

Date: Monday, March 19, 2018—9:00 a.m. Central Time

Location: MacKay Building, First Floor, Library Commons
800 Governors Drive, Pierre, South Dakota

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

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

Present: Sue Aguilar, President
Gopal Vyas, Vice-President
Dr. 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, Abby Javurek, Becky Nelson, Nicol Reiner, Teresa Berndt, Karen Keyser, Erin Larsen, Holly Farris, and Ferne Haddock.

Others in

attendance: Paul Rice, Bob Mercer, Gary Guttner, Chris Mitchell, Rich Aguilar, 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 9:00 a.m. Central Time.

Adoption of Agenda:

Motion by Schallenkamp, second by Sly, to adopt the March 19, 2018, proposed agenda. Voice vote, all present voted in favor. Motion carried.

Approval of Minutes:

Motion by Guffin, second by Vyas, to approve the January 26, 2018, minutes with correction on page two to change "second public hearing" to "third public hearing." Voice vote, all present voted in favor. Motion carried.

Conflicts disclosures (SDCL 3-23-3):

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Board member Scott Herman and Holly Farris, Board legal counsel, discussed disclosure of a contract. The contract is between the Department of Education and the Rosebud Sioux Tribe, Herman's employer, and thus Herman has an interest. The contract provides for nutrition services to the Rosebud Head Start program through September 2018. The contract does not lead to a waiver request, but will be supplemented to Herman's annual disclosure form.

Public Hearing—Standards:

The Board of Education Standards convened the fourth public hearing on academic content standards at approximately 9:08 a.m. Central 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 fourth 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 the standards revision process is an opportunity for the Department and stakeholders to give a lot of thought to the standards. Nelson stated that the standards are an outline of the standards and skills that students must know and be able to do by the end of grade level, but do not dictate curriculum. Curriculum continues to be a local decision. Nelson pointed out that some changes to the proposed standards have been made because of public comments received throughout the hearing process and that presenters on the individual standards areas will further detail those changes.

Health Education

Karen Keyser, DOE division of learning and instruction, testified in favor of the proposed standards. Keyser 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 for pre-K to grade twelve. Prior 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 quality performance indicators.

Workgroup members were asked to review the South Dakota standards, as well as those from two other states. Committee members identified the strengths and weaknesses of the various standards during this review, as well as potential action steps to revise the South Dakota standards. The group then discussed their reviews and the current standards, which resulted in the decision to keep the health education standards as currently written. The rationale for that decision is that the current standards are and remain relevant.

The performance indicators for each grade span were also reviewed in small groups. Small groups reported to the large group for additional discussion. Group discussions and review of the indicators 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 and indicators to other states' standards.

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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.

There was no opponent testimony.

Motion by Vyas, second by Sly, to adopt the Health Education standards as proposed. Voice vote, all present voted in favor. Motion carried.

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, which consisted of 26 members and two facilitators. The team focused not only on revision, but on reaffirming the vision of the standards themselves. Much of the work to date included aligning the standards in social studies areas. The group also examined how to expand the standards for inclusion in other standards content areas as well.

Nelson noted that the workgroup focused on reviewing the standards to provide clarity for instructional purposes and to ensure the historical and contemporary focus is useful in all areas. Nelson emphasized that the Oceti Sakowin standards were not completely overhauled and the overarching standards remain the same. Teacher experiences and elder expertise were further incorporated as the revision process went along. The indicators specific to the grade band connections were removed from 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 student 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. No changes to the proposed standards have been made as a result.

There was no opponent testimony.

Secretary Kirkegaard stated that SDEA has been working with teachers on ways to incorporate the Oceti Sakowin standards into school curriculums and the Department of Education supports that work. The Department will also encourage schools to look at incorporating the Oceti Sakowin standards in various ways.

In response to Board questions, Nelson stated that efforts are made to ensure that teacher preparation programs and new teachers are aware of the standards and proposed revisions, such as including post-secondary education representatives on the workgroup and making presentations regarding the content standards to teacher preparation program students. Dr. Paul Turman, Board of Regents, also responded that several institutions work to align offered courses with the content standards so that teacher preparation program students are familiar with the concepts.

Business Management and Administration

Erin Larsen, DOE division of career and technical education, testified in favor of the proposed standards. Larsen 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 the CTE standards. The workgroups met for three days for each of the six clusters. The first day was spent reviewing labor market projections for in-demand careers, and also looked at feedback from employers, post-secondary 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 provide 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 discussed changes to human relations procedures and the impact of technology changes, such as file sharing, on this cluster. Because of the discussion, a wide range of courses were retired or realigned because they were out-of-date or were more appropriate for 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.

In response to Board questions, Larsen stated that there are about 100 approved CTE programs across the state and many schools offer some courses, such as accounting, in this subject area.

There was no opponent testimony.

Motion by Schallenkamp, second by Vyas, to adopt the Business Management and Administration Standards as proposed. Voice vote, all present voted in favor. Motion carried.

Capstone Courses

Erin Larsen testified in favor of the proposed Capstone Courses standards. Larsen stated that these standards are the primary vehicles students use for work-based learning within school districts. There

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are not 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.

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 partnerships and engagement with professionals outside the school to create real-world applications. The workgroup also developed a new Youth Apprenticeship course, in response to industry demand.

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

In response to Board questions, Larsen stated that capstone courses are available for areas such as dentistry, where the student could undertake a research project or job shadowing. Larsen also discussed opportunities in this area, and other CTE areas, in subjects like coding, which are also addressed in information technology standards.

There was no opponent testimony.

Motion by Guffin, second by Vyas, to approve the Capstone Course Standards as proposed. Voice vote, all present voted in favor. Motion carried.

Government and Public Administration

Erin Larsen testified in favor of the proposed Government and Public Administration standards. Larsen 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 address government accountability, efficiency, ethics, services provided, and data management.

Four new courses were developed for these standards. Courses include principles of public administration, international affairs, community and regional planning, public finance, and inclusion of JROTC courses.

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, Larsen discussed that the Department has not tracked the number of JROTC programs to date, but could start compiling that information.

There was no opponent testimony.

Motion by Sly, second by Guffin, to adopt the Government and Public Administration Standards as proposed. Voice vote, all present voted in favor. Motion carried.

Hospitality and Tourism

Erin Larsen testified in favor of the proposed Hospitality and Tourism standards. Larsen testified that this cluster focuses on the management, marketing, and operations of both restaurants and tourism

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services. Particular attention was given to current trends in customized diets and healthy eating, as well that have come to the forefront. Local tourism components were addressed, based on feedback from stakeholders in the western part of the state. 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, Larsen stated that this standards area includes a significant focus on culinary arts, having evolved out of prior family and consumer science content. With the feedback received during this revision cycle, and connections with the Department of Tourism, efforts are being made to provide more course options in hospitality and tourism. There are two strands within the CTE standards that allow for students to focus on culinary arts or hospitality and tourism.

There was no opponent testimony.

Motion by Guffin, second by Vyas, to adopt the Hospitality and Tourism Standards as proposed. Voice vote, all present voted in favor. Motion carried.

Marketing

Erin Larsen testified in support of the proposed marketing standards. Larsen stated that these standards focus on planning, managing, and performing marketing activities to reach organizational objectives. This workgroup focused on data and data analytics. These areas have increased in the last ten years due to the rise of online businesses shifting from brick-and-mortar stores.

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

Marketing Exhibit I was received into the record and addressed. The public comment was in support of the proposed standards.

There was no opponent testimony.

Motion by Schallenkamp, second by Sly, to adopt the Marketing Standards as proposed. Voice vote, all present voted in favor. Motion carried.

Transportation, Distribution, and Logistics

Erin Larsen testified in favor of the proposed standards. Larsen stated that these standards focus on planning, management, and movement of people, materials, and goods. It includes aspects of both working with vehicles, such as repairs, and with the planning around transportation. The workgroups spent time discussing electric vehicles and emissions standards, as well as the inclusion of logistics and distribution networks as necessary parts of the field. The workgroup developed a new course called Logistics and Planning Management, and another in Diesel Technology.

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Transportation, Distribution, and Logistics Exhibits 1-7 were received into the record and addressed at a prior hearing. Transportation, Distribution, and Logistics Exhibits 8 and 9 were received into the record and addressed. Exhibit 8 described a concern with the amount of detail around tooling addressed in the maintenance and light repair course. More detail was requested. In Exhibit 9, the workgroup responded to the concern raised in Exhibit 8 and noted that in industry, technicians are able to choose the method of repair to undertake. The workgroup felt the concern could be addressed within the unpacking process rather than within the standards themselves.

In response to Board questions, Larsen stated that many of the courses in this area are taught by retired industry members with alternative certification, or who have traditional industrial arts training. Larsen also noted that there are ways for students to undertake internships in areas not specifically listed in the standards.

There was no opponent testimony.

Motion by Herman, second by Sly, to adopt the Transportation, Distribution, and Logistics Standards as proposed. Voice vote, all present voted in favor. Motion carried.

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, parents, 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 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 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 gather feedback. A survey on this received 75-80 responses from individual educators or groups of educators. Webinars were also conducted with 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.

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 specific examples for the standards to support the intent of the standards. Confusing examples or examples that limited how skills were taught were removed.

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A notable proposed change was made to the standards, specifically Standard 10, 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 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 added in language on 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. In the 6-12 standards areas on science, history, and technical subjects, the workgroup added language to include world literature and global perspectives, reasoned judgment and bias, and language to incorporate reading content.

English Language Arts Exhibits 1-33 were received into the record and addressed at a prior hearing. English Language Arts Exhibit 34 was received into the record and addressed. Exhibit 34 was submitted by a teacher who raised the concern that speaking and listening standards should be a separate class, in order to emphasize the continued importance of speech and debate for students. Berndt noted that the comment goes to course offerings, which the workgroup cannot address. The workgroup examined Exhibits 1-34. No changes were made to the proposed elementary standards in this area. Many of the exhibits were questions that could be addressed via the unpacking process. In the 6-12 standards in this area, the workgroup responded to the public comments with changes about language progression skills and to make language consistent throughout grade progressions, but no changes to the standards themselves.

In response to Board questions, Berndt stated that there are specific grammar standards per grade level. Berndt also outlined the process that will be undertaken to assist schools and teachers with implementing the standards in classrooms. Supports will include identifying resources by grade level and a toolkit of those resources. Berndt also noted that the changes will be in place for the next school year. Higher education representatives will be included in the workgroup that will address implementing the standards.

There was no opponent testimony.

Motion by Guffin, second by Vyas, to adopt the English Language Arts Standards as proposed. Voice vote, all present voted in favor. Motion carried.

Math

Nicol Reiner, DOE mathematics education specialist, testified in favor of the proposed standards. Reiner provided information about the workgroup revision process, which is similar to the English Language Arts process. The workgroup convened in June 2016 and consisted of K-12 educators from regular and special education, postsecondary education faculty, community members, and parents. The workgroup examined the existing South Dakota standards and compared them to standards from other states, and