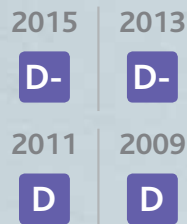


Summary of South Dakota Teacher Policies:



- ★ Best Practice
- Meets Goal
- ◐ Nearly Meets Goal
- ◑ Partly Meets Goal
- ◒ Meets a Small Part of Goal
- Does Not Meet Goal

Progress on Goals Since 2015

- ▲ Progress Increased: 1
- ▼ Progress Decreased: 1

A state's progress on policy was tracked solely for goals that remained constant between 2015 and 2017.

| | |
|------------------------------------------------------|----------|
| AREA 1: General Teacher Preparation | F |
| Program Entry | ○ |
| Teacher Shortages and Surpluses | ○ |
| Program Performance Measures | ○ |
| Program Reporting Requirements | ◐ |
| Student Teaching/Clinical Practice | ◑ |
| AREA 2: Elementary Teacher Preparation | F |
| Content Knowledge | ◑ |
| Teaching Mathematics | ◑ |
| Teaching Reading | ○ |
| Licensure Deficiencies | ○ |
| AREA 3: Secondary Teacher Preparation | F |
| Middle School Content Knowledge | ○ |
| Middle School Licensure Deficiencies | ○ |
| Adolescent Literacy | ○ |
| Secondary Content Knowledge | ○ |
| Secondary Licensure Deficiencies | ○ ▼ |
| AREA 4: Special Education Teacher Preparation | F |
| Content Knowledge | ○ |
| Teaching Reading | ○ |
| Licensure Deficiencies | ◐ |
| AREA 5: Alternate Route Teacher Preparation | D |
| Program Entry | ◑ |
| Preparation for the Classroom | ◑ |

| | |
|-------------------------------------------------|----------|
| AREA 6: Hiring | C |
| Requirements for Out-of-State Teachers | ◑ |
| Provisional and Emergency Licensure | ● ▲ |
| AREA 7: Teacher and Principal Evaluation | D |
| Measures of Student Growth | ◑ |
| Measures of Professional Practice | ◑ |
| Frequency of Evaluation and Observation | ◑ |
| Linking Evaluation to Professional Growth | ● |
| Data Systems Needed for Evaluation | ◑ |
| Distributing Teacher Talent Equitably | ○ |
| Principal Effectiveness | ★ |
| Principal Evaluation and Observation | ○ |
| AREA 8: Teacher Compensation | D |
| Performance | ◑ |
| High-Need Schools and Subjects | ◑ |
| Prior Work | ○ |
| AREA 9: Retaining Effective Teachers | F |
| Licensure Advancement | ○ |
| Tenure | ○ |
| Leadership Opportunities | ○ |
| Dismissal | ◑ |
| Layoffs | ○ |

Note: This document was updated in March 2018 to reflect changes to our analyses of South Dakota's teacher preparation content knowledge and licensure requirements.

Teacher Policy Strengths and Areas for Growth South Dakota

| POLICY AREA | SOUTH DAKOTA'S STRENGTHS | SOUTH DAKOTA'S OPPORTUNITIES FOR GROWTH |
|------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AREA 1: GENERAL TEACHER PREPARATION | | |
| Program Entry | | The state should require that all teacher preparation programs limit admission to applicants with either a minimum 3.0 GPA or those who have scored in the top half of all college-going students on tests of academic proficiency. |
| Teacher Shortages and Surpluses | | The state should publish data on teacher production that connect program completion, certification, and district hiring statistics, and also provide guidance regarding program acceptance numbers. |
| Program Performance Measures | | The state should connect program graduates' student growth data to their teacher preparation programs. |
| Program Reporting Requirements | | The state should hold teacher preparation programs accountable for teacher quality by outlining consequences for programs that do not meet standards, including loss of program approval. |
| Student Teaching/ Clinical Practice | | The state should require that cooperating teachers are selected based on evidence of effectiveness and that the clinical practice experience is at least 10 weeks, full time. |
| AREA 2: ELEMENTARY TEACHER PREPARATION | | |
| Content Knowledge | | As a condition of initial licensure, the state should require elementary teacher candidates to pass a content test with individually scored subtests in each of the core content areas and to complete a content specialization in an academic subject area. |
| Teaching Mathematics | | The state should require all elementary teacher candidates to pass a rigorous elementary math content exam in order to attain licensure. |
| Teaching Reading | | The state should require that: elementary teacher candidates pass a science of reading test to ensure knowledge of effective reading instruction, teacher preparation programs address this critical topic, and candidates are fully prepared to meet the instructional shifts associated with college- and career-readiness standards. |
| Licensure Deficiencies | | As a condition of initial licensure, the state should require early childhood education teachers who are eligible to teach elementary grades to: pass an elementary content test with individually scored subtests in each of the core content areas, pass a science of reading test, and be fully prepared to meet the instructional shifts associated with college- and career-readiness standards. |
| AREA 3: SECONDARY TEACHER PREPARATION | | |
| Middle School Content Knowledge | | The state should require all middle school teachers to pass a single-subject content test for each content area they are licensed to teach as a condition of initial licensure. |
| Middle School Licensure Deficiencies | | The state should not allow elementary teachers to teach grades 5 through 8 in self-contained classrooms. |
| Adolescent Literacy | | The state should require that all middle school and secondary candidates are fully prepared to meet the instructional shifts associated with college- and career-readiness standards. |
| Secondary Content Knowledge | | The state should require all secondary teachers to pass a single-subject content test as a condition of initial licensure and to add an endorsement to an existing license. |
| Secondary Licensure Deficiencies | | The state should require secondary general science, physical science and secondary social studies teachers to pass a single-subject content test for each discipline they are licensed to teach. |
| AREA 4: SPECIAL EDUCATION TEACHER PREPARATION | | |
| Content Knowledge | | The state should require elementary special education teachers to pass the same content test as general elementary education teachers and that secondary special education teachers demonstrate content knowledge in core subjects at the secondary level. |

| | | |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching Reading | | The state should require that elementary special education candidates pass a rigorous assessment in the science of reading instruction and are fully prepared to meet the instructional shifts associated with college- and career-readiness standards. |
| Licensure Deficiencies | | The state should require elementary and secondary special education certification. |
| AREA 5: ALTERNATE ROUTE TEACHER PREPARATION | | |
| Program Entry | | The state should increase alternate route admissions requirements by requiring a rigorous test or a GPA of 3.0 or higher and requiring all candidates to pass a subject-matter test. |
| Preparation for the Classroom | | The state should require that all alternate route programs prepare new teachers for the classroom through manageable and relevant coursework, intensive mentoring and induction, and a supervised practice teaching experience. |
| AREA 6: HIRING | | |
| Requirements for Out-of-State Teachers | | The state should require evidence of effective teaching during previous employment for licensure reciprocity, offer a standard license to certified out-of-state teachers without unnecessary requirements, and require a full criminal background check. |
| Provisional and Emergency Licensure | The state does not offer an emergency or provisional license. | |
| AREA 7: TEACHER AND PRINCIPAL EVALUATION | | |
| Measures of Student Growth | | The state should ensure objective evidence of student growth is the determinative factor in teacher evaluations. |
| Measures of Professional Practice | | The state should require student surveys, ensure teacher evaluators are trained and certified, and require the use of multiple or third-party observers with subject-matter expertise. |
| Frequency of Evaluation and Observation | | The state should require that all teachers are evaluated annually and observed multiple times, and that new teachers are supported with feedback early in the year. |
| Linking Evaluation to Professional Growth | The state requires that teachers are supported with adequate evaluation feedback and aligned professional development, under a system with three rating categories. | |
| Data Systems Needed for Evaluation | | The state should adequately define teacher of record, have a process in place for teacher roster verification, and publish teacher mobility data. |
| Distributing Teacher Talent Equitably | | The state should report school-level data about teacher performance to help support the equitable distribution of teacher talent. |
| Principal Effectiveness | The state requires that principal effectiveness is determined, in part, by objective measures of student growth and teacher effectiveness/instructional leadership, and that ineffective principals participate in improvement planning; survey data are explicitly allowed. | |
| Principal Evaluation and Observation | | The state should evaluate all principals annually, require multiple observations/site visits for all principals, and require principal evaluators to be trained and certified. |
| AREA 8: TEACHER COMPENSATION | | |
| Performance | | The state should support performance pay based on evidence of effectiveness. |
| High-Need Schools and Subjects | | The state should support additional pay for working in high-need schools and teaching in shortage subject areas. |
| Prior Work | | The state should encourage additional compensation for new teachers with relevant prior work experience. |
| AREA 9: RETAINING EFFECTIVE TEACHERS | | |
| Licensure Advancement | | The state should base licensure advancement and renewal on teacher effectiveness. |
| Tenure | | The state should connect tenure decisions to evidence of teacher effectiveness. |
| Leadership Opportunities | | The state should support teacher leadership opportunities. |
| Dismissal | | The state should enable ineffective classroom performance to be a basis for dismissal, and not allow multiple appeals for teachers who are dismissed. |
| Layoffs | | The state should require districts to consider evidence of effectiveness when determining which teachers to lay off during reductions in force. |

State Grades

State Grades 2009 – 2017

| | 2009 | 2011 | 2013 | 2015 | 2017 |
|----------------------|------|------|------|------|------|
| ALABAMA | C- | C- | C- | D+ | C |
| ALASKA | D | D | D | D- | D- |
| ARIZONA | D+ | D+ | C- | C- | D |
| ARKANSAS | C- | C | B- | B- | C+ |
| CALIFORNIA | D+ | D+ | D+ | D | D+ |
| COLORADO | D+ | C | C+ | C | D+ |
| CONNECTICUT | D+ | C- | B- | B- | C+ |
| DELAWARE | D | C | C+ | B- | B- |
| DISTRICT OF COLUMBIA | D- | D | D+ | D+ | D+ |
| FLORIDA | C | B | B+ | B+ | B+ |
| GEORGIA | C- | C | B- | B- | B- |
| HAWAII | D- | D- | D+ | D+ | D+ |
| IDAHO | D- | D+ | D+ | C- | C |
| ILLINOIS | D+ | C | C+ | C+ | C+ |
| INDIANA | D | C+ | B- | B | B- |
| IOWA | D | D | D | D | D+ |
| KANSAS | D- | D | D | D+ | D+ |
| KENTUCKY | D+ | D+ | C | C | C- |
| LOUISIANA | C- | C- | B | B | B+ |
| MAINE | F | D- | C- | C- | D+ |
| MARYLAND | D | D+ | D+ | D+ | D+ |
| MASSACHUSETTS | D+ | C | B- | B- | B- |
| MICHIGAN | D- | C+ | B- | C+ | C |
| MINNESOTA | D- | C- | C- | C- | C- |
| MISSISSIPPI | D+ | D+ | C | C | C |
| MISSOURI | D | D | C- | C- | C |
| MONTANA | F | F | F | F | F |
| NEBRASKA | D- | D- | D- | D | D |
| NEVADA | D- | C- | C- | C- | C- |
| NEW HAMPSHIRE | D- | D- | D | D | D+ |
| NEW JERSEY | D+ | D+ | B- | C+ | B |
| NEW MEXICO | D+ | D+ | D+ | C | C |
| NEW YORK | D+ | C | B- | B | B |
| NORTH CAROLINA | D+ | D+ | C | C- | C+ |
| NORTH DAKOTA | D- | D | D | D | D |
| OHIO | D+ | C+ | B- | B- | B- |
| OKLAHOMA | D+ | B- | B- | B- | D+ |
| OREGON | D- | D- | D | D | D- |
| PENNSYLVANIA | D | D+ | C- | C- | C |
| RHODE ISLAND | D | B- | B | B- | B |
| SOUTH CAROLINA | C- | C- | C- | C | C+ |
| SOUTH DAKOTA | D | D | D- | D- | F |
| TENNESSEE | C- | B- | B | B | B |
| TEXAS | C- | C- | C- | C- | B- |
| UTAH | D | C- | C | C+ | C |
| VERMONT | F | D- | D- | D- | D |
| VIRGINIA | D+ | D+ | C+ | C+ | C+ |
| WASHINGTON | D+ | C- | C- | C- | C- |
| WEST VIRGINIA | D+ | D+ | C- | C- | C+ |
| WISCONSIN | D | D | D+ | D | D+ |
| WYOMING | D- | D | D | D | D |

Best Practices

AREA 1: General Teacher Preparation

Program Entry - *None*

Teacher Shortages and Surpluses - *None*

Program Performance Measures - *Alabama, Florida*

Program Reporting Requirements - *Delaware, Florida, Missouri, North Carolina, Tennessee, Texas*

Student Teaching/Clinical Practice - *Georgia, Massachusetts, New Jersey, Tennessee*

AREA 2: Elementary Teacher Preparation

Content Knowledge - *None*

Teaching Mathematics - *Massachusetts*

Teaching Reading - *Arkansas, California*

Licensure Deficiencies - *None*

AREA 3: Secondary Teacher Preparation

Middle School Content Knowledge - *Arkansas, Georgia, Ohio*

Middle School Licensure Deficiencies - *None*

Adolescent Literacy - *Arkansas, Florida, Louisiana*

Secondary Content Knowledge - *Indiana, Minnesota*

Secondary Licensure Deficiencies - *Minnesota*

AREA 4: Special Education Teacher Preparation

Content Knowledge - *None*

Teaching Reading - *California*

Licensure Deficiencies - *None*

AREA 5: Alternate Route Teacher Preparation

Program Entry - *Illinois, Michigan*

Preparation for the Classroom - *Delaware, New Jersey*

AREA 6: Hiring

Requirements for Out-of-State Teachers - *None*

Provisional and Emergency Licensure - *Mississippi, New Jersey, Rhode Island, South Carolina*

AREA 7: Teacher and Principal Evaluation

Measures of Student Growth - *Indiana*

Measures of Professional Practice - *Iowa*

Frequency of Evaluation and Observation - *Idaho, New Jersey, Washington*

Linking Evaluation to Professional Growth - *Louisiana, New York, North Carolina*

Data Systems Needed for Evaluation - *Georgia*

Distributing Teacher Talent Equitably - *None*

Principal Effectiveness - *Connecticut, Florida, South Dakota*

Principal Evaluation and Observation - *New York*

AREA 8: Teacher Compensation

Performance - *None*

High-Need Schools and Subjects - *Florida, New Mexico, Utah*

Prior Work - *Louisiana, North Carolina*

AREA 9: Retaining Effective Teachers

Licensure Advancement - *Louisiana*

Tenure - *Hawaii, Indiana, Nevada, New York*

Leadership Opportunities - *Ohio, Utah*

Dismissal - *Nevada, New York*

Layoffs - *Colorado, Georgia, Louisiana*