supplies supports instead of explicit instructions.

The group also reviewed the standards, songs, and other components to ensure multiple content areas could access the Oceti Sakowin standards and increase opportunities for engagement. The overall structure provides a historical overview, the standards at a glance, the standards themselves, and supporting documents.

No public comments were received regarding the Oceti Sakowin Essential Understandings and Standards.

In response to Board question, Nelson stated that because the state does not mandate specific curriculum, districts can each make decisions on which curriculum to use and whether to include the Oceti Sakowin standards in that curriculum. The DOE has brought a group of elders and teachers together to develop lesson plans that align to the Oceti Sakowin standards, to facilitate the use of the standards by schools and districts. The DOE also supports the WoLakota project, which preserves elder information and experiences, in conjunction with the Oceti Sakowin standards. Like other areas of the content standards, DOE will make supports available to assist school districts in rolling out the revised standards and incorporating them for use. Nelson clarified that DOE cannot mandate curriculum in certain areas. Science, English language arts, math, and certain areas of social studies are required content areas to be taught, as well as certain offerings of career and technical education, world languages, and fine arts in high school to meet high school graduation requirements.

Secretary Kirkegaard stated his goal of promoting use of the Oceti Sakowin standards in schools in the coming months. In response to Board questions, Nelson stated that there is not a precise way for the DOE to gather information on which schools or how many schools are implementing these standards, as they are sometimes implemented in other content areas. Herman stated that he would like to see additional efforts to see the Oceti Sakowin implemented in schools. Nelson discussed the ongoing work to create implementation tools for educators to incorporate the Oceti Sakowin standards into multiple areas of the curriculum. Nelson also noted that the DOE is trying multiple ways to engage with the public and stakeholders to encourage public comments and input on the standards.

There was no opponent testimony.

Business Management and Administration

Kim Roth, DOE division of career and technical education, testified in favor of the proposed standards. Roth provided an overview of the standards revision process for all the revised CTE standards (Business Management and Administration, Capstone Courses, Government and Public Administration, Hospitality and Tourism, Marketing, and Transportation, Distribution, and Logistics). The CTE standards are slightly different than core content standards. These standards are broken into career clusters sharing common professional skills across a wide range of professional to entry-level careers. They are then narrowed into career pathways, which are broken into courses.

Over the summer, CTE workgroups were gathered and worked with the National Center for College and Career Transitions. This provided a common process across all six workgroups for CTE standards. The workgroups met for three days for each of the six clusters. The first day was spent reviewing labor market statistics for in-demand careers, and also looked at feedback from employers, post-secondary

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

CTE faculty, and educators in the field. Workgroups then looked at the existing courses in the clusters and mapped out which courses were no longer needed and courses that should be added. The following two days looked at the individual standards by examining courses and developing new ones with continuity between all standards. This work was shared with faculty and industry to ensure that feedback was incorporated accurately. The standards, if adopted, would be unpacked this summer and additional guidance would be provided to teachers on transitioning to the new standards and providing opportunities to students. The standards would be fully implemented by the 2020 school year.

The proposed Business Management and Administration standards are focused specifically on students organizing, directing, and evaluating business functions. The workgroup spent a lot of time discussing employability skills and incorporation of skills into each course. The workgroup also discussed changes to human relations procedures and the impact of technology on this cluster. As a result of the discussion, a wide range of courses were retired or realigned because they were out-of-date or fit into other clusters. The group developed two new courses: business computer applications and advanced business computer applications. These courses focus on common office software used in business and industry on a daily basis.

Business Management and Administration Exhibit 1 was received into the record and discussed at a prior public hearing. No new public comments were received.

There was no opponent testimony.

Capstone Courses

Kim Roth testified in favor of the proposed Capstone Courses standards. Roth stated that these standards are the primary vehicles students use for work-based learning within school districts. There are no existing standards in this area, only frameworks, so the workgroup identified specific standards for each capstone experience identified. This was done to create a common experience for students and ensure key components of career exploration are a part of the experience.

The workgroup discussion centered on employability skills and workers encountering nontraditional workdays in today's work environment. The workgroup also included common elements across the courses, such as including business and industry partnership and engagement with professionals outside the school to create real-world applications. Individualized student choice was emphasized. The workgroup also developed a new Youth Apprenticeship course.

Capstone Courses Exhibits 1-2 were received into the record and discussed at a prior hearing. No new comments were submitted on these standards.

In response to Board questions, Roth stated that Capstone Courses became associated with CTE but many districts use it as a senior project approach, so other instruction areas are incorporated, based on the student interests and pursuits.

There was no opponent testimony.

Government and Public Administration

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

Kim Roth testified in favor of the proposed Government and Public Administration standards. Roth stated that this is a new career cluster. Standards do not currently exist for these courses. The proposed standards relate to planning and performing government functions, and discussed government accountability versus efficiency, ethics, services provided, and data management.

Four new courses were developed for these standards and also included JROTC courses, which are sometimes offered in school districts. Courses include principles of public administration, international affairs, community and regional planning, and public finance.

Government and Public Administration Exhibits 1 and 2 were received into the record and addressed at a prior hearing. No new public comments were received on these standards.

In response to Board questions, Roth stated that once the standards are approved and implemented, JROTC will be able to be utilized as a course for CTE credit.

There was no opponent testimony.

Hospitality and Tourism

Kim Roth testified in favor of the proposed Hospitality and Tourism standards. Roth testified that this cluster focuses on the management, marketing, and operations of restaurants and other food services, lodging, attractions, and travel-related facilities. Particular attention was given to customized diets and trends in healthy eating, as well as other trends such as farm-to-table and food trucks. The workgroup incorporated a course called foundations of travel and tourism, and a hospitality and lodging services course. Two culinary arts courses were added due to the need for more advanced courses, including a course for students to pursue an individualized pathway.

Hospitality and Tourism Exhibits 1-4 were received into the record and discussed at a prior public hearing. No new public comments were received.

In response to Board questions, Roth stated that the workgroup looked at the question of certain certifications, which are recommendations, not requirements.

There was no opponent testimony.

Marketing

Kim Roth testified in support of the proposed marketing standards. Roth stated that these standards focus on planning, managing, and performing marketing activities. This workgroup focused on data and data analytics. These areas have increased in the last ten years due to the rise of online businesses.

The workgroup retired a number of courses and the content was restructured into other areas, and added a new course called marketing strategies. The courses all include components of data analytics.

No public comments were submitted regarding the proposed Marketing standards. Roth noted that there is a very small number of Marketing programs in South Dakota.

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

In response to Board questions, Roth stated business-related workgroups have discussed keyboard skills. The two courses developed in the business cluster focus specifically on computer application programs to build keyboarding skills and professional efficiency.

There was no opponent testimony.

Transportation, Distribution, and Logistics

Kim Roth testified in favor of the proposed standards. Roth stated that these standards focus on planning, management, and movement of people, materials, and goods through distribution networks. The workgroups spent time discussing electric vehicles and emissions standards, as well as the rise of logistics as a necessary part of the field. The workgroup developed a new course called Logistics and Planning Management, and another in Diesel Technology.

Transportation, Distribution, and Logistics Exhibits 1-7 were received into the record and discussed at a prior hearing. No new public comments were received.

There was no opponent testimony.

English Language Arts

Teresa Berndt, DOE reading specialist, testified in favor of the proposed English language arts standards. Berndt provided an overview of the standards review process, which began in spring 2016. The process began by recruiting educators, administrators, teachers, postsecondary professors, and others from the education field to be on the workgroup and serve as table leads to facilitate the conversations.

The workgroup met and reviewed the existing South Dakota standards as well as standards from other states to identify strengths and weaknesses. The review process itself was also discussed, to ensure that the process resulted in meaningful suggestions, including development of the quality standards checklist.

The workgroup then broke into small groups to examine the standards by grade level and strands. Strands consist of reading for information, reading for literacy, writing, language, foundational skills, and 6-12 literacy skills for content areas (science, social studies, history, and technical subjects). Grade level discussions also included examinations of the standards for two grade levels above and below a given grade, in order to integrate skills progression. The workgroup discussed the reasoning behind changing a standard as involving the identification of key knowledge or skills, connecting learning across grade levels, and clarifying language. The entire group also discussed the vertical alignment of the K-12 standards as a whole.

All information on the revision process was put online at the end of the workgroup's process, including the progressions and proposed changes. This information was provided to educators during the 2016-2017 school year to facilitate feedback. A survey on this received approximately 80 responses from individual educators or groups of educators. A standards toolkit was developed and provided to school districts to facilitate additional discussions on the standards. All feedback was gathered and the workgroup reconvened in June 2017 to look at all the comments and revised the standards to incorporate proposed changes where necessary.

SOUTH DAKOTA BOARD OF EDUCATION STANDARDS

Berndt summarized the proposed changes within the English language arts standards. The workgroup proposed changes to clarify language regarding the standard's expectations for students and connections to prior learning, as well as the progression of learning and skills. This was a focal point in all standards. The workgroup also proposed changes to the examples for the standards to support the intent of the standards. Confusing examples or examples that limited how skills were taught were removed.

A notable proposed change was made to the standards regarding reading for information, reading for literacy, and writing. The workgroup felt that the standards needed to incorporate language to allow for self-selected text and independently selected writing topics. The workgroup felt these skills were essential for lifelong learning and best practices, and developed new language around those skills. Some language also referred to proficiency at grade band, rather than grade level, so that was updated to reflect the specific expectations.

At the elementary level, the workgroup changed the K-4 vertical handwriting progression. Language was added regarding fluency and performance of language skills. Changes to the language on cursive or print handwriting requirements were made as well. Districts can decide the progression in this area.

In the grades 6-12 literacy standards, the workgroup determined to add language to improve the rigor and stamina of those skills and ensure the language in the K-12 reading and writing standards were consistent with the grades 6-12 literacy standards in the content areas of social studies, history, science, and technical writing. Academic examples were also included. The workgroup proposed inclusion of world literature and global perspectives language to account for additional viewpoints in those standards areas.

English Language Arts Exhibits 1-31 were received into the record and addressed at a prior hearing. English Language Arts Exhibits 32 and 33 were received into the record and discussed. Exhibit 32 was from a teacher and stated that no significant changes were noted by the commenter. Exhibit 33 was from a parent and teacher, and expressed frustration that she could not attend the meeting in person. Exhibit 33 stated that the standards maintain rigor and appropriateness, and will effectively prepare students for the future. All comments will be taken to the workgroup for review and response.

In response to Board questions, Berndt stated that the survey feedback received prior to the public hearings may be part of the reason why the standards did not receive many comments during the hearing process. Berndt stated that the decision to teach cursive is a local decision. The workgroup conversations did address that it is part of the progression in the standards.

Melissa Pankratz, parent and Meade School District teacher, testified in support of the proposed standards. Pankratz stated that she served on the standards revision workgroup. She noted that the standards are rigorous and will prepare students for college or career, and that there is a strong scaffold of skills that creates a gradual progression and builds into more advanced skills. The workgroup helped eliminate confusion and make the standards more user friendly, while maintaining rigor. She stated that standards were not really removed, but were reworked to put them in more appropriate areas or to address changes. Current research and best practices were considered and incorporated—self-selection is an example of that. In her opinion, the proposed standards will enhance what they are currently working with. Adopting these standards will ensure that South Dakota students are challenged and engaged with rigorous standards.