

ARTICLE 24:53

TEACHER EDUCATOR PREPARATION PROGRAM APPROVAL

Chapter

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- 24:53:02 Approval process for educator preparation programs.
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CHAPTER 24:53:01

DEFINITION OF TERMS

Section

24:53:01:01 Definitions.

24:53:01:01. Definitions. Terms used in this article mean:

- (1) "Accreditation," process for assessing and enhancing academic and educational quality that informs the public that an institution has a professional ~~education unit~~ educator preparation program meeting established standards;
- (2) "Candidates," individuals who are seeking admission to or who are enrolled in programs for the preparation of educational personnel;
- (3) "Clinical faculty," school or higher education faculty responsible for the instruction, supervision, and assessment of a candidate during field experience and clinical practice;
- (4) "Conceptual framework," rationale and organizing principles that guide the development of the curriculum for professional preparation programs, including the categorization of knowledge;
- (5) "Coursework," either recognized courses or identified content, learning experiences, or course objectives;

(6) "Department," South Dakota Department of Education;

(7) "Diversity," differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, disabilities, language, religion, sexual orientation, geographical area, or academic, artistic or athletic ability;

(8) "~~Education~~ Educator preparation program," a sequence of courses and experiences requiring completion of a degree with a major or its equivalent that meets preparation standards in this article;

(9) "Educator preparation provider," the entity responsible for the preparation of educators;

(10) "Education Specialist," an educator, other than a teacher who is seeking certification in one of the following areas: curriculum director, school counselor, school psychologist, special education director, school psychological examiner, mentor teacher, mentor school counselor, technology integrationist, or technology coordinator;

~~(9)~~ (11) "Institution," a regionally accredited four-year college or university;

~~(10)~~ (12) "Institutional standards," candidate knowledge and skills that are set and assessed by the professional community within a college or university;

~~(11)~~ (13) "Internship," a field-based experience conducted as a culminating experience in a preparation program;

~~(12)~~ (14) "InTASC," "INTASC" the Interstate New Teacher Assessment and Support Consortium INTASC in is a project of the Council of Chief State School Officers (CCSSO), through InTASC, has developed performance-based standards and assessments for the licensure of teachers; InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers.

~~(13)~~ (15) "Knowledge and skills," what teachers need to know and be able to do including, without restriction, treating all students fairly and providing each student with a reasonable opportunity to learn;

~~(14)~~ (16) "Knowledge base," the basis for effective teaching derived from empirical research, disciplined inquiry, informed theory, and the wisdom of practice;

~~(15)~~ (17) "Methodology or methodology course," a course that develops an understanding of the central concepts, tools of inquiry, and structure of a discipline; the ability to evaluate the effectiveness of instructional processes, learning resources, and curriculum materials appropriate to a discipline; and the ability to relate to subjects within a discipline and in other disciplines and to apply that knowledge to real life situations and experiences;

~~(16)~~ (18) "Occupational work experience," full-time, nonteaching employment in a vocational or technical area;

~~(17) "Other school personnel," an educator, other than a teacher, who is seeking certification as an administrator or as a school service an education specialist and who provides professional services within schools, including curriculum directors, instructional technology specialists, principals, reading specialists, school business managers, school counselors, school library media specialists, school psychologists, school superintendents, special education directors, and speech/language pathologists; Principal, School Superintendent, Curriculum director, School counselor, School psychologist, Special education director, School psychological examiner, Mentor teacher, Mentor school counselor, Technology integrationist, and Technology coordinator.~~

~~(18)~~ (19) "Pedagogical studies," courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching;

~~(19)~~ (20) "Practicum," preservice professional practice in educational settings which is relevant to the field of study for which candidates are preparing and which is supervised by a certified teacher and a university or college supervisor;

~~(20)~~ (21) "Professional community," full and part time faculty, including clinical faculty, in the professional ~~education unit~~, educator preparation program faculty in other units of the college or university, preschool through grade 12 practitioners, candidates, and others involved in professional education;

~~(21)~~ (22) "Professional standards," candidate knowledge and skills established by specialized professional associations, national organizations, and accrediting agencies that evaluate professional education programs;

~~(22)~~ (23) "School partners," preschool through grade 12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research;

~~(23)~~ (24) "State standards," candidate knowledge and skills established by the ~~state board of education~~ Board of Education Standards and assessed through the process described in § 24:53:02:01;

~~(24)~~ (25) "Student teaching," an in-depth, direct teaching experience in a school setting conducted as a culminating field-based experience for the ~~teacher education~~ educator preparation program;

~~(25)~~ "Unit," ~~the administrative body within the institution that is primarily responsible for the preparation of educational personnel.~~

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:01:01, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:53:02

APPROVAL PROCESS FOR ~~TEACHER EDUCATION~~ EDUCATOR PREPARATION PROGRAMS

Section

- 24:53:02:01 Program approval.
- 24:53:02:02 Requirements for innovative and experimental programs.
- 24:53:02:03 Requirements for certification-only programs.

24:53:02:01. Program approval. In order to be eligible to request approval of programs that prepare educational personnel to meet certification requirements in accordance with article ~~24:15~~24:28, institutions must provide evidence of compliance with regional approval and eligibility for Title IV funding as stated in SDCL 13-49-27.1.

At least once every seven years, the department shall conduct an onsite review of each ~~unit~~ educator preparation provider and each program for the preparation of education personnel offered by a four-year, regionally accredited institution that has applied for state approval. After the department has verified that the standards in article 24:53 have been met by the ~~unit~~ educator preparation provider and each program, the South Dakota Board of Education Standards may grant initial or continuing approval to the ~~unit~~ educator preparation provider and program that were reviewed. In order to receive and maintain program approval, the ~~unit~~ educator preparation provider must submit the following to the department every seven years:

(1) ~~An institutional report~~ A self study report, as outlined in the department's ~~unit~~ Educator Preparation Provider and Program Review Handbook: Guidelines for Institutions of Higher Education; and

(2) Evidence of candidate competencies as required in chapters 24:53:05 and 24:53:06.

For institutions seeking initial or continuing accreditation from the ~~National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council (TEAC)~~ Council for the Accreditation of Educator Preparation (CAEP), the department shall conduct joint reviews of the ~~unit~~ educator preparation provider and its education programs as outlined in the partnership agreement between the department and the accrediting agency. The Board of Education Standards shall make the final decision on state program approval.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:02:01, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

Note: Program standards in article 24:53 apply to the review of ~~teacher~~ educator preparation programs beginning in the ~~2008-2009~~ 2019-2020 term.

Reference: ~~Unit~~ Educator Preparation Provider and Program Approval Review Handbook Guidelines for Institutions of Higher Education, South Dakota Department of Education, August

~~2006~~2017. Copies may be obtained from the South Dakota Department of Education, 700 Governors Drive, Pierre, SD 57501. Access to this publication is available on the SD DOE website.

24:53:02:02. Requirements for innovative and experimental programs. An institution may request approval of an innovative and experimental program by submitting, on forms provided by the department, information as follows:

- (1) A statement of purpose and need for the program;
- (2) A statement of the competencies needed by candidates completing the program;
- (3) A program timetable which establishes dates for beginning entrants in the program, the candidates' anticipated completion, and evaluation checkpoints for the program;
- (4) Course syllabi for required coursework;
- (5) Vitae of all faculty involved in the program; and
- (6) Documentation of compliance with general education and professional education requirements for teaching programs.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:02:02, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:02:03. Requirements for certification-only programs. A regionally accredited institution with approved education programs may request approval for ~~elementary, K-12, and 7-12~~ certification-only programs for teacher ~~education~~ candidates who have completed at least a

baccalaureate degree from a regionally accredited institution or for ~~other school personnel~~
administrative candidates or education specialist candidates who have completed at least a ~~masters~~
master's degree from a regionally accredited institution. Certification-only programs are
modifications of the study and experience requirements of any education program of article 24:53.
Certification-only programs incorporate the applicable preparation standards and requirements for
admission, matriculation, and exit from such programs, but allow an institution to accept previous
demonstrations of knowledge and skills judged to meet satisfactorily those preparation standards or
program requirements.

~~Before admission to the program, institutions shall require candidates in certification-only
programs to pass the state certification content exam.~~ Institutions shall recommend candidates for
certification after successful completion of the certification-only program.

Source: 30 SDR 211, effective July 5, 2004; 33 SDR 73, effective November 2, 2006;
transferred from § 24:16:02:03, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008; 36
SDR 96, effective December 8, 2009.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:53:03

UNIT EDUCATOR PREPARATION PROGRAM MISSION, CONCEPTUAL FRAMEWORK, AND RESPONSIBILITY

Section

- 24:53:03:01 Mission, goals, and objectives.
- 24:53:03:02 Conceptual framework and knowledge bases.
- 24:53:03:03 Institutional responsibility.

24:53:03:01. Mission, goals, and objectives. Higher education programs for the preparation of education personnel shall operate under a written mission statement. The ~~unit's~~ educator preparation provider's statements of goals and program objectives, consistent with the mission statement, shall serve as a basis for decision making regarding policies affecting all of the programs for the preparation of education personnel and shall assure that education graduates are prepared to serve in diverse settings.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:03:01, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:03:02. Conceptual framework and knowledge bases. A written conceptual framework, consistent with the institution's mission, shall provide the basis for the curricula of the ~~unit's~~ educator preparation provider's programs for the preparation of education personnel. The knowledge base of each program shall be founded on research, the wisdom of practice, and emerging education theory provided by professional organizations, preschool through grade 12 personnel, candidates, graduates, employers of graduates, and professional education faculty, including faculty of subject area disciplines. Systematic evaluation of candidates and graduates shall be conducted and the results used to improve the conceptual framework, enhance the knowledge base, and assure the quality of each program.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:03:02, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:03:03. Institutional responsibility. The institution shall provide evidence that it accepts legal responsibilities for fulfillment of the established mission, goals, and objectives of its education programs for ~~teachers and other school~~ education personnel.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:03:03, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:53:04

PREPARATION OF ~~CANDIDATES IN TEACHER EDUCATION~~ TEACHER CANDIDATES

Section

- 24:53:04:01 Admission policies and practices.
- 24:53:04:02 State certification exams for teachers.
- 24:53:04:03 Personnel services for teacher candidates.
- 24:53:04:04 Personnel records for teacher candidates.
- 24:53:04:05 Advisement for teacher candidates.
- 24:53:04:06 Teacher Candidate knowledge and skills.
- 24:53:04:07 Content knowledge for teacher candidates.
- 24:53:04:08 ~~Content knowledge for other professional school personnel~~Repealed.
- 24:53:04:09 Pedagogical content knowledge for teacher candidates.
- 24:53:04:10 Professional and pedagogical knowledge and skills for teacher candidates.
- 24:53:04:11 ~~Professional knowledge and skills for other school personnel~~Repealed.
- 24:53:04:12 ~~Knowledge and skills for all candidates~~Repealed.
- 24:53:04:13 Student learning for teacher candidates.
- 24:53:04:14 ~~Student learning for other professional school personnel~~Repealed.

24:53:04:01. Admission policies and practices. The ~~unit~~ educator preparation provider shall print and distribute a policy with specific admission standards and procedures that govern student recruitment and acceptance into the preparation programs. The ~~unit~~ educator preparation provider shall provide written verification that candidates are informed about state laws and rules that govern the issuance of certificates for educational personnel. Criteria for admission shall include the following:

(1) Completion of prior college or university coursework from an accredited institution with at least a 2.5 grade point average on a 4.0 scale;

(2) Evidence of academic proficiency at a grade point average of 2.6 or above in the academic major; and

(3) Recommendations based on personal characteristics and experiences requisite to ~~teaching~~ the educator preparation program.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:05:01, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:04:02. State certification exams for teachers. ~~Effective July 1, 2005, each approved~~
An approved education program for the preparation of teachers shall measure candidates' content

and pedagogical knowledge as required by ~~§24:53:04:07~~ §24:53:04:09 ~~and the applicable programs of chapter 24:53:07 with the state certification exams.~~

~~Effective July 1, 2005, applicants~~ An applicant must achieve the established passing scores set by the ~~state~~ Board of Education Standards, when required, in order to be recommended for certification to the department.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 26, effective September 3, 2003; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:05:03, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:04:03. Personnel services for teacher candidates. The institution shall provide ~~written~~ information to candidates about academic, personal, and career counseling and the means of accessing these services. Career counseling shall include current supply and demand data for education personnel and placement services available to assist candidates in locating employment. Data on the employment of graduates shall be maintained by the institution.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:05:04, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:04:04. Personnel records for teacher candidates. The institution shall maintain a system of accountability for each candidate, which includes a permanent record for each candidate enrolled. The candidate's permanent record shall include:

- (1) Verification that admission standards of the program have been met;
- (2) A document indicating the candidate's status in the program of study;
- (3) A transcript of completed course titles, credits, and grades;
- (4) Descriptions and evaluations of all professional field experiences;
- (5) Verification of admission to student teaching ~~based on personal characteristics and scholarship in professional education and content studies;~~
- (6) Assessment results indicating competence in the teaching field or field of study;
- (7) ~~Effective July 1, 2005, an official copy~~ A record of all test scores including any subtest scores provided by the testing company on the state certification exams for each subject or area of authorization and for the pedagogy exam for each age or grade span for which the applicant has completed an approved education program; and
- (8) Certification recommendation.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 26, effective September 3, 2003; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:05:05, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:04:05. Advisement for candidates. The ~~unit~~ educator preparation provider shall provide an advisory system for candidates in undergraduate and graduate programs. The ~~unit~~

educator preparation provider shall assign each candidate to a faculty adviser who possesses a thorough understanding of the institution's approved programs and certification requirements. The ~~unit~~ educator preparation provider shall provide documentation of regular adviser and advisee consultations.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:05:06, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:04:06. Teacher candidate knowledge and skills. The ~~unit~~ educator preparation provider shall prepare candidates to work in a school as a teacher ~~or administrator or school service specialist~~. Candidates must know and demonstrate the content, pedagogical, and professional knowledge and skills necessary to help all students learn. Assessments shall be given to the candidate to ensure the candidate meets professional, state, and institutional standards as defined in § 24:53:01:01 and understands the influence of diversity on teaching and learning.

Assessments shall be given to the beginning teacher candidate to ensure the candidate meets the professional standards of the ~~INTASC~~ InTASC Model Standards for Beginning Teacher Licensing and Development Core Teaching Standards. These model standards for approved programs in South Dakota are:

(1) ~~The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject~~

~~matter meaningful for students~~ Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences;

(2) ~~The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development~~ Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards;

(3) ~~The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners~~ Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation;

(4) ~~The teacher understands and uses a variety of instructional strategies to encourage the development of critical thinking, problem solving, and performance skills in students~~ Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of any discipline taught by the teacher and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content;

(5) ~~The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in~~

~~learning, and self-motivation~~ Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;

(6) ~~The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom~~ Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;

(7) ~~The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals~~ Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;

(8) ~~The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of students~~ Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and content area connections, and to build skills to apply knowledge in meaningful ways;

(9) ~~The teacher evaluates continually the effects of the teacher's choices and actions on others, including students, parents, and other professionals in the learning community. The teacher actively seeks out opportunities to grow professionally and~~ Professional Learning and Ethical

Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate the teacher's practice, particularly the effects of the teacher's choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner; and

(10) ~~The teacher fosters relationships with school colleagues, parents, and agencies in the community to support student learning and well-being~~ Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:04:07. Content knowledge for teacher candidates. Teacher candidates must know the subject matter they plan to teach and must be able to explain principles and concepts delineated in professional, state, and institutional standards.

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

~~**24:53:04:08. Content knowledge for other professional school personnel.** Candidates for other professional school roles must know their fields and must be able to explain principles and concepts delineated in professional, state, and institutional standards.~~

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: ~~SDCL 13-1-12.1, 13-42-3.~~

Law Implemented: ~~SDCL 13-42-3, 13-42-4.~~

24:53:04:09. Pedagogical content knowledge for teacher candidates. Teacher candidates must have broad knowledge of instructional strategies that draw upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. Candidates shall facilitate student learning of subject matter through the presentation of content in clear and meaningful ways and through the integration of technology.

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:04:10. Professional and pedagogical knowledge and skills for teacher candidates. Teacher candidates must apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. Candidates shall consider the school, family, and community contexts in which they work and the prior experience of students when developing meaningful learning experiences, and they shall treat all students fairly and provide each student with a reasonable opportunity to learn.

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

~~**24:53:04:11. Professional knowledge and skills for other school personnel.**~~ Candidates for other professional school roles must have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They must know their students, families, and communities, treat all students fairly and provide each student with a reasonable opportunity to learn, and shall use current research to inform their practices, use technology in their practices, and support student learning through their professional services.

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

~~**24:53:04:12. Knowledge and skills for all candidates.**~~ Candidates must be familiar with the knowledge and skills expected of professionals. Their work with students, families, and communities shall reflect the knowledge and skills delineated in professional, state, and institutional standards.

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:04:13. Student learning for teacher candidates. Teacher candidates must design, implement and assess student learning experiences to engage students, to improve student learning, and enrich professional practice.

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

~~**24:53:04:14. Student learning for other professional school personnel.** Candidates for other professional school roles shall create positive environments for student learning. The candidates shall understand and build upon the developmental levels of the students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.~~

~~**Source:** 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.~~

~~**General Authority:** SDCL 13-1-12.1, 13-42-3.~~

~~**Law Implemented:** SDCL 13-42-3, 13-42-4.~~

CHAPTER 24:53:05

ASSESSMENT SYSTEM AND ~~UNIT~~ EDUCATOR PREPARATION PROVIDER EVALUATION

Section

- 24:53:05:01 Assessment system.
- 24:53:05:02 Data collection, analysis, and evaluation.
- 24:53:05:03 Use of data for program improvement.

24:53:05:01. Assessment system. The ~~unit~~ educator preparation provider shall develop an assessment system with its professional community that reflects its conceptual framework and professional and state standards. The ~~unit~~ educator preparation provider system shall include a comprehensive and integrated set of evaluation measures that shall be used to monitor candidate performance and to manage and improve programs. Decisions about candidate performance shall be based on assessments conducted during admission into programs, at appropriate transition points, and at program completion. Candidates shall have at least a 2.5 cumulative grade point average and a 2.6 grade point average on a 4.0 scale in their major before admittance to the program. Candidates shall maintain at least a 2.5 grade point average on a 4.0 scale after admittance to the program. Assessments shall be used to determine admission to, continuation in, and completion of programs as predictors of candidate success. The ~~unit~~ educator preparation provider shall take effective steps to eliminate sources of bias in performance assessments and work to establish fair, accurate, and consistent assessments.

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:05:02. Data collection, analysis, and evaluation. The ~~unit~~ educator preparation provider shall regularly and systematically compile, summarize, and analyze data, which shall be used to improve applicant qualifications, candidate and graduate proficiency, and program quality.

The ~~unit~~ educator preparation provider shall use multiple assessments from internal and external sources to collect data from applicants, candidates, recent graduates, faculty, and other members of the professional community.

The ~~unit~~ educator preparation provider shall maintain a record of formal candidate complaint and resolution documentation.

The ~~unit~~ educator preparation provider shall conduct follow-up studies and surveys to determine whether its graduates are employed in educational institutions. The follow-up studies shall address performance in the classroom or areas of professional service in schools and be specific to the education programs the graduates completed. The ~~unit~~ educator preparation provider shall maintain its assessment system through the use of information technology.

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:05:03. Use of data for program improvement. The ~~unit~~ educator preparation provider shall regularly and systematically use data, including candidate ~~and other school personnel~~ performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The ~~unit~~ educator preparation provider shall analyze program evaluation and performance assessment data and initiate changes if necessary. The ~~unit~~ educator preparation provider shall regularly share candidate and faculty assessment data with candidates and faculty to help them reflect on and improve their performance.

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:53:06

FIELD EXPERIENCES AND CLINICAL PRACTICES

Section

- 24:53:06:01 Collaboration between ~~unit~~ educator preparation provider and school partners.
- 24:53:06:02 Design, implementation, and evaluation of field experiences and clinical practice.
- 24:53:06:03 Student teacher placement.

24:53:06:01. Collaboration between ~~unit~~ educator preparation provider and school partners. The ~~unit~~ educator preparation provider and its school partners, and other members of the professional community shall design, implement, and evaluate field experiences and clinical practices for teacher candidates, administrative candidates and ~~other school personnel~~ education specialist candidates to develop and demonstrate the candidate's ~~and other school personnel's~~ knowledge and skills necessary to helping students learn. The ~~unit~~ educator preparation provider and its school partners shall jointly determine the specific placement of student teachers and interns of other professional roles to provide appropriate learning experiences to the teachers and interns. Clinical faculty shall be selected and prepared for ~~their~~ the faculty's roles as mentors and supervisors who will provide continuing support for ~~candidates~~ a candidate during ~~their~~ the candidate's field and clinical experiences.

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:06:02. Design, implementation, and evaluation of field experiences and clinical practice. Field experiences shall be developmental, beginning with early observations and progressing to supervised experiences related to job responsibilities in a variety of educational settings. Field experiences or clinical practices in settings that include students with disabilities and students from diverse groups shall be designed to help candidates develop and practice their knowledge and skills for working with all students. Peers and supervisors shall give feedback to the candidates to help them reflect on their abilities to help all students learn. During clinical practice, candidate learning shall be integrated into the school program and into teaching practices. Candidates shall continue to develop ~~their~~ content, pedagogical, and professional knowledge and skills delineated by professional, state, and institutional standards. The assessment of field experiences and clinical practices shall be standards-based and use a model that addresses realistic goals and objectives and promotes high expectations. Assessment shall be formative, summative, ongoing, and used for program improvement.

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:06:03. Student teacher placement. Student teacher placements for chapter 24:53:07 must meet the following requirements:

(1) Student teachers must demonstrate competency in the job responsibilities required by their chosen program. They shall participate in professional development through self, peer, and supervisory reflection on the student teaching experience;

(2) Student teachers must complete a minimum of 10 weeks of supervised experiences. The student teachers must spend the majority of the 10 weeks in the subject area and age or grade span for which they are prepared;

(3) Student teachers who teach at least 15 weeks may earn ~~authorization at the program level~~ preparation in two subject areas ~~or age or grade spans~~ if the student teaching placement meets the required balance of time in each of the subject areas ~~and age or grade spans~~;

(4) Student teachers in K-12 programs must complete experiences at two levels; and

(5) Student teachers in birth through ~~age eight~~ grade three education programs or ~~birth through age eight early childhood education~~/birth through ~~age eight~~ grade three special education programs must complete experiences at both the preschool and elementary levels.

~~(6) Student teachers with either K-8 elementary education with middle level program preparation or 7-12 secondary education with middle level program preparation may complete all or part of their placement in grades seven or eight or a formally organized middle school; and~~

~~———(7) Student teachers in a 5-8 middle level program must complete experiences in each of two chosen academic areas.~~

Source: 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:53:07

REQUIREMENTS FOR BASIC TEACHING PROGRAMS

Section

- 24:53:07:01 ~~Birth through preschool education program~~ General requirements.
- 24:53:07:02 Birth through age eight grade three early childhood program.
- 24:53:07:03 Birth through age eight ~~early childhood and birth through age eight~~ grade three special education program.
- 24:53:07:04 K-8 elementary education program.
- 24:53:07:05 ~~K-8 elementary education/special education program~~ Repealed.
- 24:53:07:06 ~~5-8 middle level education program~~ Repealed.
- 24:53:07:07 ~~7~~5-12 secondary education program.
- 24:53:07:08 ~~7~~5-12 English language arts education program.
- 24:53:07:09 ~~7~~5-12 mathematics education program.
- 24:53:07:10 ~~7~~5-12 science education program.
- 24:53:07:11 ~~7~~5-12 social science education program.
- 24:53:07:12 ~~7~~5-12 career and technical education program.
- 24:53:07:13 ~~7~~5-12 agriculture education program.
- 24:53:07:14 ~~7~~5-12 business education program.
- 24:53:07:15 ~~7~~5-12 family and consumer sciences education program.
- 24:53:07:16 ~~7-12 marketing education program~~Repealed.
- 24:53:07:17 ~~7~~5-12 industrial technology program.
- 24:53:07:18 K-12 education program.

- 24:53:07:19 K-12 art education program.
- 24:53:07:20 K-12 comprehensive school health education program.
- 24:53:07:21 K-12 educational technology/computer education program.
- 24:53:07:22 K-12 music education program.
- 24:53:07:23 K-12 physical education program.
- 24:53:07:24 K-12 South Dakota Indian studies education program.
- 24:53:07:25 K-12 special education-program
- 24:53:07:26 K-12 world language education program.
- 24:53:07:27 K-12 reading specialist program.
- 24:53:07:28 ~~7~~5-12 mathematics/science composite program.

24:53:07:01. ~~Birth through preschool education program~~General requirements. The required courses and experiences of a birth through preschool education program shall meet the National Association for Education for Young Children (NAEYC) standards, 2001 ~~2010~~ edition.

~~—The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NAEYC standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.~~

~~—A birth through preschool education program shall require coursework sufficient to constitute an academic major and demonstrated competencies in the following areas of professional education:~~

~~—(1) Knowledge of the developmental characteristics of the birth through preschool learner and of the student with disabilities; Promoting child development and learning;~~

~~—— (2) Integrating technology into teaching and learning; Using developmentally effective approaches by observing, assessing, and documenting to support young children and families;~~

~~—— (3) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies. Any basic teaching program referenced in 24:53:07:01 through 24:53:07:28, inclusive, must include:~~

(1) A South Dakota Indian studies course approved by the department;

(2) Incorporation of the Code of Professional Ethics, created by the South Dakota Professional Teachers Practices and Standards Commission contained in chapter 24:08:03, in at least one of the courses required by a basic teaching program; and

(3) An adolescent psychology course or incorporation of the strands of an adolescent psychology course for any basic teaching program with a K-12 designation.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:01, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:02. Birth through ~~age-eight~~ grade three early childhood program. The required courses and experiences of a birth through ~~age-eight~~ grade three early childhood program shall meet the National Association for Education for Young Children (NAEYC) standards; ~~2001 edition~~ 2010 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NAEYC standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

A birth through ~~age-eight~~ grade three early childhood education program shall require coursework sufficient to constitute an academic major and demonstrated competencies in the following areas of professional education:

(1) ~~Knowledge of the developmental characteristics of the birth through age-eight learner and of the student with disabilities~~ Promoting child development and learning;

(2) ~~Integrating technology into teaching and learning~~ Using developmentally effective approaches by observing, assessing, and documenting to support young children and families; and

(3) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning;

(4) ~~Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies.~~

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:03, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:03. Birth through ~~age eight early childhood and birth through age eight~~ grade three special education program. The required courses and experiences of a birth through age ~~eight early childhood and birth through age eight~~ grade three special education program shall meet ~~National Association for Education for Young Children (NAEYC) standards, 2001-2010 edition,~~ and the Council for Exceptional Children (CEC) early childhood special education standards, ~~2001~~ 2012 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ~~NAEYC/CEC~~ early childhood special education standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

A birth through ~~age eight early childhood and birth through age eight~~ grade three special education program shall require coursework sufficient to constitute an academic major and demonstrated competencies in the following areas of professional education:

(1) Knowledge of the developmental characteristics ~~of the birth through age eight learner and of~~ the student with disabilities;

(2) ~~Integrating technology into teaching and learning~~ Using developmentally effective approaches by observing, assessing, and documenting to support young children and families; and

(3) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning;.

(4) ~~Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian Studies.~~

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:04, 33 SDR 73, adopted October 13, 2006, effective July 1 , 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:04. K-8 elementary education program. The required courses and experiences of a K-8 elementary education program shall meet the ~~Association for Childhood Education International (ACEI) standards, 2006 edition,~~ Council for the Accreditation of Educator Preparation (CAEP) Elementary Teacher Standards, 2018 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the CAEP Elementary Teacher standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

A K-8 educational program shall require coursework sufficient to constitute an elementary education major and demonstrated competencies in the following areas of professional education:

(1) Knowledge of the developmental characteristics ~~of the elementary and middle level learner~~ and of the student with disabilities;

(2) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning;

~~(3) Integrating technology into teaching and learning;~~

~~(4) Completion of a three-semester hour course in human relations and a three-semester hour course in South Dakota Indian Studies; and~~

(3) Knowledge of the content, functions, and achievements of fine arts as defined by the South Dakota content standards;

(4) Knowledge of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

(5) Knowledge of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students; and

~~(7)(6)~~ Verification that the candidate has completed studies and field experiences in the following:

- (a) Design of curriculum and instructional strategies for middle level learners;
- (b) Developmental characteristics of the elementary and middle level learner; and
- (c) Concepts of middle level education or the middle level learner.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:05, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:05. K-8 elementary education/special education program. ~~The required courses and experiences of a K-8 elementary education/special education program shall meet the Association for Childhood Education International (ACEI) standards CAEP K-6 Elementary Teacher Standards, 1999 edition, and the Council for Exceptional Children (CEC) standards, 2001-2012 edition.~~

~~—The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ACEI CAEP/CEC standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.~~

~~—A K-8 education program/special education program shall require coursework sufficient to constitute an elementary education/special education major and demonstrated competencies in the following areas of professional education:~~

~~—— (1) Knowledge of the developmental characteristics of the elementary level learner and of the student with disabilities;~~

~~—— (2) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning;~~

~~—— (3) Integrating technology into teaching and learning; Knowledge of assessment and instruction;~~

~~—— (4) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies; and~~

~~—— (5) Verification that the candidate has completed studies and field experiences in the following:~~

~~—— (a) Design of curriculum and instructional strategies for middle level learners;~~

~~—— (b) Developmental characteristics of the middle level learner; and~~

~~—— (c) Concepts of middle level education or the middle level learner Repealed.~~

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:06, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: ~~SDCL 13-1-12.1, 13-42-3.~~

~~**Law Implemented:** SDCL 13-42-3, 13-42-4.~~

24:53:07:06. 5-8 middle level education program. ~~The required courses and experiences of a 5-8 middle level education program shall meet the National Middle School Association Middle Teacher Preparation (NMSAMTP) standards, 2001 edition Association for Middle Level Education (AMLE) standards, 2012 edition.~~

~~—The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NMSAMTP-AMLE standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.~~

~~—A 5-8 middle level education program shall require coursework sufficient to constitute a middle school education major and demonstrated competencies in the following areas of professional education:~~

~~—(1) Teaching of middle level reading; Young adolescent development;~~

~~—(2) Integrating technology into teaching and learning; Middle level curriculum;~~

~~—(3) Knowledge of the developmental characteristics of the middle level learner and of the student with disabilities; Middle level instruction and assessment;~~

~~—(4) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning;~~

~~—(5) Integrating technology into teaching and learning;~~

~~——(6) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian studies Repealed.~~

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:08, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: ~~SDCL 13-1-12.1, 13-42-3.~~

Law Implemented: ~~SDCL 13-42-3, 13-42-4.~~

24:53:07:07. ~~7-12~~ 5-12 secondary education program. All ~~7-12~~ 5-12 secondary education programs shall demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06 and require coursework sufficient to constitute an academic major and demonstrated competencies in the following areas of professional education:

(1) Competency in the teaching of content area literacy and instructional methods in the content area specific to the discipline;

(2) Knowledge of the developmental characteristics of ~~the secondary level learning and of the~~ student with disabilities;

(3) Knowledge of the developmental characteristics of the middle and secondary level learners;

(4) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning; and

~~(3) Integrating technology into teaching and learning;~~

~~(4) Completion of a three-semester hour course in human relations and a three-semester hour course in South Dakota Indian Studies;~~

(5) Verification that the candidate has completed studies ~~and field experiences~~ in the following:

- (a) Design of curriculum and instructional strategies for middle level learners;
- (b) Developmental characteristics of the middle and secondary level ~~learner~~ learners; and
- (c) Concepts of middle level education or the middle level learner.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:11, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:08. ~~7-12~~ 5-12 English language arts education program. A ~~7-12~~ 5-12 English language arts education program shall comply with the following:

(1) The required courses and experiences of a ~~7-12~~ 5-12 English language arts education program shall meet the National Council of Teachers of English (NCTE) standards, ~~2003~~ 2012 edition. ~~The 7-12 English language arts program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NCTE standards, and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06;~~

~~—— (2) The required courses and experiences of a 7-12 English language arts education composite program shall meet the NCTE standards. The 7-12 English language arts composite program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NCTE standards and in the standards specified in this subdivision, and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06:~~

~~———— (a) Demonstrated knowledge of mass communication forms, techniques, technologies, and processes for managing productions;~~

~~———— (b) Demonstrated knowledge of basic skills in selecting, producing, promoting, organizing, and evaluating a theatrical activity;~~

~~(3) (2) The required courses and experiences of a 7-12~~ 5-12 drama/theater program shall meet the National Association of Schools of Theatre (NAST), ~~2005-2006~~ 2018-2019 Handbook, ~~and 2006 Addendum.~~ The ~~7-12~~ 5-12 drama/theater program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NAST standards, and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06;

~~(4) (3) The 7-12~~ 5-12 mass communications/journalism program shall ~~require candidates to demonstrate the content, pedagogical, and professional knowledge and skill identified in the standards~~

~~specified in this subdivision~~ meet the Journalism Education Association and the Scholastic Journalism Division of the Association for Education in Journalism and Mass Communication standards, 2002 edition. and require candidates to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06. ~~The required courses and experiences of a 7-12 mass communications/journalism program shall enable candidates to meet the following standards:~~

- ~~———— (a) Demonstrated knowledge and experiences in news selection, writing, reporting, and editing;~~
- ~~———— (b) Demonstrated knowledge of the role of the press in current society, including the tradition and history of the press, legal freedoms, and responsibilities of the press;~~
- ~~———— (c) Demonstrated competencies and experience in creating, editing, and publishing video, telecommunications, radio, television, and electronic transmission productions; and~~
- ~~———— (d) Demonstrated knowledge and experience in management and production of school publications;~~

(5) (4) The ~~7-12~~ 5-12 speech/debate program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the standards specified in this subdivision and to demonstrate competency of the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06. The required courses and experiences of a ~~7-12~~ 5-12 speech/debate program shall enable candidates to meet the following standards:

- (a) Demonstrated knowledge of basic oral communication, including theories of communication, function of the individual, language acquisition, and context variables, such as setting, purpose, audience, and subject;
- (b) Demonstrated knowledge and experience in an oral communication genre, such as television news, documentary, or editorial reporting;

(c) Demonstrated knowledge of critical skills associated with oral communicative arts, including critical stances, relationship between the critic and the critical object, and the social value of criticism;

(d) Demonstrated knowledge of responsible communication, including ethical consciousness, free speech, and objectivity; and

(e) Demonstrated knowledge and experience in developing and directing activities, such as debate, forensics, radio and television management, or film society.

An English language arts composite program shall meet the requirements of at least two of the programs listed in subdivisions (1) through (4), inclusive, of this section.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:12, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:09. ~~7-12~~ 5-12 mathematics education program. The required courses and experiences of a ~~7-12~~ 5-12 mathematics education program shall meet the National Council of Teachers of Mathematics (NCTM) standards, ~~2003~~ 2012-edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NCTM standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:14, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:10. ~~7-12~~ 5-12 science education program. The required courses and experiences of a ~~7-12~~ 5-12 science education program shall meet the National Science Teachers Association (NSTA) standards, ~~2003~~ 2012 edition, inclusive of the NSTA secondary science content recommendations for the applicable science program, and shall enable candidates to meet the following specific program content requirements:

(1) A science composite program shall meet the requirements of at least two of the programs listed in subdivisions (2) through (6) of this section;

(2) A ~~7-12~~ 5-12 biology education program shall require the demonstrated knowledge and experiences in the systematic, quantitative, and qualitative study of the fundamentals of biology to include the study of:

(a) The relationship of species, ecology, morphology, anatomy, physiology, and genetics;

(b) The development and classification of plants, animals, fungi, protista, and monera;

and

(c) The structure and function of organisms at all levels of complexity from the molecular to the organ system;

(3) A ~~7-12~~ 5-12 chemistry education program shall require demonstrated knowledge and experiences in the systematic, quantitative, and qualitative study of:

(a) Fundamental principles of chemistry, biochemistry, and inorganic chemical nomenclature;

(b) Descriptive study of elements, molecules, and formula units;

(c) Study of organic chemistry with emphasis on reaction mechanisms, organic chemical nomenclature, and the identification of organic substances through chemical and spectrophotometric means; and

(d) Analytical chemistry with emphasis on the fundamentals of analysis, wet chemist assay methods, separation chemistry, and relevant instrumentation; and

(4) A ~~7-12~~ 5-12 physics education program shall require the demonstrated knowledge and experiences in the systematic, quantitative, and qualitative study of:

(a) Fundamental principles and laws of physics with emphasis on classical physics, optics, machines, fluid mechanics, kinetic theory, electrostatics, magnetism, electricity, and light;

(b) Fundamental atomic and nuclear physics with special emphasis on quantum mechanics, radioactivity, nuclear reactions, elementary particles, and instrumentation;

(c) Modern physics with emphasis on relativity, wave theory, statistical mechanics, and solid state; and

(d) Astrophysics or space science with emphasis on cosmology, characteristics of solar and galactic systems, instrumentation, and the history of astronomy;

(5) A ~~7-12~~ 5-12 earth science education program shall require demonstrated knowledge and experiences in the systematic, quantitative, and qualitative study of:

(a) Fundamental principles and laws of earth science with emphasis on physical geology, historical geology, paleontology, and geochemistry;

(b) Fundamental meteorology with emphasis on nomenclature, mapping, instrumentation, and weather prediction;

(c) Oceanography or hydrology with emphasis on origins, hydrologic cycles, aquatic life, composition, and water currents; and

(d) Astronomy or space science with emphasis on cosmology, the origin of the solar system, characteristics of solar and galactic systems, instrumentation, and the history of astronomy; and

(6) A ~~7-12~~ 5-12 physical science education program shall require demonstrated knowledge and experiences in the study of physical science, which includes:

(a) Experiences within the standards of the chemistry program and the physics program; and

(b) Experiences in two of the following disciplines: astronomy, geology, or meteorology.

Each ~~7-12~~ 5-12 science education program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NSTA standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 31 SDR 129, effective March 22, 2005; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:16, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:11. ~~7-12~~ 5-12 social science education program. The required courses and experiences of a ~~7-12~~ 5-12 social science education program, except for the sociology program, shall meet the National Council for the Social Studies (NCSS) standards, ~~2004~~ 2017 edition, inclusive of the NCSS subject matter, themes, disciplinary, and programmatic standards, for the following applicable social science programs and the specific program content requirements:

(1) A ~~7-12~~ 5-12 social science composite education program shall require the demonstrated knowledge and experiences for ~~each of the standards specified in this section for economics, geography, history, political science, psychology, and sociology programs~~ at least two of the programs listed in subdivisions (2) through (7), inclusive, of this section;

(2) A ~~7-12~~ 5-12 economics education program shall require the demonstrated knowledge and experiences in the principles and processes underlying current problems and practices in various economic systems, the application of social and governmental controls to economics, and current approaches to consumer education and free enterprise curricula;

(3) A ~~7-12~~ 5-12 geography education program shall require the demonstrated knowledge and experiences in the study of Earth's people, environments, and places from a spatial perspective. Specific themes include location, regions, physical and human elements of place, human interaction with the natural environment, and the movement of people, materials, and ideas;

(4) A history program shall require the demonstrated knowledge and experiences in the study of the origin and historical development of various cultures throughout the world; the interplay of geographical, economic, political, cultural, and social forces in shaping civilizations in the western and nonwestern worlds; including the meaning of South Dakota and United States heritage; and the economic, political, cultural, and social background of contemporary life in South Dakota and in the United States as related to each other and to world settings;

(5) A political science program shall require the demonstrated knowledge and experiences in the study of the nature of government in modern society; local, state, and national units of government in the United States including comparisons with similar and dissimilar forms of government in other countries; the history of political ideas; international issues; varieties of political behaviors; and efforts to choose, make, and evaluate public policy; and

(6) A psychology program shall require the demonstrated knowledge and experiences in the study of the history and basic principles of psychology; the physiological, affective, and cognitive foundations of behavior; the social basis and development of behavior; the concepts of normal and abnormal behavior; professional ethics; and emerging areas of psychology research.

Each of the ~~7-12~~ 5-12 social science education programs above shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NCSS standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

A ~~7-12~~ 5-12 sociology education program shall require the demonstrated knowledge and experiences in the study of the institutions in United States society; major problems such as those relating to minority groups, health and medical care, employment and industrial relations, crime and

delinquency, poverty, and alcohol and drug abuse; energizing sociological issues; and similarities and differences existing among the world's cultural institutions and peoples. The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge, and skills identified in the above standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:18, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:12. ~~7-12~~ 5-12 career and-technical education program. The required courses and experiences of a ~~7-12~~ 5-12 career and technical education program shall enable candidates to meet the following standards:

(1) Documented competency of occupational work experience, educational training or coursework in a career occupation for which the department approves ~~7-12~~ 5-12 career and technical programs. If competence in the appropriate occupational field is not a prerequisite for admission into a career and technical education program, the institution shall arrange occupational training or supervised work experience, or both; and

(2) Demonstrated knowledge of and experience in the following:

- (a) History, current issues and trends in career and technical education;
- (b) Authentic assessment;
- (c) Organization and coordination of work-based learning and career and technical educational programs; and
- (d) Career and technical education curriculum construction and delivery.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the standards specified in this section and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:20, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:13. ~~7-12~~ 5-12 agriculture education program. The required courses and experiences of a ~~7-12~~ 5-12 agriculture education program shall enable candidates to meet the following standards:

- (1) Documented competency in a practical occupational work experience in the agricultural industry;

(2) Demonstrated knowledge and understanding of the biological, physical, and applied sciences as they relate to practical solutions of agricultural problems;

(3) Demonstrated knowledge and understanding of the broad and comprehensive study of the essentials in both production agriculture and agribusiness;

(4) Demonstrated knowledge, understanding, and competence in the following areas:

- (a) Plant and horticulture science;
- (b) Animal science;
- (c) Agricultural business management;
- (d) Agricultural mechanization science;
- (e) Agricultural marketing;
- (f) Food science; and
- (g) Natural resources, ecology, and environment;

(5) Demonstrated competency in performing appropriate occupational tasks while working with pupils and adults in projects and programs related to agricultural instruction;

(6) Demonstrated competence in leadership development through practice of speech and group cooperative efforts;

(7) Demonstrated knowledge of and experience in the following:

- (a) History, current issues & trends in career and technical education;

(b) Assessment;

(c) Organization and coordination of work-based learning and career and technical educational programs; and

(d) Career and technical education curriculum construction and delivery.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the standards specified in this section and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:22, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:14. ~~7-12~~ 5-12 business education program. The required courses and experiences of a ~~7-12~~ 5-12 business education program shall meet the ~~National Business Education Association (NBEA)~~ National Association for Business Teacher Education (NABTE) standards, ~~2001-2015~~ 2015 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ~~NBEA~~ NABTE standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:23, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:15. ~~7-12~~ 5-12 family and consumer sciences education program. The required courses and experiences of a ~~7-12~~ 5-12 family and consumer sciences education program shall meet the National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS) standards, ~~2004~~ 2010 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NATEFACS standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:25, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:16. 7-12 marketing education program. ~~A 7-12 marketing education program shall comply with all standards in general education, professional education, and 7-12 secondary~~

~~education program requirements, and require coursework sufficient to constitute a major, with at least 50 percent in upper division coursework, which includes the following:~~

~~—— (1) Study of marketing, purchasing, merchandising, promotion/advertising, salesmanship, information systems, entrepreneurship education, management, international marketing, national policies, ethics, and political thinking;~~

~~—— (2) Demonstrated competency to plan, develop, and implement a marketing education work-based learning experience; and~~

~~—— (3) Marketing/retailing experience related to an occupational work-based practicum.~~

~~—— The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06 Repealed.~~

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:26, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

~~—— **General Authority:** SDCL 13-1-12.1, 13-42-3.~~

~~—— **Law Implemented:** SDCL 13-42-3, 13-42-4.~~

24:53:07:17. ~~7-12~~ 5-12 industrial technology program. The required courses and experiences of a 5-12 industrial technology education program shall meet the International Technology Educators and Engineering Educators Association (~~ITEEA~~) (ITEEA) professional development standards, 2003 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ~~FEA-ITEEA~~ standards, and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:28, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:18. K-12 education program. All K-12 education programs shall demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06 and require coursework sufficient to constitute an academic major and demonstrated competencies in the following areas of professional education:

(1) Competency in the teaching of content area literacy and instructional methods in the content area specific to the discipline;

(2) Knowledge of the developmental characteristics of the ~~elementary level, middle level, and secondary level learner and of the student with disabilities;~~

(3) Knowledge of the developmental characteristics of the elementary, middle and secondary level learners;

~~(3)~~(4) Knowledge of curriculum development that uses the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional program that facilitates student achievement and promotes lifelong learning; and

~~(4) Integrating technology into teaching and learning;~~

~~(5) Completion of a three semester hour course in human relations and a three semester hour course in South Dakota Indian Studies; and~~

~~(6)~~(5) Verification that the candidate has completed studies and field experiences in the following:

- (a) Design curriculum and instructional strategies for middle level learners; and
- (b) Developmental characteristics of the elementary, middle, and secondary level learners; and
- (c) Concepts of middle level education or the middle level learner.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:30, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:19. K-12 art education program. The required courses and experiences of a K-12 education program shall meet the National Art Education Association (NAEA) ~~National Visual Arts Standards~~, Standards for Art Teacher Preparation, 1999 2009 edition, or the National Association

of Schools of Art and Design (NASAD) standards published in the *NASAD Handbook*—and ~~*Handbook Addendum*, 2006–2006–2017–2018~~ edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NAEA standards or in the NASAD standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:31, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:20. K-12 comprehensive school health education program. The required courses and experiences of a K-12 comprehensive school health education program shall meet the most recent edition of the American Alliance for Health Physical Education, Recreation, and Dance/American Association for Health Education (AAHPERD/AAHE) standards, 2001 edition SHAPE (Society of Health and Physical Educators) America National standards for Initial Health Education Teacher Education, 2018 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ~~AAHPERD/AAHE~~ SHAPE standards and to

demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:33, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:21. K-12 educational technology/computer education program. The required courses and experiences of a K-12 educational technology/computer education program shall meet the most recent edition of the International Society for Technology in Education (ISTE) standards, ~~2002~~ 2011 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ISTE standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:35, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:22. K-12 music education program. The required courses and experiences of a K-12 music education program shall meet the ~~Music Educators National Conference (MENC) standards, 1994 edition, or the National Association of Schools of Music (NASM) standards-published in the NASM Handbook and Handbook Addendum, 2005-2006~~ NASM Handbook 2017-2018 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ~~MENC or NASM standards~~ and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:38, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:23. K-12 physical education program. The required courses and experiences of a K-12 physical education program shall meet the ~~American Alliance for Health, Physical Education, Recreation, and Dance/National Association of Sport and Physical Education (AAHPERD/NASPE) standards, 2001 edition~~ SHAPE (Society of Health and Physical Educators) America National Standards for Initial Physical Education Teacher Education, 2017 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ~~AAHPERD/NASPE~~ SHAPE America standards and to

demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:40, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:24. K-12 South Dakota Indian studies education program. The required courses and experiences of a K-12 South Dakota Indian studies education program shall enable candidates to meet the following standards:

(1) Demonstrated knowledge of the history of the South Dakota American Indian languages and how oral and written language is acquired, understood, and used;

(2) Demonstrated knowledge of the culture, social, political, and economic systems of South Dakota American Indians;

(3) Demonstrated knowledge of the psychology, philosophy, and education of South Dakota American Indians; and

(4) Demonstrated knowledge of contemporary literature of South Dakota American Indians and other Native Americans.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills, identified in the standards specified in this section and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:43, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:25. K-12 special education program. The required courses and experiences of a K-12 special education program shall meet the Council for Exceptional Children (CEC) standards, ~~2001~~ 2012 edition.

The required courses and experiences of a deaf/hearing impaired program shall meet the Council for Exceptional Children (CEC) Deaf and Hard of Hearing program standards, ~~2001~~ 2018 edition.

The required courses and experiences of a blind/visually impaired program shall meet the Council for Exceptional Children (CEC) ~~Visually Impaired~~ Blind and Visual Impairments program standards, ~~2001~~ 2018 edition.

The programs shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the CEC standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:45, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:26. K-12 world language education program. The required courses and experiences of a K-12 world language education program shall meet the American Council on the Teaching of Foreign Languages (ACTFL) standards, ~~2002~~ 2013 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ACTFL standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:48, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:07:27. K-12 reading specialist program. A K-12 reading specialist program shall require the following:

- (1) A master's degree with an emphasis in reading; and
- (2) Three years of teaching experience in a K-12 setting.

The required courses and experiences of a K-12 reading specialist program shall meet the most recent edition of the International Reading-Literacy Association (IRA) (ILA) standards for Reading Professionals, 2003–2017 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the ~~IRA~~ ILA standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:52, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: 13-1-12.1, 13-42-3.

Law Implemented: 13-42-3, 13-42-4.

24:53:07:28. ~~7-12~~ 5-12 mathematics/science composite program. The required courses and experiences of a ~~7-12~~ 5-12 mathematics/science composite program shall meet the requirements of one of the specific science education programs set forth in the National Science Teachers

Association (NSTA) standards, ~~2003~~2012 edition, inclusive of the NSTA secondary science content recommendations for the applicable science program and the applicable science education content requirements of §24:53:07:10, and shall meet the National Council of Teachers of Mathematics (NCTM) standards, ~~2003~~ 2012 edition.

The program shall require candidates to demonstrate the content, pedagogical, and professional knowledge and skills identified in the NSTA standards, the applicable science education program requirements, and the NCTM standards and to demonstrate competency on the multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.

Source: 31 SDR 129, effective March 22, 2005; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:08:59, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:53:08

REQUIREMENTS FOR ADMINISTRATIVE PROGRAMS

Section

24:53:08:01 General Requirements

~~24:53:08:01~~ 24:53:08:02 Preschool through grade 12, preschool through grade eight, or grade 7 through grade 12 principal program.

~~24:53:08:02~~ 24:53:08:03 Preschool through grade 12 career school superintendent program.

24:53:08:01. General Requirements. Any administrative program referenced in Chapter 24:53:08 must include:

- (1) A South Dakota Indian studies course approved by the department; and
- (2) Incorporation of the Code of Professional Ethics created by the South Dakota Professional Teachers Practices and Standards Commission contained in Chapter 24:08:03 in at least one of the courses required by a basic administrative program.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

~~24:53:08:01~~ **24:53:08:02.** Preschool through grade 12, ~~preschool through grade eight, or grade 7 through grade 12 principal program.~~ A preschool through grade 12, ~~preschool through grade eight, or grade 7 through grade 12 programs~~ principal program requires:

(1) A master's degree in education;

(2) Three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students. ~~The three years of verified experience may be waived if the candidate receives a passing score on the Education Leadership II Praxis test;~~

(3) Demonstrated competence related to the age/grade span for which authorization is sought; and

(4) ~~Internship~~ An internship that ~~to~~ must include all job responsibilities of the principalship at the age/grade span for which authorization is sought. For a preschool through grade 12 principal program, the internship must include and time spent in at least two of the levels of both the elementary school, junior high/middle school, or and secondary school levels.

The required courses and experiences of a preschool through grade ~~eight or 7-12~~ principal program must meet the ~~Educational Leadership Constituent Council (ELCC)~~ National Educational Leadership Preparation (NELP) Program Recognition standards, ~~2001-2018~~ edition.

The program must require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in the ~~ELCC~~ NELP standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04.01, 24:53:05, and 24:53:06.

~~The principal programs may be developed with multiple options to earn eligibility for a preschool through grade 12 principal program within the same master's degree or as an additional certification only principal program.~~

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 181, effective May 20, 2004; 30 SDR 211, effective July 5, 2004; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:09:01, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008; 35 SDR 165, effective December 23, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:08:03. Preschool through grade 12 career school superintendent program. A preschool through grade 12 career school superintendent program shall require:

- (1) Completion of an education specialist or doctoral degree;
- (2) Three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students; ~~The three years of verified experience may be waived if the candidate receives a passing score on the state designated test; and~~
- (3) ~~Internship~~ An internship that allows participation in all job responsibilities of the cooperating superintendent.

The required courses and experiences of a preschool through grade 12 career school superintendent program shall meet the ~~Educational Leadership Constituent Council (ELCC)~~ National Educational Leadership Preparation (NELP) Program Recognition standards, ~~2001–2018~~ edition.

The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in the ~~ELCC–NELP~~ standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04.01, 24:53:05, and 24:53:06.

Source: 25 SDR 13, adopted August 10, 1998, effective September 1, 2000; 30 SDR 181, effective May 20, 2004; 30 SDR 211, effective July 5, 2004; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:09:02, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:53:09

REQUIREMENTS FOR ~~SCHOOL SERVICE~~ EDUCATION SPECIALIST PROGRAMS

Section

- 24:53:09:01 Preschool through grade 12 school counselor education program.
- 24:53:09:02 ~~Preschool through grade 12 school library media specialist education program~~
Repealed.
- 24:53:09:03 Birth to age 21 school psychologist education program.
- 24:53:09:04 ~~Birth to age 21 school speech/language pathologist education program~~ Repealed.
- 24:53:09:05 ~~Preschool to grade 12 school social work education program~~ Repealed.
- 24:53:09:06 Birth to age 21 special education director.
- 24:53:09:07 Preschool through grade 12 curriculum director program.

24:53:09:01. Preschool through grade 12 school counselor education program. A preschool through grade 12 school counselor education program shall require a master's degree in school guidance or counseling.

The required courses and experiences of a preschool through grade 12 school counselor education program shall meet ~~the Council for Accreditation of Counseling and Related Education Programs (CACREP) standards, 2001-2009 edition~~ the Council for Accreditation of Counseling and Related Education Programs (CACREP) standards, 2016 edition. The program shall be accredited by CACREP or meet the current CACREP standards to prove compliance even if not officially recognized.

The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in the CACREP standards and to demonstrate competency on the applicable multiple assessment measures in chapters 24:53:04.02, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:10:01, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:09:02. Preschool through grade 12 school library media specialist education program. ~~A preschool through grade 12 school library media education specialist program shall comply with all standards in general education and professional education and require coursework sufficient to constitute a major.~~

~~—The required courses and experiences of a preschool through grade 12 school library media specialist education program shall meet the American Library Association/American Association of School Libraries (ALA/AASL) standards, 2002 edition.~~

~~—The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in the ALA/AASL standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.~~

~~State certification may be issued after completion of a master's degree at an American Library Association accredited library school or a National Council for Accreditation of Teacher Education (NCATE) approved master's degree designed to prepare school library media specialists.~~Repealed.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:10:02, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: ~~SDCL 13-1-12.1, 13-42-3.~~

Law Implemented: ~~SDCL 13-42-3, 13-42-4.~~

24:53:09:03. Birth to age 21 school psychologist education program. A birth to age 21 school psychologist education program shall require a graduate degree in school psychology.

The required courses and experiences of a birth to age 21 school psychologist education program shall meet the National Association of School Psychologists (NASP) standards, ~~2000~~ 2010 edition.

The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in the NASP standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04.02, 24:53:05, and 24:53:06.

State certification may be issued with documentation of current national certification by the National Association of School Psychologists.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:10:03, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:09:04. Birth to age 21 school speech/language pathologist education program. ~~A birth to age 21 school speech/language pathologist education program shall require supervised observation experience and a clinical practicum at the master degree level from an accredited speech language pathologist program.~~

~~—The supervised observation experience and clinical practicum shall be supervised by an American Speech Language Hearing Association certified speech/language pathologist and shall include the in depth evaluation and treatment of children and adults with communication disorders.~~

~~—The required courses and experiences of a birth to age 21 speech/language pathologist education program shall meet the American Speech Language Hearing Association (ASHA) standards, 2005 edition.~~

~~—The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in the ASHA standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.~~

~~— In order to meet the requirements of § 24:05:16:17(4), the year 2020 is the date established by the department for the retraining of personnel to meet appropriate professional requirements for school speech/language pathologists~~Repealed.

Source: 25 SDR 13, adopted August 10, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:10:05, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: ~~SDCL 13-1-12.1, 13-42-3.~~

Law Implemented: ~~SDCL 13-42-3, 13-42-4.~~

24:53:09:05. Preschool to grade 12 school social work education program. ~~A preschool to grade 12 school social work education program shall require a master's degree in social work.~~

~~— The required courses and experiences of a preschool to grade 12 social work education program shall meet the Council of Social Work Education (CSWE) standards, 2001 edition. October 2004 revision.~~

~~— The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in the CSWE standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04, 24:53:05, and 24:53:06.~~

~~— Certification will be granted upon proper documentation, by the Department of Education as a School Service Specialist and with documentation of a license by the South Dakota Board of Social Work Examiners~~Repealed.

Source: 30 SDR 181, effective May 20, 2004; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:10:06, 33 SDR 73, adopted October 10, 2006, effective July 1, 2008.

General Authority: ~~SDCL 13-1-12.1, 13-42-3.~~

Law Implemented: ~~SDCL 13-42-3, 13-42-4.~~

24:53:09:06. Birth to age 21 special education director. A birth to age 21 special education director program shall require:

(1) A master's degree in education;

(2) Three years of verified classroom teaching experience at the elementary, early childhood or secondary level on a valid certificate, one of which was with special education as the major responsibility. Three years of experience in which special education students were the major responsibility as a speech clinician or school psychologist may be accepted in lieu of the above teaching requirement; and

(3) Study and experiences designed to develop:

(a) Demonstrated competence in understanding the full continuum of curricular, service, and placement options available to children and youth with disabilities;

(b) Understanding of the organization and governance of school systems and special education programs in particular, including:

(i) Administration and evaluation of special education programs and the relationship between special education and other components of the educational system;

(ii) School finance, including budget preparation, analysis, allowances within the law, and accountability; and

(iii) Implementation of effective personnel policies, including supervision, staff development, and the evaluation process;

(c) Understanding of the characteristics and best teaching practices for disabilities identified in the Individuals with Disabilities Education Act (IDEA), as defined in § subdivision 24:14:01:01(11);

(d) Knowledge of federal and state laws and policies governing special education and their implementation; and

(e) A practicum to include experiences in birth to age 21 special education programs.

The required courses and experiences of a birth to age 21 special education director program shall enable candidates to meet the standards listed in this section for special education director and shall meet the Council For Exceptional Children (CEC) standards for special education administrators, ~~2003~~ 2012 edition.

The program shall require candidates to demonstrate the applicable content, pedagogical and professional knowledge and skills identified in the standards listed in this section and in the CEC standards for special education administrators and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:04.02, 24:53:05, and 24:53:06.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 181, effective May 20, 2004; transferred from § 24:16:09:04, 31 SDR 43, effective October 3, 2004; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:10:07, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:09:07. Preschool through grade 12 curriculum director program. A preschool through grade 12 curriculum director program shall require:

- (1) A master's degree in education; and
- (2) Three years of verified experience on a valid certificate in an accredited K-12 school, one year of which includes classroom teaching experience or direct services to students.

The required courses and experiences of a preschool through grade 12 curriculum director program shall meet the ~~Educational Leadership Constituent Council (ELCC)~~ National Educational Leadership Preparation (NELP) Program standards for curriculum director, ~~2001~~ 2018 edition.

The program shall require candidates to demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in the standards listed in this section and in the ~~ELCC~~ NELP standards and to demonstrate competency on the applicable multiple assessment measures of chapters 24:53:05, 24:53:06 and 24:53:10.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 181, effective May 20, 2004; transferred from § 24:16:09:05, 31 SDR 43, effective October 3, 2004; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:10:08, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:53:10

PREPARATION OF ADMINISTRATOR CANDIDATES

Section

24:53:10:01 Admission policies and practices.

24:53:10:02 State certification exams for administrator candidates.

24:53:10:03 Personnel services for administrator candidates.

24:53:10:04 Personnel records for administrator candidates.

24:53:10:05 Advisement for administrator candidates.

24:53:10:06 Content knowledge for administrator candidates.

24:53:10:07 Professional knowledge and skills for administrator candidates.

24:53:10:08 Student learning for administrator candidates.

24:53:10:01. Admission policies and practices. The educator preparation provider shall print and distribute a policy with specific admission standards and procedures that govern student recruitment

and acceptance into the preparation programs. The educator preparation provider shall provide written verification that candidates are informed about state laws and rules that govern the issuance of certificates for educational personnel. Criteria for admission shall include the following:

(1) Completion of prior college or university coursework from an accredited institution with at least a 2.5 grade point average on a 4.0 scale;

(2) Evidence of academic proficiency at a grade point average of 2.6 or above in the academic major; and

(3) Recommendations based on personal characteristics and experiences requisite to the educator preparation program.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:10:02 **State certification exams for administrator candidates.** Each approved education program for the preparation of administrative candidates shall measure a candidates' content and pedagogical knowledge as required by 24:53:10:06 and 24:53:10:07.

Applicants must achieve the established passing scores set by the state Board of Education Standards, when required, in order to be recommended for certification to the department.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:10:03. **Personnel services for administrator candidates.** The educator preparation provider shall provide information to candidates about academic, personal, and career counseling and the means of accessing these services. Career counseling shall include current supply and demand data for education personnel and placement services available to assist candidates in locating employment. Data on the employment of graduates shall be maintained by the institution.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:10:04. **Personnel records for administrator candidates.** The institution shall maintain a system of accountability for each candidate, which includes a permanent record for each candidate enrolled. The candidate's permanent record shall include:

- (1) Verification that admission standards of the program have been met;
- (2) A document indicating the candidate's status in the program of study;
- (3) A transcript of completed course titles, credits, and grades;
- (4) Descriptions and evaluations of all professional field experiences;
- (5) Verification of admission to student teaching;
- (6) Assessment results indicating competence in the teaching field or field of study;
- (7) A record of all test scores including any subtest scores provided by the testing company on the state certification exams for each subject or area of authorization and for the pedagogy exam

for each age or grade span for which the applicant has completed an approved education program;
and

(8) Certification recommendation.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:10:05. **Advisement for administrator candidates.** The educator preparation provider shall provide an advisory system for candidates in undergraduate and graduate programs. The educator preparation provider shall assign each candidate to a faculty adviser who possesses a thorough understanding of the institution's approved programs and certification requirements. The educator preparation provider shall provide documentation of regular adviser and advisee consultations.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:10:06. **Content knowledge for administrator candidates.** Each administrator candidate must know the candidate's field and must be able to explain principles and concepts delineated in professional, state, and institutional standards.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:10:07. Professional knowledge and skills for administrator candidates. Each administrator candidate must have an adequate understanding of the professional knowledge and skills expected in the candidate's field and delineated in professional, state, and institutional standards. Each candidate must know the candidate's students, families, and communities, treat all students fairly and provide each student with a reasonable opportunity to learn, and shall use current research to inform the candidate's practice, use technology in the candidate's practice, and support student learning through the candidate's professional services

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:10:08. Student learning for administrator candidates Each administrator candidate shall create positive environments for student learning. Each candidate shall understand and build upon the developmental levels of the students with whom the candidate works; the diversity of students, families, and communities; and the policy contexts within which the candidate works.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:53:11

PREPARATION OF EDUCATION SPECIALIST CANDIDATES

Section

24:53:11:01 Admission policies and practices.

24:53:11:02 State certification exams for education specialist candidates.

24:53:11:03 Personnel services for education specialist candidates.

24:53:11:04 Personnel records for education specialist candidates.

24:53:11:05 Advisement for education specialist candidates.

24:53:11:06 Content knowledge for education specialist candidates.

24:53:11:07 Professional knowledge and skills for education specialist candidates.

24:53:11:08 Student learning for education specialist candidates.

24:53:10:01. Admission policies and practices. The educator preparation provider shall print and distribute a policy with specific admission standards and procedures that govern student recruitment and acceptance into the preparation programs. The educator preparation provider shall provide written verification that candidates are informed about state laws and rules that govern the issuance of certificates for educational personnel. Criteria for admission shall include the following:

_____ (1) Completion of prior college or university coursework from an accredited institution with at least a 2.5 grade point average on a 4.0 scale;

(2) Evidence of academic proficiency at a grade point average of 2.6 or above in the academic major; and

(3) Recommendations based on personal characteristics and experiences requisite to the educator preparation program.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:11:02. State certification exams for education specialist candidates. Each approved education program for the preparation of education specialist candidates shall measure a candidate's content and pedagogical knowledge as required by 24:53:11:06 and 24:53:11:07

Each applicant must achieve the established passing scores set by the state Board of Education Standards, when required, in order to be recommended for certification to the department.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:11:03. Personnel services for education specialist candidates. The institution shall provide information to candidates about academic, personal, and career counseling and the means of accessing these services. Career counseling shall include current supply and demand data for

education personnel and placement services available to assist candidates in locating employment.

Data on the employment of graduates shall be maintained by the institution.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:11:04. Personnel records for education specialist candidates. The institution shall maintain a system of accountability for each candidate, which includes a permanent record for each candidate enrolled. The candidate's permanent record shall include:

- (1) Verification that admission standards of the program have been met;
- (2) A document indicating the candidate's status in the program of study;
- (3) A transcript of completed course titles, credits, and grades;
- (4) Descriptions and evaluations of all professional field experiences;
- (5) Verification of admission to student teaching
- (6) Assessment results indicating competence in the teaching field or field of study;
- (7) A record of all test scores including any subtest scores provided by the testing company on the state certification exams for each subject or area of authorization and for the pedagogy exam for each age or grade span for which the applicant has completed an approved education program;
and
- (8) Certification recommendation.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:11:05. Advisement for education specialist candidates. The educator preparation provider shall provide an advisory system for education specialist candidates in undergraduate and graduate programs. The educator preparation provider shall assign each candidate to a faculty adviser who possesses a thorough understanding of the institution's approved programs and certification requirements. The educator preparation provider shall provide documentation of regular adviser and advisee consultations.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:11:06. Content knowledge for education specialist candidates. Each education specialist candidate must know the candidate's field and must be able to explain principles and concepts delineated in professional, state, and institutional standards.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:11:07. Professional knowledge and skills for education specialist candidates. Each education specialist candidate must have an adequate understanding of the professional knowledge expected in the candidate's field and delineated in professional, state, and institutional standards.

Each candidate must know the candidate's students, families, and communities, treat all students fairly and provide each student with a reasonable opportunity to learn, and shall use current research to inform the candidate's practices, use technology in the candidate's practices, and support student learning through the candidate's professional services.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:53:11:08. Student learning for education specialist candidates Each education specialist candidate shall create positive environments for student learning. The candidate shall understand and build upon the developmental levels of the students with whom the candidate works; the diversity of students, families, and communities; and the policy contexts within which the candidate works.

Source:

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.