

South Dakota

**Are New Teachers Being
Prepared for College- and
Career-Readiness Standards?**

2014 State Teacher Policy Yearbook



National Council on Teacher Quality

Acknowledgments

STATES

State education agencies remain our most important partners in this effort, and their gracious cooperation has helped to ensure the factual accuracy of the final product. Although this year's edition did not require the extensive review that comprehensive editions require, we still wanted to make sure that we captured all relevant policy changes and that states' perspectives were represented. Every state formally received a draft of the policy updates we identified in June 2014 as well as a draft of analyses and recommendations for the new indicators related to college- and career-readiness standards for comment and correction. States also received a final draft of their reports a month prior to release. All but two states responded to our inquiries. While states do not always agree with our recommendations, their willingness to engage in dialogue, explain their differing points of view and often acknowledge the imperfections of their teacher policies are important steps in moving forward.

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Teacher Preparation Policy Priorities for South Dakota

Prepare all teachers to meet the instructional shifts of college- and career-readiness standards for students.

- Strengthen preparation requirements to ensure teacher candidates have the ability to address the use of informational texts as well as incorporate complex informational texts into classroom instruction.
Priority for elementary, middle, secondary and special education teacher preparation.
- Through testing frameworks or teacher standards, include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.
Priority for elementary, middle, secondary and special education teacher preparation.
- Ensure teachers are prepared to intervene and support students who are struggling with reading.
Priority for elementary, middle, secondary and special education teacher preparation.

Additional priorities for elementary teacher preparation:

- Require all elementary teacher candidates—including candidates for an early childhood license—to pass a rigorous content test that assesses knowledge of all core subjects, including mathematics, and requires a meaningful passing score for each area.
- Require a rigorous assessment in the science of reading instruction.
- Require a content specialization in an academic subject area.

Additional priorities for middle school teacher preparation:

- Require teacher candidates to pass a content test in every core area they are licensed to teach.
- Eliminate the generalist K-8 license.

Additional priorities for special education teacher preparation:

- Eliminate the K-12 special education certificate, and require licenses that differentiate between preparation of elementary and secondary teacher candidates.
- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.
- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

Raise admission requirements:

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population, measured by a test normed to the general college-bound population or minimum GPA.

Hold preparation programs accountable:

- Collect performance data to monitor programs, including student achievement gains.
- Set minimum standards for program performance with consequences for failure to meet those standards.
- Publicly report performance data.

Teacher Preparation in South Dakota

The 2014 *State Teacher Policy Yearbook* keeps the spotlight on the critical issue of teacher preparation. In addition to updating the full set of teacher preparation policies reviewed in last year's comprehensive edition, the 2014 *Yearbook* casts a critical eye on whether states have established requirements for teacher preparation and licensure that help to ensure that teachers are ready for the increased demands of states' college- and career-readiness standards for K-12 students.

Current Status of South Dakota Teacher Prep Policy

D 2014 Teacher Prep Grade

Prior Grades: **D-** 2013 | **D** 2012 | **D** 2011

Yearbook Goal	Topic	2014 Score	2013 Score
1-A	<i>Admission into Preparation Programs</i>		
1-B	<i>Elementary Teacher Preparation</i>		
1-C	<i>Elementary Teacher Preparation in Reading Instruction</i>		
1-D	<i>Elementary Teacher Preparation in Mathematics</i>		
1-E	<i>Middle School Teacher Preparation</i>		
1-F	<i>Secondary Teacher Preparation</i>		
1-G	<i>Secondary Teacher Preparation in Science</i>		
1-H	<i>Special Education Teacher Preparation</i>		
1-I	<i>Assessing Professional Knowledge</i>		
1-J	<i>Student Teaching</i>		
1-K	<i>Teacher Preparation Program Accountability</i>		



Does Not Meet



Meets Only a Small Part



Partially Meets



Nearly Meets



Fully Meets

2014 Teacher Prep Policy Update for South Dakota

Based on a review of state legislation, rules and regulations, NCTQ has identified the following recent teacher prep policy changes in South Dakota:

■ Elementary Teacher Preparation

South Dakota requires elementary teacher candidates to pass the revised Praxis II Elementary Education: Content Knowledge (5018). Early childhood education teachers must pass the revised Education of Young Children (5024) test.

Praxis Test Requirement

www.ets.org

■ Secondary Teacher Preparation in Science

South Dakota requires teacher candidates to take both a chemistry and physics content test in order to obtain a Physical Science endorsement.

Praxis Test Requirement

www.ets.org

South Dakota Response to Policy Update

States were asked to review NCTQ's identified updates and also to comment on policy changes related to teacher preparation that have occurred in the last year, pending changes, or teacher preparation in the state more generally.

South Dakota was helpful in providing NCTQ with additional information about policy changes related to teacher preparation.

The state added that while there have been no official "policy" changes in many of these areas, there is work ongoing across the state. For example, the state indicated that it has received a CEEDAR grant to investigate opportunities to better enable teachers to meet the needs of all students, including special education students in the classroom. This will include evaluation and work toward addressing literacy, reading and math needs of all students in a tiered way. Institutes of higher education in South Dakota are working on the redesign of teacher and principal preparation programs to align with new college- and career-readiness standards as well as the state frameworks for effective teachers and leaders. The teacher preparation redesign also includes a shift to a full year residency model that is already being piloted across the state. South Dakota also noted that it has IHEs who have been part of the piloting of new potential certification assessments that look at other measures of teaching effectiveness.

Figure A

Delivering well-prepared teachers

	2014 GRADE	2013 GRADE	2012 GRADE	2011 GRADE
Alabama	B-	B	B-	C
Alaska	F	F	F	F
Arizona	D	D-	D-	D-
Arkansas	C+	C+	C	C
California	D+	D+	D	D
Colorado	D-	D-	D	D-
Connecticut	B-	B-	C+	C-
Delaware	B-	C+	D-	D-
District of Columbia	C-	D+	D	D
Florida	B+	B+	B-	B-
Georgia	C+	C+	C	C
Hawaii	D-	F	D	D
Idaho	D+	D+	D	D
Illinois	D+	D+	D	D
Indiana	B+	B+	B-	C+
Iowa	D+	D+	D	D
Kansas	D+	D+	D+	D+
Kentucky	B-	B-	C+	C-
Louisiana	C	C-	C	C
Maine	D+	D+	D+	D
Maryland	D+	D+	D+	D+
Massachusetts	B-	B-	C+	C+
Michigan	D+	D	D+	D+
Minnesota	C+	C+	C+	C
Mississippi	C	C-	C	C
Missouri	B-	C-	D+	D+
Montana	F	F	F	F
Nebraska	D-	F	D-	D-
Nevada	D-	D-	D-	D-
New Hampshire	C-	C-	C-	D
New Jersey	B-	B-	C-	D+
New Mexico	D+	D	D+	D+
New York	B	B-	C-	D+
North Carolina	C+	C+	D-	D-
North Dakota	D	D	D	D
Ohio	C	C	C-	D+
Oklahoma	C	C	C	C
Oregon	D+	D	D-	D-
Pennsylvania	C	C	C	C
Rhode Island	B+	B+	C	D+
South Carolina	C+	C	C-	C-
SOUTH DAKOTA	D	D-	D	D
Tennessee	B-	B-	B-	B-
Texas	B	B	C+	C+
Utah	C-	D+	D	D
Vermont	C	C	C-	D+
Virginia	B-	C+	C-	C-
Washington	D+	D+	D+	D+
West Virginia	C+	C+	C-	C-
Wisconsin	C	C-	D+	D
Wyoming	D-	F	F	F
Average State Grade	C	C-	D+	D

Figure B

Delivering well-prepared teachers

	2014 GRADE
Florida	B+
Indiana	B+
Rhode Island	B+
New York	B
Texas	B
Alabama	B-
Connecticut	B-
Delaware	B-
Kentucky	B-
Massachusetts	B-
Missouri	B-
New Jersey	B-
Tennessee	B-
Virginia	B-
Arkansas	C+
Georgia	C+
Minnesota	C+
North Carolina	C+
South Carolina	C+
West Virginia	C+
Louisiana	C
Mississippi	C
Ohio	C
Oklahoma	C
Pennsylvania	C
Vermont	C
Wisconsin	C
District of Columbia	C-
New Hampshire	C-
Utah	C-
California	D+
Idaho	D+
Illinois	D+
Iowa	D+
Kansas	D+
Maine	D+
Maryland	D+
Michigan	D+
New Mexico	D+
Oregon	D+
Washington	D+
Arizona	D
North Dakota	D
SOUTH DAKOTA	D
Colorado	D-
Hawaii	D-
Nebraska	D-
Nevada	D-
Wyoming	D-
Alaska	F
Montana	F
Average State Grade	C

Elementary Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all elementary teachers are sufficiently prepared for the ways that college- and career-readiness standards affect instruction of all subject areas. Specifically,
 - A. The state should require that all new elementary teachers are prepared to incorporate complex texts and academic language into instruction.
 - B. The state should ensure that all new elementary teachers are prepared to incorporate literacy skills as an integral part of every subject.
 - C. The state should ensure that all new elementary teachers of English language arts are prepared to support struggling readers.
2. The state should require that new elementary teachers, including those who can teach elementary grades on an early childhood license, pass a rigorous test of reading instruction in order to attain licensure.
3. The state should ensure that all elementary teacher candidates, including those who can teach elementary grades on an early childhood license, possess sufficient content knowledge in all core subjects, including mathematics.
4. The state should require that its approved teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework. An adequate curriculum is likely to require approximately 45 credit hours to ensure appropriate depth in the core subject areas of English, mathematics, science, social studies and fine arts.
5. The state should require elementary teacher candidates to complete a content specialization in an academic subject area. In addition to enhancing content knowledge, this requirement ensures that prospective teachers have taken higher-level academic coursework.



How well are states ensuring that elementary teachers are prepared for college- and career-readiness standards?

11

Alaska, Arizona, Hawaii, Iowa, Kansas, Montana, Nebraska, Nevada, North Dakota, Ohio, **SOUTH DAKOTA**

9

Colorado, Georgia, Illinois, Louisiana, Maine, Maryland, Michigan, Oklahoma, Oregon

19

Alabama, Delaware, District of Columbia, Idaho, Kentucky, Minnesota, Mississippi, Missouri, New Jersey, New Mexico, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Vermont, Washington, Wisconsin, Wyoming

12

Arkansas, California, Connecticut, Florida, Indiana, Massachusetts, New Hampshire, New York, North Carolina, Texas, Virginia, West Virginia

0

Elementary Teacher Prep Analysis: South Dakota

PREPARING ELEMENTARY TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

The new demands of college- and career-readiness standards for students heighten the need for elementary teachers to have a strong content background in all of the subject matter taught in the elementary grades. South Dakota, like most states, has adopted such standards and must ensure that its preparation and licensure requirements for new teachers address this need.

Currently, South Dakota offers an elementary license to teach grades K-8. The state also offers an early childhood license for birth to age 8. Key licensing requirements for elementary school teachers in South Dakota include:



SOUTH DAKOTA ELEMENTARY TEACHER PREP SNAPSHOT



State requires passing a content test in each of the four core subjects.



State requires adequate test on the science of reading.



State requires academic content specialization.



State has adequate/appropriate requirements for teachers who teach elementary grades on an early childhood license.



Yes



No

In addition to the strong content background called for by college- and career-readiness standards, teacher candidates must also be prepared for the key instructional shifts that differentiate these standards from their predecessors. Elementary teachers in South Dakota are required to pass either the revised Praxis II Elementary Education: Content Knowledge (5018) test or the general middle school content test. The elementary test's reading and language arts subtest includes some of the instructional shifts toward building content knowledge and vocabulary through careful reading of informational and literary texts associated with these standards. However, although the framework now addresses complex texts, it does so only in the context of measuring text complexity and does not address how to also incorporate increasingly complex texts into instruction. Further, South Dakota has set the passing cut-score for this new test one standard error below that recommended by ETS, to "minimize teacher candidate confusion by remaining at a number value closer to the cut-score on the current exam."

The middle school test does not include the instructional shifts associated with the state's college- and career-readiness standards.

RECOMMENDATIONS

- **Ensure that elementary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

Incorporate informational text of increasing complexity into classroom instruction.

Although the revised Praxis II Content Knowledge test is a step in the right direction, this assessment still does not adequately capture all of the major instructional shifts of college- and career-readiness standards—and it fails to provide subscores for each core content area. South Dakota is therefore encouraged to strengthen its teacher preparation requirements and ensure that all candidates who teach the elementary grades have the ability to address the use of informational texts as well as incorporate complex informational texts into classroom instruction. The state should also set meaningful passing scores for its content tests to ensure high levels of performance.

Incorporate literacy skills as an integral part of every subject.

To ensure that elementary students are capable of accessing varied information about the world around them, South Dakota should also—either through testing frameworks or teacher standards—include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.

Support struggling readers.

South Dakota should articulate specific requirements ensuring that elementary teachers are prepared to intervene and support students who are struggling. The early elementary grades are an especially important time to address reading deficiencies before students fall behind.

Early childhood education teachers must pass the revised Education of Young Children (5024) test, which now addresses informational texts but regrettably does not adequately include the specific skills needed to teach the instructional shifts associated with South Dakota's new standards.

Only the Education of Young Children test vaguely addresses literacy skills in other core areas by requiring that a teacher "knows strategies to integrate literacy into the content areas (e.g., mathematics, social studies, science, and the arts)."

South Dakota's elementary content test does not address struggling readers. The Education of Young Children test only indirectly addresses the topic by requiring that a teacher "knows how to collect, analyze and interpret observation and assessment results to inform instructional decision making."

Supporting Research

Praxis Tests

www.ets.org/praxis

Board Documents

<http://doe.sd.gov/board/packets/documents/051914/Item15Doc1.pdf>

South Dakota Administrative Rules 24:53:07:04

SOUTH DAKOTA RESPONSE TO ANALYSIS

South Dakota was helpful in providing NCTQ with facts that enhanced this analysis.

RECOMMENDATIONS CONTINUED

- **Require all elementary teacher candidates—including candidates for an early childhood license—to pass a subject-matter test designed to ensure sufficient content knowledge of all subjects, including mathematics.**

South Dakota should ensure that all content tests are appropriately aligned with its college- and career-readiness standards. The state should require separate, meaningful passing scores for each core subject covered on each test, including reading/language arts, math, science and social studies. A candidate may achieve a passing score and still be seriously deficient in a particular subject area. Mathematics content in particular should be assessed with a rigorous assessment tool, such as the test required in Massachusetts, that evaluates mathematics knowledge beyond an elementary school level and challenges candidates' understanding of underlying mathematics concepts.

In addition, South Dakota is urged to require all early childhood education teacher candidates who teach elementary grades to pass an appropriate test, either the same test as required of other elementary teachers or a comparably rigorous one geared to early childhood content. It is especially worrisome that the state allows teachers up through grade 3 to teach without ever having passed a content test.

- **Require all teacher candidates who teach elementary grades to pass a rigorous assessment in the science of reading instruction.**

South Dakota should require a rigorous reading assessment tool to ensure that its elementary teacher candidates are adequately prepared in the science of reading instruction before entering the classroom. The assessment should clearly test knowledge and skills related to the science of reading and address all five instructional components of scientifically based reading instruction: phonemic awareness, phonics,

RECOMMENDATIONS CONTINUED

fluency, vocabulary and comprehension. If the test is combined with an assessment that also tests general pedagogy or elementary content, it should report a subscore for the science of reading specifically. Elementary teachers who do not possess the minimum knowledge in this area should not be eligible for licensure. South Dakota should also require all early childhood education teacher candidates who teach elementary grades to pass a rigorous assessment to ensure that they are adequately prepared in the science of reading instruction before entering the classroom.

- **Require elementary teacher candidates to complete a content specialization in an academic subject area.**

In addition to enhancing content knowledge, this requirement would ensure that prospective teachers in South Dakota take higher-level academic coursework. The requirement also provides an important safeguard in the event that candidates are unable to successfully complete clinical practice requirements. With an academic concentration (or better still a major or minor), candidates who are not ready for the classroom and do not pass student teaching can still be on track to complete a degree.

- **Ensure that teacher preparation programs deliver a comprehensive program of study in broad liberal arts coursework.**

South Dakota should either articulate a more specific set of standards or establish comprehensive coursework requirements for elementary teacher candidates that align with college- and career-readiness standards to ensure that candidates will complete coursework relevant to the common topics in elementary grades. An adequate curriculum is likely to require approximately 45 credit hours in the core subject areas of English, mathematics, science, social studies and fine arts.

Figure 1

Are states ensuring that new elementary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

	USE OF INFORMATIONAL TEXT	INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS	SUPPORTING STRUGGLING READERS
Alabama	☒	☐	☒
Alaska	☐	☐	☐
Arizona	☒	☐	☒
Arkansas	☒	☒	☒
California	☒	☒	☒
Colorado	☒	☒	☒
Connecticut	☒	☐	☒
Delaware	☒	☐	☐
District of Columbia	☒	☐	☐
Florida	☒	☒	☒
Georgia	☐	☐	☒
Hawaii	☐	☐	☐
Idaho	☒	☐	☐
Illinois	☒	☐	☒
Indiana	☒	☐	☒
Iowa	☐	☐	☐
Kansas	☒	☐	☐
Kentucky	☐	☐	☐
Louisiana	☐	☐	☒
Maine	☒	☐	☐
Maryland	☒	☐	☒
Massachusetts	☒	☐	☒
Michigan	☐	☒	☒
Minnesota	☒	☒	☒
Mississippi	☒	☐	☐
Missouri	☒	☒	☐
Montana	☐	☐	☐
Nebraska	☒	☐	☐
Nevada	☒	☐	☐
New Hampshire	☒	☐	☒
New Jersey	☒	☐	☐
New Mexico	☒	☐	☒
New York	☒	☐	☒
North Carolina	☒	☒	☒
North Dakota	☒	☐	☐
Ohio	☐	☐	☐
Oklahoma	☒	☐	☐
Oregon	☒	☐	☒
Pennsylvania	☒	☐	☒
Rhode Island	☐	☐	☒
South Carolina	☒	☐	☐
SOUTH DAKOTA	☒	☐	☐
Tennessee	☒	☐	☒
Texas	☒	☒	☒
Utah	☒	☐	☐
Vermont	☒	☒	☐
Virginia	☒	☐	☒
Washington	☒	☐	☒
West Virginia	☒	☐	☒
Wisconsin	☒	☐	☒
Wyoming	☒	☐	☐

☒ Fully addresses instructional component ☐ Partially addresses instructional component

SUMMARY OF ELEMENTARY TEACHER PREP FIGURES

Figure 1

Requirements for instructional shifts associated with college- and career-readiness standards

Figure 2

Content test requirements

Figure 3

Specific subject-matter requirements

Figure 4

Science of reading requirements

Figure 5

Math requirements

Figure 6

Requirements for academic concentrations

Figure 7

Requirements for early childhood teachers

Figure 8

Teacher Prep Review findings about elementary teacher prep

Figure 2

Do states ensure that elementary teachers know core content?

	ELEMENTARY CONTENT TEST WITH SEPARATE PASSING SCORE FOR EACH SUBJECT	Elementary content test with separate passing score for some subjects	Elementary content test with composite score	No test required
Alabama	■	□	□	□
Alaska	□	□	□	■ ¹
Arizona	□	■	□	□
Arkansas	■	□	□	□
California	□	■	□	□
Colorado	□	□	■	□
Connecticut	■	□	□	□
Delaware	■	□	□	□
District of Columbia	■	□	□	□
Florida	■	□	□	□
Georgia	□	■	□	□
Hawaii	□	□	□	■
Idaho	■	□	□	□
Illinois	□	□	■	□
Indiana	■	□	□	□
Iowa	□	□	■	□
Kansas	□	□	■	□
Kentucky	■	□	□	□
Louisiana	□	□	■	□
Maine	■	□	□	□
Maryland	□	□	■	□
Massachusetts	□	□	■ ²	□
Michigan	□	□	■	□
Minnesota	□	■	□	□
Mississippi	□	□	■	□
Missouri	■	□	□	□
Montana	□	□	□	■
Nebraska	□	□	■	□
Nevada	□	□	■	□
New Hampshire	■	□	□	□
New Jersey	■	□	□	□
New Mexico	□	□	■	□
New York	□	■	□	□
North Carolina	□	□	■ ²	□
North Dakota	□	□	■	□
Ohio	□	□	□	■ ³
Oklahoma	□	■	□	□
Oregon	□	■	□	□
Pennsylvania	□	■	□	□
Rhode Island	■	□	□	□
South Carolina	■	□	□	□
SOUTH DAKOTA	□	□	■	□
Tennessee	□	□	■	□
Texas	■	□	□	□
Utah	■	□	□	□
Vermont	■	□	□	□
Virginia	■	□	□	□
Washington	□	■	□	□
West Virginia	■	□	□	□
Wisconsin	□	□	■	□
Wyoming	■	□	□	□
	21	9	17	4



EXAMPLES OF BEST PRACTICE

Both **Arkansas** and **California** ensure that elementary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. These states specify that elementary teacher candidates must have the ability to not only build content knowledge and vocabulary through careful reading of informational and literary texts, but also to challenge students with texts of increasing complexity.

Candidates are also required to incorporate literacy skills as an integral part of every subject and are prepared to intervene and support students who are struggling.

In addition, **Indiana** ensures that all candidates licensed to teach the elementary grades, including early childhood education candidates, possess the requisite knowledge of core content and of the key elements of scientifically based reading instruction before entering the classroom. Elementary and early childhood teacher candidates are required to pass a content test comprised of four independently scored subtests, including mathematics. In addition, these candidates are required to pass a comprehensive assessment that tests the five elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. Elementary teacher candidates in Indiana must also earn either a major or minor in an academic content area.

Massachusetts's MTEL mathematics subtest continues to set the standard in this area by evaluating mathematics knowledge beyond an elementary school level and challenging candidates' understanding of underlying mathematics concepts.

1. Alaska does not require testing for initial licensure.

2. Massachusetts and North Carolina require a general curriculum test that does not report scores for each elementary subject. A separate score is reported for math.

3. Only teachers of grades 4 and 5 are required to pass a content test in Ohio.

Figure 3

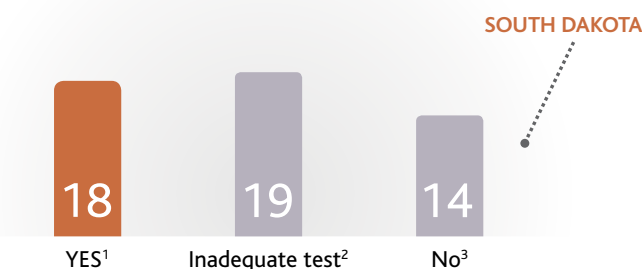
Do states expect elementary teachers to have in-depth knowledge of core content?

	ENGLISH				SCIENCE					SOCIAL STUDIES							FINE ARTS	
	American Literature	World/British Literature	Writing/Grammar/Composition	Children's Literature	Chemistry	Physics	General Physical Science	Earth Science	Biology/Life Science	American History I	American History II	American Government	World History (Ancient)	World History (Modern)	World History (Non-Western)	Geography	Art History	Music
Alabama	☐	☐	★	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Alaska	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Arizona	☐	☐	★	☐	☐	☐	★	★	★	★	★	★	☐	☐	☐	★	☐	★
Arkansas	☐	☐	★	☐	☐	☐	★	★	★	☐	☐	☐	☐	☐	☐	★	☐	☐
California	☐	☐	★	☐	★	★	★	★	★	★	★	★	★	★	☐	★	☐	★
Colorado	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Connecticut	☐	☐	☐	☐	☐	☐	☐	☐	☐	★	★	☐	☐	☐	☐	☐	☐	☐
Delaware	☐	☐	★	☐	☐	★	★	★	★	★	★	★	★	☐	☐	☐	☐	☐
District of Columbia	☐	☐	★	☐	☐	★	★	★	★	★	★	★	★	☐	☐	☐	☐	☐
Florida	☐	☐	★	☐	★	☐	★	★	★	☐	☐	★	☐	☐	☐	★	☐	☐
Georgia	☐	☐	★	☐	☐	☐	★	★	★	★	★	★	☐	☐	☐	★	☐	☐
Hawaii	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Idaho	☐	☐	★	☐	☐	★	☐	★	★	★	★	★	☐	☐	☐	☐	☐	☐
Illinois	☐	☐	★	☐	☐	☐	★	★	★	☐	☐	★	☐	☐	☐	★	☐	☐
Indiana	☐	☐	★	☐	☐	☐	★	★	★	☐	☐	★	★	★	★	★	☐	★
Iowa	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Kansas	☐	☐	★	★	☐	☐	★	★	★	☐	☐	★	☐	☐	☐	★	☐	☐
Kentucky	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Louisiana	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Maine	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Maryland	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Massachusetts	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Michigan	☐	☐	★	★	☐	☐	★	★	★	☐	☐	★	☐	☐	☐	★	☐	☐
Minnesota	☐	☐	★	★	☐	★	★	★	★	☐	☐	★	☐	☐	☐	☐	☐	☐
Mississippi	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Missouri	☐	☐	★	☐	☐	★	★	★	★	★	☐	★	☐	★	☐	★	★	☐
Montana	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Nebraska	☐	☐	★	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Nevada	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
New Hampshire	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
New Jersey	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
New Mexico	☐	☐	★	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	★
New York	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
North Carolina	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
North Dakota	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Ohio	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Oklahoma	☐	☐	★	☐	☐	☐	★	★	★	☐	☐	★	☐	☐	☐	★	☐	☐
Oregon	☐	☐	★	☐	☐	☐	★	★	★	★	★	★	★	★	★	★	☐	★
Pennsylvania	☐	☐	★	☐	☐	★	★	★	★	★	☐	★	☐	☐	☐	★	☐	☐
Rhode Island	☐	☐	★	☐	☐	★	★	★	★	★	★	★	☐	☐	☐	☐	☐	☐
South Carolina	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Tennessee	☐	☐	★	☐	☐	★	★	★	★	☐	☐	★	☐	☐	☐	★	☐	☐
Texas	☐	☐	★	☐	☐	★	★	★	★	★	★	☐	☐	☐	☐	★	★	★
Utah	☐	☐	★	☐	☐	★	★	★	★	★	★	★	☐	☐	☐	☐	☐	☐
Vermont	☐	☐	★	☐	☐	★	★	★	★	☐	☐	☐	☐	☐	☐	★	☐	☐
Virginia	☐	☐	★	☐	★	☐	★	★	★	★	★	★	★	★	★	★	☐	☐
Washington	☐	☐	★	☐	☐	★	★	★	★	☐	☐	★	☐	☐	☐	★	☐	★
West Virginia	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wisconsin	☐	☐	★	☐	☐	★	★	★	★	★	★	☐	★	☐	☐	☐	☐	☐
Wyoming	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

☐ Subject mentioned ★ Subject covered in depth

Figure 4

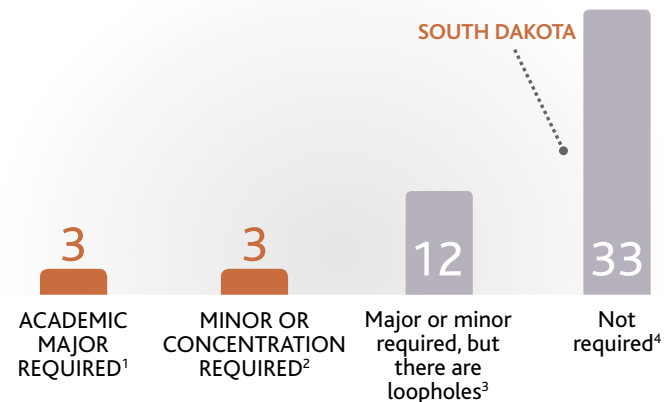
Do states measure new elementary teachers' knowledge of the science of reading?



1. **Strong Practice:** Alabama, California⁴, Connecticut, Florida, Indiana, Massachusetts, Minnesota, Mississippi, New Hampshire, New Mexico, New York, North Carolina⁵, Ohio, Oklahoma, Tennessee, Virginia, West Virginia, Wisconsin
2. Arizona, Arkansas, Delaware, District of Columbia, Georgia, Idaho, Kentucky, Maine, Missouri, New Jersey, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Washington, Wyoming
3. Alaska, Colorado, Hawaii, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Montana, Nebraska, Nevada, North Dakota, South Dakota
4. California allows an exemption from the state's reading test for teachers who already have a single subject credential.
5. Teachers have until their second year to pass the reading test.

Figure 6

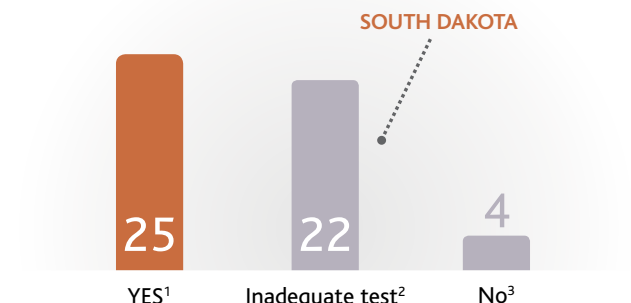
Do states expect elementary teachers to complete an academic concentration?



1. **Strong Practice:** Colorado, Massachusetts, New Mexico
2. **Strong Practice:** Indiana, Mississippi, Oklahoma
3. California, Connecticut, Iowa, Maryland, Michigan, Missouri, New Jersey, New York, Tennessee, Texas, Vermont, Virginia
These states require a major, minor or concentration but there is no assurance it will be in an academic subject area.
4. Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Montana, Nebraska, Nevada, New Hampshire⁵, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming
5. Only K-8 teachers must complete an area of concentration in a field such as humanities, fine arts, social sciences and sciences.

Figure 5

Do states measure new elementary teachers' knowledge of math?



1. **Strong Practice:** Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Maine, Massachusetts, Minnesota, Missouri, New Hampshire, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming
2. Arizona, California, Colorado, Georgia, Illinois, Iowa, Kansas, Louisiana, Maryland, Michigan, Mississippi, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Washington, Wisconsin
3. Alaska⁴, Hawaii, Montana, Ohio⁵
4. Testing is not required for initial licensure.
5. Only teachers of grades 4 and 5 are required to pass an adequate content test.

Figure 7

What do states require of early childhood teachers who teach elementary grades?

	CONTENT TEST WITH SUBSCORES FOR EACH SUBJECT	ADEQUATE SCIENCE OF READING TEST
Alabama	☐	☒
Alaska ¹	☐	☐
Arizona	☐	☐
Arkansas ¹	☐	☐
California ¹	☐	☐
Colorado	☐	☐
Connecticut	☐	☒
Delaware	☐	☐
District of Columbia	☐	☐
Florida	☒	☒
Georgia ¹	☐	☐
Hawaii	☐	☐
Idaho	☐	☐
Illinois	☐	☐
Indiana	☒	☒
Iowa	☐	☐
Kansas	☐	☐
Kentucky ¹	☐	☐
Louisiana	☐	☐
Maine	☐	☐
Maryland	☐	☐
Massachusetts	☐	☒
Michigan ¹	☐	☐
Minnesota	☐	☒
Mississippi ¹	☐	☐
Missouri	☐	☐
Montana ¹	☐	☐
Nebraska	☐	☐
Nevada	☐	☐
New Hampshire	☐	☒
New Jersey	☐	☐
New Mexico	☐	☐
New York	☒	☒
North Carolina ¹	☐	☐
North Dakota	☐	☐
Ohio ¹	☐	☐
Oklahoma	☐	☒
Oregon ¹	☐	☐
Pennsylvania ¹	☐	☐
Rhode Island	☒ ²	☐
South Carolina	☐	☐
SOUTH DAKOTA	☐	☐
Tennessee	☐	☒
Texas ¹	☐	☐
Utah	☒ ²	☐
Vermont	☐	☐
Virginia	☒	☒
Washington	☐	☐
West Virginia	☐	☒
Wisconsin	☐	☒
Wyoming	☐	☐

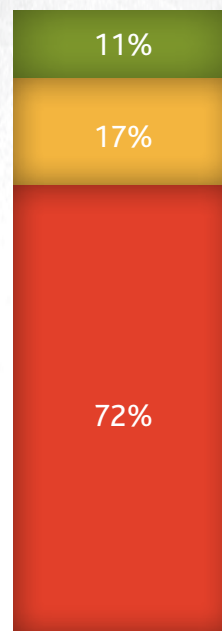
6

13

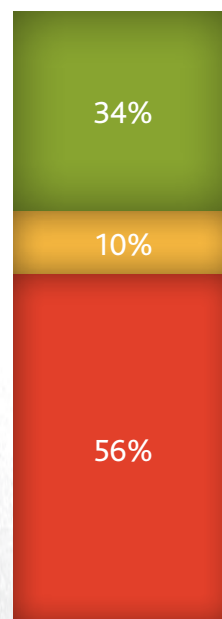
Figure 8

TEACHER PREP REVIEW FINDINGS

Only 11 percent of preparation programs ensure that elementary teachers are well prepared in the subjects they will teach.



Just 34 percent of preparation programs provide adequate training to elementary teachers in the science of reading instruction.



From NCTQ's 2014 *Teacher Prep Review* Standard 6: Elementary Content (n=1,166 elementary programs) and Standard 2: Early Reading (n=959 elementary and special education programs)

Figure 7

1. These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.
2. Early childhood candidates may pass either multiple subjects (subscores) or content knowledge (no subscores) test.

Middle School Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all middle school teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
 - A. The state should require that all new middle school teachers are prepared to incorporate complex texts and academic language into instruction.
 - B. The state should ensure that all new middle school teachers are prepared to incorporate literacy skills as an integral part of every subject.
 - C. The state should ensure that all new middle school teachers of English language arts are prepared to support struggling readers.
2. The state should require that new middle school teachers pass a licensing test in every core academic area they are licensed to teach.
3. The state should not permit middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers.



How well are states ensuring that middle school teachers are prepared for college- and career-readiness standards?

16

Alaska, Arizona, California, Hawaii, Idaho, Maine, Michigan, Montana, Nebraska, New Mexico, Oklahoma, Oregon, **SOUTH DAKOTA**, Utah, Washington, Wyoming

5

Colorado, Massachusetts, Nevada, North Dakota, Wisconsin

22

Alabama, Connecticut, Delaware, District of Columbia, Iowa, Kansas, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New York, North Carolina, Ohio, Rhode Island, South Carolina, Vermont, Virginia, West Virginia

6

Florida, Georgia, Illinois, Pennsylvania, Tennessee, Texas

2

Arkansas, Indiana

Middle School Teacher Prep Analysis: South Dakota

PREPARING MIDDLE SCHOOL TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

The middle school years are critical to students' education, but, too often, states fail to distinguish the knowledge and skills needed by middle school teachers from those needed by an elementary teacher. Middle school teachers should not only be prepared to teach grade-level content, but should also be prepared to meet the increased instructional requirements of college- and career-readiness standards for students.

Currently, South Dakota offers a middle level endorsement (grades 5-8), which is required if the teacher is teaching in an organized junior high or middle school setting. The state also allows middle school teachers to teach on a generalist K-8 license, which is allowed in K-8 school settings. Key licensing requirements for middle school teachers in South Dakota include:

**SOUTH DAKOTA**
MIDDLE SCHOOL TEACHER PREP SNAPSHOT

 **State requires teachers to pass a content test for each subject they teach.**

 **State requires middle school teachers to hold a middle grade or secondary license.**

 **Yes**  **No**

Preparation and licensure requirements for middle school teachers must address more than just content knowledge; the key instructional shifts articulated in college- and career-readiness standards must also be incorporated. South Dakota addresses some of the instructional shifts toward building content knowledge and vocabulary through careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students through its required assessment for middle school English teachers, the Praxis II Middle School English Language Arts (5047) test.

Neither teacher standards nor testing frameworks in other content areas address incorporating literacy skills.

Regarding struggling readers, South Dakota's middle school English content test requires that a teacher "knows commonly used research-based approaches to grouping and differentiated instruction to meet specific instructional objectives in English Language Arts" and "understands commonly used research-based strategies for teaching adolescent reading."

Supporting Research

Praxis Tests

www.ets.org/praxis

South Dakota Administrative Rules 24:53:04:07 and 24:53:07:04, :06

RECOMMENDATIONS

- **Ensure that middle school teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

Incorporate informational text of increasing complexity into classroom instruction.

Although South Dakota's English language arts content test for middle school teachers addresses informational texts, the state should strengthen its policy and ensure that teachers are able to challenge students with texts of increasing complexity. Further, generalist K-8 teachers who are teaching the middle grades should be held to this same standard.

Incorporate literacy skills as an integral part of every subject.

To ensure that middle school students are capable of accessing varied information about the world around them, South Dakota should also—either through testing frameworks or teacher standards—include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.

Support struggling readers.

South Dakota should articulate more specific requirements ensuring that middle school teachers are prepared to intervene and support students who are struggling. While college- and career-readiness standards will increase the need for all middle school teachers to be able to help struggling readers to comprehend grade-level material, training for English language arts teachers in particular must emphasize identification and remediation of reading deficiencies.

SOUTH DAKOTA RESPONSE TO ANALYSIS

South Dakota was helpful in providing NCTQ with facts that enhanced this analysis.

RECOMMENDATIONS CONTINUED

■ Require content testing in all core areas.

South Dakota should require subject-matter testing for all middle school teacher candidates in every core academic area they intend to teach as a condition of initial licensure. To ensure that its middle school content tests are meaningful, South Dakota should reevaluate its passing scores so that all tests reflect high levels of performance. For example, the passing scores for the Praxis II Middle School English Language Arts and Mathematics tests are both set just above the 9th percentile.

■ Eliminate the generalist license.

South Dakota should not allow middle school teachers to teach on a generalist license that does not differentiate between the preparation of middle school teachers and that of elementary teachers. These teachers are less likely to be adequately prepared to teach core academic areas at the middle school level because their preparation requirements are not specific to the middle or secondary levels, and they need not pass a subject-matter test in each subject they teach. Adopting middle school teacher preparation policies for all such teachers will help ensure that students in grades 7 and 8 have teachers who are appropriately prepared to teach grade-level content, which is different and more advanced than what elementary teachers teach.

Figure 9

Are states ensuring that new middle school teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

	USE OF INFORMATIONAL TEXT	INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS	SUPPORTING STRUGGLING READERS
Alabama	■	□	■
Alaska	□	□	□
Arizona	■	□	□
Arkansas	■	■	■
California	□	□	□
Colorado	■	■	■
Connecticut	■	□	□
Delaware	■	□	□
District of Columbia	■	□	□
Florida	■	■	■
Georgia	■	■	■
Hawaii	□	□	□
Idaho	■	□	□
Illinois	■	■	■
Indiana	■	■	■
Iowa	■	□	□
Kansas	■	□	□
Kentucky	■	□	□
Louisiana	■	□	■
Maine	■	□	□
Maryland	■	□	□
Massachusetts	□	□	□
Michigan	□	□	□
Minnesota	■	■	■
Mississippi	■	□	□
Missouri	■	■	□
Montana	□	□	□
Nebraska	□	□	□
Nevada	■	□	□
New Hampshire	■	■	■
New Jersey	■	□	□
New Mexico	□	□	□
New York	■	□	■
North Carolina	■	■	□
North Dakota	■	□	□
Ohio	■	□	□
Oklahoma	□	□	□
Oregon	■	□	□
Pennsylvania	■	■	■
Rhode Island	■	□	■
South Carolina	■	□	□
SOUTH DAKOTA	■	□	□
Tennessee	■	□	■
Texas	■	■	■
Utah	□	□	□
Vermont	■	□	■
Virginia	■	□	□
Washington	□	■	□
West Virginia	■	□	□
Wisconsin	□	□	□
Wyoming	□	□	□

■ Fully addresses instructional component ■ Partially addresses instructional component

SUMMARY OF MIDDLE SCHOOL TEACHER PREP FIGURES

■ Figure 9

Requirements for instructional shifts associated with college- and career-readiness standards

■ Figure 10

Distinctions in licenses between middle and elementary teachers

■ Figure 11

Content test requirements

■ Figure 12

Teacher Prep Review findings about middle school teacher prep

Figure 10

Do states distinguish middle grade preparation from elementary preparation?

	K-8 LICENSE NOT OFFERED	K-8 license offered for self-contained classrooms	K-8 license offered
Alabama	■	□	□
Alaska	□	□	■
Arizona	□	□	■ ¹
Arkansas	■	□	□
California	□	■ ²	□
Colorado	■	□	□
Connecticut	■	□	□
Delaware	■	□	□
District of Columbia	■	□	□
Florida	■	□	□
Georgia	■	□	□
Hawaii	■	□	□
Idaho	□	□	■
Illinois	■	□	□
Indiana	■	□	□
Iowa	■	□	□
Kansas	■	□	□
Kentucky	■	□	□
Louisiana	■	□	□
Maine	□	□	■
Maryland	■	□	□
Massachusetts	■	□	□
Michigan	□	■	□
Minnesota	□	■	□
Mississippi	■	□	□
Missouri	■	□	□
Montana	□	□	■
Nebraska	□	■	□
Nevada	□	□	■
New Hampshire	□	□	■
New Jersey	■	□	□
New Mexico	□	□	■
New York	■	□	□
North Carolina	■	□	□
North Dakota	□	□	■ ¹
Ohio	■	□	□
Oklahoma	□	□	■ ³
Oregon	□	□	■ ⁴
Pennsylvania	■	□	□
Rhode Island	■	□	□
South Carolina	■	□	□
SOUTH DAKOTA	□	□	■
Tennessee	■	□	□
Texas	■	□	□
Utah	□	■	□
Vermont	■	□	□
Virginia	■	□	□
Washington	□	□	■
West Virginia	■	□	□
Wisconsin	□	□	■ ¹
Wyoming	■	□	□
	32	5	14



EXAMPLES OF BEST PRACTICE

Illinois ensures that middle school teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. The state's new standards for the middle grades include the instructional shifts toward building content knowledge and vocabulary through increasingly complex texts and careful reading of informational and literary texts associated with these standards. The standards also address the needs of struggling readers.

Illinois's requirements connecting literacy to all subject areas are particularly noteworthy. All middle school teachers must understand "the role, perspective and purpose of text in specific disciplines" and be able to perform tasks such as scaffolding reading to allow students to understand and learn from challenging text; guiding reading discussions that require students to identify key ideas and details of a text; analyze craft and structure and critically evaluate the text; and model reading strategies to improve comprehension.

In addition, **Georgia, Mississippi, New Jersey** and **South Carolina** ensure that all middle school teacher candidates are adequately prepared to teach middle school-level content. None of these states offers a K-8 generalist license and all require passing scores on subject-specific content tests. Georgia, Mississippi and South Carolina explicitly require at least two content-area minors, and New Jersey requires a content major along with a minor for each additional area of certification.

1. Offers 1-8 license.

2. California offers a K-12 generalist license for all self-contained classrooms.

3. With the exception of mathematics.

4. Oregon offers 3-8 license.

Figure 11

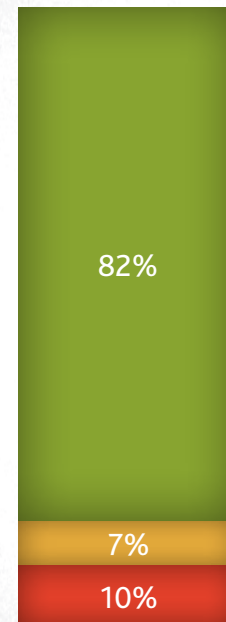
Do middle school teachers have to pass an appropriate content test in every core subject they are licensed to teach?

	YES	No, test does not report subscores for all core subjects	No, K-8 license requires only elementary test	No, testing of all subjects not required
Alabama	☒	☐	☐	☐
Alaska	☐	☐	☐	☒ ¹
Arizona	☐	☐	☒	☐
Arkansas	☒	☐	☐	☐
California	☐	☐	☐	☒ ²
Colorado	☐	☐	☐	☒
Connecticut	☒	☐	☐	☐
Delaware	☒	☐	☐	☐
District of Columbia	☒	☐	☐	☐
Florida	☒	☐	☐	☐
Georgia	☒	☐	☐	☐
Hawaii	☐	☐	☐	☒
Idaho	☐	☐	☒ ³	☐
Illinois	☐	☐	☐	☒ ⁴
Indiana	☒	☐	☐	☐
Iowa	☒	☐	☐	☐
Kansas	☒	☐	☐	☐
Kentucky	☒	☐	☐	☐
Louisiana	☒	☐	☐	☐
Maine	☐	☐	☒	☐
Maryland	☒ ⁵	☐	☐	☐
Massachusetts	☐	☒	☐	☐
Michigan	☐	☐	☒	☐
Minnesota	☐	☐	☒	☐
Mississippi	☒	☐	☐	☐
Missouri	☒	☐	☐	☐
Montana	☐	☐	☐	☒
Nebraska	☐	☐	☒	☐
Nevada	☐	☐	☒	☐
New Hampshire	☐	☐	☒ ⁶	☐
New Jersey	☒	☐	☐	☐
New Mexico	☐	☐	☒	☐
New York	☒ ⁷	☐	☐	☐
North Carolina	☒ ⁸	☐	☐	☐
North Dakota	☐	☐	☒	☐
Ohio	☒	☐	☐	☐
Oklahoma	☐	☐	☒	☐
Oregon	☐	☐	☒	☐
Pennsylvania	☒	☐	☐	☐
Rhode Island	☒	☐	☐	☐
South Carolina	☒	☐	☐	☐
SOUTH DAKOTA	☐	☐	☒	☐
Tennessee	☒	☐	☐	☐
Texas	☒	☐	☐	☐
Utah	☐	☐	☒	☐
Vermont	☒	☐	☐	☐
Virginia	☒	☐	☐	☐
Washington	☐	☐	☒	☐
West Virginia	☒	☐	☐	☐
Wisconsin	☐	☒	☐	☐
Wyoming	☐	☐	☐	☒
	27	2	15	7

Figure 12

TEACHER PREP REVIEW FINDINGS

82 percent of programs ensure that middle school teachers are well prepared in the subjects they will teach.



From NCTQ's 2014 *Teacher Prep Review* Standard 7: Middle School Content (n=375 middle school programs). State licensing test requirements are also included in evaluating this standard.

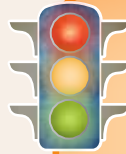
1. Alaska does not require content tests for initial licensure.
2. Candidates teaching multiple subjects only have to pass the elementary test. Single-subject credential does not require content test.
3. For K-8 license, Idaho also requires one single-subject test.
4. Illinois requires candidates to take a middle level core content test if a test is available. It is not clear that this will result in teachers passing a test in each subject and draft test frameworks are not yet available for review.
5. Maryland allows elementary teachers to teach in departmentalized middle schools if not less than 50 percent of the teaching assignment is within the elementary grades.
6. New Hampshire requires K-8 candidates to pass a middle school content test in one core area.
7. For nondepartmentalized classrooms, generalist in middle childhood education candidates must pass the new assessment with three subtests.
8. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.

Secondary Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all secondary teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
 - A. The state should require that all new secondary teachers are prepared to incorporate complex texts and academic language into instruction.
 - B. The state should ensure that all new secondary teachers are prepared to incorporate literacy skills as an integral part of every subject.
 - C. The state should ensure that all new secondary teachers of English language arts are prepared to support struggling readers.
2. The state should require that secondary teachers pass a licensing test in every subject they are licensed to teach.
3. The state should require secondary general science and general social studies teachers to pass a subject-matter test of each discipline they are licensed to teach.
4. The state should require that secondary teachers pass a content test when adding subject-area endorsements to an existing license.



How well are states ensuring that secondary teachers are prepared for college- and career-readiness standards?



Secondary Teacher Prep Analysis: South Dakota

PREPARING SECONDARY TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

To be prepared to meet the instructional requirements of college- and career-readiness standards for their students, secondary teachers must be experts in the subject matter they teach. States should ensure that secondary teachers have sufficient content knowledge in all the subjects they are licensed to teach.

Currently, South Dakota offers single-subject secondary licenses to teach grades 7-12. Key licensing requirements for secondary school teachers in South Dakota include:



SOUTH DAKOTA SECONDARY TEACHER PREP SNAPSHOT



State requires a content test to teach any single core subject.



State offers only single-subject science certifications or has appropriate requirements for teachers with general science license.



State offers only single-subject social studies certifications or has appropriate requirements for teachers with general social studies license.



State requires a content test in order to add an endorsement to a license.



Yes



No

Not only must secondary teachers possess strong backgrounds in content knowledge as required by college- and career-readiness standards, they must also be able to address the key instructional shifts associated with the standards. South Dakota addresses some of the instructional shifts toward building content knowledge and vocabulary through careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students through its required assessment for English language arts teachers, the Praxis II English Language Arts: Content Knowledge (5038) test.

Neither teacher standards nor secondary tests in other content areas address incorporating literacy skills.

South Dakota has no requirements for the preparation of secondary teachers that address struggling readers.

Supporting Research

Praxis Tests

www.ets.org/praxis

South Dakota Administrative Rules 24:15:02:08; 24:15:06: 08 and :09

RECOMMENDATIONS

- **Ensure that secondary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

Incorporate informational text of increasing complexity into classroom instruction.

Although South Dakota's required secondary English language arts content test addresses informational texts, the state should strengthen its policy and ensure that teachers are able to challenge students with texts of increasing complexity.

Incorporate literacy skills as an integral part of every subject.

To ensure that secondary students are capable of accessing varied information about the world around them, South Dakota should also—either through testing frameworks or standards—include literacy skills and using text as a means to build content knowledge in history/social studies, science, technical subjects and the arts.

Support struggling readers.

South Dakota should articulate requirements ensuring that secondary teachers are prepared to intervene and support students who are struggling. While college- and career-readiness standards will increase the need for all secondary teachers to be able to help struggling readers to comprehend grade-level material, training for English language arts teachers in particular must emphasize identification and remediation of reading deficiencies.

SOUTH DAKOTA RESPONSE TO ANALYSIS

South Dakota recognized the factual accuracy of this analysis.

RECOMMENDATIONS CONTINUED

■ Ensure meaningful content tests.

To ensure that its secondary content tests are meaningful, South Dakota should also reevaluate its passing scores so that all tests reflect high levels of performance. For example, the passing scores for the Praxis II English Language, Literature and Composition: Content Knowledge; Government/Political Science; and World and U.S. History tests are set just around the 8th percentile.

Figure 13

Are states ensuring that new secondary teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

	USE OF INFORMATIONAL TEXT	INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS	SUPPORTING STRUGGLING READERS
Alabama			
Alaska			
Arizona			
Arkansas			
California			
Colorado			
Connecticut			
Delaware			
District of Columbia			
Florida			
Georgia			
Hawaii			
Idaho			
Illinois			
Indiana			
Iowa			
Kansas			
Kentucky			
Louisiana			
Maine			
Maryland			
Massachusetts			
Michigan			
Minnesota			
Mississippi			
Missouri			
Montana			
Nebraska			
Nevada			
New Hampshire			
New Jersey			
New Mexico			
New York			
North Carolina			
North Dakota			
Ohio			
Oklahoma			
Oregon			
Pennsylvania			
Rhode Island			
South Carolina			
SOUTH DAKOTA			
Tennessee			
Texas			
Utah			
Vermont			
Virginia			
Washington			
West Virginia			
Wisconsin			
Wyoming			

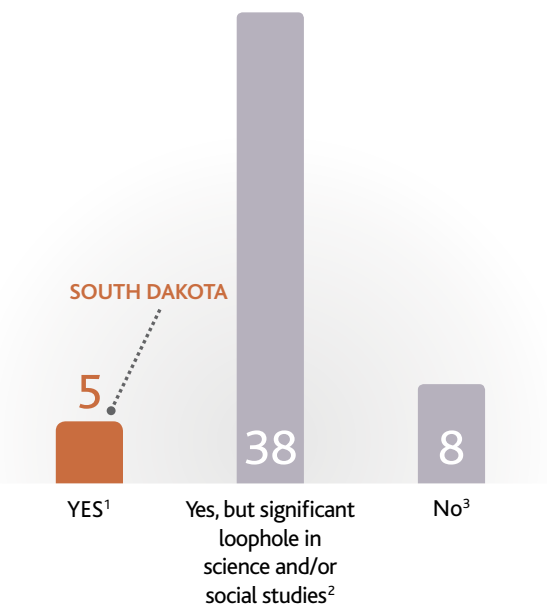
Fully addresses instructional component Partially addresses instructional component

SUMMARY OF SECONDARY TEACHER PREP FIGURES

- **Figure 13**
Requirements for instructional shifts associated with college- and career-readiness standards
- **Figure 14**
Content test requirements
- **Figure 15**
Requirements for general science teachers
- **Figure 16**
Requirements for general social studies teachers
- **Figure 17**
Teacher Prep Review findings about secondary teacher prep

Figure 14

Do secondary teachers have to pass a content test in every subject area for licensure?



1. **Strong Practice:** Indiana, Minnesota, Missouri, South Dakota, Tennessee

2. Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina⁴, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin [For more on loopholes, see Figure 15 (science) and Figure 16 (social studies).]

3. Alaska⁵, Arizona⁶, California, Colorado, Hawaii, Montana, Washington, Wyoming

4. Teachers may have until second year to pass tests, if they attempt to pass them during their first year.

5. Alaska does not require content tests for initial licensure.

6. Candidates with a master's degree in the subject area do not have to pass a content test.



EXAMPLES OF BEST PRACTICE

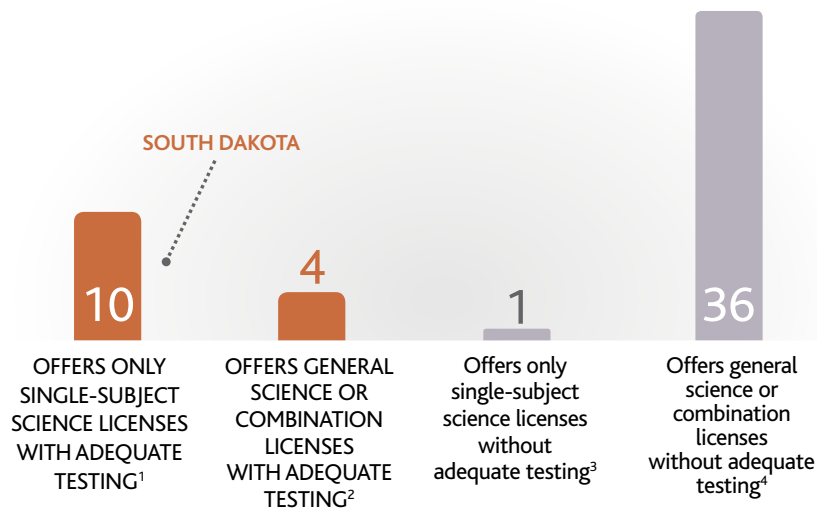
Arkansas has done more than other states to ensure that secondary teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students. Not only does the state address the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with these new standards in its educator competencies for secondary English language arts teachers, it also requires teachers to incorporate literacy skills into all content areas. For example, the secondary social studies competency to "incorporate disciplinary literacy" states that "reading competencies for literacy in history/social studies for grades 7-12 include the ability to read informational texts in history and social studies closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts." A similar competency exists for both the life science and physical science secondary certifications.

Indiana, Minnesota and Tennessee require that all secondary teacher candidates pass a content test to teach any core subject—both as a condition of licensure and to add an additional field to a secondary license. Further, neither of these states offers secondary certification in general social studies or science; all teachers must be certified in a specific discipline.

Also worthy of mention is **Missouri**, which requires general social studies teachers to pass a multi-content test with six independently scored subtests. Missouri also offers a general science license that can only be used to teach general science courses. All other science teachers must be certified in a specific discipline.

Figure 15

Do states ensure that secondary general science teachers have adequate subject-matter knowledge?



1. **Strong Practice:** Florida, Indiana, Kansas, Kentucky, Massachusetts, Minnesota, New York, South Dakota, Tennessee, Virginia

2. **Strong Practice:** Missouri, New Jersey, Rhode Island⁵, West Virginia⁵

3. California

4. Alabama, Alaska, Arizona⁶, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Georgia⁷, Hawaii, Idaho, Illinois, Iowa, Louisiana, Maine, Maryland, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Texas, Utah, Vermont, Washington, Wisconsin, Wyoming

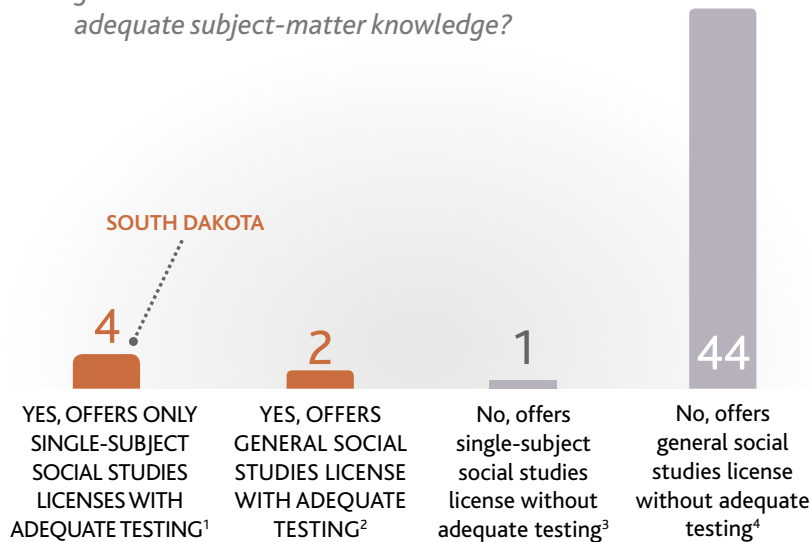
5. Teachers with the general science license may only teach general science courses.

6. Arizona limits teachers with the general science license to teaching only general science courses. However, candidates with a master's degree in the subject area do not have to pass a content test.

7. Georgia's science test consists of two subtests.

Figure 16

Do states ensure that secondary general social studies teachers have adequate subject-matter knowledge?



1. **Strong Practice:** Georgia, Indiana, South Dakota, Tennessee

2. **Strong Practice:** Minnesota⁵, Missouri

3. Arizona⁶

4. Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma⁷, Oregon, Pennsylvania, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

5. Minnesota's test for general social studies is divided into two individually scored subtests.

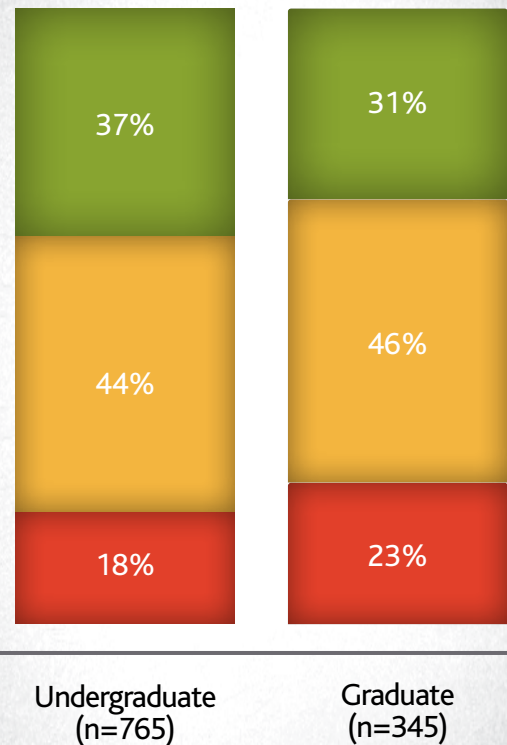
6. Candidates with a master's degree in the subject area do not have to pass a content test.

7. Oklahoma offers combination licenses without adequate testing.

Figure 17

TEACHER PREP REVIEW FINDINGS

Less than 40 percent of preparation programs ensure that secondary teachers are well prepared in the subjects they will teach.



From NCTQ's 2014 *Teacher Prep Review* Standard 8: High School Content (n=1,110 high school programs). State licensing test requirements are also considered in evaluating this standard.

Special Education Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should ensure that all special education teachers are sufficiently prepared for the ways that college- and career-readiness English language arts standards affect instruction of all subject areas. Specifically,
 - A. The state should ensure that all new secondary special education teachers are prepared to support struggling readers.
 - B. The state should require that all new secondary special education teachers are prepared to incorporate complex texts and academic language into instruction.
 - C. The state should ensure that all new secondary special education teachers are prepared to incorporate literacy skills as an integral part of every subject.
2. The state should require that new elementary special education teachers pass a rigorous test of reading instruction in order to attain licensure.
3. The state should not permit special education teachers to teach on a K-12 license that does not differentiate between the preparation of elementary teachers and that of secondary teachers.
4. All elementary special education candidates should be required to pass a subject-matter test for licensure that is no less rigorous than what is required of general education candidates.
5. The state should ensure that secondary special education teachers possess adequate content knowledge.



How well are states ensuring that special education teachers are prepared for college- and career-readiness standards?

30

Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Kansas, Kentucky, Maine, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, **SOUTH DAKOTA**, Utah, Vermont, Washington, Wyoming

9

California, Colorado, Connecticut, Idaho, Iowa, Maryland, New Jersey, Tennessee, Virginia

11

Alabama, Indiana, Louisiana, Massachusetts, Missouri, North Carolina, Pennsylvania, Rhode Island, Texas, West Virginia, Wisconsin

1

New York

0

Special Education Teacher Prep Analysis: South Dakota

PREPARING SPECIAL EDUCATION TEACHERS FOR COLLEGE- AND CAREER-READINESS STANDARDS

Although most special education students are expected to meet the same high college- and career-readiness standards as typical students, too many states set an even lower bar for the preparation and licensure requirements of special education teachers. States must ensure that special education teachers are well grounded in all of the subject matter they will be licensed to teach.

Currently, South Dakota offers a K-12 special education certification, in addition to K-8 and 7-12 grade-specific options. Key licensing requirements for special education teachers in South Dakota include:



SOUTH DAKOTA SPECIAL ED TEACHER PREP SNAPSHOT



State only offers discrete elementary and secondary special education licenses.



Elementary subject-matter test required for special education license.



Secondary test in at least one subject area required for secondary special education license.



Yes



No

Special education teachers must also be prepared for the key instructional shifts that differentiate college- and career-readiness standards from previous student standards. Regrettably, South Dakota's preparation and licensure requirements for special education teachers are not aligned with the state's college- and career-readiness standards for students.

South Dakota does not require its special education teachers who teach the elementary grades to pass a rigorous test of reading instruction. The state does not require content testing, and teacher standards do not address informational texts or literacy skills.

South Dakota has no requirements for the preparation of elementary or secondary special education teachers that address struggling readers.

Supporting Research

South Dakota Administrative Rules, 24:15:06:41

SOUTH DAKOTA RESPONSE TO ANALYSIS

South Dakota asserted that any special educator who is also delivering instruction in a content area must meet the state certification requirements in that content area, which includes elementary education.

RECOMMENDATIONS

- **Ensure that special education teachers are prepared to meet the instructional requirements of college- and career-readiness standards for students.**

Require all special education teacher candidates who teach elementary grades to pass a rigorous assessment in the science of reading instruction.

South Dakota should require a rigorous reading assessment tool to ensure that its elementary special education teacher candidates are adequately prepared in the science of reading instruction before entering the classroom. The assessment should clearly test knowledge and skills related to the science of reading and address all five instructional components of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. If the test is combined with an assessment that also tests general pedagogy or elementary content, it should report a subscore for the science of reading specifically. Elementary special education teachers who do not possess the minimum knowledge in this area should not be eligible for licensure.

Incorporate informational text of increasing complexity into classroom instruction.

Either through testing frameworks or teacher standards, South Dakota should specifically address the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with the state's college- and career-readiness standards for students.

Incorporate literacy skills as an integral part of every subject.

To ensure that special education students are capable of accessing varied information about the world around them, South Dakota should also include specific requirements regarding literacy skills and using text as a means to build content knowledge in history/social studies, science, technical subjects and the arts.

RECOMMENDATIONS CONTINUED

Support struggling readers.

South Dakota should articulate requirements ensuring that all special education teachers are prepared to intervene and support students who are struggling with reading. With reading difficulties generally representing the primary reason for special education placements, it is essential that all special education teachers have the knowledge and skills to diagnose and support students with literacy needs.

■ **End licensure practices that fail to distinguish between the skills and knowledge needed to teach elementary grades and secondary grades.**

It is virtually impossible and certainly impractical for South Dakota to ensure that a K-12 special education teacher knows all the subject matter he or she is expected to be able to teach, especially considering state and federal expectations that special education students should meet the same high standards as other students. While the broad K-12 umbrella may be appropriate for teachers of low-incidence special education students, such as those with severe cognitive disabilities, it is deeply problematic for the overwhelming majority of high-incidence special education students, who are expected to learn grade-level content.

■ **Require that elementary special education candidates pass a rigorous content test as a condition of initial licensure.**

To ensure that special education teacher candidates who will teach elementary grades possess sufficient knowledge of the subject matter at hand, South Dakota should require a rigorous content test that reports separate passing scores for each content area. South Dakota should also set these passing scores to reflect high levels of performance. Failure to ensure that teachers possess requisite content knowledge deprives special education students of the opportunity to reach their academic potential.

■ **Ensure that secondary special education teachers possess adequate content knowledge.**

Secondary special education teachers are frequently generalists who teach many core subject areas. While it may be unreasonable to expect secondary special education teachers to meet the same requirements for each subject they teach as other teachers who teach only one subject, South Dakota's current policy of requiring no subject-matter testing is problematic and will not help special education students to meet rigorous learning standards. To provide a middle ground, South Dakota should consider a customized HOUSSE route for new secondary special education teachers and look to the flexibility offered by the Individuals with Disabilities Education Act (IDEA), which allows for a combination of testing and coursework to demonstrate requisite content knowledge in the classroom.

Figure 18

Are states ensuring that new special education teachers are prepared for the instructional shifts associated with college- and career-readiness standards?

	USE OF INFORMATIONAL TEXT	INCORPORATING LITERACY SKILLS INTO ALL SUBJECTS	SUPPORTING STRUGGLING READERS
Alabama	■	□	■
Alaska	□	□	□
Arizona	□	□	□
Arkansas	□	□	■
California	■	□	■
Colorado	■	■	■
Connecticut	■	□	■
Delaware	□	□	□
District of Columbia	□	□	□
Florida	■	□	■
Georgia	□	□	□
Hawaii	□	□	□
Idaho	■	□	□
Illinois	□	□	■
Indiana	■	□	■
Iowa	□	□	□
Kansas	□	□	□
Kentucky	□	□	□
Louisiana	■	□	■
Maine	□	□	□
Maryland	□	□	■
Massachusetts	■	□	■
Michigan	□	□	■
Minnesota	□	□	□
Mississippi	□	□	□
Missouri	■	■	□
Montana	□	□	□
Nebraska	□	□	□
Nevada	□	□	□
New Hampshire	□	□	■
New Jersey	■	□	□
New Mexico	□	□	□
New York	■	□	■
North Carolina	■	■	■
North Dakota	□	□	□
Ohio	□	□	□
Oklahoma	□	□	□
Oregon	□	□	■
Pennsylvania	■	■	□
Rhode Island	■	□	■
South Carolina	□	□	□
SOUTH DAKOTA	□	□	□
Tennessee	□	□	■
Texas	□	□	■
Utah	□	□	□
Vermont	□	□	□
Virginia	□	□	■
Washington	□	□	□
West Virginia	■	□	■
Wisconsin	■	□	■
Wyoming	□	□	□

■ Fully addresses instructional component ■ Partially addresses instructional component

SUMMARY OF SPECIAL EDUCATION TEACHER PREP FIGURES

Figure 18

Requirements for instructional shifts associated with college- and career-readiness standards

Figure 19

Distinctions in licenses between elementary and secondary teachers

Figure 20

Content test requirements

Figure 21

Science of reading requirements

Figure 22

Teacher Prep Review findings about special education teacher prep



EXAMPLES OF BEST PRACTICE

Although all states have weaknesses when it comes to special education teachers' preparedness to meet the instructional requirements of college- and career-readiness standards for students, both **Indiana** and **New York** are notable for addressing the instructional shifts toward building content knowledge and vocabulary through increasingly complex informational texts and careful reading of informational and literary texts associated with these standards.

Unfortunately, states are also weak in other areas of special education teacher preparation. However, three states—**Missouri**, **New York** and **Rhode Island**—are worthy of mention for taking steps in the right direction in ensuring that all special education teachers know the subject matter they are required to teach. These three states require that elementary special education candidates pass the same elementary content tests, which are comprised of individual subtests, as general education elementary teachers.

Secondary special education teachers in New York must pass a multi-subject content test for special education teachers comprised of three separately scored sections. Rhode Island requires its secondary special education teachers to hold certification in another secondary area. Secondary special education teachers in Missouri can either take a multi-subject test comprised of four separately scored sections or a single-subject secondary assessment.

Figure 19

Do states distinguish between elementary and secondary special education teachers?

	DOES NOT OFFER A K-12 CERTIFICATION	Offers K-12 and grade-specific certification(s)	Offers only a K-12 certification
Alabama	☒	☐	☐
Alaska	☐	☐	☒
Arizona	☐	☐	☒
Arkansas	☐	☐	☒
California	☐	☐	☒
Colorado	☐	☒	☐
Connecticut	☐	☐	☒
Delaware	☐	☒	☐
District of Columbia	☐	☒	☐
Florida	☐	☐	☒
Georgia	☐	☒	☐
Hawaii	☐	☒	☐
Idaho	☐	☒	☐
Illinois	☐	☐	☒
Indiana	☐	☒	☐
Iowa	☒	☐	☐
Kansas	☐	☒	☐
Kentucky	☐	☐	☒
Louisiana	☒	☐	☐
Maine	☒	☐	☐
Maryland	☒	☐	☐
Massachusetts	☒	☐	☐
Michigan	☐	☐	☒
Minnesota	☐	☐	☒
Mississippi	☐	☐	☒
Missouri	☒ ¹	☐	☐
Montana	☐	☐	☒
Nebraska	☐	☒	☐
Nevada	☐	☐	☒
New Hampshire	☐	☒	☐
New Jersey	☒ ¹	☐	☐
New Mexico	☐	☐	☒
New York	☒	☐	☐
North Carolina	☐	☐	☒
North Dakota	☐	☐	☒
Ohio	☐	☐	☒
Oklahoma	☐	☐	☒
Oregon	☒ ¹	☐	☐
Pennsylvania	☒	☐	☐
Rhode Island	☒	☐	☐
South Carolina	☐	☐	☒
SOUTH DAKOTA	☐	☒	☐
Tennessee	☒	☐	☐
Texas	☐	☐	☒
Utah	☐	☐	☒
Vermont	☒ ¹	☐	☐
Virginia	☐	☐	☒
Washington	☐	☐	☒
West Virginia	☒	☐	☐
Wisconsin	☒	☐	☐
Wyoming	☐	☒	☐
	16	12	23

Figure 20

Which states require subject-matter testing for special education teachers?

Elementary Subject-Matter Test	
Required for an elementary special education license	Alabama, Iowa, Louisiana, Massachusetts, Missouri ¹ , New Jersey, New York, Pennsylvania ² , Rhode Island, West Virginia ³ , Wisconsin
Required for a K-12 special education license	Colorado, Idaho, North Carolina
Secondary Subject-Matter Test(s)	
Tests in all core subjects required for secondary special education license	Missouri ¹ , New York ⁴ , Wisconsin ⁵
Test in at least one subject required for secondary special education license	Louisiana, New Jersey, Pennsylvania ² , Rhode Island, West Virginia ³
Required for a K-12 special education license	None

1. Missouri offers a K-12 certification but candidates must pass either the elementary multi-content assessment or the middle/secondary multi-content assessment.
2. In Pennsylvania, a candidate who opts for dual certification in elementary or secondary special education and as a reading specialist does not have to take a content test.
3. West Virginia also allows elementary special education candidates to earn dual certification in early childhood, which would not require a content test. Secondary special education candidates earning a dual certification as a reading specialist are similarly exempted.
4. New York requires a multi-subject content test specifically geared to secondary special education candidates. It is divided into three subtests.
5. Wisconsin requires a middle school level content area test which does not report subscores for each area.

Figure 19

1. Missouri, New Jersey, Oregon and Vermont issue a K-12 certificate, but candidates must meet discrete elementary and/or secondary requirements.

Figure 21

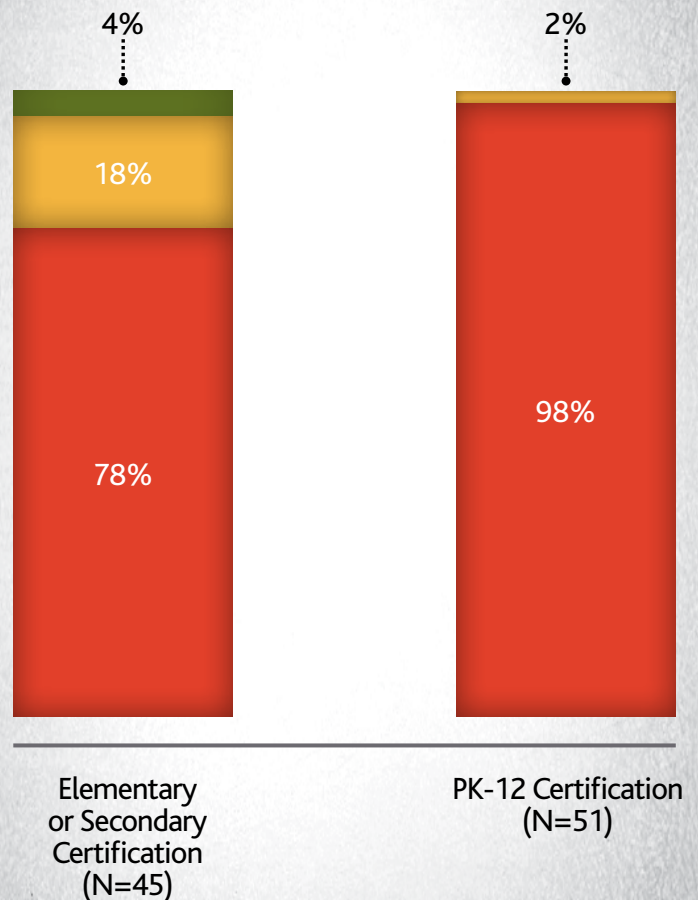
Do states require all teachers of early reading to pass an adequate science of reading test?

	Elementary teachers	Early childhood teachers	Elementary special education teachers
Alabama	☒	☒	☐
Alaska	☐	☐ ¹	☐
Arizona	☐	☐	☐
Arkansas	☐	☐ ¹	☐
California	☒	☐ ¹	☒
Colorado	☐	☐	☐
Connecticut	☒	☒	☒
Delaware	☐	☐	☐
District of Columbia	☐	☐	☐
Florida	☒	☒	☐
Georgia	☐	☐ ¹	☐
Hawaii	☐	☐	☐
Idaho	☐	☐	☐
Illinois	☐	☐	☐
Indiana	☒	☒	☒
Iowa	☐	☐	☐
Kansas	☐	☐	☐
Kentucky	☐	☐ ¹	☐
Louisiana	☐	☐	☐
Maine	☐	☐	☐
Maryland	☐	☐	☐
Massachusetts	☒	☒	☒
Michigan	☐	☐ ¹	☐
Minnesota	☒	☒	☐
Mississippi	☒	☐ ¹	☐
Missouri	☐	☐	☐
Montana	☐	☐ ¹	☐
Nebraska	☐	☐	☐
Nevada	☐	☐	☐
New Hampshire	☒	☒	☐
New Jersey	☐	☐	☐
New Mexico	☒	☐	☐
New York	☒	☒	☒
North Carolina	☒	☐ ¹	☒
North Dakota	☐	☐	☐
Ohio	☒	☐ ¹	☐
Oklahoma	☒	☒	☒
Oregon	☐	☐ ¹	☐
Pennsylvania	☐	☐ ¹	☐
Rhode Island	☐	☐	☐
South Carolina	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
Tennessee	☒	☒	☒
Texas	☐	☐ ¹	☐
Utah	☐	☐	☐
Vermont	☐	☐	☐
Virginia	☒	☒	☒
Washington	☐	☐	☐
West Virginia	☒	☒	☒
Wisconsin	☒	☒	☒
Wyoming	☐	☐	☐
	18	13	11

Figure 22

TEACHER PREP REVIEW FINDINGS

Less than 5 percent of preparation programs ensure that special education teachers are well prepared in the subjects they will teach.



From NCTQ's 2014 *Teacher Prep Review* Standard 9: Content for Special Education (n=96 special education programs)

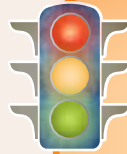
1. These states do not offer a standalone early childhood certification that includes elementary grades or the state's early childhood certification is the de facto license to teach elementary grades.

Admission into Teacher Preparation

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should limit admission to teacher preparation programs to candidates in the top half of the college-going population.
2. The state should require teacher candidates to pass a test of academic proficiency that assesses reading, writing and mathematics skills as a criterion for admission to teacher preparation programs. Alternatively, academic proficiency could be demonstrated by grade point average.



How well are states ensuring that teacher prep programs have rigorous admission standards?

18

Alaska, Arizona, California, Colorado, Idaho, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, Nevada, New Mexico, North Dakota, Ohio, **SOUTH DAKOTA**, Vermont, Wyoming

8

Alabama, Arkansas, Florida, Illinois, Iowa, Missouri, Nebraska, Oregon

10

Connecticut, Indiana, Kentucky, New Hampshire, Oklahoma, Pennsylvania, Tennessee, Washington, West Virginia, Wisconsin

2

Georgia, Mississippi

13

Delaware, District of Columbia, Hawaii, Louisiana, Michigan, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas, Utah, Virginia

Admission into Teacher Prep Analysis: South Dakota

RAISING THE BAR FOR TEACHER PREP THROUGH HIGHER ADMISSION STANDARDS

NCTQ has repeatedly found that too many teacher preparation programs are in need of major improvement, graduating first-year teachers lacking skills and content knowledge adequate to thrive in the classroom. One important way states can raise the bar for teacher preparation programs is to set more ambitious admission requirements for new elementary, secondary and special education teachers. This is even more relevant and important as the increasing expectations of college- and career-readiness standards demand more from teachers academically. A key criterion for admissions is evidence of a strong academic background, and states should require programs to select candidates from the top half of the college-going population. Countries like Singapore and Finland are even more restrictive in admissions; the top half goal is realistic and achievable while representing a significantly higher standard for programs throughout the United States. Until recently, few states had rigorous academic standards for admission, but with states like Rhode Island and Delaware significantly raising the bar by taking the lead in establishing higher standards and new accreditation requirements from CAEP, this is beginning to change.



SOUTH DAKOTA

ADMISSION INTO TEACHER PREP SNAPSHOT



State requires a minimum GPA of 3.0 for admission into teacher prep.



State requires a test normed to college-bound population prior to admission to prep program.



Yes



No

South Dakota does not require prospective teachers to pass a test of academic proficiency as a criterion for admission to teacher preparation programs or any time thereafter. The state does require applicants to teacher preparation programs to have at least a 2.5 GPA in prior college coursework.

Supporting Research

South Dakota Administrative Rules 24:53:04:01

SOUTH DAKOTA RESPONSE TO ANALYSIS

While not asked to respond to the full analysis for this section, South Dakota did not indicate any policy updates related to admission to teacher preparation.

RECOMMENDATIONS

■ Require that teacher preparation programs screen candidates for academic proficiency prior to admission.

Teacher preparation programs that do not screen candidates invest considerable resources in individuals who may not be able to successfully complete the program and pass licensing tests. Candidates in need of additional support should complete remediation before entering the program to avoid the possibility of an unsuccessful investment of significant public tax dollars.

■ Increase the GPA requirement.

Requiring only a 2.5 GPA sets a low bar for the academic performance of the state's prospective teachers. South Dakota should consider using a higher GPA requirement for program admission in combination with a test of academic proficiency. Alternatively, South Dakota could require candidates to pass a test of academic proficiency normed to the general college population that assesses reading, mathematics and writing prior to program admission. A sliding scale of GPA and test scores would allow flexibility for candidates in demonstrating academic ability. When using such multiple measures, a sliding scale that still ensures minimum standards would allow students to earn program admission through a higher GPA and a lower test score, or vice-versa.

■ Consider requiring candidates to pass subject-matter tests as a condition of admission into teacher programs.

In addition to ensuring that programs require a measure of academic performance for admission, South Dakota might also want to consider requiring content testing prior to program admission as opposed to at the point of program completion. Program candidates are likely to have completed coursework that covers related test content in the prerequisite classes required for program admission. Thus, it would be sensible to have candidates take content tests while this knowledge is fresh rather than wait two years to fulfill the requirement, and candidates lacking sufficient expertise would be able to remedy deficits prior to entering formal preparation.

Figure 23

Do states measure the academic proficiency of teacher candidates?

	TEST NORMED TO COLLEGE-BOUND POPULATION PRIOR TO ADMISSION TO PREP PROGRAM	Test normed to teacher candidates only before admission to prep program	Test normed to teacher candidates only during or after completion of prep program	No test required
Alabama	☐	☒	☐	☐
Alaska	☐	☐	☒	☐
Arizona	☐	☐	☐	☒
Arkansas	☐	☒	☐	☐
California	☐	☐	☒	☐
Colorado	☐	☐	☐	☒
Connecticut	☐	☒	☐	☐
Delaware	☒	☐	☐	☐
District of Columbia	☒ ¹	☐	☐	☐
Florida	☐	☒	☐	☐
Georgia	☐	☒	☐	☐
Hawaii	☒ ¹	☐	☐	☐
Idaho	☐	☐	☐	☒
Illinois	☐	☐	☒	☐
Indiana	☐	☒	☐	☐
Iowa	☐	☒	☐	☐
Kansas	☐	☐	☒	☐
Kentucky	☐	☒	☐	☐
Louisiana	☒ ¹	☐	☐	☐
Maine	☐	☐	☒	☐
Maryland	☐	☐	☒	☐
Massachusetts	☐	☐	☒	☐
Michigan	☒ ¹	☐	☐	☐
Minnesota	☐	☐	☒	☐
Mississippi	☐	☒	☐	☐
Missouri	☐	☒	☐	☐
Montana	☐	☐	☐	☒
Nebraska	☐	☒	☐	☐
Nevada	☐	☐	☒	☐
New Hampshire	☐	☒	☐	☐
New Jersey	☒ ¹	☐	☐	☐
New Mexico	☐	☐	☒	☐
New York	☒ ¹	☐	☐	☐
North Carolina	☒ ¹	☐	☐	☐
North Dakota	☐	☐	☒	☐
Ohio	☐	☐	☐	☒
Oklahoma	☐	☒ ²	☐	☐
Oregon	☐	☒	☐	☐
Pennsylvania	☐	☐	☒	☐
Rhode Island	☒	☐	☐	☐
South Carolina	☒ ¹	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐	☒
Tennessee	☐	☒	☐	☐
Texas	☒	☐	☐	☐
Utah	☒ ¹	☐	☐	☐
Vermont	☐	☐	☒	☐
Virginia	☒ ¹	☐	☐	☐
Washington	☐	☒	☐	☐
West Virginia	☐	☒	☐	☐
Wisconsin	☐	☒	☐	☐
Wyoming	☐	☐	☐	☒
	13	18	13	7

SUMMARY OF ADMISSION INTO TEACHER PREP FIGURES

■ Figure 23

Test of academic proficiency requirements

■ Figure 24

GPA requirements

■ Figure 25

Teacher Prep Review findings about admissions



EXAMPLES OF BEST PRACTICE

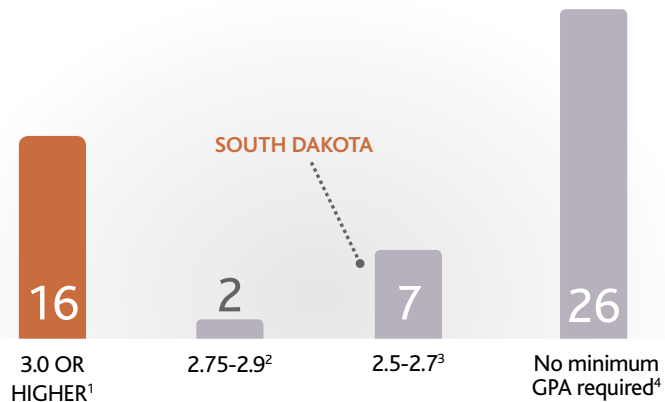
While many states now require CAEP accreditation which includes a standard requiring strong admission practices, **Rhode Island** and **Delaware** have set requirements independent of the accreditation process, ensuring that the states' expectations are clear. Both states require a test of academic proficiency normed to the general college-bound population rather than a test that is normed just to prospective teachers. Delaware also requires teacher candidates to have a 3.0 GPA or be in the top 50th percentile for general education coursework completed. Rhode Island also requires an average cohort GPA of 3.0, and, beginning in 2016, the cohort mean score on nationally-normed tests such as the ACT, SAT or GRE must be in the top 50th percentile. In 2020, the requirement for the mean test score will increase from the top half to the top third.

1. Requirements for admissions test normed to college-bound population is based on CAEP accreditation standards, not state's own admission policy.

2. Candidates in Oklahoma also have the option of gaining admission with a 3.0 GPA.

Figure 24

Do states require a minimum GPA for admission to teacher prep?

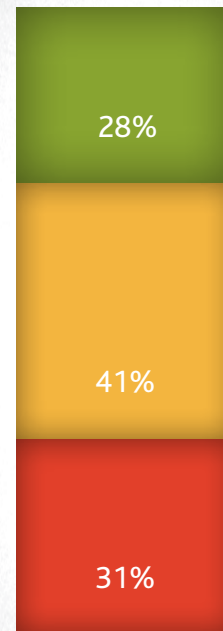


1. **Strong Practice:** Delaware, District of Columbia⁵, Georgia⁶, Hawaii⁵, Louisiana⁵, Michigan⁵, Mississippi⁶, New Jersey⁶, New York⁵, North Carolina⁵, Oklahoma⁷, Pennsylvania⁸, Rhode Island, South Carolina⁵, Utah, Virginia⁵
2. Kentucky, Texas
3. Alabama, Arkansas, Connecticut⁹, Florida, Nebraska, South Dakota, Wisconsin¹⁰
4. Alaska, Arizona, California, Colorado, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Missouri, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Tennessee, Vermont, Washington, West Virginia, Wyoming
5. Required minimum GPA of 3.0 is based on CAEP accreditation standards, not state's own admission policy.
6. The 3.0 GPA requirement is a cohort average; individual candidates in Mississippi and New Jersey must have a 2.75 GPA. Individual candidates in Georgia must have a 2.5 GPA.
7. Candidates in Oklahoma also have the option of gaining admission by passing a basic skills test.
8. Students can also be admitted with a combination of a 2.8 GPA and qualifying scores on the basic skills test or SAT/ACT.
9. Connecticut requires a B- grade point average for all undergraduate courses.
10. The GPA admission requirement is 2.5 for undergraduate and 2.75 for graduate programs.

Figure 25

TEACHER PREP REVIEW FINDINGS

Only 28 percent of teacher preparation programs have a high bar for admissions.



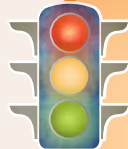
From NCTQ's 2014 *Teacher Prep Review* Standard 1: Selection Criteria (n=2,396 elementary, secondary and special education programs)

Teacher Preparation Program Accountability

Key Components

(The factors considered in determining the states' ratings for this topic.)

1. The state should incorporate preparation to teach to college- and career-readiness standards into its accountability requirements for teacher preparation programs.
2. The state should collect data that connects student achievement gains to teacher preparation programs. Such data can include value-added or growth analyses conducted specifically for this purpose or evaluation ratings that incorporate objective measures of student learning to a significant extent.
3. The state should establish the minimum standard of performance for each category of data. Programs should be held accountable for meeting these standards, with articulated consequences for failing to do so, including loss of program approval.
4. The state should produce and publish on its website an annual report card that shows all the data the state collects on individual teacher preparation programs.
5. The state should retain full authority over its process for approving teacher preparation programs.



How well are states ensuring that teacher preparation programs are accountable for their performance?



Teacher Prep Program Accountability Analysis: South Dakota

HOLDING PREPARATION PROGRAMS ACCOUNTABLE FOR RESULTS

The ultimate goal of teacher preparation programs should be to produce teachers who are effective in educating their students and ensure that they are ready for college and career. As programs operate by virtue of state approval, it is the state's responsibility to connect approval to accountability measures that ensure high performance. While this goal may have been hard to assess a few years ago, that is no longer the case. Redesigned evaluations of teacher effectiveness in the majority of states offer an opportunity for states to collect meaningful objective data on the performance of program graduates. To date, few states connect their process of approving teacher preparation programs to measurable outcome data about programs' graduates.



SOUTH DAKOTA TEACHER PREP ACCOUNTABILITY SNAPSHOT

-  State collects data that connects student achievement gains to teacher preparation programs.
-  State collects other meaningful data that reflect program performance.
-  State has set minimum standards for program performance.
-  State publishes an annual report card on its own website.
-  State retains full authority over its approval process.



Yes



No

South Dakota's approval process for its traditional and alternate route teacher preparation programs does not hold programs accountable for the quality of the teachers they produce.

Most importantly, South Dakota does not collect or report data that connect student achievement gains to teacher preparation programs. The state also fails to collect other objective, meaningful data to measure the performance of teacher preparation programs, and it does not apply any transparent, measurable criteria for conferring program approval. Further, in the past three years, no programs in South Dakota have been identified as low performing—an additional indicator that programs lack accountability. The state's website does not include a report card that allows the public to review and compare program performance.

In South Dakota, there is some overlap of accreditation and state approval. Members of CAEP and the state make up the

RECOMMENDATIONS

■ Collect data that connect student achievement gains to teacher preparation programs.

As one way to measure whether programs are producing effective classroom teachers, South Dakota should consider the academic achievement gains of students taught by programs' graduates, averaged over the first three years of teaching. Data that are aggregated to the institution (e.g., combining elementary and secondary programs) rather than disaggregated to the specific preparation program are not useful for accountability purposes. Such aggregation can mask significant differences in performance among programs.

■ Report other meaningful data that reflect program performance.

Although measures of student growth are an important indicator of program effectiveness, they cannot be the sole measure of program quality for several reasons, including the fact that many programs may have graduates whose students do not take standardized tests. The accountability system must therefore include other objective measures that show how well programs are preparing teachers for the classroom, such as:

1. Evaluation results from the first and/or second year of teaching;
2. Satisfaction ratings by school principals and teacher supervisors of programs' student teachers, using a standardized form to permit program comparison
3. Average raw scores of teacher candidates on licensing tests, including academic proficiency, subject matter and professional knowledge tests
4. Number of times, on average, it takes teacher candidates to pass licensing tests
5. Five-year retention rates of graduates in the teaching profession.

review team, and decisions are made jointly; state members must complete CAEP training. South Dakota conducts its own program reviews.

Supporting Research

South Dakota Administrative Rules 24:53:01, -:02

Title II State Reports

<https://title2.ed.gov>

www.ncate.org

SOUTH DAKOTA RESPONSE TO ANALYSIS

While not asked to respond to the full analysis for this section, South Dakota did not indicate any policy updates in the area of teacher preparation program accountability.

RECOMMENDATIONS CONTINUED

■ Establish the minimum standard of performance for each category of data.

Merely collecting the types of data described above is insufficient for accountability purposes. The next and perhaps more critical step is for the state to establish precise minimum standards for teacher preparation program performance for each category of data. Programs should then be held accountable for meeting these standards, and there should be consequences for failing to do so, including loss of program approval.

■ Publish an annual report card on the state's website.

South Dakota should produce an annual report card that shows all the data the state collects on individual teacher preparation programs, which should be published on the state's website at the program level for the sake of public transparency. Data should be presented in a manner that clearly conveys whether programs have met performance standards.

■ Maintain full authority over the process for approving teacher preparation programs.

South Dakota should ensure that it is the state that considers the evidence of program performance and makes the decision about whether programs should continue to be authorized to prepare teachers.

Figure 26

Do states hold teacher preparation programs accountable?

	OBJECTIVE PROGRAM-SPECIFIC DATA COLLECTED	MINIMUM STANDARDS FOR PERFORMANCE SET	DATA PUBLICLY AVAILABLE ON WEBSITE
Alabama	☒	☒ ¹	☐
Alaska	☐	☐	☐
Arizona	☒	☐	☐
Arkansas	☐	☐	☒
California	☐	☐	☐
Colorado	☒	☐	☒
Connecticut	☐	☐	☐
Delaware	☒	☐	☒
District of Columbia	☐	☐	☐
Florida	☒	☐	☒ ²
Georgia	☒	☐	☐
Hawaii	☐	☐	☐
Idaho	☐	☐	☐
Illinois	☒	☐	☐
Indiana	☒	☐	☒
Iowa	☒	☐	☐
Kansas	☒	☐	☐
Kentucky	☒	☐	☒ ²
Louisiana	☒	☒	☒ ²
Maine	☒ ¹	☐	☐
Maryland	☒ ³	☐	☐
Massachusetts	☒	☐	☒
Michigan	☒	☒ ¹	☒
Minnesota	☐	☐	☐
Mississippi	☒ ¹	☐	☐
Missouri	☒	☐	☐
Montana	☒ ¹	☐	☐
Nebraska	☐	☐	☐
Nevada ¹	☒	☒	☐
New Hampshire	☒	☐	☐
New Jersey	☒	☐	☐
New Mexico	☐	☐	☐
New York	☐	☐	☐
North Carolina	☒	☐	☒ ²
North Dakota	☐	☐	☐
Ohio ¹	☒	☐	☒
Oklahoma	☐	☐	☒
Oregon	☒	☐	☐
Pennsylvania	☒ ¹	☐	☐
Rhode Island	☒	☐	☒
South Carolina ¹	☒	☐	☒
SOUTH DAKOTA	☐	☐	☐
Tennessee	☒	☐	☒
Texas	☒	☐	☒
Utah	☐	☐	☐
Vermont	☒	☐	☐
Virginia	☒ ¹	☐	☐
Washington	☒	☐	☒
West Virginia	☒ ¹	☐	☐
Wisconsin	☒	☐	☒
Wyoming	☐	☐	☐
	35	4	18

SUMMARY OF TEACHER PREP PROGRAM ACCOUNTABILITY FIGURES

■ Figure 26

Accountability requirements

■ Figure 27

Use of student achievement data

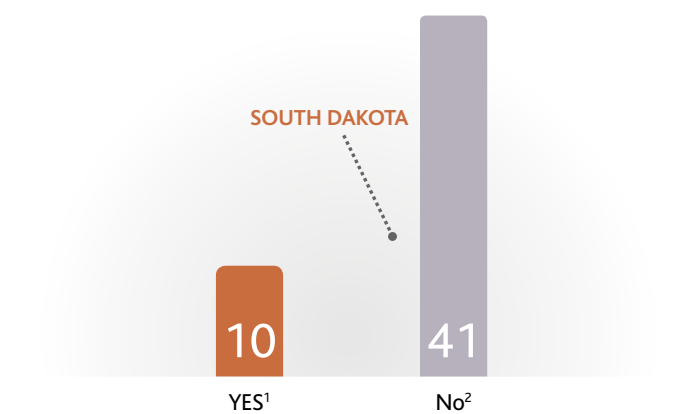


EXAMPLES OF BEST PRACTICE

No state has yet implemented a full accountability system for teacher preparation that features data, including student achievement gains, connected to teacher preparation programs (not just the institution level); has clear minimum standards of performance for those data; and publishes the results for use by prospective teachers, hiring school districts and the general public. Some states are well on their way. **Georgia** and **Louisiana** collect student achievement gains and set minimum standards of performance, while **Ohio** and **Tennessee** have published report cards that include connections to student achievement gains.

Figure 27

Do states connect student achievement data to teacher preparation programs?



1. **Strong Practice:** Colorado, Delaware, Florida, Georgia, Louisiana, North Carolina, Ohio, Rhode Island, Tennessee, Texas

2. Alabama, Alaska, Arizona, Arkansas, California, Connecticut, District of Columbia³, Hawaii³, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland³, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada³, New Hampshire, New Jersey, New Mexico, New York³, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

3. Included in state's Race to the Top plan, but not in policy or yet implemented.

Figure 26

1. For traditional preparation programs only.

2. State does not distinguish between alternate route programs and traditional preparation programs in public reporting.

3. For alternate routes only.

Teacher Preparation Policy Priorities for South Dakota

Prepare all teachers to meet the instructional shifts of college- and career-readiness standards for students.

- Strengthen preparation requirements to ensure teacher candidates have the ability to address the use of informational texts as well as incorporate complex informational texts into classroom instruction.
Priority for elementary, middle, secondary and special education teacher preparation.
- Through testing frameworks or teacher standards, include literacy skills and using text to build content knowledge in history/social studies, science, technical subjects and the arts.
Priority for elementary, middle, secondary and special education teacher preparation.
- Ensure teachers are prepared to intervene and support students who are struggling with reading.
Priority for elementary, middle, secondary and special education teacher preparation.

Additional priorities for elementary teacher preparation:

- Require all elementary teacher candidates—including candidates for an early childhood license—to pass a rigorous content test that assesses knowledge of all core subjects, including mathematics, and requires a meaningful passing score for each area.
- Require a rigorous assessment in the science of reading instruction.
- Require a content specialization in an academic subject area.

Additional priorities for middle school teacher preparation:

- Require teacher candidates to pass a content test in every core area they are licensed to teach.
- Eliminate the generalist K-8 license.

Additional priorities for special education teacher preparation:

- Eliminate the K-12 special education certificate, and require licenses that differentiate between preparation of elementary and secondary teacher candidates.
- Require elementary special education candidates to pass a rigorous content test as a condition of initial licensure, as well as a rigorous assessment in the science of reading instruction.
- Ensure secondary special education teachers possess adequate content knowledge for the grades and subjects they teach.

Raise admission requirements:

- Limit admission to teacher preparation programs to candidates in the top half of the college-going population, measured by a test normed to the general college-bound population or minimum GPA.

Hold preparation programs accountable:

- Collect performance data to monitor programs, including student achievement gains.
- Set minimum standards for program performance with consequences for failure to meet those standards.
- Publicly report performance data.



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**NCTQ is available to work with individual states to improve teacher policies.
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