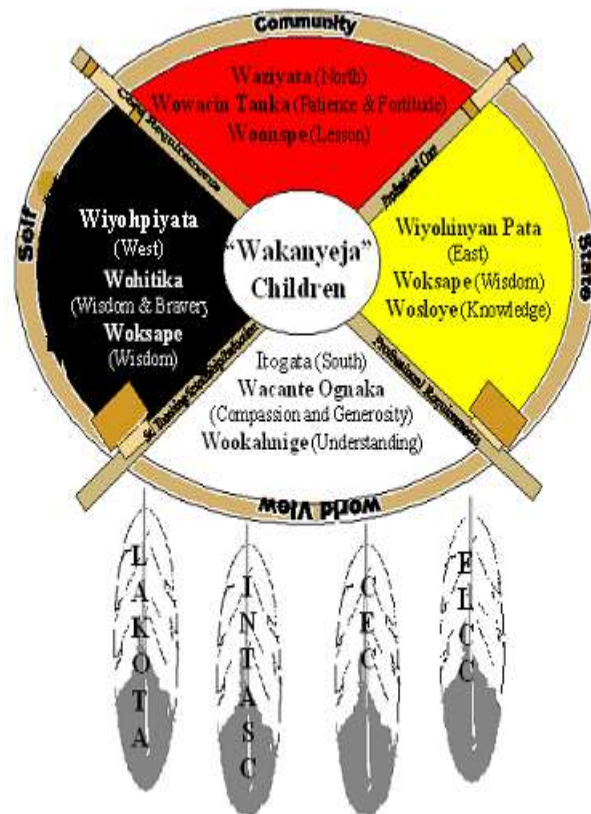


OGLALA LAKOTA COLLEGE

EDUCATION DEPARTMENT
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TEACHER PREPARATION HANDBOOK

OCTOBER 2001: REVISED MARCH 11, 2008

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WELCOME TO THE EDUCATION DEPARTMENT

The Education Department staff and faculty welcome you and are pleased that you have chosen a career in education. Education can be the most rewarding of all fields and will give you great pride in shaping today's youth into leaders of tomorrow. A teacher is the most important leader within our communities. It is the teacher whose efforts, skill, strategies, and methodologies shape and build our nations most valuable resources, our youth.

We in the Education Department feel it is our responsibility to model teacher excellence inclusive of Lakota Virtues so you in turn will do the same for your future students. Lakota Virtues of bravery, generosity, fortitude, and wisdom can be viewed as universal virtues that promote good character; effective teachers practice and promote good character. Effective teachers are the developers of good character. A good character is synonymous to learning and becoming effective leaders and role models for our nation.

The Teacher Preparation Handbook contains information that you will need throughout your program of study. The handbook provides a guide for your teacher preparation program, although professors, department staff, advisors, and others here at Oglala Lakota College are also here to assist you in your success as a teacher candidate.

Again, thank you for choosing teaching as your professional choice.

THE PROFESSIONAL TEACHER EDUCATION PROGRAM VISION

Our vision is to graduate highly qualified, professional, motivated, and reflective teachers who possess and teach/practice *Wolakolkiciyapi* in a multicultural, changing world. The professional teacher education program views *Wolakolkiciyapi* as a reflection and conduct of the Lakota Virtues as a means of improving self and others.

THE PROFESSIONAL TEACHER EDUCATION PROGRAM MISSION

Graduates from our programs will be proficient as competent reflective teachers of content, theory, and application with an emphasis on (Lakota Virtues) character education while emphasizing community empowerment through reflection of traditional Lakota perspectives.

PROGRAM'S PHILOSOPHY, PURPOSE, AND GOALS

The conceptual thoughts of Oglala leaders drive the philosophy of Oglala Lakota College; this beginning belief guides the philosophical thinking reflected in the goals of the professional teacher education programs. The advent of efforts to extend tribal sovereignty by American Indians throughout the United States gain recognition by Lakota people that control of education is also the control of their destiny. It is with the core belief that through cultural connections for the learner, academic understanding and ownership takes place. Academic ownership brings about the programs' purpose by producing effective teachers who are valuable tribal, cultural, and community leaders. Therefore, the following goals have been established as integral to the teacher preparation programs:

Tribal Goals: Our goal is to improve the quality of education for interns, teachers, and students through consistent awareness, consideration, and integration of Lakota Values and culture within reservation schools or schools with a significant number of Native American learners.

Cultural Goals: Our goal is for Oglala Lakota College's teacher candidates to familiarize their students with Lakota Virtues and Culture and assisting in integrating Lakota ways within instructional materials and curricula.

Community Goals: Community refers to the Lakota belief of *mitakuye oyasin* – we are all related. Our goal is for teacher candidates to become integral role models and effective leaders within the communities in which they serve. This belief encompasses the wide range of diversity that may exist in any community.

Academic Goals: The ultimate goal of the teacher preparation programs is to develop a model of excellence through a collaborative effort that includes formulating, utilizing and evaluating instructional outcomes, methodologies, pedagogy, professionalism, and instructional approaches suitable for all learners.

The review of field, curriculum experiences and expectations in all programs lead to teacher candidates who can be successful in meeting South Dakota and national standards for teacher excellence. The professional teacher preparation unit looks at the process of education for the learner as a journey which continually causes reflection of the Lakota way of life. The programs' philosophy, purpose and goals lead to excellence in education for teacher candidates to be successful practitioners no matter whom or where they may teach.



EDUCATION SHIELD OF THE OGLALA VISION OF THE TETON NATION

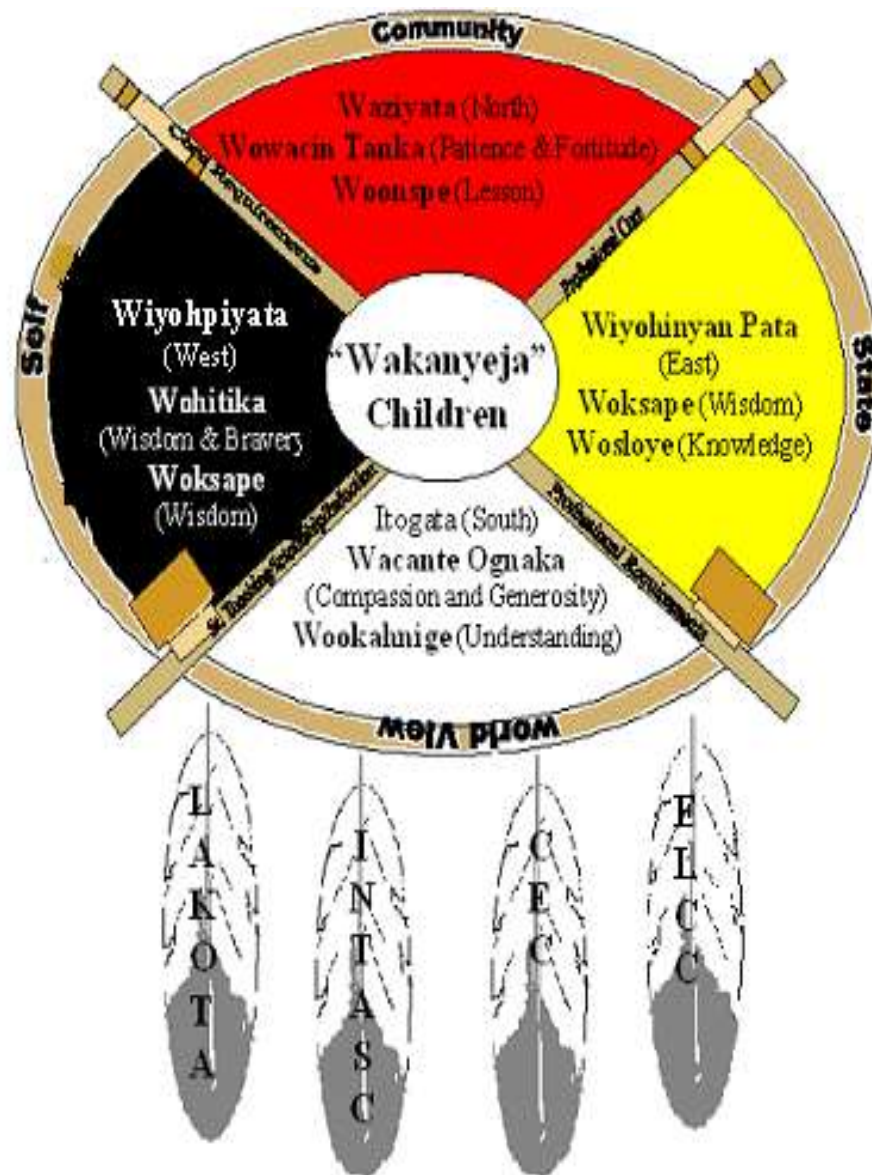
The Oglala Lakota College, incorporating Lakota values and symbols in its efforts to maintain and strengthen Lakota Culture, has adopted a symbol that could be called the Education Shield of the Oglala Vision of the Teton Nation. The shield incorporates the traditional Lakota values and symbols with contemporary goals, objectives, and philosophy of the Oglala Lakota College.

The peripheral feathers represent the districts of the Pine Ridge Reservation. The four pipe feathers represent the sacred concept of the four winds and the four virtues of bravery, generosity, fortitude, and wisdom. Finally, and certainly not least, are the crossed sacred pipes in the center, used for healing and as an instrument for peace (Fills the Pipe, 2005)



THE PROFESSIONAL TEACHER EDUCATION UNIT CONCEPTUAL FRAMEWORK

The Education Department of Oglala Lakota College has modified Oglala Lakota College's Education Shield to include the concepts which we feel promote strong educational leaders. In the center of the sacred hoop is the individual, the child and/or the learner. It is with the individual that life's learning journey begins. The learning environment inclusive of Lakota Culture and Virtues, reinforces effective character and promotes self efficacy for the learner. Research from Ernest Boyer's study of successful schools led to the four priorities of the "Basic School" model. They include seeing the school as a community with a shared vision, having a curriculum that has coherence, creating a healthy climate for learning, and making a commitment to character.



The Four Direction Conceptual Framework Model includes both the Education Departments' teacher preparation program and the Graduate Studies Department Education Administration program. *Wounspe na oitanca un wolakolkiciyapi*, meaning learning Lakota ways of life in community through education and leadership is philosophy for the conceptual framework model incorporating *Oyate Ikee Tatuye Topakiya Wocicala Hena Wopasi*, meaning measuring knowledge of the four directions to capture the capstone experiences for the unit. The four directions framework model demonstrates the unique organization of the overall institutional structure of shared leadership and shared vision of the Oglala Lakota College correlating with the unit and programs.

Moves Camp and Two Dogs explain the use of the four directions assessment model to measure how close the child's *tiwahe*, *tiospaye* or guardian are in balance or harmony relating to the four dimensions of human development using cultural indicators. These indicators assist in determining the disposition of the individual and their capabilities of acquiring appropriate knowledge, making good decisions, and accepting responsibility (Moves Camp and Two Dogs, et. Al., 2003). The four dimensions of human development identify the four directions in order: 1) *Wiyopheyate*, meaning West represented by black; 2) *Waziyata*, meaning North represented by red; 3) *Wiyohinyanpata* meaning East represented by yellow 4) *Itokagata*, meaning the South represented by White. All directions correspond equally to the four stages of growth, which include the spiritual, physical, intellectual, and emotional components of development. These stages balance an individual and progress in a clockwise motion. Therefore, the Four Direction Conceptual Framework Model is grounded in Lakota world view and cannot be separate from the intellectual component of human development.

This world view is utilized in this Four Direction Conceptual Framework Model which demonstrates educational excellence and high standards by the unit. It is the intention to prepare candidates to understand the larger society as well as the customs and beliefs of the Lakota people. By doing so the unit incorporates cultural connections therefore maintaining the uniqueness, yet also provides a means to understand their role and purpose to contribute to all societies.

The incorporation of *Oyate Ikee Tatuye Tipakiya Wocicala Hena Wopasi*, meaning measuring knowledge of the four directions, to capture the capstone experiences for the unit provides the candidate progress indicators. This is represented by the two connecting *Canupa* pipes across the four direction model. The *Canupa* provides communication with *Wakan Tanka*, meaning great spirit, through prayer (Moves Camp and Two Dogs, et. Al., 2003). The *Canupa* comes with laws that the pipe carrier must follow. The two crossing pipes are stopping points for the unit and the program ensure passage from one stage to the next providing ample time for identifying and solving problems through communication and assessment. For the candidate, the *Canupa* guides the learning journey, indicates progression, and provides focus for the candidate through the rights of passage as they progress through the program of study.

The feathers found at the base of the model represent achievement for the candidate. *Itanca*, meaning leaders, are provided feathers for their accomplishments. The feathers at the base of the model contain the Specialization Professional Association used by both the Education Department for teacher preparation and Education Administrators within the conceptual

framework model. The identified SPA's for the Education Department include: 1) Lakota 2) INTASC 3) CEC 4) ELCC.

Wolakotakiciyapi, meaning learning life ways through community, provide the foundation of Lakota core requirements obtained through the fifteen credit hours of the essential Lakota courses for the teacher preparation program. Candidates are required to have successfully completed these requirements as a rite of passage. Oglala Lakota College's Education Department has adopted the use of the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards as well as the Council for Exceptional Children (CEC) standards for candidate and unit monitoring. The Graduate Studies Department will use the Education Leadership Constituent Council for Education Administrators as the basis for program and candidate indicators for passage correlating with state requirements.

Wiyohpiyata (West): General Education Admission/Entrance Requirements

Wiyopheyata, meaning the cardinal direction of west, is represented by the color black. The cycle begins in the west and continues clockwise. This direction is also known as the *Wakinyan Oyate*, meaning Thunder Nation who teach us that we must be courageous to overcome obstacles and difficulties in life (Moves Camp and Two Dogs, et. Al., 2003). Candidates are required to demonstrate *Wohitika*, meaning courage and bravery, as well as *Woksape*, meaning wisdom. Entering candidates must endure and balance day to day obstacles of a family, geographical location, financial, and personal responsibilities. The completion of the necessary core requirements relies on courage and wisdom to meet entrance and admission requirements for both the Education Department teacher preparation and Graduate Studies Education Administration. Therefore, this is the starting point and the first stage of the candidates journey.

Teacher Preparation Entrance Requirements:

- Complete application for admission into the teacher training program; (See Appendix A for Application for OLC Teacher Training Program)
- Pay \$15.00 application fee;
- Completion of Lakota Culture required coursework (15 credit hours);
- Received an Associate of Arts Degree in Elementary Education or have completed Ed 283 Foundations of Education;
- Received a score of 50% or better during the interview for acceptance with OLC's Education Department Team;
- Maintained a GPA of 2.6 or better;
- Statement of intent for acceptance to the teacher preparation program for department review;
- Three letters of recommendation for department review;
- Your sophomore experience portfolio for review;
- A copy of assessment results of OLC's required general education requirements.
(Note Failure to meet the above requirements will result in not being allowed to take any courses beyond the professional core. (Please see procedure for nonacceptance to the initial review)

Waziyata (North) - Professional Core Requirements:

Waziyata, the cardinal direction of the North, is represented by the color red. This direction is also known as the *Tatanka Oyate*, meaning Buffalo Nation who brings us the laws, beliefs, and teachings. These teachings provide the basis for Lakota identity and importance of living a good, productive life (Moves Camp and Two Dogs, et. Al., 2003). Within the profession, candidates need a solid theoretical base for understanding of laws, beliefs, and teachings to become proficient within their field of study. Candidates are required to demonstrate *Wowacin Tanka*, meaning patience and fortitude as well as *Woonspe*, meaning lessons during this stage.

Teacher Preparation Advisory Review:

- Official acceptance into the Teacher Preparation Program;
- Completion of professional core requirements with a GPA of 2.6;
- A grade of ‘C ‘or better in all core requirements;
- Review of electronic portfolio: (See Appendix B for Portfolio Formative Feedback Form)
- By the end of the professional core achieved a passing score in the Praxis Content Knowledge Examination in their certification area.

Admission to the Exceptional Education Certification Program Requirements: (for certified teachers)

- A current transcript;
- Three letters of recommendation, one each from an educator, a school administrator, and a personal reference;
- A professional personal letter written to the Dean of Education addressing the reasons why you should be accepted into OLC's Exceptional Education Program, your academic intent once selected as a student, and your professional intent after receiving special education certification; and
- Your completed application for OLC Teacher Training Program; (See Appendix A for Application for Admission to the Teacher Training Program)
- If taking these courses at a graduate level, a completed application and \$15 registration fee to the Graduate Studies program.

Wiyohinyanpata (East) - Professional Requirements:

Wiyohinyanpata, the cardinal direction East, is represented by the color yellow. This direction is also known as the *Hehaka Oyate*, or Elk Nation who possess *Woksape*, meaning wisdom encompassing survival skills, a sense of destiny, and vision for the future. These teachings are to be modeled by *Ikce Wicasa*, meaning the common man (Moves Camp and Two Dogs, et al, 2003). This is the third stage fulfilling the professional requirements where candidates depend upon survival skills, which include the constructs of appropriate vision for self, the educational community of learners and the community; then begin to demonstrate professional wisdom within their profession.

Admission to Student Teaching Internship Requirements:

- Official acceptance to the Teacher Preparation Program;
- Completed all or most methods courses;

- Maintained a GPA of 2.6 or better;
- Received a ‘C’ or better grade in all professional core coursework;
- Produce a SD DOE approved passing score on the Praxis Content Knowledge Examination in certification area;
- Your academic portfolio for review by your department advisor; (See Appendix B for Portfolio Formative Feedback Form)
- Written permission of acceptance to the teacher preparation program including the following items:
 - Statement of intent for acceptance to the student teaching internship;
 - A letter of recommendation to student teaching written by the school principal of desired school of internship;
 - Letter(s) of support from the mentor teacher(s) within your professional area from the desired school of internship.
(K-8 Teacher Trainees will need two letters, one from a lower elementary teacher and one from an upper elementary teacher)
(See Appendix D for Application for Student Teaching)

***Itokagata* (South) - Internship/Infield Experience/Induction:**

Itokagata, South, is represented by the color white. This direction is also known as the *Wamakaskan Sitomni*, or the Animal Nation. The Animal Nation teaches us how to live and work together living in harmony with *Unci Maka* (Grandmother Earth). These teachings provide the basis for preparing our journey back realizing our origins and creation as well as appreciations (Moves Camp and Two Dogs, et al, 2003). This is the fourth stage of the educational journey where the candidate will complete their internship and/or infield experiences. This stage also marks their first year within the profession. Candidates are required to demonstrate *Wacante Ognaka*, meaning compassion and generosity. Effective educational leaders demonstrate compassion and generosity through the delivery and giving their knowledge, skills, and ability to the educational community and local community.

Exceptional Education Practicum Requirements:

In addition to coursework meeting the CEC standards, candidates must complete a special education practicum under the supervision of a certified special education teacher and the university supervisor. Undergraduates working towards a K-12 exceptional education endorsement must complete practicum experiences at both the elementary and secondary levels, while certified teachers working towards a exceptional education endorsement must complete a practicum at each level of endorsement sought (K-8 and/or 7-12).

- Completion of academic portfolio for department review;
- Received a ‘C’ or better grade for the practicum experience;
- Verification of satisfactory completion of the Praxis examination within the certification area and a passable score as set by the South Dakota Department of Education;
- Exit interview with education department faculty and/or school officials;
- Completion of program evaluation. (See Appendix F Graduate Opinion Form)

Teacher Preparation Program Exit:

- Completion of Academic Portfolio for department review (See Appendix B for Portfolio Formative/Summative Feedback Form);
- Received a ‘C’ or better in seminar and the student teaching experience;
- Achieved a passing score on the Praxis Principals of Learning Examination within their certification level; (Teaching candidates will not be recommended for state certification until a passing score is submitted to the Education Department.)
- Exit interview with Education Department Faculty and or School Officials;
- Completion of Program Evaluation. (See Appendix F Graduate Opinion Form)

SOUTH DAKOTA STATE TITLE II COMPLIANCE:

- Development of Knowledge, Skills and Attitudes survey of all graduates of the teacher education programs in field to be administered by the state one-year post graduation. (Based on Ed. Dept. Candidate Dispositions)
- Institutional submission of Praxis’s series test scores of program completers;
- Institution “On-Site-Review” process as required by the state of South Dakota;
- Institutional pre-review questionnaire. (Evaluations will be the same as for the Teacher Preparation Program following INTASC standards and the CEC Assessment for Exceptional Education. Assessment will be conducted by school officials (principal) were 1st year teachers are employed)

ACCREDITATION

The Education Department is reviewed by various accrediting agencies to ensure quality programs. Oglala Lakota College’s Education Department is accredited by the following:

- South Dakota Department of Education (SD DOE)
- Pre-candidate Status, National Council for Accreditation of Teacher Education (NCATE)
- Commission on Institutions of Higher Education, North Central Association of Colleges and Schools (NCA, College Level)

NOTE: Changes in the Teacher Preparation Program occur as state and national accreditation bodies and other learned societies revise their knowledge bases and program standards periodically. Changes also occur as a result of faculty seeking a means to improve programs to enhance educational experiences.

GOVERNANCE

The policy-making body of the Education Department is the Education Policy and Review Committee. The Review Committee is chaired by the Dean of Education, composed of Vice President for Instruction Affairs, Director of Graduate Studies, a faculty with an earned Doctorate, members of education department faculty (El. Ed. and Grad. Studies) and two alumni, one Education Major and one Graduate Major. A recommendation for degree requirements and

curriculum changes is approved by the Instructional Affairs Committee. The Vice President of Instructional Affairs requires action by the President of Oglala Lakota College and the Board of Trustees.

ACADEMIC ADVISORS

Faculty members are assigned as advisors upon participant's acceptance to the teacher preparation program (see below for acceptance to teacher training program). Teacher candidates participating in grant programs are assigned to grant coordinator for advising.

PROGRAM COMPETENCIES

Teacher Preparation Program: An integral component of the Teacher Education Program is the use of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. The Teacher Education Committee view these standards as a means of guiding course content and practicum experiences. These standards reflect the requisite knowledge, skills, and attitudes necessary for teachers starting their career. (For a complete list of the INTASC Standards and Key Indicators see INTASC Standards for Teachers Evaluation Form found in appendix G)

Exceptional Education Program: Working with exceptional children is one of the most rewarding experiences within the teaching profession. Course content and a practicum experience will be guided by the Council for Exceptional Children standards (CEC). The CEC standards are as follows: (See Appendix H Exceptional Education Assessment)

The Interstate New Teacher Assessment and Support Consortium Standards:

#1 Content Pedagogy: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#2 Student Development: The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

#3 Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving.

#5 Motivation and Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 Communication and Technology: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#7 Planning: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

#8 Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

#9 Reflective Practices and Professional Development: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

#10 School and Community Involvement: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support student's learning and well-being.

Special Education Standards Council for Exceptional Children (CEC)

1.) Foundations: Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

2.) Development and Characteristics of Learners: Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

3.) Individual Learning Differences: Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the

foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

4.) Instructional Strategies: Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem-solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

5.) Learning Environments and Social Interactions: Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

6.) Language: Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

7.) Instructional Planning: Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special

educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

8.) Assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

9.) Professional and Ethical Practice: Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

10.) Collaboration: Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well-being of individuals with ELN across a wide range of settings and a range of different learning

experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

ELECTRONIC PORTFOLIO OVERVIEW

The Education Department's Electronic Portfolio is set up for you to collect artifacts related to the Lakota Perspective, INTASC and/or CEC standards from your teacher training experience. Artifacts are personal items you have created and selected to represent your knowledge, skills, and attitudes necessary for teachers starting their career. The contents of your electronic portfolio will begin at the onset of your professional requirements, Ed 283 Foundations of Education, or your first block of special education coursework and will be viewed by your college instructors periodically.

Upon completion of Ed. 283, Foundations of Education, a small completed portion of your portfolio will be reviewed by the Education Department Team. This review will serve as an evaluation piece for acceptance into the teacher training program. Again during Ed. 473 or SpEd 473, Student Teaching Seminar/ Final SpEd Internship, your portfolio will be submitted for final review by the Education Department Team. (Please refer to the Portfolio Formative Feedback Form)

It is suggested by the Education Department Team that you continually store and build documents and or artifacts within your student portfolio file. Once you are near the completion of your teacher preparation program, you will need to select the artifacts which best demonstrate professional competency. It is required that no more than two artifacts representing your best work of each INTASC or CEC Standard be available for review upon completion of your program. (See Appendix B for Electronic Portfolio Formative/Summative Feedback Form)

STUDENT TEACHING PARTICPANTS RESPONSIBILITES

The Student Teacher

The intent of this guide is to help you, the student teacher, define your purposes, gain information and skill concerning the student teaching experience, and provide assistance in planning the direction toward the goals you set for teaching. You have been placed with an experienced teacher in a classroom where there is an opportunity to learn from example and try your own ideas within reasonable limits. You are always to act and react as if you are an employee under contract. In other words, you should consider the student teaching experience as a professional and ethical trust placed in you by the college and the school officials. Your role is that of a professional in the school working with children whose educational futures are at stake. The student teaching experience should be regarded as a privilege and accepted with a deep sense of responsibility.

The student teacher will:

1. Obtain and read your assigned school handbook.

2. Be properly groomed and suitably dressed. (Check district policy on teacher dress codes)
3. Develop and submit lesson plans as required by the mentor teacher and/or the college supervisor.
4. Ask the mentoring teacher to evaluate specific aspects of the lessons. Listen to suggestions and profit from them.
5. Contact the building principal and mentor teacher if you should be absent from your duties. Contact the college official if an observation is planned for that day. (Excessive absenteeism may result in student teaching being extended or failure for the course)
6. Assume increasing responsibility for all aspects of classroom teaching including planning and implementing instruction, classroom organization, and assessment of student progress.
7. Participate in school related activities with the mentor teacher, including faculty meetings, professional development opportunities, parent teacher conferences, and interdisciplinary team meetings
8. Develop a receptive and reflective attitude toward suggestions and critiques. Constructive feedback from the mentor teacher and the college supervisor is essential for the student teacher's professional growth.
9. Address problems or concerns immediately through discussion with the college supervisor and/or the mentor teacher.

School Principal

The principal must assure careful consideration of the placement of teacher candidates.

The School Principal Will:

- 1. Selection of Mentor Teacher**
 - a. Select a mentor teacher who demonstrates the professional qualities you wish to see emulated in your school.
 - b. Select a mentor teacher who has no less than two years teaching experience in the particular school unless prior agreement has been made between the department chairperson and the cooperating school.
- 2. Orient the student teacher to the school by explaining**
 - a. The general philosophy of the school.
 - b. The building policies and procedures including absenteeism (prorated for the time of student teaching exp.)
 - c. The organization of the school day.
 - d. The daily attendance report and the policy on excuses.
 - e. The school policy on liability insurance.
 - f. The school policy regarding substitute teaching.*
- 3. Evaluation of Student Teacher**

- a. One evaluation will be required based on the INTASC Standards.
(See Appendix G for INTASC Standards for Teachers Evaluation Form)
 - b. Evaluation should be completed in content area(s) of the certification being pursued.
 - c. Assist in the selection of school personnel to assist in student teacher exit interview
- 4. Contact the Department Chairperson if any serious problem arises with the student teacher**
- a. Communicate with the mentor teacher and student teacher if problems arise.
 - b. If the problem cannot be resolved contact OLC's student teacher supervisor.
- * If a substitute is hired, it is suggested that the student teacher take the opportunity to observe in other parts of the building/system or develop materials.**

The Mentoring Teacher

You are the key person in training the student teacher. Your professional skill and understanding will serve as an example to the student teacher. Furthermore, your encouragement and helpful criticism will be needed and appreciated. The student teacher has been instructed to take advantage of every opportunity to learn and to profit from daily evaluation and suggestions given by you. It is expected that daily planning sessions with the student teacher will be provided so that the student teacher can be taught to assess competencies and weaknesses for the purpose of improvement.

At Oglala Lakota College the student teacher experience for a BS in Elementary Education provides for a lower and upper elementary experience; Student teaching is a sixteen week experience, eight weeks at the lower elementary and eight weeks at the upper elementary or middle level. (The dual experience is SD DOE requirement.) Certification in a secondary education program requires ten to sixteen weeks at the high school level. Certification for K-12 degrees requires a dual experience either at the elementary, middle school, or high school grades. Gradual preparation is suggested for the student teacher to maintain complete control of the class for a minimum of 120 hours as required by the SD DOE.

The Mentor Teacher will:

1. Orient the student teacher to the school policies and carefully explain discipline, make-up work, homework, accidents, and emergencies.
2. Introduce the student teacher to the children with emphasis on the fact that he/she is to be one of their teachers.
3. Assign a gradual assumption of teaching duties throughout the experience based upon the strengths and weaknesses of the student teacher. (SD DOE requires a minimum of 120 hours of complete classroom control.)

4. Provide systematic written and daily oral feedback to the student teacher concerning progress.
5. Conduct and complete regularly scheduled evaluations. At least two assessments are required for each experience. (See Appendix G, INTASC Standards for Teachers Evaluation)
6. Preview the student teacher's lesson plans and provide assistance in the planning.
7. Assist in the assignment of a final grade.
8. Communicate with the student teacher if problems arise.
9. If the problem cannot be resolved contact OLC's student teacher supervisor. (See Appendix G for INTASC Standards for Teachers Evaluation Form)

The College Official

The College Supervisor Will:

1. Check with the building administrator to keep him/her informed of the progress of the student teacher.
2. Meet with the mentoring teacher and student teacher soon after the semester begins (preferably during the first week). He/She will discuss concerns of mutual interest and clarify items in the handbook. During this meeting the Mentor Teacher Agreement will be reviewed and signed.
3. Make at least two classroom visits. These visits will be scheduled after the initial meeting with the mentor and student teacher.
4. Check on lesson and unit planning. Lesson plans would include clear objectives and correlate with previous lessons and experiences.
5. Act as a liaison between the mentoring teacher and the student teacher to assure that a professional working relationship exists.
6. Contact the Department Chairperson for consultation and direction if any unusual problems arise.
7. Confer with the student teacher after each observation and with the mentoring teacher; confer with both student teacher and mentoring teacher in a three-way conference.
8. Assist the student teacher in reflection of professional strengths/needs and in developing a plan for appropriate growth.
9. Maintain a written record of each visit. (See Appendix E Student Teaching/Internship College Official Feedback Form)

Student Teaching Evaluation/Internship Evaluation:

Internship/Student Teaching: An integral component of the Teacher Education Program is the use of the Interstate New Teacher Assessment and Support Consortium (INTASC Standards. The Teacher Education Committee views these standards as a means of guiding course content and practicum experiences. These standards reflect the requisite knowledge, skills, and attitudes necessary for teachers starting their career. (See Appendix G INTASC Standards for Teachers Evaluation)

Principal: At least one evaluation during the internship. If student teaching consists of a lower and upper elementary experience two evaluations will need to be submitted to the college official

Mentoring Teacher: Two official evaluations completed and submitted to the college official. The Mentor Teacher will also assign a letter grade for the intern experience.

College Official: Two evaluations completed for all the internship experiences. The College Official will also assign a letter grade for the intern experience.

- **Exceptional Education Internship:** The Special Education Program utilizes the Council for Exceptional Children standards when monitoring the progress of Special Education Majors. (See Appendix H Exceptional Education Assessment Form)
 - **Principal:** At least one evaluation during the internship. If student teaching consists of a lower and upper elementary experience two evaluations will need to be submitted to the college official
 - **Mentoring Teacher:** Two official evaluations completed and submitted to the college official. The Mentor Teacher will also assign a letter grade for the intern experience.
 - **College Official:** Two evaluations completed for all the internship experiences. The College Official will also assign a letter grade for the intern experience.

EXIT FROM THE TEACHER PREPARATION PROGRAM

Teacher candidates are eligible to exit the Teacher Education Program upon completion of the following:

- Completion of all program coursework in chosen program of study.
- Cumulative GPA of 2.6 (Includes all transfer credits).
- Grade of 'C' or better in all professional coursework chosen for program of study.
- Successfully completing student teaching experience.
- Prior to recommendation for program completion, OLC Education Department majors must complete Praxis Content Knowledge Examination and Principles of Learning and Teaching (PLT) level (K-12, Special Education) as approved by the SD DOE. Each teacher candidate must produce original ETS generated composite score results and a photo copy of all sub-category scores for one content exam and one PLT exam
- Successful Final Level Portfolio Review. (See Portfolio Formative Feedback Form)
- Completion of Exit Interview.
- Completion of Program Evaluation. (See Appendix F Graduate Opinion Survey)

RECOMMENDATION FOR STATE CERTIFICATION

Upon exit from the Teacher Education Program, teacher candidates may apply for teacher certification. The process for certification is an online process. Visit the SD DOE site at the following address <http://doe.sd.gov/> The portion of the site dedicated to Teachers is where you will find the certification format. Once an online application has been accepted by the SD DOE, an electronic notice will be sent to the Education Department for official sign-off or program completion approval. Certification sign-off **will not** be sent until PRAXIS II scores have been received by the Education Department and have met the SD DOE cut score requirements.

NON ACCEPTANCE / DISMISSAL PROCEDURES

Dismissal for Non-Acceptance to the Teacher Preparation Program

The following areas are means for non-acceptance to the teacher preparation/student teaching and will call for a review committee to become established:

- A GPA below 2.6.
- An entrance interview rating by faculty members averaging below the sixtieth percentile.
- Scores below the acceptable range on OLC's Core Required Assessment. (no department cut score has been determined yet)

In the event that a teacher candidate has not fulfilled the requirements for entrance into the teacher preparation program, a review committee is established. The review committee is designated as those who were not on the initial review committee. The review committee consists of the following members:

- The Dean of Education or her/his designee
- A college center director or his/her designee
- Two certified teachers; (Practicing teachers or school administrators within the degree area; non-relative)
 - One chosen by the Dean of Education
 - One chosen by the teacher candidate denied entrance into the program of study
- From this process acceptance can be established with permission of continuance into the teacher preparation program or a denial from further coursework within the degree program.

Dismissal for Non-Acceptance to Student Teaching

Teacher candidates are to follow the requirements and procedures set forth on page 7 "Admission to Student Teaching Internship Requirements".

The following are reasons why teacher candidates may be denied acceptance to student teaching:

- Having more than one course uncompleted within the professional requirements;
- Not obtaining a passing score on the Praxis Content Knowledge Examination.
- A GPA lower than 2.6;
- A grade lower than a 'C ' within the professional requirements;
- No adequate progress with the electronic portfolio;
- Uncompleted application with all the major requirements.

Note: Teacher candidates must be accepted into the Teacher Training Program beyond completion of the AA requirements. Candidates may complete up to 12 credits beyond their AA degree prior to acceptance. However enrolling in any further coursework may be denied until accepted into the program. Candidates not officially accepted into the program run the risk of taking several hours of coursework and not be recommended to continue coursework leading to a Bachelor of Science Degree in Education.

The following procedure will be required in the event of non-acceptance to student teaching:

- Complete all course requirements and procedures found within the major;
- Retake all professional coursework which is below a 'C';
- Retake required coursework [to assist within maintaining a 2.6 within the degree area]
- Obtain a passing score as determined by SD DOE on the Praxis Content and PLT Examinations.

Student Teacher Dismissal

Reasons for being dismissed from student teaching are as follows:

- Violation of school policies, procedures, rules, regulations, or code of ethics
- Failure to comply with supportive school policy on absenteeism. (prorated for the time of the student teaching experience)

Procedures for Termination

If a problem arises which could culminate in termination of the candidate's student teaching assignment, the cooperating school principal will notify Oglala Lakota College's Dean of Education in writing. Within five school days a letter from the Dean of Education concerning possible termination will be sent to the teacher candidate, the mentor teacher, the school principal, and the OLC student teacher supervisor. This letter will establish a time and location of a meeting date to privately discuss the problem. Where applicable, written documentation of the problem(s) will be shared with the candidate. The candidate will be informed in writing of the specific conditions that he/she must meet in order to continue with the student teaching assignment and the period of time within which this must be accomplished (generally within five (5) school days).

If, by the end of the period of time established during the meeting, the Dean of Education, OLC student supervisor, the mentor teacher, and the school principal agree that the candidate has not met these conditions, the assignment will be terminated. A formal letter of dismissal describing the student teacher's performance and indicating the reasons for dismissal, and signed by the college supervisor, the mentor teacher and the school principal, will be prepared and delivered to the candidate in a meeting with the candidate convened by the college supervisor and attended by the cooperating teacher and the school principal, if they are available. A copy of the letter will be given to each of the involved parties. The candidate will be removed from the teaching assignment immediately upon delivery of the letter and he/she will be given a grade of "no credit" for student teaching.

In extreme, or unusual circumstances, an immediate student teaching termination may be required, if determined to be in the best interests of the school and/or the candidate. The College Official with the support of the School Principal and Dean of Education may remove the candidate from the teaching assignment immediately following the occurrence of an incident or situation resulting in the initiation of these procedures. In that event, the meeting(s) to be held among the parties under these procedures will be convened at the earliest possible time.

Candidate Dismissal for Unprofessional Conduct

Exhibiting professional behavior is expected at all times. In fulfilling their obligations to students, the profession and to the public Oglala Lakota College teacher candidates are reminded of the South Dakota Code of Professional Ethics for Teachers (Appendix F). In rare cases, unethical behavior may lead to dismissal of a candidate from the teacher preparation program.

Procedures for Dismissal

If a problem arises which could culminate in dismissal of a candidate from the program, a letter from the Dean of Education concerning possible dismissal will be sent to the teacher candidate. This letter will establish a date, time and location of a meeting, in addition to the individuals who will be present, to privately discuss the problem. Where applicable, written documentation of the problem(s) will be shared with the candidate. The candidate will be informed in writing of the specific conditions that he/she must meet in order to continue in the teacher preparation program. Failure to meet these conditions or continued incidence of ethics violations will lead to dismissal of the candidate from the program. In such case, a formal letter from the Dean of Education outlining the ethics violation(s) and the reasons for dismissal will be delivered to the candidate. Upon delivery/receipt of the letter, the candidate will be dismissed from the program and any education course in which he or she is enrolled. The student will be assigned a grade of “no credit” for these course and will not be allowed to enroll in any education courses in the future.

Appeal

If the candidate believes his/her removal from the teaching assignment violated the procedures for termination set forth above, that the decision to terminate was arbitrary and capricious, or that the decision was the result of unlawful discrimination, the candidate may request in writing that the decision be reviewed. This request must be received in the Office of the Vice President of Academic Affairs within five (5) school days of the date of delivery of the formal dismissal letter.

The review will be completed by the Vice President of Academic Affairs or his/her designee as soon as is reasonably possible, generally within five (5) school days of receipt of the request for review. The Vice President or his/her designee will review all relevant documentation, interview the candidate and the other concerned parties, and determine whether the decision should be upheld or reversed. If, based upon this review, the decision is upheld, it shall be final. If the decision to dismiss the candidate from the teacher preparation program is reversed, the Dean of Education (and, if appropriate Education Department faculty), shall determine the appropriate remedy. Where possible, this remedy will involve the candidate's return to his/her program of study.

Grievance Procedure

The grievance procedure set forth herein is designed to provide a method to resolve differences excluding grading issues. Timelines are to be adhered to unless the parties involved in the grievance agree to modifications.

A grievance is defined to be a claim (request or complaint) by a student not covered under the Personnel Complaints and Grievance procedures.

Student Grievance Procedure

Step 1: Student, hereafter referred to as grievant, will submit a written grievance within ten working days of the incident to the District Director where the student is registered with proper documentation and stated outcomes.

Step 2: District Director will attempt to resolve the issue by calling a meeting with the concerned parties. This meeting will be called within five working days of receiving the written grievance from the student.

Step 3: If the issue is not resolved at this level, the grievant will take it to the Local Board at the next scheduled meeting. If the Local Board is not scheduled to meet within ten working days, a special meeting will be called within ten working days to deal with this issue in a timely manner.

Step 4: If the issue is not resolved at this level within five working days, the grievant will take it to the Vice President for Instruction, Coordinator for Support Services and the permanent sub-committee "Appeals Committee" which consist of members from the Student Services Committee in ten working days.

Step 5: If the issue is not resolved at this level within five working days the grievant will take it to the President who must rule on the issue within 10 working days.

Step 6: If the issue is not resolved at this level within 5 working days, the grievant will request that the President's Secretary place this on the agenda of the next BOT Personnel/Grievance Committee.

NOTE

1. Rapid City Extension will skip Step #3
2. In the event the Grievance involves the District Director the Support Services Coordinator will assume the role of the Director in this process.
3. Student can have representation at their own expense.

A: Application for OLC Teacher Training Program

**OGLALA LAKOTA COLLEGE
EDUCATION DEPARTMENT**



APPLICATION FOR OLC TEACHER TRAINING PROGRAM

Personal Information

Name: _____

Mailing Address: _____

Telephone: _____ E-Mail: _____

Employment Record

Place of Employment: _____ Work Phone: _____

Supervisor: _____ Hours worked per week: _____

Paraprofessional grade level experience(s): circle applicable K 1 2 3 4 5 6 7 8 9 10 11 12

Race/Ethnicity:(circle one) Native American/Alaskan Native Asian White

Native Hawaiian/Pacific Islander Black/African American Hispanic/Latino

Academic Information

Degrees(check all applicable)

High School Diploma _____ Associate's _____ Bachelor's _____

Master's _____ Other Certification _____

Number of Credit Hours Completed: _____ Cumulative GPA: _____

Have you been on academic probation? _____ (Yes or No) If yes, explain on the back of this form.

Do you have any special needs where accommodations will need to be made? ____ (Yes or No, if Yes please explain below:

OLC Program/Conditions (check all applicable)

____ Bachelor of Science Degree in K-8 Elementary Education

____ Bachelor of Science Degree in K-12 Lakota Studies

____ Bachelor of Physical Science Degree in 7-12 Secondary Education

____ K-12 Exceptional Education Certification (for certified teachers only)

It is understood that I, the student must maintain a cumulative GPA of 2.6 or better and that all professional requirement grades must be a C or better to remain in the Teacher Training Program, and to remain eligible for possible assistance.

(Initial here) _____

Criminal Record Check

I understand that the South Dakota Department of Education will conduct a criminal background check when I apply for teaching certification upon receiving my degree. If I should have been convicted of a crime of moral turpitude or narcotics use, I understand that I may not become certified to teach children within a school setting.

Signature: _____ **Date:** _____

Oglala Lakota College Education Department



Portfolio Formative Feedback Form

Students Name: _____ **Date:** _____ **Term:** _____

Certification Area: _____ **Reviewers Name:** _____

| Criteria: | Rating: | Comments: |
|---|----------------|------------------|
| <p>Completeness: The portfolio presents evidence for each of the 10 INTASC or CEC Standards. Commendable = 3, Satisfactory = 2, Needs Improvement = 1, Not Evident = 0</p> | (x 1) | |
| <p>Content: The data and ratings of the Personal Content, Teacher Candidate Validation are Commendable = 3, Satisfactory = 2, Needs Improvement = 1, Not Evident = 0</p> | (x 1) | |
| <p>Organization: The portfolio is well organized and sequenced logically. Commendable = 3, Satisfactory = 2, Needs Improvement = 1, Not Evident = 0</p> | (x 1) | |
| <p>Communication Skills: Proper communication skills (writing, grammar, spelling, mechanics, usage) are demonstrated throughout the portfolio. Commendable = 3, Satisfactory = 2, Needs Improvement = 1, Not Evident = 0</p> | (x 1.5) | |
| <p>Presentation: The portfolio is presented in a professional manner. Explanations of evidence are provided where necessary for clarification. Commendable = 3, Satisfactory = 2, Needs Improvement = 1, Not Evident = 0</p> | (x 1.5) | |
| <p>Reflection: Reflections (required and optional) demonstrate the ability to analyze, evaluate, problem solve, and think critically.</p> | (X 2) | |

| | | |
|---|-------|--|
| Commendable = 3, Satisfactory = 2, Needs Improvement = 1, Not Evident = 0 | | |
| Quality: The data sources and artifacts selected from are relevant, demonstrate the accomplished practice, have variety, and are substantive. Commendable = 3, Satisfactory = 2, Needs Improvement = 1, Not Evident = 0 | (X 2) | |
| Cultural: Includes Lakota Virtues across the curriculum, with an emphasis on community issues and traditional Lakota perspectives. Commendable = 3, Satisfactory = 2, Needs Improvement = 1, Not Evident = 0 | (X 2) | |
| Methodology: Displays holistic principles of education which is beneficial for the learner. Commendable = 3, Satisfactory = 2, Needs Improvement = 1, Not Evident = 0 | (X 2) | |

Additional Comments:

Oglala Lakota College



Education Department Teacher Preparation Disposition Rating Form

Supportive Teacher: _____ Candidate Name: _____

Supportive School: _____ Grade Level: _____ Date: _____

Circle One: St. Teacher, 1st yr., 5th yr.

Rating of Candidate Dispositions:

1 = poor, 10 = Excellent

1. The education candidate/teacher understands the disciplines and practices pedagogical skills that seek out interrelationships/interconnections understandable to their learners. 1 2 3 4 5 6 7 8 9 10
2. The teacher candidate/teacher uses knowledge of different cultural contexts within the community (socio-economic, ethnic, and cultural) and makes connections which are culturally responsive. 1 2 3 4 5 6 7 8 9 10
3. The teacher candidate selects/modifies curriculum and adjusts teaching methodologies with the belief that all children can learn, and approaches learning opportunities with this philosophy. 1 2 3 4 5 6 7 8 9 10
4. The teacher candidate practices instruction and questioning strategies within the content area that engage student interest and then utilizes and encourages higher order thinking skills in their learners. 1 2 3 4 5 6 7 8 9 10
5. The teacher candidate is a reflective and forecasting practitioner and values continual professional development based on studies and or research. 1 2 3 4 5 6 7 8 9 10
6. The teacher candidate views multi-assessment procedures as a means of monitoring their teaching methodologies and of tailoring standards and curriculum for the learner. 1 2 3 4 5 6 7 8 9 10
7. The teacher candidate views the school and classroom setting as being unique to the learner and provides a learning environment that encourages ownership. 1 2 3 4 5 6 7 8 9 10

Comments:

Appendix D: for Application for Student Teaching

Oglala Lakota College



Education Department

Application for Student Teaching Rating Form

Dear School Officials,

As part of the requirements for Oglala Lakota College’s Education Department Teacher Training Program, teacher candidates are required to seek your permission for student teaching within your school. The Education Department views this as another validation which assists candidates to set forth and prepare to present themselves professionally to important school officials. This information will serve informative for the teacher candidate to assist in appropriate behaviors which may assist in promoting them in future employment within the profession. A Candidate Evaluation Form is provided below, please rate the candidate’s conduct and return this completed form to the fax number provided below.

Teacher candidates entering your system obtaining a dual certification area are required by SD DOE to complete an experience at the lower and upper elementary level. Therefore, two supportive teachers will need to be chosen for a sixteen week experience. Candidates obtaining one certification area are required to complete one sixteen week experience under the guidance of one supportive teacher.

Please provide the Education Department with a letter of acceptance to student teaching within your school and names of supportive teachers whom you think will provide the best learning opportunity for the teacher candidate. Please fax this document to the Education Department at FAX NUMBER HERE

Candidate Evaluation Form:

10 being the best score

- The teacher candidate’s dress is appropriate for a teaching position: 1 2 3 4 5 6 7 8 9 10
- The teacher candidate seems to have a commendable attitude when Communicating the desire to enter the profession 1 2 3 4 5 6 7 8 9 10
- The teacher candidate’s communication skills are impressive for the profession 1 2 3 4 5 6 7 8 9 10
- The entrylevel teacher candidate seems to have adequate working knowledge of the profession of teacher 1 2 3 4 5 6 7 8 9 10
- The teacher candidate seems to be secure in the ability to work jointly with others and appears to have a desire to grow within the profession 1 2 3 4 5 6 7 8 9 10

Other Comments:

Appendix E: Student Teaching/Internship College Official Feedback Form

Oglala Lakota College



Education Department Student Teaching/Internship College Official Feedback Form

Candidate: _____ Date: _____ Observed By: _____

Grade Level: _____ Supportive School: _____ Supportive Teacher: _____

Observed Area of Strength:

| |
|--|
| |
|--|

Suggested Area of Improvement:

| |
|--|
| |
|--|

Candidate Response:

| |
|--|
| |
|--|

Signature:

Date:

Appendix F: Graduate Opinion Survey/Program Completion Evaluation

OGLALA LAKOTA COLLEGE



EDUCATION DEPARTMENT Graduate Opinion Survey

You are the reason we in the Education Department are here. Therefore, your input, ideas, and suggestions for improving our program and how it serves our students and community are most important. Please take a few minutes to consider your ideas about the following topics and offer us your perceptions.

You are not required to submit your name with this survey but do tell us which degree you are completing or have completed in this department: _____

This two-part survey is composed of a numeric rating section and a written suggestion section.

Please rate how we as a department within Oglala Lakota College performed in the following program objectives in your degree program as aligned with the South Dakota 8 Standards of Teacher Competencies.

Principles of How Students Learn:

- Displays and understands how students develop and learn 1 2 3 4 5 6
- Designs active learning opportunities across the disciplines that align with developmental behavior and learning 1 2 3 4 5 6
- Designs learning opportunities that acknowledges diverse approaches to learning 1 2 3 4 5 6

Pedagogical Knowledge:

- Integrates pedagogical studies with knowledge to a specific discipline 1 2 3 4 5 6
- Integrates pedagogy within lessons 1 2 3 4 5 6
- Delivers pedagogy that is understandable to the learner 1 2 3 4 5 6

Instructional Delivery:

- Displays knowledge of subject matter with lesson design and delivery 1 2 3 4 5 6
- Involves students in their learning 1 2 3 4 5 6
- Utilizes/includes materials that enhances 1 2 3 4 5 6
- Incorporates technology in learning 1 2 3 4 5 6
- Designs appropriate curricular frameworks 1 2 3 4 5 6
- Reinforces and involves state content standards 1 2 3 4 5 6
- Reinforces and involves established academic standards 1 2 3 4 5 6

Classroom Climate:

- Establishes a positive learning environment 1 2 3 4 5 6
- Establishes a safe learning environment 1 2 3 4 5 6
- Establishes an orderly learning environment 1 2 3 4 5 6
- Reinforces equity in learning 1 2 3 4 5 6

Assessing Learning:

- Uses formal assessment 1 2 3 4 5 6
- Uses informal assessment 1 2 3 4 5 6
- Is able to select appropriate assessment materials 1 2 3 4 5 6
- Is able to create appropriate assessment materials 1 2 3 4 5 6
- Aligns assessment results to facilitate student learning 1 2 3 4 5 6

Communication:

- Uses effective communication and consultation techniques with Colleagues 1 2 3 4 5 6
- Uses effective communication and consultation techniques with Students 1 2 3 4 5 6
- Uses effective communication and consultation techniques with Patrons 1 2 3 4 5 6
- Uses effective communication and consultation techniques with Community agencies 1 2 3 4 5 6

Professionalism:

- Seeks opportunities for professional growth 1 2 3 4 5 6
- Reflects on instructional practices seeking opportunities for professional growth 1 2 3 4 5 6
- Understands the foundations of education 1 2 3 4 5 6
- Understands technology and societal changes in school 1 2 3 4 5 6

Cultural/Character Education Perspectives:

- Has an understanding of the culture of the school 1 2 3 4 5 6
- Has an understanding of the culture of the learner 1 2 3 4 5 6
- Includes appropriate cultural awareness within lessons 1 2 3 4 5 6
- Includes appropriate cultural awareness within classroom design 1 2 3 4 5 6
- Includes character education within lessons 1 2 3 4 5 6

Please identify problems and offer ideas and other suggestions for improving our teacher preparation program.

1. Course Content: _____

2. Sophomore Experience: _____

3. Student Teaching Experience: _____

Oglala Lakota College Education Department



INTASC Standards for Teachers Evaluation

Teacher Candidate: _____ Date: _____

Supportive Teacher/Principal: _____ Grade Level: _____

An integral component of the new performance-based process is the use of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. These standards reflect the requisite knowledge, skills, and attitudes necessary for teachers starting their career.

Directions: Circle the appropriate response according to your time spent with the pre-service teacher candidate. Circle N/S (not sure) if the behavior has not been noted. Circle numerals 1 -10, 1 being the poorest rating and 10 being the most positive.

Standard 1 – Content Pedagogy: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

KEY INDICATORS: The Candidate:

- Demonstrates an understanding of the central concepts of his or her discipline. N/S 1 2 3 4 5 6 7 8 9 10
- Uses explanations and representations that link curriculum to prior learning. N/S 1 2 3 4 5 6 7 8 9 10
- Evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery. N/S 1 2 3 4 5 6 7 8 9 10
- Engages students in interpreting ideas from a variety of perspectives. N/S 1 2 3 4 5 6 7 8 9 10
- Uses interdisciplinary approaches to teaching and learning. N/S 1 2 3 4 5 6 7 8 9 10
- Uses methods of inquiry that are central to the discipline. N/S 1 2 3 4 5 6 7 8 9 10
- Average: ____ Percent: ____

Standard 2 – Student Development: The teacher understands how children learn and develop and can provide learning opportunities that support a child’s intellectual, social, and personal development.

KEY INDICATORS: The Candidate:

- Evaluates student performance to design instruction appropriate for social, cognitive, and emotional development. N/S 1 2 3 4 5 6 7 8 9 10
- Creates relevance for students by linking with their prior experiences. N/S 1 2 3 4 5 6 7 8 9 10

- Provides opportunities for students to assume responsibility for and be actively engaged in their learning. N/S 1 2 3 4 5 6 7 8 9 10
- Encourages student reflection on prior knowledge and its connection to new information. N/S 1 2 3 4 5 6 7 8 9 10
- Accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing.) N/S 1 2 3 4 5 6 7 8 9 10

Average: ____ Percent: ____

Standard 3 – Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

KEY INDICATORS: The Candidate:

- Designs instruction appropriate to students’ stages of development, learning styles, strengths and needs. N/S 1 2 3 4 5 6 7 8 9 10
- Selects approaches that provide opportunities for different performance modes. N/S 1 2 3 4 5 6 7 8 9 10
- Accesses appropriate services or resources to meet exceptional learning needs when needed. N/S 1 2 3 4 5 6 7 8 9 10
- Adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes). N/S 1 2 3 4 5 6 7 8 9 10
- Uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments. N/S 1 2 3 4 5 6 7 8 9 10
- Creates a learning community that respects individual differences. N/S 1 2 3 4 5 6 7 8 9 10
-

Average: ____ Percent: ____

Standard 4 – Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving.

KEY INDICATORS: The Candidate:

- Selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving. N/S 1 2 3 4 5 6 7 8 9 10
- Encourages students to assume responsibility for identifying and using learning resources. N/S 1 2 3 4 5 6 7 8 9 10
- Assures different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs. N/S 1 2 3 4 5 6 7 8 9 10

Average: ____ Percent: ____

Standard 5 – Motivation and Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

KEY INDICATORS: The Candidate:

- Encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engages in purposeful learning activities. N/S 1 2 3 4 5 6 7 8 9 10
- Engages students by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them. N/S 1 2 3 4 5 6 7 8 9 10
- Organizes, allocates, and manages time, space and activities in a way that is conducive to learning. N/S 1 2 3 4 5 6 7 8 9 10
- Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals. N/S 1 2 3 4 5 6 7 8 9 10
- Analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work. N/S 1 2 3 4 5 6 7 8 9 10

Average: ____ Percent: ____

Standard 6 – Communication & Technology: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

KEY INDICATORS: The Candidate:

- Models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received.) N/S 1 2 3 4 5 6 7 8 9 10
- Provides support for learner expression in speaking, writing, and other media. N/S 1 2 3 4 5 6 7 8 9 10
- Demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation. N/S 1 2 3 4 5 6 7 8 9 10
- Uses a variety of media communication tools to enrich learning opportunities. N/S 1 2 3 4 5 6 7 8 9 10

Average: ____ Percent: ____

Standard 7 – Planning: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

KEY INDICATORS: The Candidate:

- Plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration. N/S 1 2 3 4 5 6 7 8 9 10
- Develops plans that are appropriate for curriculum goals and are based on effective instruction. N/S 1 2 3 4 5 6 7 8 9 10

- Adjusts plans to respond to unanticipated sources of input and/or student needs. N/S 1 2 3 4 5 6 7 8 9 10
- Develops short and long-range plans. N/S 1 2 3 4 5 6 7 8 9 10
-
- Average: ____ Percent: ____

Standard 8 – Assessment: teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

KEY INDICATORS: The Candidate:

- Selects, constructs, and uses assessment strategies appropriate to the learning outcomes. N/S 1 2 3 4 5 6 7 8 9 10
- Uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests.) N/S 1 2 3 4 5 6 7 8 9 10
- Uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning. N/S 1 2 3 4 5 6 7 8 9 10
- Evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work. N/S 1 2 3 4 5 6 7 8 9 10
- Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly. N/S 1 2 3 4 5 6 7 8 9 10
- Solicits information about students’ experiences, learning behavior, needs, and progress from parents, other colleagues, and students N/S 1 2 3 4 5 6 7 8 9 10
- Average: ____ Percent: ____

Standard 9 – Reflective Practices & Professional Development: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

KEY INDICATORS: The Candidate:

- Uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice. N/S 1 2 3 4 5 6 7 8 9 10
- Uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher. N/S 1 2 3 4 5 6 7 8 9 10
- Consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback. N/S 1 2 3 4 5 6 7 8 9 10
- Average: ____ Percent: ____

Standard 10 – School and Community Involvement: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

KEY INDICATORS: The Candidate:

- Participates in collegial activities designed to make the entire school a productive learning environment. N/S 1 2 3 4 5 6 7 8 9 10
- Links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being. N/S 1 2 3 4 5 6 7 8 9 10
- Seeks to establish cooperative partnerships with parents/guardians to support student learning. N/S 1 2 3 4 5 6 7 8 9 10
- Advocates for students. N/S 1 2 3 4 5 6 7 8 9 10
-
- Average: ____ Percent: ____

| Assessment of Strengths | Areas for Growth | Action for Growth |
|-------------------------|------------------|-------------------|
| | | |

Oglala Lakota College Education Department



CEC Common Core Standards for Beginning Special Education Teachers

Teacher Candidate/Graduate: _____ Date: _____

School: _____ Grade Level: _____

Instructor/Supportive Teacher/Administrator: _____

____ Internship/Student Teaching ____ Induction ____ Post Graduate

An integral component of the new performance-based process is the use of the Council for Exceptional Children standards. These standards reflect the requisite knowledge, skills, and attitudes necessary for special education teachers starting their career.

Directions: Circle the appropriate response according to your time spent with the pre-service / post-graduate special education teacher. Circle N/S (not sure) if the behavior has not been noted. Circle numerals 1 -10, 1 being the poorest rating and 10 being the most positive.

STANDARD #1: FOUNDATIONS

| | Knowledge & Skills: | RATING |
|--------|---|--------------------------|
| CC1K1 | Models, theories, and philosophies that form the basis for special education practice. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC1K2 | Laws, policies, and ethical principles regarding behavior management planning and implementation. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC1K3 | Relationship of special education to the organization and function of educational agencies. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC1K4 | Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC1K5 | Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC1K6 | Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.) | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC1K7 | Family systems and the role of families in the educational process. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC1K8 | Historical points of view and contribution of culturally diverse groups. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC1K9 | Impact of the dominant culture on shaping schools and the individuals who study and work in them. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC1K10 | Potential impact of differences in values, languages, and customs that can exist between the home and school. | N/S 1 2 3 4 5 6 7 8 9 10 |

| | | |
|-------|--|--------------------------|
| CC1S1 | Articulate personal philosophy of special education. | N/S 1 2 3 4 5 6 7 8 9 10 |
|-------|--|--------------------------|

Average: _____ Percent: _____

Standard #2: Development and Characteristics of Learners

| | Knowledge & Skills: | RATING |
|-------|--|--------------------------|
| CC2K1 | Typical and atypical human growth and development. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC2K2 | Educational implications of characteristics of various exceptionalities. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC2K3 | Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC2K4 | Family systems and the role of families in supporting development. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC2K5 | Similarities and differences of individuals with and without exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC2K6 | Similarities and differences among individuals with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC2K7 | Effects of various medications on individuals with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |

Average: _____ Percent: _____

Standard #3: Individual Learning Differences

| | Knowledge & Skills: | RATING |
|-------|---|--------------------------|
| CC3K1 | Effects an exceptional condition(s) can have on an individual's life. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC3K2 | Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC3K3 | Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Family, and schooling. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC3K4 | Cultural perspectives influencing the relationships among families, schools and communities as related to instruction. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC3K5 | Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences. | N/S 1 2 3 4 5 6 7 8 9 10 |

Average: _____ Percent: _____

Standard #4: Instructional Strategies

| | Knowledge & Skills: | RATING |
|-------|---|--------------------------|
| CC4S1 | Use strategies to facilitate integration into various settings. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC4S2 | Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. (Replaces CC4.S12) | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC4S3 | Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC4S4 | Use strategies to facilitate maintenance and generalization of skills across learning environments. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC4S5 | Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC4S6 | Use strategies that promote successful transitions for individuals with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |

Average: _____ Percent: _____

Standard #5: Learning Environments and Social Interactions

| | Knowledge & Skills: | RATING |
|--------|--|--------------------------|
| CC5K1 | Demands of learning environments. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5K2 | Basic classroom management theories and strategies for individuals with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5K3 | Effective management of teaching and learning. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5K4 | Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5K5 | Social skills needed for educational and other environments. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5K6 | Strategies for crisis prevention and intervention. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5K7 | Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5K8 | Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5K9 | Ways specific cultures are negatively stereotyped. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5K10 | Strategies used by diverse populations to cope with a legacy of former and continuing racism | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S1 | Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S2 | Identify realistic expectations for personal and social behavior in various settings. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S3 | Identify supports needed for integration into various program placements. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S4 | Design learning environments that encourage active participation in individual and group activities. | N/S 1 2 3 4 5 6 7 8 9 10 |

| | | |
|--------|---|--------------------------|
| CC5S5 | Modify the learning environment to manage behaviors. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S6 | Use performance data and information from all stakeholders to make or suggest modifications in learning environments. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S7 | Establish and maintain rapport with individuals with and without exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S8 | Teach self-advocacy. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S9 | Create an environment that encourages self-advocacy and increased independence. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S10 | Use effective and varied behavior management strategies. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S11 | Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S12 | Design and manage daily routines. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S13 | Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S14 | Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S15 | Structure, direct, and support the activities of paraeducators, volunteers, and tutors. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC5S16 | Use universal precautions. | N/S 1 2 3 4 5 6 7 8 9 10 |

Average: _____ Percent: _____

Standard #6: Communication

| | Knowledge & Skills: | RATING |
|-------|--|--------------------------|
| CC6K1 | Effects of cultural and linguistic differences on growth and development. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC6K2 | Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC6K3 | Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC6K4 | Augmentative and assistive communication strategies. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC6S1 | Use strategies to support and enhance communication skills of individuals with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC6S2 | Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language. | N/S 1 2 3 4 5 6 7 8 9 10 |

Average: _____ Percent: _____

Standard #7: Instructional Planning

| | Knowledge & Skills: | RATING |
|--------|---|--------------------------|
| CC7K1 | Theories and research that form the basis of curriculum development and instructional practice. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7K2 | Scope and sequences of general and special curricula. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7K3 | National, state or provincial, and local curricula standards. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7K4 | Technology for planning and managing the teaching and learning environment. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7K5 | Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S1 | Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S2 | Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S3 | Involve the individual and family in setting instructional goals and monitoring progress. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S4 | Use functional assessments to develop intervention plans. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S5 | Use task analysis. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S6 | Sequence, implement, and evaluate individualized learning objectives. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S7 | Integrate affective, social, and life skills with academic curricula. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S8 | Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S9 | Incorporate and implement instructional and assistive technology into the educational program. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S10 | Prepare lesson plans. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S11 | Prepare and organize materials to implement daily lesson plans. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S12 | Use instructional time effectively. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S13 | Make responsive adjustments to instruction based on continual observations. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC7S14 | Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. | N/S 1 2 3 4 5 6 7 8 9 10 |

Average: _____ Percent: _____

Standard #8: Assessment

| | Knowledge & Skills: | RATING |
|-------|--|--------------------------|
| CC8K1 | Basic terminology used in assessment. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC8K2 | Legal provisions and ethical principles regarding assessment of individuals. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC8K3 | Screening, pre-referral, referral, and classification procedures. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC8K4 | Use and limitations of assessment instruments. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC8K5 | National, state or provincial, and local accommodations and modifications. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC8S1 | Gather relevant background information. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC8S2 | Administer nonbiased formal and informal assessments. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC8S3 | Use technology to conduct assessments. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC8S4 | Develop or modify individualized assessment strategies. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC8S5 | Interpret information from formal and informal assessments. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC8S6 | Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC8S7 | Report assessment results to all stakeholders using effective communication skills. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC8S8 | Evaluate instruction and monitor progress of individuals with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC8S9 | Create and maintain records. | N/S 1 2 3 4 5 6 7 8 9 10 |

Average: _____ Percent: _____

Standard #9: Professional and Ethical Practice

| | Knowledge & Skills: | RATING |
|-------|--|--------------------------|
| CC9K1 | Personal cultural biases and differences that affect one's teaching. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9K2 | Importance of the teacher serving as a model for individuals with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9K3 | Continuum of lifelong professional development. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9K4 | Methods to remain current regarding research-validated practice. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9S1 | Practice within the CEC Code of Ethics and other standards of the profession. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9S2 | Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9S3 | Act ethically in advocating for appropriate services. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9S4 | Conduct professional activities in compliance with applicable laws and policies. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9S5 | Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |

| | | |
|--------|--|--------------------------|
| CC9S6 | Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9S7 | Practice within one's skill limit and obtain assistance as needed. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9S8 | Use verbal, nonverbal, and written language effectively. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9S9 | Conduct self-evaluation of instruction. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9S10 | Access information on exceptionalities. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9S11 | Reflect on one's practice to improve instruction and guide professional growth. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC9S12 | Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues. | N/S 1 2 3 4 5 6 7 8 9 10 |

Average: _____ Percent: _____

Standard #10: Collaboration

| | Knowledge & Skills | RATING |
|--------|---|--------------------------|
| CC10K1 | Models and strategies of consultation and collaboration. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC10K2 | Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC10K3 | Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC10K4 | Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC10S1 | Maintain confidential communication about individuals with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC10S2 | Collaborate with families and others in assessment of individuals with exceptional learning needs. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC10S3 | Foster respectful and beneficial relationships between families and professionals. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC10S4 | Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC10S5 | Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC10S6 | Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC10S7 | Use group problem solving skills to develop, implement and evaluate collaborative activities. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC10S8 | Model techniques and coach others in the use of instructional methods and accommodations. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC10S9 | Communicate with school personnel about the characteristics and needs of individuals with | N/S 1 2 3 4 5 6 7 8 9 10 |

| | | |
|--------|--|--------------------------|
| | exceptional learning needs. | |
| CC10S1 | Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. | N/S 1 2 3 4 5 6 7 8 9 10 |
| CC10S1 | Observe, evaluate and provide feedback to paraeducators. | N/S 1 2 3 4 5 6 7 8 9 10 |

Average: _____ Percent: _____

| Assessment of Strengths | Areas for Growth | Action for Growth |
|-------------------------|------------------|-------------------|
| | | |

Special Education Teacher Candidate/Graduate Comments:

Evaluators Signature Teacher

Candidate/Graduate Signature

Appendix I: Code of Professional Ethics for Teachers
CODE OF PROFESSIONAL ETHICS FOR TEACHERS

24:08:03:01. Obligations to students. In fulfilling their obligations to the students, educators shall act as follows:

1. Not, without just cause, restrain students from independent action in their pursuit of learning;
2. Not, without just cause, deny to the students access to varying points of view in the classroom;
3. Present subject matter for which they bear responsibility without deliberate suppression or distortion;
4. Make a reasonable effort to maintain discipline and order in the classroom and the school system to protect the students from conditions harmful to learning, physical and emotional well-being, health, and safety;
5. Conduct professional business in such a way that they do not expose the students to unnecessary intimidation, embarrassment, or disparagement;
6. Accord just and equitable treatment to every student, regardless of race, color, creed, sex, sexual preference, age, marital status, handicapping condition, national origin, or ethnic background;
7. Maintain professional relationships with students without exploitation of a student for personal gain or advantage;
8. Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
9. Maintain professional relationships with students in a manner which is free of vindictiveness, recrimination, and harassment.

Source: 2 SDR 40, effective December 9, 1975; 8 SDR 35, effective October 7, 1981; 11 SDR 96, 11 SDR 112, effective July 1, 1985; 13 SDR 3, effective July 22, 1986; 20 SDR 92, effective December 21, 1993; 27 SDR 141, effective July 3, 2001.

General Authority: SDCL 13-43-25.

Law Implemented: SDCL 13-43-25.

24:08:03:02. Obligations to the public. In fulfilling their obligations to the public, educators shall act as follows:

1. Take precautions to distinguish between their personal views and those of the local school district or governing body;
2. Not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions;
3. Not interfere with a colleague's exercise of political and citizenship rights and responsibilities;
4. Not exploit the local school district or governing body for public or personal gain;
5. Not exploit the local school district or governing body to promote political candidates or partisan political activities;
6. Neither accept nor offer any gratuities, gifts, services, or things of value that impair professional judgment, offer special advantage, or provide personal benefit;
7. Engage in no act that results in a conviction;
8. Commit no act of moral turpitude or gross immorality; and
9. Not misuse or abuse school equipment or property.

Source: 2 SDR 40, effective December 9, 1975; 11 SDR 96, 11 SDR 112, effective July 1, 1985; 13 SDR 3, effective July 22, 1986; 20 SDR 92, effective December 21, 1993; 27 SDR 141, effective July 3, 2001.

General Authority: SDCL 13-43-25.
Law Implemented: SDCL 13-43-25.

Cross-Reference: "Moral Turpitude" defined, SDCL 22-1-2; Grounds for revocation or suspension of certificates, SDCL 13-42-9.

24:08:03:03. Obligations to the profession. In fulfilling their obligations to the profession, educators shall act as follows:

1. Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
2. Maintain confidentiality of professional information acquired about colleagues in the course of employment, unless disclosure serves professional purposes;
3. Discuss professional matters concerning colleagues in a professional manner;
4. Accept a position or responsibility only on the basis of professional preparation and legal qualifications;
5. Adhere to the terms of a contract or appointment unless the contract has been altered without the consent of the affected parties, except as provided by law, legally terminated, or legally voided;
6. Use sound professional judgment in delegating professional responsibilities to others;
7. Not interfere with the free participation of colleagues in the affairs of their associations;
8. Not use coercive or threatening means in order to influence professional decisions of colleagues;
9. Not knowingly misrepresent their professional qualifications;
10. Not knowingly distort evaluation of colleagues;
11. Not criticize a colleague before students, except as unavoidably related to an administrative or judicial proceeding;
12. Cooperate with authorities and the commissions regarding violations of the codes of ethics of the South Dakota Professional Teachers Practices and Standards Commission and the Professional Administrators Practices and Standards Commission;
13. Perform duties in accordance with local, state, and federal rules and laws.

Source: 2 SDR 40, effective December 9, 1975; 11 SDR 96, 11 SDR 112, effective July 1, 1985; subdivisions (9) and (10) transferred from § 24:08:03:04, 13 SDR 3, effective July 22, 1986; subdivisions (4) and (5) transferred from § 24:08:03:04, 13 SDR 11, effective August 11, 1986; 27 SDR 141, effective July 3, 2001.

General Authority: SDCL 13-43-25.
Law Implemented: SDCL 13-43-25.

JOINT POSITION STATEMENT ON ETHICAL JOB SEARCH PRACTICES

The members of the Professional Teachers Practices and Standards Commission and the Professional Administrators Practices and Standards Commission encourage the growth and

professional advancement of all certified educators. The recommended ethical criteria for job search are:

- A. Prior to signing the contract the teacher or administrator is free to look for other employment.
- B. After a contract has been signed for the upcoming school year and other employment is being sought, at the point of interview the present administrator and/or board needs to be informed of the job search.
- C. After a contract has been signed for the upcoming school year and other employment is being sought, at the point of interview the prospective administrator and/or board needs to be informed of the existing contract.

The PTPSC can be contacted at the Department of Education, 700 Governors Drive, Pierre, SD 57501 (605) 773-4705.