

## South Dakota Education and Training

June 15-17, 2015

Brookings

### Participants:

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Debra DeBates, South Dakota State University, Brookings, SD  
Ryan Hall, George McGovern Middle School, Sioux Falls, SD  
Elissa Herman, West Central High School, Sioux Falls, SD  
Tracy Kern, Harrisburg School District, Brandon, SD  
Charlotte Mohling, Wessington Springs School District, Wessington Springs, SD  
Sara Skillman-Blom, Rapid City Area Schools, Rapid City, SD  
Kristie Storms, Webster Area Schools, Webster, SD  
Daniel Wold, Aberdeen Roncalli High School, Aberdeen, SD

Participants introduced themselves stating name, location, and curricular area of expertise.

An introductory video, *Success in the New Economy* written and narrated by Kevin Fleming and produced by Bryan Y. Marsh, was shared. This video (available on the Internet at <https://vimeo.com/67277269>), describes a fallacy in the traditional “college for all” model of education and encourages individuals to select career paths based on interests and skills.

It was noted that the purpose of the work was to develop South Dakota’s state standards for education and training to ensure that they:

- Are aligned with industry needs
- Prepare students to be successful in employment and in postsecondary training
- Establish a sequence of courses leading to completion of a program of study.

It was clarified that standards describe “what” is to be learned, not “how” it is to be learned.

Program of study was defined as:

- A nonduplicative sequence of both academic and technical courses
- Beginning no later than grade 11 and continuing for at least two years beyond high school
- Culminating in a degree, diploma or certification recognized as valuable by business/industry partners.

A program of study was viewed as the bridge connecting preparatory and advanced work in high school with further study at the postsecondary level through a collegiate program or advanced training through work.

A summary of a recent labor market analysis for South Dakota was presented, with separate slides shown identifying the 20 largest industry clusters, the fastest growing industry clusters by percentage

growth and increase in employment demand, and the occupations with a projected demand of 50 or more.

Participants were asked to identify industry trends by describing what was new in the industry, what is emerging in the industry but not yet routinely practiced, and what is no longer done in the industry. It was intended that this information would guide discussion about where new standards were needed and where existing standards could be deleted. For education and training the discussion suggested:

New

- Identification and valuation of credentials in education and training (other than standard degrees and licensure)
- Improved advising (recruitment) and mentoring (retainment) for individuals pursuing education and training pathways
- Greater visibility of training and education in nonprofits or systems, other than public/private education
- Impact of technology on education and training, massive open online courses (MOOCs) and bring your own device (BYOD) policies

Emerging

- Business using electronic or social media platforms for employee learning and development

No longer done

- Need for increased flexibility in learning, complemented by technology, alternative pathways to teaching or training, means that some rote learning techniques could be phased out

In addition, the education and training business advisory committee provided feedback to guide standards development. From that feedback:

- Advisory committee members suggested that the current set of courses were relevant on the assumption that course content is continually updated and that individuals were preparing for a teaching career. The relevance to other training opportunities might be questioned. Members pointed specifically to psychology and sociology courses as beneficial as well as opportunities for volunteerism. It was suggested that an increased emphasis on professionalism and ethical behavior would be appropriate.
- Members suggested that all industries are struggling to find employees and that non-teaching opportunities in the education and training cluster should be promoted. Inclusion of field experience in the Introduction to Teaching and Teaching as a Profession courses would be helpful.
- Certifications to be incorporated into the instruction might be limited to the National Career Readiness Certificate or Work Keys certification, though members encouraged specific information in the Teaching and Training as a Profession course about the process for becoming certified as a teacher in South Dakota.
- Members hoped that students who complete this program of study demonstrate strong verbal and written communication skills and work integrity, particularly attendance and proper conduct.

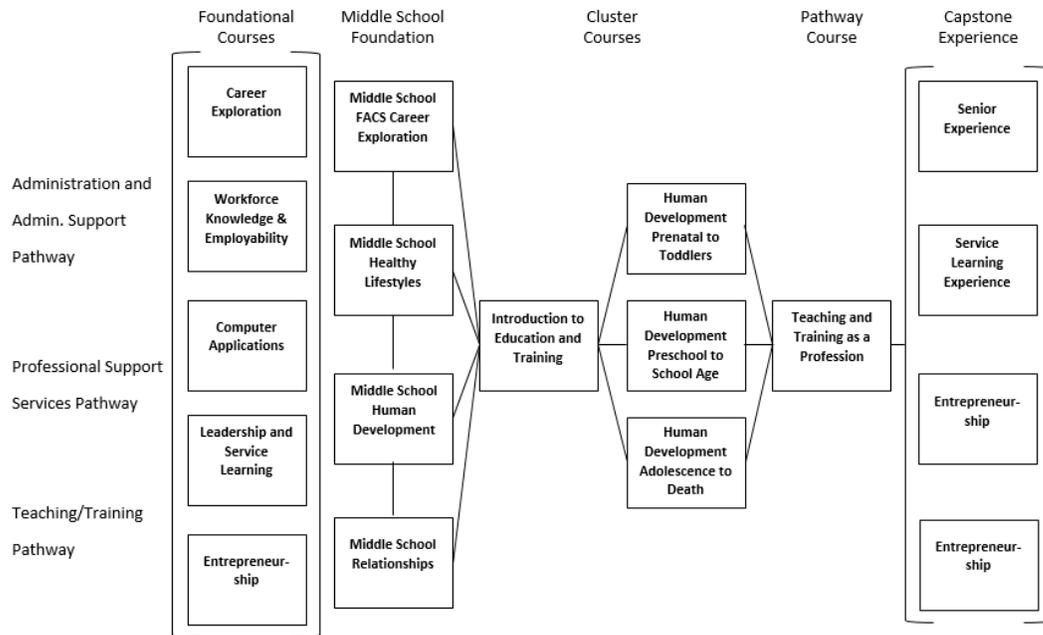
Results of a recent survey of employers were shared. The survey was designed to ascertain if employers were having hiring difficulties, if applicants were deficient in either soft or technical skills, and options for a state response. 140 survey responses were included in the results with largest participation from

hospitality and tourism (30), architecture and construction (19), manufacturing (15), agriculture, food and natural resources (14), and transportation, distribution and logistics (10). In general:

- Four out of five employers noted having hiring difficulties in the previous 12 months.
- Primary reasons for this hiring difficulty were:
  - Low number of applicants (97)
  - Lack of work experience (67)
  - Lack of technical or occupational skills (34)
  - Inability to pass drug tests or having a criminal record (30)
  - Unwillingness to accept offered wages (29)
- Occupational areas noting the greatest hiring difficulties were hospitality (20), architecture & construction (16) and manufacturing (14) though these results are skewed by the response rate from the individual sector
- The most highly noted soft skills lacking were:
  - Initiative (85)
  - Attendance/dependability (84)
  - Communications (74)
  - Customer service (64)
  - Problem solving (55)
- Similarly, employers noted the highest needs for additional training in:
  - Attendance/timeliness/work ethic (75%)
  - Customer service (58%)
  - Problem-solving (53%)
  - Teamwork (41%)
- Two out of five employers noted that applicants lacked technical skills.
- Employers asked that the state response focus on:
  - Promotion of opportunities (11)
  - Teaching of ethics (11)
  - Teaching soft skills (6)

Participants were asked to chart out a new program of study incorporating course titles for which standards would be developed. The process involved placing course titles on post-it notes on the wall with an open process to place courses where deemed appropriate and add courses deemed necessary. It was decided by the group that the most effective structure would show the state's five foundational courses, four middle school foundation courses in family and consumer science, an introduction to education and training course, three cluster courses in human development, and a pathway course in teaching and training as a profession followed by capstone experiences. The resulting structure is shown in the chart below. The structure gives broad exposure to students for any of three pathways: administration and administrative support, professional support services, and teaching/training. The senior capstone experience is maintained.

## Education and Training Pathways



Information was provided about what makes good standards. These criteria included:

- Essential – does it define knowledge and skills that an individual must have to participate fully and effectively in programs that prepare them to enter careers with livable salaries, and to engage in career advancement in growing, sustainable industries?
- Rigorous – does it ask a student to demonstrate deep conceptual understanding through the application of knowledge and skills to new situations?
- Clear and specific – does it convey a level of performance without being overly prescriptive? Is it written in a way that the general public would understand?
- Teachable and Learnable – does it provide guidance to the development of curricula and instructional materials? Is it reasonable in scope?
- Measurable – Can it be determined by observation or other means that the student has gained the knowledge and skills to be demonstrated to show attainment of the standard?
- Coherent – Does it fit within the progression of learning that is expected for the program of study?
- Sequential – Does it reinforce prior learning without being unnecessarily repetitive? Does it provide knowledge and skills that will be useful as the student continues through the program of study?
- Benchmarked – Can the standard be benchmarked against industry or international standards? Does it prepare the student to be successful in the regional, state and global economies?

State agency staff met in May to review the processes to be used for standards review. During that session the staff identified other criteria to be considered when writing standards:

- Connections to postsecondary programs

- Relevant across the content area
- Compatible with virtual learning
- Reflects business/industry input
- Adaptable to change over time
- Allows for instructional creativity
- Appropriate for the target audience
- Aligned with relevant academic content
- Applicable to student organizations
- Recognizes unique features of CTE

These additional criteria were shared with participants for their consideration during standards development.

Participants were encouraged to identify a “big picture” concept statement describing what was to be accomplished within the course before developing standards. This “big picture” statement would eventually be revised to be an executive summary statement at the time that the standards were drafted.

A Standards Template was shared with the participants. A template was completed for each course. The elements of the template were reviewed with the group:

- The course title was inserted at the top.
- A grid of administrative information was completed to the extent the information was known. This grid included:
  - The Career Cluster [Education and training]
  - The Course Code [to be added by state staff]
  - Any prerequisites or recommended prior coursework
  - Credits [generally established by the individual school district]
  - Graduation requirement [generally established by the individual school district]
  - Program of study and sequence [a listing of the components of the program of study]
  - Student organization
  - Coordinating work-based learning [refer to spectrum of work-based learning activities]
  - Industry certifications [if appropriate for the course]
  - Dual-credit or dual enrollment
  - Teacher certification requirements
  - Resources
- Course description. Eventually this will be an executive summary describing the course, but in the process participants were encouraged to develop a “big picture” statement about the course to serve as a reminder when developing standards.
- Program of study application: a more detailed description of the elements within the program of study and where the particular course fits within a sequence.
- Course Standards and prods
  - “Prods” is a list of topics to keep in mind when developing standards to see that related topics are included. The prods identified by state staff include:
    - Safety
    - Soft skills
    - Reinforcing academic concepts in math, language arts, science and social studies
    - Addressing all aspects of the industry
    - Trends [so that students are thinking of the direction that an industry is moving]

- Indicators – the main topics written in terms of a demonstration of knowledge and skills
- Sub-indicators – statements identifying in more detail how the indicator will be demonstrated
- Integrated content – A space that allows for examples, explanation, reference to credentials, alignment with other academic standards or other useful information to bring clarity to the understanding about the intent of the sub-indicator
- Notes – a place for additional information to clarify the intent and expectations of the indicator.

An example was shared to ensure understanding.

Working teams were then established to write the standards. Each team selected a course to begin the work. Early drafts were reviewed by the consultants and participants were led with guiding questions so that they could refine their own work. Eventually, when standards had been developed for all courses, the participants did a final group review of all standards to give their approval. Final documents were then reviewed by the consultants for format and structure, and saved to the shared Dropbox. Participants were given two weeks to make any final comments or suggestions, at which time the Dropbox was put into a “read-only” status.

For Education and training, the following course standards were developed:

### **Middle School FACS Career Exploration**

CE 1 Analyze information about career opportunities to make informed career decisions.

CE 1.1 Investigate the knowledge and skills associated within the sixteen career clusters.

CE 1.2 Evaluate potential careers in the Education and Training, Arts, A/V Technology and Communications, Human Services and Hospitality and Tourism career clusters.

CE 1.3 Assess social, economic and technology influences on career choices.

CE 2 Evaluate transferable and employability skills in school, community and workplace settings.

CE 2.1 Investigate transferable and employability skills in school, community and workplace settings.

CE 2.2 Use volunteerism to develop transferable and employability skills.

CE 2.3 Develop leadership and teamwork skills.

CE 3 Create a personal career plan.

CE 3.1 Analyze assessment results to explore career cluster options.

CE 3.2 Develop a personal learning plan needed to achieve individual and career goals.

### **Middle School Health Lifestyles**

NW 1 Investigate careers in the nutrition and wellness industry

NW 1.1 Explore knowledge and skills needed for careers in the nutrition and wellness related occupations.

NW 2 Explain the components of individual and family wellness.

NW 2.1 Describe how food choice decisions affect personal and family wellness.

NW 2.2 Investigate the relationships between physical activity and a healthy lifestyle.

NW 2.3 Identify the six main nutrients and their relationship to a healthy lifestyle.

NW 2.4 Describe factors contributing to nutrition-related diseases and disorders.

NW 3 Apply food safety and sanitation practices.

NW 3.1 Explain common practices that promote safe and sanitary food conditions.

### **Middle School Human Development**

- HD 1 Investigate careers in the Education and Training and Human Services clusters.
  - HD 1.1 Explore knowledge and skills needed for careers in Education and Training and Human Services clusters.
- HD 2 Analyze human growth and development.
  - HD 2.1 Investigate the stages of human development, birth through death.
  - HD 2.2 Analyze how the family contributes to healthy human development.
  - HD 2.3 Analyze the impact of social issues and technology on human development.
- HD 3 Analyze practices that promote growth and development.
  - HD 3.1 Summarize the areas of development.
  - HD 3.2 Evaluate developmentally appropriate learning activities for children.
  - HD 3.3 Demonstrate understanding of practices that promote the health and safety of children.
  - HD 3.4 Understand the roles and responsibilities of a caregiver.

### **Middle School Relationships**

- R 1 Investigate careers in Human Services and Education and Training.
  - R 1.1 Explore knowledge and skills needed for careers in Human Services and Education and Training clusters.
- R 2 Analyze how personal growth influences relationships.
  - R 2.1 Explain how personal needs affect relationships.
  - R 2.2 Summarize the effects of self-esteem and self-image within relationships.
- R 3 Analyze skills needed to build and maintain positive relationships.
  - R 3.1 Explain the role of positive communication skills in relationships.
  - R 3.2 Analyze how personal standards and ethics guide behaviors in relationships.
  - R 3.3 Apply problem-solving strategies to relationship issues.
  - R 3.4 Understand strategies to resolve conflicts in relationships.

### **Introduction to Education and Training**

- ED 1 Explore career opportunities in education and training.
  - ED 1.1 Compare the career potential in Administration and Administrative Support Services, Professional Support Services, and Teaching/Training.
- ED 2 Analyze skills of effective educators or trainers.
  - ED 2.1 Evaluate concepts of effective communication skills needed in an education or training setting.
  - ED 2.2 Apply effective planning and presentation skills in an education or training setting.
  - ED 2.3 Compare effective instructional, organizational, and management strategies.
  - ED 2.4 Assess group processes and skills for working collaboratively in education and training.
- ED 3 Investigate influences on education and training.
  - ED 3.1 Apprise knowledge about the history and belief systems of multiple cultural groups to enhance learner achievement.
  - ED 3.2 Assess the influence of learning styles on education or training.
- ED 4 Analyze professional ethics and legal responsibilities in education and training.
  - ED 4.1 Connect goals, policies, and procedures to ensure a positive learning environment.
  - ED 4.2 Interpret emergency and safety procedures in education or training settings.
  - ED 4.3 Collect and display professional ethics as they relate to education and training.
  - ED 4.4 Assess appropriate confidentiality regarding educational and occupational information.

### **Human Development: Prenatal to Toddlers**

- HDPT 1 Analyze principles of human development.

HDPT 1.1 Investigate human development theories to predict infant and toddler behavior.  
HDPT 1.2 Analyze socio-cultural, inherited, and environmental factors that influence infant toddler development.

HDPT 2 Analyze development of infants and toddlers.

HDPT 2.1 Critique healthy prenatal development and child birth.

HDPT 2.2 Analyze the physical, emotional, social, and intellectual development of infants and toddlers.

### **Human Development: Preschool to School Age**

HDPS 1 Analyze principles of growth and development of preschool through school-aged children.

HDPS 1.1 Apply concepts from human development theories to the preschool through school-aged children.

HDPS 1.2 Analyze physical, social, emotional, cognitive development of preschool and school-aged children.

HDPS 2 Analyze conditions that influence growth and development.

HDPS 2.1 Examine the effects of culture, environment, and inherited influences on growth and human development.

HDPS 2.2 Analyze the effects of life events.

HDPS 2.3 Analyze geographic, legislative, and global influences on growth and development.

HDPS 3 Analyze strategies that promote growth and development of preschool through school-aged children.

HDPS 3.1 Create and maintain a safe and healthy learning environment for preschool through school-aged children.

HDPS 3.2 Design strategies that promote physical, social, emotional and cognitive development.

HDPS 3.3 Connect with support systems that provide for services for caregivers for preschoolers and school-aged children.

HDPS 4 Investigate career paths for working with preschool and school-aged children.

HDPS 4.1 Explain the roles and functions of individuals engaged in careers working with preschool to school-aged children.

HDPS 4.2 Summarize knowledge and skills for a career working with children.

### **Human Development: Adolescence to Death**

HDAA 1 Analyze principles of human growth and development from adolescence through adulthood.

HDAA 1.1 Compare human development theories related to adolescence and adulthood.

HDAA 1.2 Assess interrelationships among physical, emotional, social and intellectual aspects of human growth and development.

HDAA 2 Analyze influences on human growth and development.

HDAA 2.1 Investigate the effect of heredity and environment on human development.

HDAA 2.2 Identify the effects of gender and culture on human development.

HDAA 2.3 Connect the effects technology has on human growth and development.

HDAA 2.4 Investigate the effect of socioeconomics and medical technology on human development.

HDAA 3 Compare factors that promote growth and development across adolescence and adulthood.

HDAA 3.1 Assess the roles of support systems in meeting human development needs.

HDAA 3.2 Draw conclusions related to the role nurturing has on human development.

HDAA 4 Analyze the processes of aging and death.

HDAA 4.1 Analyze social practices related to aging and death.

HDAA 4.2 Analyze coping methods that relate to aging and death.

HDAA 4.3. Demonstrate understanding of legal and ethical factors related to aging and death.

**Teaching and Training as a Profession**

TTP 1 Evaluate personal and professional attributes essential to becoming an effective teacher or trainer.

TTP 1.1 Assess personal attributes as they relate to teaching and training.

TTP 1.2 Assess the qualities of professional and ethical behavior for teachers and trainers.

TTP 2 Analyze knowledge required for careers in education/training.

TTP 2.1 Analyze theories of development and learning to guide instruction or training.

TTP 2.2 Analyze relationships within families and communities that impact teaching and training.

TTP 2.3 Create a positive learning environment.

TTP 3 Demonstrate integration of curriculum and instruction to meet developmental needs of individuals.

TTP 3.1 Analyze needs of learners or organizations.

TTP 3.2 Utilize content standards or business policies to develop and education or training plan.

TTP 3.3 Investigate a variety of curriculum and instructional models/strategies.

TTP 3.4 Evaluate the components of a lesson/training plan.

TTP 3.5 Assess learning of audience for a standard or performance.

A cover letter has been drafted to guide business/industry feedback to the standards developed through this process. The seven standards documents will be reformatted with three columns for business/industry feedback at the sub-indicator level utilizing a 1 (low) to 5 (high) scale:

- Is the sub-indicator essential?
- Is the sub-indicator clear and specific?
- Is the sub-indicator measurable?

Business/industry partners are also asked if the standards reflect the preparation necessary for a student to enter her/his particular occupational field. A sample of the reformatted document follows.

**Course Standards**

CE 1: Analyze information about career opportunities to make informed career decisions.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>	Essential 1 (low) – 5 (high)	Clear and Specific 1 (low) – 5 (high)	Measurable 1 (low) – 5 (high)
Four Extended Thinking	CE 1.1 Investigate the knowledge and skills associated within the 16 career clusters. <i>Examples:</i> <ul style="list-style-type: none"> <li>• Complete hands-on activities related to each of the 16 career clusters to identify knowledge and skills (for example: a wax museum portraying different occupations from each cluster)</li> <li>• Interview people from each of the 16 career clusters.</li> <li>• Utilize guest speakers to share information about their careers.</li> <li>• Participate in face to face or virtual field trips to places of employment.</li> <li>• Use resources available on SD <a href="#">MyLife</a> to explore clusters and careers (for example: business networks, career coach discussion boards, career information, etc.).</li> </ul>				

Following business/industry review, state staff will revise the standards documents as necessary to incorporate business/industry suggestions. The revised documents will be shared with participants in

the standards development process and, eventually, with teachers of law and public safety courses throughout the state for their feedback. Final documents will be taken through public hearings and delivered to the State Board of Education for adoption.