

**Program Report for the
Initial Preparation of Early Childhood Teachers**
National Association for the Education for Young Children (NAEYC)

South Dakota Department of Education

C O V E R S H E E T

Seeking NCATE Unit accreditation: ☐ Yes ☒ No

Institution Oglala Lakota College State SD

Date submitted October 2019

Name of Preparer Shannon Amiotte, Dean of Education

Phone # 605-455-6012 Email samiotte@olc.edu

Program documented in this report:

Name of institution's program (s) Early Childhood Education

Grade levels for which candidates are being prepared Birth – Grade 3

Degree or award level Bachelor of Arts

Is this program offered at more than one site? ☐ Yes ☒ No

If yes, list the sites at which the program is offered While the OLC campus is decentralized and courses are offered in multiple centers, all degrees are awarded through the administrative offices on the Piya Wiconi campus.

Title of the state license for which candidates are prepared:

Early Childhood Education Birth Through Grade Three

Program report status:

☒ Initial Review

☐ Response to a Not Met Decision

SECTION I— CONTEXTUAL INFORMATION

- 1a. Describe the institution and the college/school/division in which the program resides

Oglala Lakota College was founded in 1971 chartered by the Oglala Sioux Tribe as the Lakota Higher Education Center. During its non-accredited years, the college entered into agreements with Black Hills State College, University of South Dakota, and South Dakota State University to “borrow” their accreditation for various associated degree programs. Students were taught on the Pine Ridge Indian Reservation by faculty chosen by the college, but approved by the state institutions. The college awarded its first Associate of Arts degree in 1974 and then soon after became known as the Oglala Sioux Community College.

In 1979, Oglala Sioux Community College became a candidate for North Central Association accreditation. The college settled into its decentralized campus system which features college centers in each of the nine reservation districts and with a major administrative center located west of Kyle, South Dakota named *Piya Wiconi* - a new beginning. Oglala Sioux Community College was officially accredited by the Commission on Institutions of Higher Education, North Central Association of Colleges and Schools on June 20, 1983. This accreditation has been renewed and expanded in scope in each successive comprehensive visit by the commission since that time.

At the 1983 annual retreat, Oglala Sioux Community College underwent another name change to Oglala Lakota College to reflect its status as a four-year degree granting institution and to replace the word Sioux with Lakota. The word Sioux is not a word in the Lakota language, therefore it was decided that Lakota, our dialect, was a better description of Oglala people. The college has also continued to expand adding a tenth college center off-reservation in Rapid City, South Dakota in 1999 and in 2006 an eleventh site was established on the Cheyenne River Sioux Reservation.

Oglala Lakota College is authorized to grant the following degrees: Associate of Arts (1983), Bachelor of Arts (1983) and Master of Arts (1993). The South Dakota State Department of Education and Cultural Affairs approved the teacher education program (Oglala Lakota College Self study report, North Central Association of colleges & schools commission on institutions of higher education, March 16-18, 1998) and the Education Administration emphasis Master of Arts level (South Dakota State Board of Education, March 20, 2000).

- 1b. Describe the standards for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program

Excerpt from 2019-2020 Catalog (Education Department, pp 72-105)

Wiohpiyata (West): General Education Admission / Entrance Requirements

While Oglala Lakota College pursues an open door policy in which all qualified students will be admitted without regard to race, religion, origin or political belief, students must apply for and meet degree specific entrance requirements for their declared major. For this reason, students who have declared a bachelors degree in education enter a stage of “Pre-Candidacy” as they complete their general education requirements and work towards meeting the entrance requirements for early childhood, elementary and secondary teacher licensure programs.

Teacher Preparation Program Pre-Candidacy Requirements:

- Meet the general admission criteria for Oglala Lakota College;
- Attend an Education Department specific orientation;
- Complete general education core and Lakota studies requirements with a 3.0 GPA (grade point average) or higher;
- Participate in a Praxis subject area assessment orientation and preparation session; and
- Achieve a qualifying score on the required Praxis content examination.

Teacher Preparation Program Admission Protocol:

Students must apply for acceptance into the education program upon completion of an Associates of Arts Degree, completion of ED 283 Foundations of Education or ECH 203 Introduction to Early Childhood Education, or upon transfer into the OLC teacher preparation program. Applicants to the teacher preparation program must complete and submitting the following:

- Letter of Intent addressed to the Dean of Education requesting admittance to the program;
- Application for admission into the teacher training program (application form included in Education Department Handbook);
- Three letters of recommendation from school administrators, teachers, parents and/or community members other than immediate family(form included in Education Department Handbook);
- Unofficial transcripts, current status sheet and individual plan of study for program completion;
- A typed essay “Who I Am and Why I Want To Be a Teacher (guidelines included in Education Department Handbook);
- Verification of having taken or being registered for the required Praxis exam, or a signed Praxis “Opt-Out” form for birth to preschool early childhood majors; and
- Verification of initiation of background check and drug testing process.

Upon receipt of a complete application file, prospective teacher candidates will be scheduled for an entrance interview. Prospective candidates will be asked to bring their Professional InTASC (ED 283 / ECH 203) Portfolio with them to their scheduled interview.

Teacher Preparation Entrance Requirements:

To be eligible for acceptance into the teacher preparation program, applications must have:

- An overall GPA of 3.0 or higher (Effective 2016-2017 increased from 2.8 GPA);
- Earn a grade of “B” or better in all professional required courses (Effective 2016-2017 increased from “C” or better, this requirement applies to courses taken Fall 2016 or later);
- Achieved a qualifying score on the required content area Praxis exam for their program of study (Effective 2012-2013 moved from an entrance into student teaching requirement to an acceptance into the teacher preparation program requirement); and
- Cleared tribal, state and federal background checks (Effective 2016-2017 all three background checks are required instead of clearing any background check) and drug testing requirements (Effective 2014-2015) for eligibility to work in an educational setting with children and attain state teacher licensure.

Upon meeting the prerequisite conditions, applicants must meet the following entrance requirements for admission into the teacher preparation program: A rating of 3.0 or higher on a 5-point scale on the (See the Education Department Handbook for rating scale criteria):

- Application to the teacher preparation program;
- Three letters of recommendation;
- Writing samples (including the letter of intent, personal essay, and impromptu writing sample);
- Entrance interview; and

- Professional portfolio.

Prospective candidates who fail to meet the GPA and/or Praxis requirement will be allowed to finish their Associate of Arts degree in Elementary or Early Childhood Education if they have not already done so. Prospective bachelor degree candidates who choose to continue working towards meeting GPA and/or Praxis requirements may request conditional acceptance for one semester to meet the conditions.

Waziyata (North): Professional Core Requirements

Teacher Preparation Program Advisory Review:

In order to maintain candidacy status in the Teacher Preparation Program candidates must:

- Complete professional core requirements with a GPA of 3.0 or better. (Effective 2016-2017)
- Earn a grade of “B” or better in all professional required courses. (Note: This requirement applies to all courses taken Fall 2016 or later, courses completed with a “C” prior to that time are permitted so long as the overall GPA requirement is met.)
- Pass the appropriate Praxis Series content examination if they were admitted provisionally or prior to the requirement being set for acceptance into the program. (Note: Attainment of a qualifying score on the required Praxis Series content knowledge exam is required for acceptance into student teaching.)

In addition, candidates are expected to:

- Maintain an up-to-date professional portfolio by including artifacts and artifact reflections upon completion of each course. Participate in InTASC Portfolio development workshops. Submit portfolio for periodic education faculty advisor review.
- Attend and participate in Education Department advising as scheduled.
- Participate in Praxis Series orientation and preparation sessions.
- Attend and participate in OLC sponsored co-curricular cultural events.
- Meet with the Dean of Education for advising, if planning to Stop-Out (form included in Education Department Handbook).

Wiyohinyanpata (East): Professional Requirements

Teacher Preparation Program Advisory Review:

In order to maintain candidacy status in the Teacher Preparation Program candidates must:

- Acceptance to the Teacher Preparation Program to take all ED, ECH and SCED 400-level methods courses and Seminar for Student Teaching.
- Complete professional requirements with a GPA of 3.0 or better. (Effective 2016-2017)
- Earn a grade of “B” or better in all professional required courses. (Note: This requirement applies to all courses taken Fall 2016 or later, courses completed with a “C” prior to that time are permitted so long as the overall GPA requirement is met.)
- Pass the appropriate Praxis pedagogy examination. (Note: Attainment of a qualifying score on the required Praxis Series pedagogy exam is required for acceptance into student teaching.)

In addition, candidates are expected to:

- Maintain an up-to-date professional portfolio by including artifacts and artifact reflections upon completion of each course. Participate in InTASC Portfolio development workshops. Submit portfolio for periodic review.
- Attend and participate in Education Department advising as scheduled.
- Participate in Praxis Series orientation and preparation sessions.

- Attend and participate in OLC sponsored co-curricular cultural events.
- Meet with the Dean of Education for advising, if planning to Stop-Out (form included in Education Department Handbook).

Admission to Practicum/Student Teaching Requirements for all Programs: Application to student teach and/or enter into practicum experiences is required.

Prerequisite Requirements: To be eligible for acceptance into student teaching or practicum experiences, applicants must have:

- A cumulative GPA of 3.0 or better. (Effective 2016-2017)
- A grade of “B” or better in all professional and professional core coursework. (Note: This requirement applies to all courses taken Fall 2016 or later, courses completed with a “C” prior to that time are permitted so long as the overall GPA requirement is met.)
- Passing scores on required Praxis Series content and pedagogy examinations for program certification area(s). (Note: Candidates pursuing the Birth to Preschool Early Childhood Degree who have a signed “Praxis Opt-Out” form on file are exempt from the Praxis requirement unless they have chosen to extend their professional development and pursue Birth to Grade 3 state certification.)
- Completed all or most methods courses. (Note: No more than one additional class may be taken during student teaching, without approval of the Dean of Education.)

Admission to Practicum/Student Teaching Protocol: Candidates must apply for acceptance into student teaching or practicum experiences one semester prior to their planned internship. Candidates must complete and submit the following:

- A letter to the Dean of Education requesting acceptance into the student teaching or practicum experience;
- Three (3) letters of support from teachers or administrators in the professional area of the desired levels and/or content areas of the internship;
- Application for admission into student teaching or practicum experience (application form included in Education Department Handbook); and
- Professional portfolio for review.

Upon receipt of a complete application file, a thorough review will be conducted to ensure eligibility for student teaching.

Upon approval, student teaching / practicum experience arrangements will be made and a placement meeting will be scheduled. Candidates must complete and pass the cooperating school’s required background check and/or drug test prior to being placed in a classroom. In addition, candidates may be required to submit an application with the district. The cost of the background check and/or drug test required by the school is the responsibility of the candidate unless it is a policy of the district to cover these costs.

To be eligible for practicum/student teaching deferral, candidates must meet student teaching acceptance requirements (form included in Education Department Handbook).

Itokagata (South) – Practicum/Student Teaching/Internship/Field Experience Induction:

Student Teaching: Student teaching is a 16-week, full-time experience during which time candidates must demonstrate competency, under the direction and supervision of qualified personnel, in the job responsibilities required by their chosen program. Guidelines for student teaching are outlined in the Student Teaching Handbook. Practicum Experiences: Practicums are field-based, classroom experiences

during which time candidates demonstrate competency, under the direction and supervision of qualified personnel, in the job responsibilities required by their chosen program. Guidelines for practicum experiences are outlined in course syllabi and in the Student Teaching Handbook.

Teacher Preparation Program Exit:

In order to be eligible for graduation with a bachelor's degree in education, Teacher Preparation Program candidates must have:

- Met with the Dean of Education for advising the semester prior to program completion / graduation.
- Completed and submitted the Professional InTASC Portfolio for department review.
- Completed and submitted the Impact on Student Learning Project for department review.
- Completed of required coursework according to degree status sheet.
- A cumulative GPA of 3.0 or better. (Effective 2016-2017)
- A grade of "B" or better in practicum or student teaching. (Effective 2016-2017)
- Verification of qualifying scores on the Praxis Series content and pedagogy exams in desired certification area(s). (Note: Candidates pursuing the Birth to Preschool Early Childhood Degree must have a signed "Praxis Op-Out" form on file to be exempt from this requirement.)
- Completed an Exit Interview.
- A GPA that meets or exceeds the South Dakota State Requirements for GPA.

Note: It is the responsibility of the student to initiate and complete application for certification with the South Dakota Department of Education. Effective July 1, 2017 all candidates applying for certification must provide proof of one hour of suicide prevention training (SDCL § 13-42).

Please note: The program status sheet and requirements for all Oglala Lakota College students is their advising catalog which is the academic year from which they maintained continuous enrollment. The 16 K-8 Elementary Education program completers for 2017, 2018 and 2019 graduated under six different OLC Catalog requirements: 2015-3, 2014-2, 2013-3, 2012-3, 2011-3, and 2009-2. Grade point average requirements for these candidates is addressed in Assessment #2: Content Knowledge – *Content Area GPA Assessment*.

1c. Provide a table showing the major transition points and key assessments in the program

	<i>Wiohpiyata</i> (West) – General Education & Admission to Teacher Preparation Program (Freshmen/Sophomore)	<i>Waziyata</i> (North) – Professional Core Requirements (Sophomore/Junior)	<i>Wiyohinyanpata</i> (East) – Professional Requirements & Admission to Student Teaching (Junior/Senior)	<i>Itokagata</i> (South) – Student Teaching and Program Completion (Senior)
Assessment #1 – Praxis Content Knowledge Exam	5024 Education of Young Children			
Assessment #2 – Content Area GPA	3.0 career GPA for program entrance	Maintain 3.0 GPA with B or above in Professional Core	Maintain 3.0 GPA with B or above in Professional Requirements	B or above in Student Teaching, 3.0 career GPA for Graduation
Assessment #3 – Lesson		(Introduced)	(Mastered)	Clinical Observation

Planning & Presentation				
Assessment #4 – Student Teaching Evaluations				Professionalism, Disposition and NAEYC Ratings
Assessment #5 – Impact on Student Learning Project				Developed and Submitted during Student Teaching
Assessment #6 – Praxis Pedagogy Exam			5621 Principles of Learning and Teaching: ECH	
Assessment #7 – InTASC Portfolio	Initiated During Foundations of Education and Submitted for Initial Review	(Maintained)	Completed and Submitted during Seminar for Student Teaching (Semester Before or During Student Teaching)	Completed and Submitted during Seminar for Student Teaching (Semester Before or During Student Teaching)
Assessment #8 – Program Learning Outcomes				PLO Ratings based on Impact Project and InTASC Portfolio

1d. Describe the field/clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks of student teaching or internships

ECH 243 Early Childhood Specialty Internship

Candidates will complete a total of 135 hours of observation, as required by the South Dakota Department of Education, in an early childhood center, program, or agency. Candidates are required to keep a journal and observation log which will be signed off on after each observation. Candidates may take an active role in the classroom - assisting in planning and learning experience of the children. Candidates who are currently employed in an early childhood center/classroom will complete their observations in the center/classroom in which they are employed. This experience is similar to the state requirement of a “Sophomore Experience”. Candidates will be observed in the classroom settings by their college supervisor. (135 hours)

ECH 496 Practicum in Early Childhood Education

In this course the candidate will learn real world applications of their college classroom learning experiences. The student will spend at least 520 hours in local Early Childhood Classroom or Daycare. By the end of the semester, if not previously, the student will assume all responsibilities of the Classroom Teacher or Primary Caregiver. Candidates who are currently employed in an early childhood center will complete their practicum in the center/classroom in which they are employed. This course should be taken in the senior year. (520 hours)

EDLK 489 Student Teaching

Student teaching is a full-time experience during which time teacher candidates must demonstrate competency in the job responsibilities required by their chosen program. Teacher candidates spend 16 weeks in supervised practice in approved preK-12 classroom settings under the direction and supervision of qualified school personnel. Student teaching experiences are typically completed at two levels: and placements are arranged to fulfill the balance of time in each subject area and age or grade level span as required for South Dakota teacher preparation and licensure. (Approximately 640 hours)

Other Field Experiences

A variety of field experiences are arranged by individual course instructors, including: student, parent and teacher interviews; classroom observations and lesson presentations; family night events; and other cultural events. (Approximately 10-25 hours)

1e. Indicate whether the program has a unique set of program assessments and the relationship of the program's assessments to the unit's assessment system

The Praxis content and pedagogy requirement, special program assessment ratings during student teaching, and program learning outcome (PLO) ratings are specific to each education program. Otherwise, assessments are consistent across degree programs.

1f. Include program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (See next page.)

EDUCATION DEPARTMENT

BACHELOR OF ARTS DEGREE IN EARLY CHILDHOOD EDUCATION

2019-2020

Education Four Directional Model: Wiohpiyata (West)

I. CORE REQUIREMENTS (27 CREDIT HOURS)

Meet Oglala Lakota College admission requirements. GPA of 3.0 or higher and a letter grade of "B" or above is recommended.

	Where	Date	Grade
SpCm 103 Speech Communication	3		
Engl 103* Freshman English I	3		
Engl 113* Freshman English II	3		
Humanities Elective _____	3		
Math 103* Elementary Algebra (or Higher)	3		
Psy 103* General Psychology	3		
Science Elective __ (BIO 103 Recommended)_____	3		
MIS 113 Applied Information Processing (or Higher)	3		
Literature Elective _____	3		

II. LAKOTA STUDIES (15 CREDIT HOURS)

GPA of 3.0 or higher and a letter grade of "B" or above is recommended.

Lak 103 Lakota Language I	3		
Lak 233* Lakota Language II	3		
LSoc 103 Lakota Culture	3		
Lakota Elective _____	3		
Lakota Elective _____	3		

Education Four Directional Model: Waziyata (North)

III. PROFESSIONAL CORE REQUIREMENTS (51 CREDIT HOURS)

Take designated content knowledge exam and apply for acceptance into the teacher preparation program. Initiate InTASC Portfolio development. GPA of 3.0 or higher and a letter grade of "B" or above is required.

ED 213* Child and Adolescent Development	3		
ECH 203 Introduction to Early Childhood Education	3		
ED 303E* Indian Studies for Education	3		
ECH 213 Planning & Adminstrating ECH Programs	3		
ECH 223 Materials &Techniques I for Infant/Toddler/Pre-K	3		
ECH 233* Curriculum for Self-Awareness & Ind. Dev.	3		
ECH 253* Parental, Staff and Community Involvement	3		
EXED313 Intro. to Ex. Ed./Characteristics & Etiology	3		
ECH 243* Early Childhood Specialty Internship	3		
ED 313* Educational Psychology	3		
ECH 323* Materials & Techniques II for Infant/Toddler/Pre-K	3		
ECH 363* Family Literacy	3		
ECH 383* Methods of Assessing Young Children	3		
ECH 403* Social-Emotional Growth & Socialization	3		
ECH 413* Group Care	3		

ECH 423* Early Learning and Development	3 _____
**Elective _____	3 _____

(**Only if needed to meet 120 hour requirement. See approved course list at end of status sheet.)

Education Four Directional Model: Wiyohinyanpata (East)

IV. PROFESSIONAL REQUIREMENTS (22 CREDIT HOURS)

Acceptance into the teacher preparation program is required. Apply for acceptance into the early childhood practicum or student teaching. Maintain InTASC Portfolio. GPA of 3.0 or higher and a letter grade of “B” or above is required.

EDECH 402* Methods of Music & Art for ECH/Elem.Tchrs	2 _____
EDECH 413* Methods of Teaching ECH/Elem. Reading	3 _____
EDECH 423* Methods of Teaching ECH/Elementary Math	3 _____
EDECH 433* Methods of Teaching ECH/Elementary Science	3 _____
ED 443* Methods of Teaching Language Arts	3 _____
EDECH 453* Methods of Teaching ECH/Elem Social Studies	3 _____
EDECH 462* Methods of Health & Physical Education	2 _____
EDLK 473* Seminar for Student Teaching	3 _____

Education Four Directional Model: Itokagata (South)

V. EARLY CHILDHOOD PRACTICUM OR STUDENT TEACHING – Two Options: Choose one at the time of application to the teacher preparation program. *Acceptance into the early childhood practicum or student teaching is required. GPA of 3.0 or higher and a letter grade of “B” or above is required. Complete InTASC Portfolio and teacher preparation program exit requirements.*

Option 1 – Birth to Preschool (6 Credit Hours)

Students pursuing the Birth to Preschool option will earn a Bachelor of Arts Degree in Early Childhood Education as required by Head Start, but will not earn SD DOE teacher licensure. Students pursing this option may “opt out” of taking the Praxis Series exams.

ECH 496 Practicum in Early Childhood Education	6 _____
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Birth to Preschool Option TOTAL = *121 CREDIT HOURS

*Note: *Professional core elective may be necessary 120 credits minimum, required for graduation.*

Option 2 – Birth to Grade 3 (9 Credit Hours)

Students pursing the Birth to Grade 3 option will earn a Bachelor of Arts Degree in Early Childhood Education and South Dakota Department of Education teacher licensure. Students pursuing this option must pass the required Praxis Series content and pedagogy area exams to be eligible for graduation and state licensure.

EDLK 489 Student Teaching	9 _____
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Birth to Grade 3 Option Total TOTAL = *121 CREDIT HOURS

NOTE: **Professional core elective is not necessary. 120 credits minimum, required for graduation.)*

Candidates completing the Birth to Grade 3 Option may choose to complete coursework and program requirements necessary to earn teacher licensure endorsements in SD Indian Studies, Lakota Language and/or Special Education. Candidates wishing to seek an education endorsement are advised to meet with their education advisor.

Please refer to the Education Department Four Directional Model located in the College Catalog and Education Department Handbook for a complete description of program processes and procedures.

PROFESSIONAL CORE ELECTIVE: Choose one, if needed, to meet 120 credit hour minimum requirement.

CS 102 Ethics in the Workplace

ED 283 Foundations of Education

ED 303 Children's Literature

ED 463 Human Relations

ED 483 Technology for Teachers

LkEd 433 Methods of Teaching the Lakota Language

LkEd 453 Methods of Teaching K-12 Lakota Studies

OTHER: As approved by Dean of Education

- 1g. Complete chart with the number of candidates and completers (Also See Attachment A)

Birth-3 rd (SD DOE) Graduates	Advising Catalogs	Entrance GPA Average	Exit GPA Average	Content Knowledge Exams	Pedagogy Exam	Completion/ Graduation
1	2015	3.30	3.68	5024	5621	2017
2	2013, 2015	3.50	3.67	5024	5621	2018
2	2012, 2014	4.0	3.82	5024	5621	2019

Birth- Preschool (Head Start) Graduates	Advising Catalogs	Entrance GPA Average	Exit GPA Average	Content Knowledge Exams	Pedagogy Exam	Completion/ Graduation
1	2011	4.0	4.0	NA*	NA*	2017
1	2014	3.95	3.97	NA*	NA*	2018

*Praxis Opt-Out

ECH Non- Grads	Advising Catalogs	Entrance GPA Average	Cumulative GPA Average	Content Knowledge Exam	Pedagogy Exam	Planned Completion/ Graduation
5*	2011, 2013, 2014, 2016	3.41	3.33	5024 (0021) 4 – Attempted 1 – Praxis Opt-Out	5621 3 – Attempted 1 – Never Attempted 1 – Praxis Opt-Out	1 - 2015 1 – 2017 1 – 2018 2 - 2019

*Birth-3rd Grade (SD DOE) = 4, Birth-Preschool (Head Start) = 1

Declared Education Majors	Fall 2018 – 191			Spring - 184		
	Total	Associate	Bachelor	Total	Associate	Bachelor
K-8 Elementary	93	18	75	86	13	73
Early Childhood	84	36	48	83	38	35
K-12 Lakota Studies	14	NA	14	14	NA	14
7-12 Physical Science	0	NA	0	1	NA	1

Program Acceptance	K-8 Elementary	Early Childhood	K-12 Lakota Studies	7-12 Physical Science
Title II (AY 17-18 Data)	36	8 (SD DOE)	1	0
AY 18-19 Accepted	2	1 (HS)*		
AY 18-19 Conditional	1	2 (SD DOE)		

*Birth-Preschool Bachelor of Arts (Head Start Option) majors are not reported in Title II

- 1h. Complete chart on program faculty expertise and experience (Also See Attachment B)

Fulltime Faculty & Staff

Dr. Shannon Amiotte, Dean of Education

- Ed.D. Educational Administration
 - PK-12 Principal
 - Career School Superintendent
 - Birth-21 Special Education Director
- MS in Curriculum & Instruction
 - Curriculum Director
 - K-12 Reading Specialist
- BS in Elementary Education & Special Education
 - K-8 Elementary Education
 - K-12 Special Education
 - 5-8 Middle Level Education: Language Arts & Social Studies
- National Board Certification: Early Childhood through Young Adult Exceptional Needs
- Teaching and PK-12 Experience
 - Elementary and Special Education Teacher, 3 years
 - Early Childhood Special Education Teacher, 2 years
 - Exceptional Children's Program Coordinator, 7 years
- Other Educational Experience
 - Adult Special Needs Program Coordinator, 2 years
 - Curriculum and Technology Specialist, 3 years
- Higher Education Experience
 - Dean of Education, 4 years
 - Fulltime Education Faculty, 11 years
 - Adjunct Education Instructor, 10 years

Dr. Tammy Bauck, Assistant Professor

- Ed.D. Instructional Technology & Distance Education
- MS in Curriculum and Supervision
 - K-12 Educational Technology
- MS in Educational Leadership and Administration
 - Preschool – 8 Elementary Principal
- BS in Elementary Education
 - K-8 Elementary Education
 - 5-8 Middle Level Education: Language Arts
- Teaching and PK-12 Experience
 - Elementary Education Teacher, 7 years
- Other Educational Experience
 - Curriculum, Technology and Assessment Director, 7 years
 - Educational Program/Project Director, 4 years
 - Educational Cooperative Consultant, 6 years
- Higher Education Experience
 - Fulltime Education Faculty, 3 1/2 years

Linda Olsen, Associate Professor

- MS in elementary School Administration
 - Preschool – 8 Elementary Principal
- BS in elementary & Special Education

- K-8 Elementary Education
- K-12 Special Education
- K-12 Gifted Education
- Birth – PK Special Education Endorsement
- Teaching and PK-12 Experience
 - Early Childhood, Elementary and Secondary Special Education Teacher, 35 years
 - Special Education Director, 26 years
- Higher Education Experience
 - Fulltime Education Faculty, 5 years

Tom Raymond, Associate Professor

- MS in Elementary Education
 - Preschool – 8 Elementary Principal
- BS in Elementary Education
 - K-8 Elementary Education
 - 5-8 Middle Level Education: Language Arts & Social Studies
- Teaching and PK-12 Experience
 - Elementary Education Teacher, 6 years
 - Elementary School Administrator, 18 years
 - Middle School Principal, 1 year
- Other Educational Experience
 - Curriculum, Technology and Assessment Director, 7 years
 - Educational Program/Project Director, 4 years
 - Educational Cooperative Consultant, 6 years
- Higher Education Experience
 - Administration: Dean of Education, Director of Foundational Studies, Principal of Woglaka Wounspe, 6 years
 - Fulltime Education Faculty, 6 years
 - Adjunct Instructor, 15 years

Jacklyn Swanson, Assistant Professor

- MS in Education Administration
 - Literacy and Leadership
- BS in Elementary Education
 - K-12 Special Education
- Teaching and PK-12 Experience
 - Middle School English Teacher, 16 years
 - Elementary Education Teacher, 12 years
 - Indian Education Program Solutions Coordinator, 2 years
 - Refugee School Principal, 1 year
- Other Educational Experience
 - Adult Literacy Coordinator, 1½ years
- Higher Education Experience
 - Project Select, Continuing Education, Education Faculty, 10 years

1i. Complete chart on addition South Dakota required coursework (See Attachment C)

SECTION II— LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the 24:53:07:04 standards. All programs must provide a minimum of six assessments. If the Department of Education does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	Name of Assessment¹	Type or Form of Assessment²	When the Assessment Is Administered³
1	[Content-based certification exam, where applicable] Required: Praxis II Content Exam	Praxis Content Exam – Direct Measure 5024 Education of Young Children	Admission to Teacher Preparation Program or Prior to Student Teaching (Depending upon candidate's advising catalog and where they are at in the teaching out process.)
2	[Assessment of content knowledge in elementary education] May Include: a. Content-course Grades b. Content Portfolio c. Comprehensive Exam d. Capstone Project	Content Course GPA – Direct Measure	Program Entrance and Exit
3	[Assessment of candidate ability to plan instruction] May Include: a. Unit Plan Assessment Data b. Lesson Plan Assessment Data	Lesson Planning & Presentation – Direct Measure	Student Teaching
4	[Assessment of student teaching] May Include: a. Cooperating Teacher Evaluation b. Institution Supervisor Evaluation	Assessment of Early Childhood Education Student Teaching (NAEYC) Rating – Indirect Measure Teacher Preparation Disposition Rating – Indirect Measure Student Teacher Professionalism Rating – Indirect Measure	Student Teaching
5	[Assessment of candidate effect on student learning]	Impact on Student Learning Project – Direct Measure	Student Teaching

¹ Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

² Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

³ Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

Name of Assessment ¹		Type or Form of Assessment ²	When the Assessment Is Administered ³
	May Include: a. Teacher Work Sample b. Pre/Post Assessment Data		
6	[Pedagogy-based certification exam] Required: Principles of Learning and Teaching	Praxis PLT Exam – Direct Measure 5621 Principles of Learning and Teaching: ECH	Prior to or During Student Teaching (Depending upon candidate's advising catalog and where they are at in the teaching out process.)
7	Additional assessment that addresses ARSD 24:53:07:04 standards (optional)]	InTASC Portfolio – Direct Measure	Initiated During Foundations of Education and Completed During Seminar for Student Teaching (Submitted during student teaching.)
8	Additional assessment that addresses ARSD 24:53:07:04 standards (optional)]	Program Learning Outcomes – Indirect Measure	Based on InTASC Portfolio & Impact on Student Learning Project

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ARSD 24:53:07:02 standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ARSD 24:53:07:02 standards.

NAEYC STANDARD (Initial Teacher Preparation)	APPLICABLE ASSESSMENTS FROM SECTION II			
1. Promoting Child Development and Learning. Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8. 1b: Knowing and understanding the multiple influences on early development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	[x]#1 [x]#5	[x]#2 [x]#6	[x]#3 [x]#7	[x]#4 [x]#8
2. Building Family and Community Relationships. Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. 2a: Knowing about and understanding diverse family and community characteristics 2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Involving families and communities in young children’s development and learning.	[x]#1 [x]#5	[x]#2 [x]#6	[x]#3 [x]#7	[x]#4 [x]#8
3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child. 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.	[x]#1 [x]#5	[x]#2 [x]#6	[x]#3 [x]#7	[x]#4 [x]#8

NAEYC STANDARD (Initial Teacher Preparation)	APPLICABLE ASSESSMENTS FROM SECTION II			
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.				
4. Using Developmentally Effective Approaches. Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches 4d: Reflecting on own practice to promote positive outcomes for each child.	[x]#1 [x]#5	[x]#2 [x]#6	[x]#3 [x]#7	[x]#4 [x]#8
5. Using Content Knowledge to Build Meaningful Curriculum. Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child. 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	[x]#1 [x]#5	[x]#2 [x]#6	[x]#3 [x]#7	[x]#4 [x]#8

NAEYC STANDARD (Initial Teacher Preparation)	APPLICABLE ASSESSMENTS FROM SECTION II			
6. Becoming a Professional. Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. 6a: Identifying and involving oneself with the early childhood field 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education 6e: Engaging in informed advocacy for young children and the early childhood profession.	[x]#1 [x]#5	[x]#2 [x]#6	[x]#3 [x]#7	[x]#4 [x]#8
7. Early Childhood Field Experiences. Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs). 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8) 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs) Information should be provided in Section I (Context), question 2, to address this standard.	<input type="checkbox"/> #1 [x]#5	[x]#2 <input type="checkbox"/> #6	[x]#3 <input type="checkbox"/> #7	[x]#4 <input type="checkbox"/> #8

SECTION IV—EVIDENCE FOR MEETING STANDARDS

#1 (Required)-CONTENT KNOWLEDGE: Data from licensure tests of content knowledge. State licensure tests or professional examinations of content knowledge. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge.

Praxis Education of Young Children Assessment

Description

The *Praxis*® tests measure the academic skills and subject-specific content knowledge needed for teaching and are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations. For initial certification as an elementary teacher in South Dakota all candidates must pass one of the state-designated *Praxis* content knowledge exams, or combinations of the subtests from exam series that provide individual subtest scores.

Completion of the OLC teacher preparation program and eligibility for graduation requires qualifying score(s) on any of the state designated Praxis content knowledge exams for licensure as an elementary teacher. Since the 2012-2013 academic year the OLC teacher preparation program has utilized the 5024 Education of Young Children exam for entrance into the early childhood education teacher preparation program. At this point in their career early childhood education majors have completed, or are near completion of, an Associate of Arts degree in Early Childhood Education. Many have earned their Child Development Associate credential.

Alignment to Standards

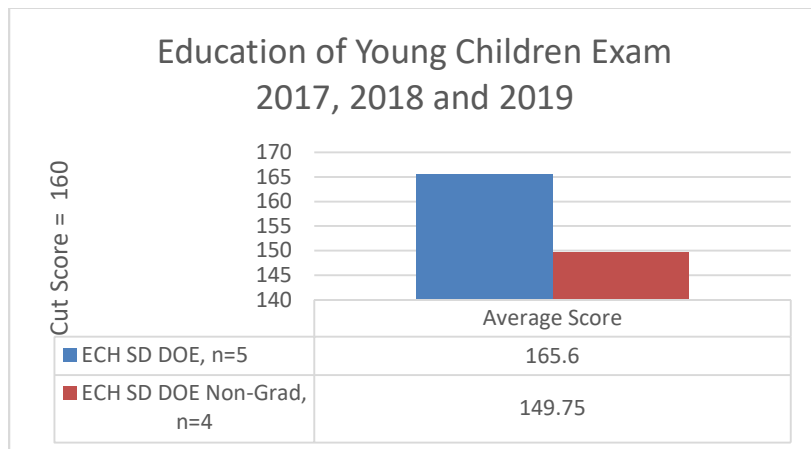
Curriculum Standard	Education of Young Children (5024) <i>Qualifying Score = 160 (Birth-3rd)</i>	Number of Questions	Percentage of Subtest
1. Promoting Child Development and Learning	I. Childhood Development and Learning	25	17%
3. Observing, Documenting and Assessing to Support Young Children and Families	II. Observation, Documentation, and Assessment	19	13%
4. Using Developmentally Appropriate Practice	III. Developmentally Appropriate Practice	19	13%
2. Building Family and Community Relationships 6. Becoming a Professional	IV. Professionalism, Family and Community	19	13%

5. Using Content Knowledge to Build Meaningful Curriculum	V. Content Pedagogy and Knowledge	38	24%
Standards: 2,3,4,5, and 6	VI. Knowledge of Teaching (Constructed Response)	3	20%
	Total	123	100%

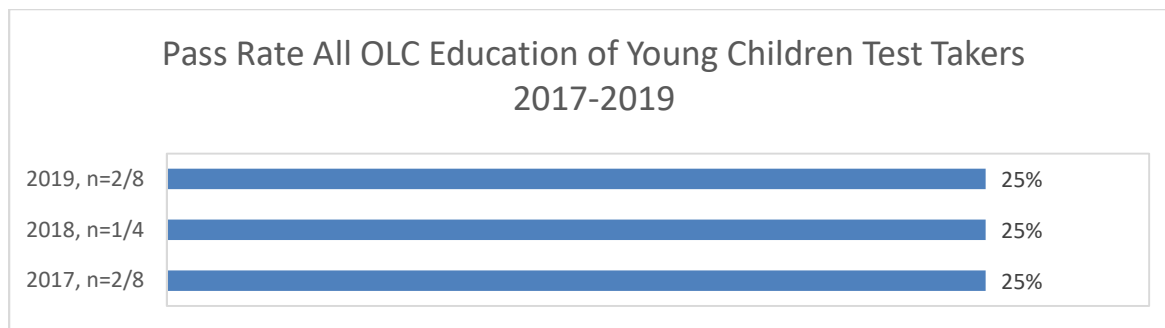
Analysis of Data Findings

Passage of the Praxis licensure exams has been required for program completion (graduation) since AY 2014-2015. For this reason our Title II Reports since that time reflect a 100% pass rate.

Four of the five Birth-Grade 3 Early Childhood graduates (80%) passed the 5024 Education of Young Children exam on their first attempt, while one (20%) achieved a qualifying score on the second attempt. While all four of the Birth-3rd non-completers made one to five attempts (average of 2.5 attempts), none achieved a qualifying score. The non-completer's highest scores range from 1-17 points below the cut score.



While we are meeting the 80% SD DOE and Title II Praxis Pass Rate for program completers the pass rate for candidates, in general, is extremely low. The chart below represents OLC test taker pass rates based on highest score achieved for all candidates who tested during the ETS September – August academic year.



Interpretation of How Data Provides Evidence of Meeting the Standards

All five (100%) of the 2017, 2018 and 2019 Birth-3rd Grade Early Childhood Education graduates passed the 5024 Education of Young Children exam.

#2 (Required) Assessment of content knowledge in early childhood education Examples of assessments include comprehensive examinations, GPAs or grades, and portfolio tasks.

Content Area GPA Assessment

Description

Content knowledge directly affects a teacher candidate's ability to plan and organize for instruction. Monitoring of candidate performance in early childhood education content area courses and the translation of this knowledge into methods courses is an important part of the Oglala Lakota College teacher preparation program. Candidates in the Birth-Grade 3 program complete 27 general education credits, 15 credits in Lakota studies, 51 credits in professional core requirements, 22 credits in professional requirements, and 9 credit hours in student teaching.

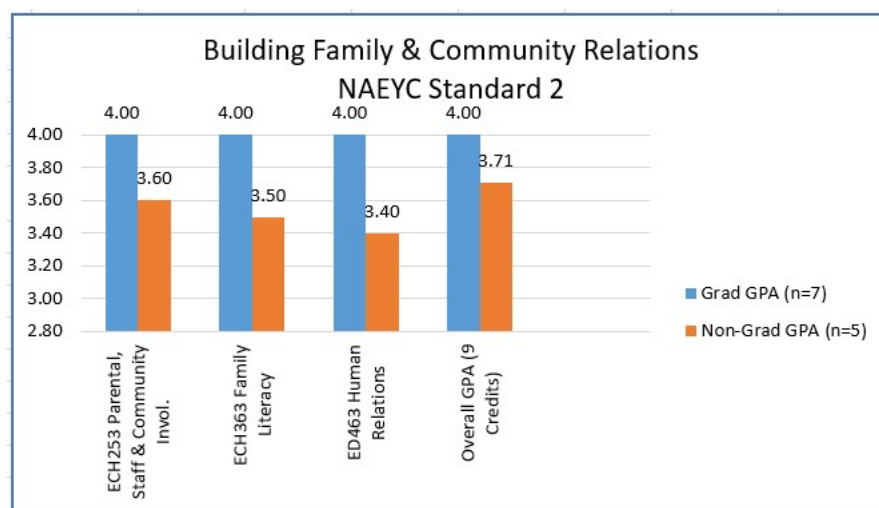
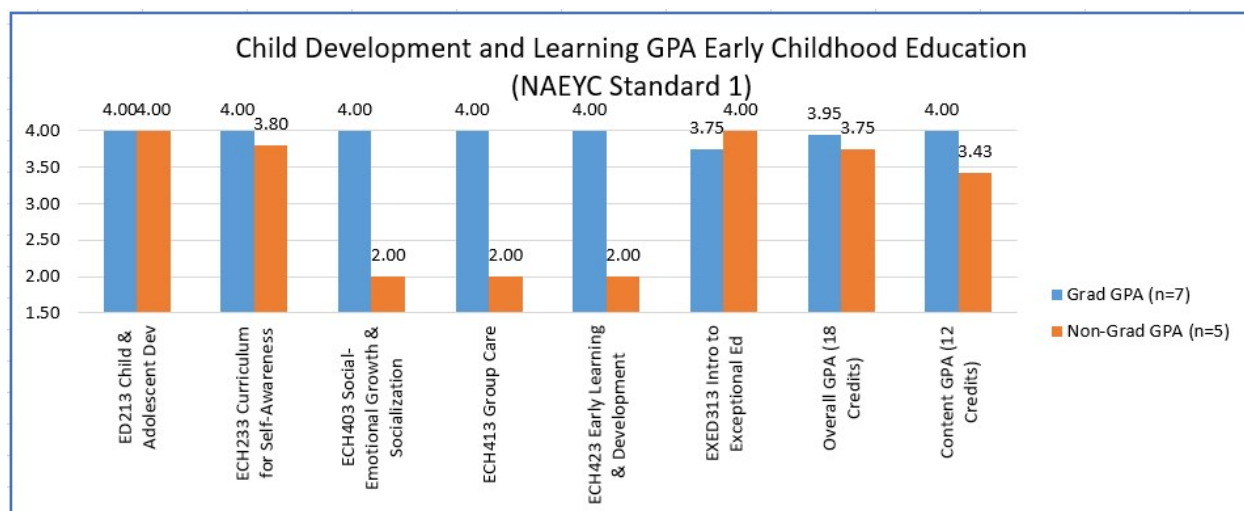
Oglala Lakota College utilizes placement examinations to determine entry-level placement into English and mathematics courses, and offers foundational studies courses for those who need them. A tenth grade reading comprehension level is required for entry into college level coursework. The minimum, overall institution GPA for graduation is 2.0. The only general education courses that require a "C" or above are Freshman English I and mathematics, as these courses serve as prerequisites to other courses. While Oglala Lakota College pursues an open door policy in which all qualified students will be admitted without regard to race, religion, origin or political belief, students must apply for and meet degree specific entrance requirements for their declared major. The OLC Education Department utilized a 2.6 minimum GPA requirement from 2006 until 2012 when a minimum GPA of 2.8 was adopted.

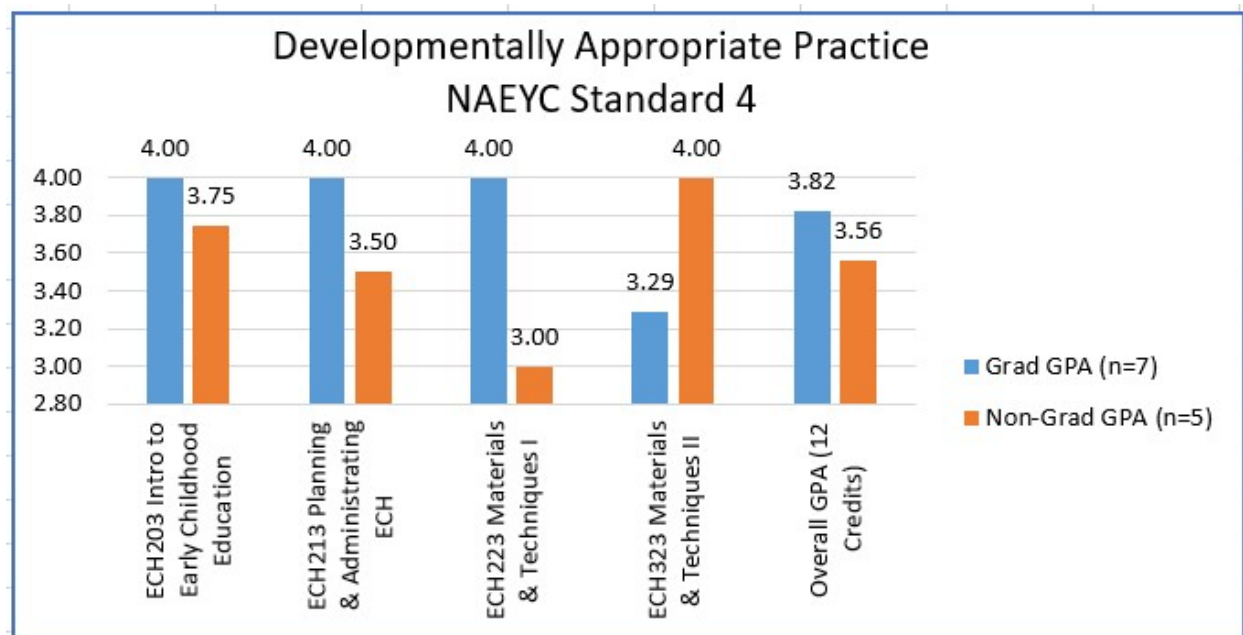
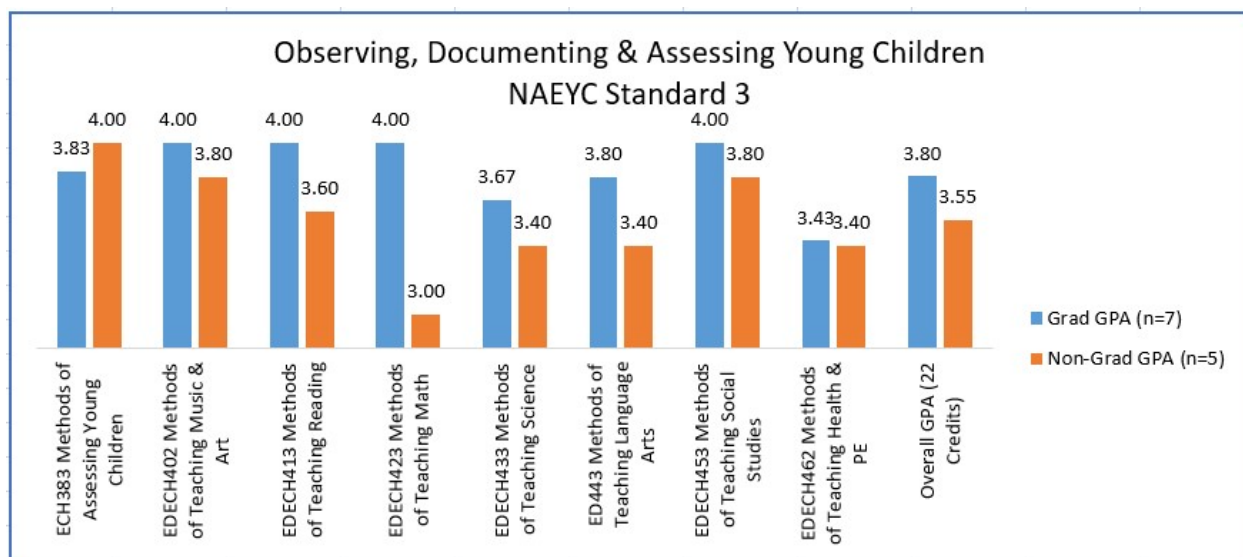
The OLC Early Childhood Education 2017, 2018 and 2019 graduates, who had a mean GPA of 3.80 (5 Birth-3rd Grade = 3.73, 2 Birth-Preschool = 3.98), completed their programs of study under different catalog GPA requirements; all of which required a "C" or better in all professional education and education professional core courses. One program completer graduated under a 2.6 minimum career GPA requirement, while six were under the 2.8 minimum career GPA requirement. A minimum GPA of 3.0, for program entrance and exit, was recently established beginning in the 2016-2017 AY with a two-year phase-in period. No early childhood education graduates during the last three academic years completed under this catalog.

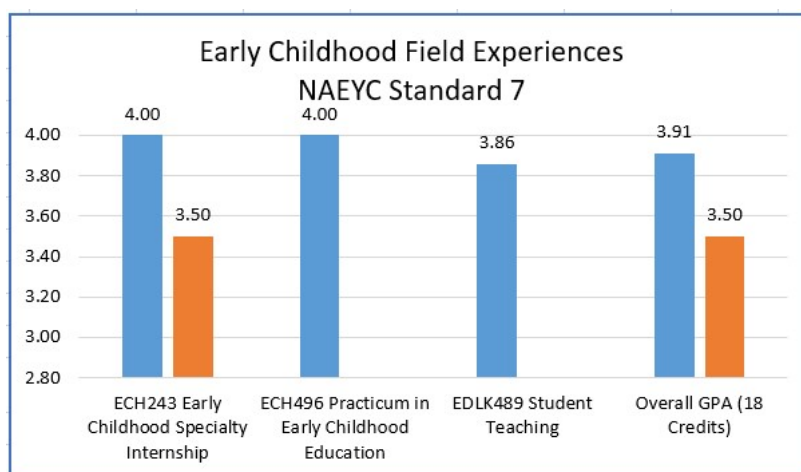
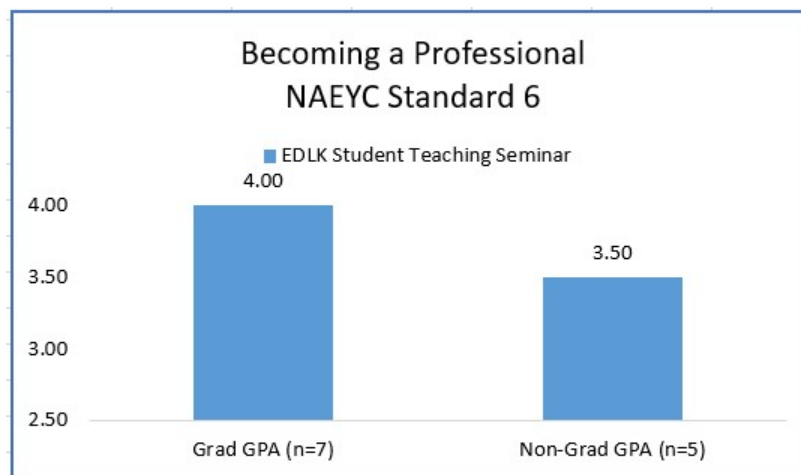
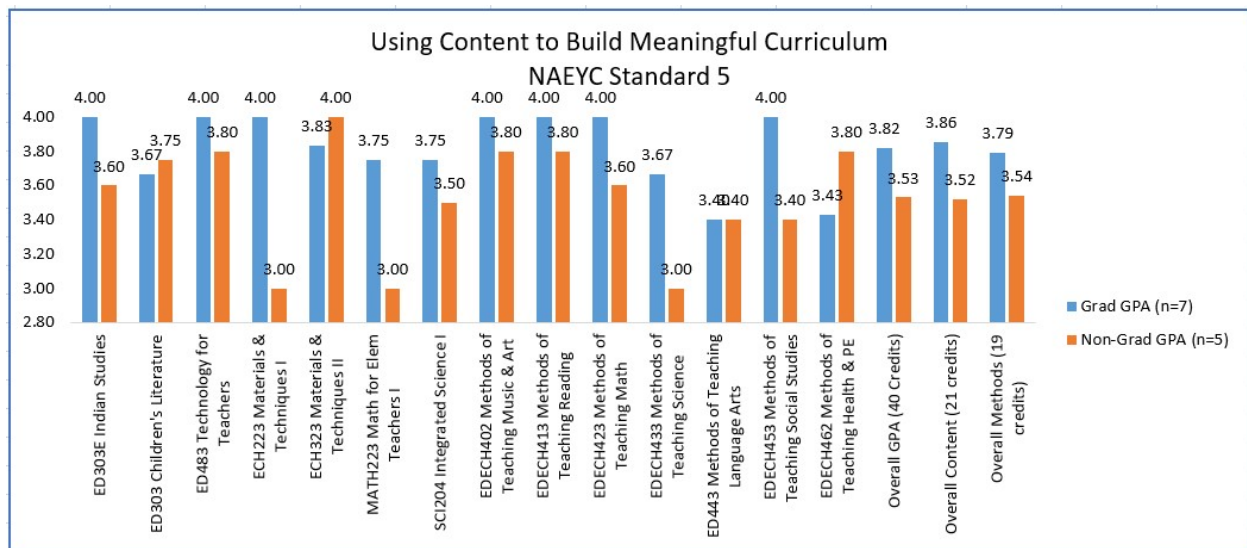
The GPA is used for candidate academic counseling during the admissions processes and for program improvement and long range planning during regular academic advising. The Jenzebar administrative system (used by students and their advisors for course registration) automatically calculates these GPA requirements so students and advisors have continual access and up-to-date information. In addition, departmental tracking spreadsheets are maintained and updated each semester to provide Education Department faculty with a snapshot view of student progress. Course grades are determined according to standards and best practices within the individual departments at Oglala Lakota College that are responsible for teaching these courses. The grading policy, however, for all courses at Oglala Lakota College is as follows: A = 4.00, B = 3.00, C = 2.00; D = 1.00, and F – failure, 0.00.

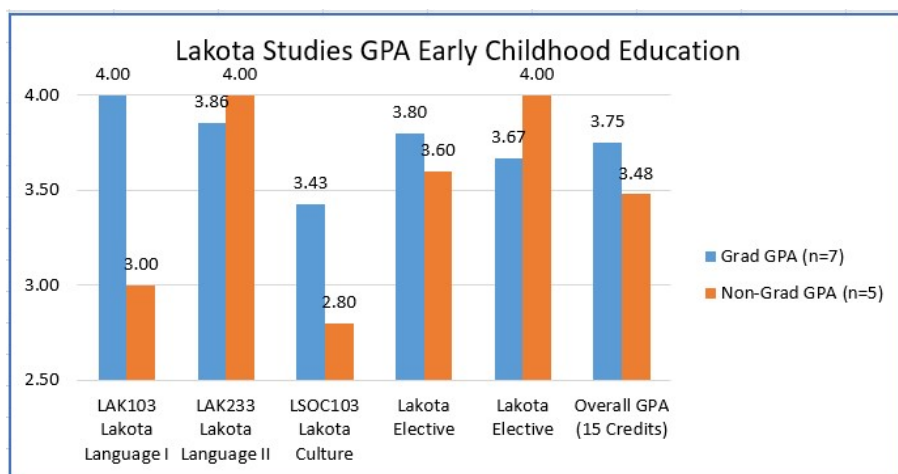
Alignment to Standards: Standards alignment is noted in the assessment charts presented with the data findings.

Analysis of Data Findings









Interpretation of How Data Demonstrates Meeting Standards

OLC Education Department Goal 2 is for candidates to “Exhibit a solid academic base for understanding the disciplines and how they interrelate.” The *Content Area GPA Assessment* is critical to monitoring the content knowledge and pedagogical skills possessed by teacher candidates. The average overall, career GPA for the 7 early childhood education graduates for 2017, 2018 and 2019 was 3.80 (Birth-3rd = 3.73, Birth-Preschool = 3.98). The lowest career GPA amongst with group was 3.34 and the highest was 4.0. All seven graduates were recognized with grade point averages of distinction: 1 – cum laude (3.25 – 3.49); 1 – magna cum laude (3.50-3.70); and 5 – summa cum laude (3.71 – 4.0).

Early childhood education majors complete 6 courses (18 credits) in the area of Child Development and Learning (NAEYC Standard 1). The seven 2017, 2018 and 2019 graduates had an overall grade point average of 3.95 in this content area. These candidates demonstrates a high level of competence in their understanding of young children’s characteristics and needs that will help them in creating learning environments that are healthy, respectful, supportive and challenging for each child. The five non-graduates, on average, demonstrated these same competencies with a 3.75 GPA in Child Development and Learning coursework.

Early childhood education majors complete 3 courses (9 credits) in the area of Building Family & Community Relations (NAEYC Standard 2). The seven 2017, 2018 and 2019 graduates had an overall grade point average of 4.0 in this content area. These candidates understand that successful early childhood education depends upon partnerships with children’s families and communities. This understanding will help them create respectful, reciprocal relationships to support and empower families in their children’s development and learning. The five non-graduates, on average, demonstrated these same competencies with a 3.56 GPA in Family and Community coursework.

Early childhood education majors complete 1 course (3 credits) in Observing, Documenting & Assessing Young Children (NAEYC Standard 3). In addition, they complete 7 methods courses (21 credits) that include assessment as part of the course content. The seven 2017, 2018 and 2019 graduates had a grade point average of 3.83 in ECH 383 Methods of Assessing Young Children, and an overall GPA of 3.8 in this content area. These candidates know about and understand the goals, benefits and uses of assessment to positively influence the development of every child. The five non-graduates, on average, demonstrated these same competencies with a 4.0 GPA in ECH 383 Methods of Assessing Young Children, and a 3.55 overall grade point average in the content area.

Early childhood education majors complete 4 courses (12 credits) in the area of Developmentally Appropriate Practice (NAEYC Standard 4). The seven 2017, 2018 and 2019 graduates had an overall grade point average of 3.82 in this content area. These candidates understand that teaching and learning with young children is complex and varies depending upon children's ages, characteristics and the settings in which teaching and learning occur. Furthermore, they demonstrate through coursework assignments that they are able to use a wide array of developmentally appropriate instructional strategies. The five non-graduates, on average, demonstrated these same competencies with a 3.56 GPA in Developmentally Appropriate Practice coursework.

Early childhood education majors complete 14 courses (40 credits) in which they are asked to Use Content to Build Meaningful Curriculum (NAEYC Standard 5). Twenty-one of these credits are in content area courses and 19 credits are in methods coursework. The seven 2017, 2018 and 2019 graduates had an overall grade point average of 3.82 in this area (3.86 – content coursework, 3.79 methods courses). These candidates, through coursework assignments, demonstrate the ability to use their knowledge of the academic disciplines to design, implement and evaluate experiences that promote positive development and learning for young children. The five non-graduates, on average, demonstrated these same competencies with a 3.53 overall GPA in the area of Using Content to Building Meaningful Curriculum (3.52 – content coursework, 3.54 – methods courses).

Early childhood education majors complete 1 course (3 credits) specifically related to Becoming a Professional (NAEYC Standard 6). The seven 2017, 2018 and 2019 graduates had a grade point average of 4.0 in their Seminar for Student Teaching course, which is taken during their senior year. These candidates identify and conduct themselves as professionals and understand the ethical guidelines of the profession. In addition, at this point in their coursework, they have the knowledge to be informed advocates for sound educational practices and policies. The five non-graduates, on average, demonstrated these same competencies with a 3.5 GPA in the area of Becoming a Professional.

Early childhood education majors complete 2 courses specifically designed to provide Early Childhood Field Experiences (NAEYC Standard 7). All early childhood majors complete a specialty internship (3 credits) as well as an early childhood practicum (6 credits, Birth-

Preschool/Head Start) or student teaching experience (9 credits, Birth-3rd Grade/SDDOE). The seven 2017, 2018 and 2019 graduates had a grade point average of 4.0 in their ECH Specialty Internship course. Those graduates who completed the Birth-Grade 3 program had a GPA of 3.86 in Student Teaching, while those who completed a Birth-Preschool program had a grade point average of 4.0 in their Early Childhood Practicum. These candidates demonstrate the knowledge, skills and professional dispositions necessary to promote the development and learning of young children. The non-graduates, with the exception of one candidate, demonstrated these same competencies. They had a grade point average of 3.5 in their ECH Specialty Internship course. The four Birth-3rd Grade candidates who did not graduate due to failure to meet the Praxis requirement had successful student teaching experiences. Their grade for the course, however, will remain an Incomplete until such time the requirement is fulfilled. The one Birth-Preschool candidate who did not graduate failed to demonstrate the competencies of the Early Childhood Practicum experiences, and also received an Incomplete. This candidate's grade will be recorded upon demonstration of the competencies in an extended experience.

Early childhood education majors complete 5 courses (15 credits) in Lakota studies as well as the required SD Indian Education course (3 credits). The seven 2017, 2018 and 2019 graduates had an overall grade point average of 3.75 in this coursework. Through their Lakota studies courses candidates develop the knowledge, skills and perspectives to demonstrate Lakota cultural understanding and practice in the classroom (OLC Education Department Goal 1) which is reflected in SLO 1.1 (effectively demonstrate the inter-relatedness of *Wolakolkiciyapi*, character education, education that celebrates diversity, and critical pedagogy) and SLO 1.2 (integrate traditional Lakota values, such as honor, courage, generosity, and respect, in their communications and interactions with others to support the Lakota belief that all children are sacred, *wakanyeja kin wakan pi*). The five non-graduates demonstrated these same competencies with and overall Lakota Studies GPA of 3.48.

Data indicates OLC teacher candidates are passing the required core courses with grade point averages well above the established program requirement (2.6 – 2.8, depending upon catalog year) and are demonstrating they have sufficient content knowledge to apply to their teaching practice. Candidate's undergraduate transcripts continue to be evaluated for strong evidence of content knowledge upon entering, while progressing through, and upon completion the elementary education program.

#3 (Required)–PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE and SKILLS: Assessment that demonstrates candidates can effectively plan classroom-based instruction. ARSD 24:53:07:04 standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans or individualized educational plans.

Lesson Planning & Presentation Assessment

Description

Instructional planning and rehearsal in implementation is a critical component of the Oglala Lakota College teacher preparation program. Instructional planning of unit and lesson plans is emphasized in all professional requirements (methods courses) and in selected core requirement courses (Indian Education, Educational Psychology, Child & Adolescent Development, Materials & Techniques II and Introduction to Exceptional Education). In addition, candidates develop instructional projects and activities through their professional core requirements (Introduction to Early Childhood Education, Planning & Administering ECH Programs, Materials & Techniques I, Curriculum for Self-Awareness, Parent/Staff/Community Involvement, Social-Emotional Growth, Group Care, Early Learning and Development and Introduction to Exceptional Education). Candidates demonstrate the instructional projects, lessons and units they've developed. Candidate experiences in developing and leading instruction provides them with the foundational skills for a successful student teaching experience.

The Lesson Planning and Presentation Assessment is critical to documenting candidates' ability to plan and deliver student centered instruction that is outcomes based, developmentally appropriate and designed to meet diverse student learning needs. This assessment was developed locally within the OLC Education Department. The first version of the assessment tool was a 5-point holistic rubric (FL 2012) which was redesigned and formatted as the 5-point analytic rubric (SP 2013) that is currently utilized.

Throughout the professional and professional core requirements candidates engage in planning a wide variety of lessons utilizing the formats that best serve the instructional intent and purpose. The OLC teacher preparation program values the varied practices different instructors (including full-time education faculty and adjunct instructors from local PK-12 schools) bring to the instructional planning process and expose candidates to. The analytic scoring rubric for this assessment honors various ways in which instructional plans may be developed, while ensuring elements of best practices are addressed.

Ratings are based on the 5-point analytic rubric utilized as the common course assessment tool for Lesson Planning & Presentation. Scores reflect point-by-point scoring of each criterion in relation to the department's student learning outcomes: 5 = Exceptional, 4 = Commendable (Target Level of Performance), 3 = Acceptable, 2 = Developing, and 1 = Unacceptable. Student teachers are rated on their ability to plan and present instructional lessons utilizing the same

common course assessment rubric that is utilized in their methods coursework. Two classroom observations of lesson presentations are typically conducted by both the mentor teacher and college supervisor at each 8-week level of placement. While candidate grades for the student teaching experience may take into consideration demonstration of competency and improvement shown, scores reported for program assessment purposes reflect the average of all lesson observation ratings collected during student teaching.

Alignment to Standards: Standards alignment is noted in the assessment charts presented with the data findings.

Analysis of Data Findings

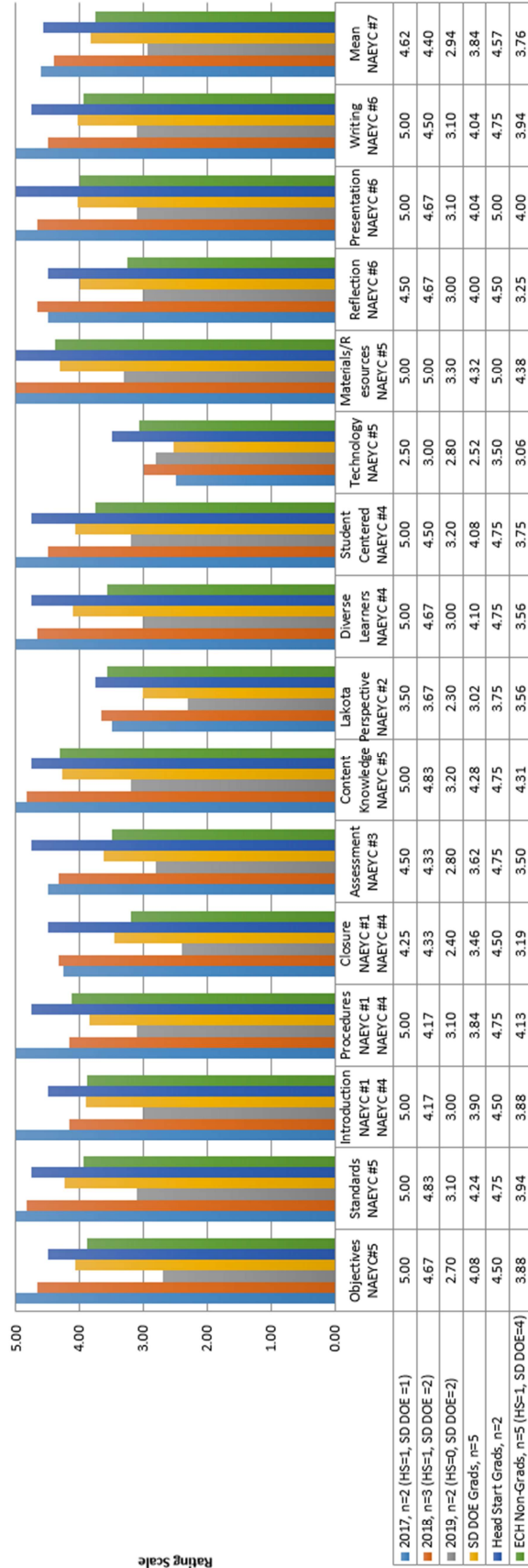
By and large OLC early childhood student teachers meet Education Department SLO 3.4, “Develop and implement lessons that demonstrate valid techniques for teaching in the various subject areas.” The overall average rating, on a 5-point scale, for lesson presentations for the 2017, 2018 and 2019 program completers was 3.84 for the five SD DOE (Birth-Grade 3) graduates and 4.57 for the two Head Start (Birth-Preschool) graduates. The overall rating for the five individuals who did not graduate was 3.76.

The lowest scoring area, and the only area to fall below the acceptable level in two of the three graduating years, was in the use of Technology (2017 - 2.5 and 2019 - 2.8). This isn’t necessarily, however, a reflection of the candidate’s ability to use technology. Technology is not utilized, nor is it developmentally appropriate, in all early childhood education lessons. This may be an area in which the criterion needs to be modified or reviewers need to mark as not applicable rather than giving a low score.

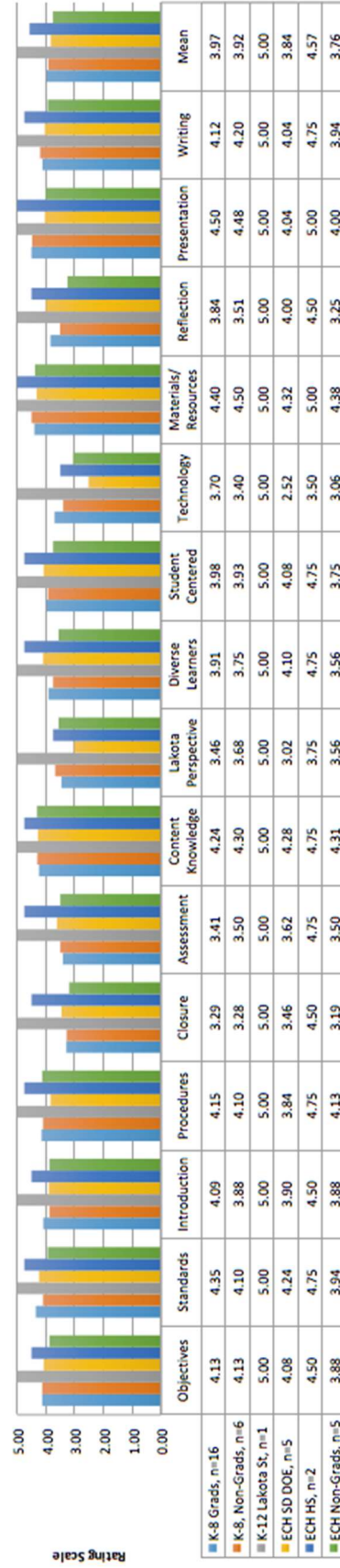
The only year in which several average ratings were below 3.0 (acceptable) was AY 2018-2019. During this year average scores in four areas were skewed by one candidate who initially struggled to demonstrate the required competencies: objectives (2.7), closure (2.4), assessment (2.8), and Lakota perspective (2.3). The lower score in Technology (2.8), again, was more a reflection as to whether or not technology was utilized in the implementation of the lesson.

Early childhood non-gradates, while scoring in acceptable and commendable ranges, demonstrated performance at a slightly lower level than did ECH program graduates in all areas.

Early Childhood Education Graduates 2017-2019 Lesson Planning & Presentation Rating



Lesson Planning & Presentation Rating Comparison Between Program Graduates and Non-Graduates 2017-2019



Interpretation of How Data Demonstrates Meeting Standards

The *Lesson Planning & Presentation Assessment* is aligned to OLC Education Department student learning outcomes and performance on this assessment also demonstrates meeting NAEYC standards.

Two rubric areas are correlated with Standard 1, addressing candidate understanding of young children's characteristics and needs and the ability to use developmental knowledge to create healthy, supportive and challenging learning (introductory focusing activities: SD DOE Grads – 3.90, Head Start Grads – 4.50; closure: SD DOE Grads – 3.46, Head Start Grads – 4.50).

One rubric area is correlated with Standard 2, addressing understanding diverse family and community characteristics (Lakota perspective: SD DOE Grads – 3.02, Head Start Grads – 3.75).

One rubric area is correlated with Standard 3, addressing assessment practices in early childhood education (Assessment: SD DOE Grads – 3.62, Head Start Grads – 4.75).

Five of the rubric criteria and descriptors correlate with Standard 4, addressing developmentally appropriate practices in early childhood education (SD DOE Grads: introduction – 3.90, procedures – 3.84, closure – 3.46, diverse learners – 4.10, and student centered instruction – 4.08; Head Start Grads: introduction – 4.50, procedures – 4.75, closure – 4.50, diverse learners – 4.75, and student centered instruction – 4.75).

Five rubric areas correlate with Standard 5, addressing the use of content knowledge to build meaningful curriculum (SD DOE Grads: objectives – 4.08, standards – 4.24, content knowledge – 4.28, technology – 2.52, materials and resources – 4.32; Head Start Grads: objectives – 4.50, standards – 4.75, content knowledge – 4.75, technology – 3.50, materials and resources – 5.0).

Three of the rubric criteria and descriptors correlate with Standard 6, addressing the degree to which candidates conduct themselves as professionals (SD DOE Grads: reflection – 4.00, presentation – 4.04 and writing – 4.04; Head Start Grads: reflection – 4.50, presentation – 5.00 and writing – 4.75).

The Lesson Planning and Presentation observation ratings are from candidate's culminating practicum experience or student teaching experience reflecting their performance during an early childhood field experience, Standard 7. The five Birth-Grade 3 graduates averaged an overall rating of 3.84 which is in the high acceptable range, just below our target level of performance (4.0-4.99). The two Birth-Preschool graduates had an overall average of 4.57 which is in the commendable range. The five early childhood non-graduates from 2017-2019 averaged an overall rating of 3.76 which is just shy of our target level (4.0-4.99).

Oglala Lakota College Teacher Preparation Program Lesson Planning/Presentation Scoring Rubric

Student: _____ Date: _____

Course: _____ Center: _____

Instructor: _____ Semester: _____

Directions: Mark the descriptor that best describes candidate performance in each area, then tally an overall score and provide comments.

	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Objectives OLC SLO: 3.4, 3.5, 3.6	Objectives are imprecise, unclear or written in terms of teacher behavior, rather than student behavior and learning.	Objectives have been identified but may be stated in terms of learning activity or the number of objectives may be unreasonable within the scope of the lesson.	Objectives are stated in terms of student learning outcomes and are measureable.	Objectives are clear, specific, stated in terms of student learning outcomes, and are measureable.	Objectives are clear, specific and measureable, and learners can determine what they should know and be able to do as a result of learning and instruction.
Local Curriculum and State Content Standards OLC SLO: 2.1, 3.4, 3.5, 3.6	No connections are made to local curriculum and/or state content standards.	Limited connections are made to the local curriculum and/or state standards.	Clear connections are made to the local curriculum and/or references to state standards.	Clear connections are made to local curriculum and state standards through lesson activities and assessments.	Significant and clear connections are made to local curriculum and state standards through all phases of the lesson.
Introductory/ Focusing/ Anticipatory/ Engagement/ Motivation OLC SLO: 2.3	The lesson is void of any introductory activities.	Lesson introduction is present, but disconnected from the planned learning outcomes.	Opening activities set the stage for the lesson and are connected to the stated objectives.	Opening activities are relevant to objectives and set a motivating stage for the lesson.	Opening activities provide a creative and motivating background to begin the lesson and encourage active student participation in connecting prior knowledge with future learning.

	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Procedures Activities, Experiences, Concept Development OLC SLO: 2.1, 2.3, 3.4, 3.5, 3.6	Learning experiences are disconnected and not focused on the objectives.	Learning experiences are connected to the objectives but disconnected from one another.	Experiences are aligned with the objective(s), build upon each other, are clearly connected to each other, are appropriately placed, and developmentally appropriate.	Experiences are aligned with the objective(s), build upon each other, are clearly connected to each other, are appropriately placed, and developmentally appropriate: activities encourage active student engagement and application of knowledge in meaningful ways.	Experiences are aligned with the objective(s); build upon each other; are clearly connected, appropriately placed, and developmentally appropriate; activities are engaging, meaningful, creative and innovative.
Closure/ Confirming OLC SLO: 3.4, 3.5, 3.6	Closure is not accounted for.	Closing activities are minimally developed and done primarily by the teacher as a review of the lesson.	Closing activities include a review of the learning outcomes by the teacher and involve the students in sharing their work.	Closing activities are guided by the teacher with opportunities for students to share their work, justify their thinking, and engage in discussion related to the learning outcomes.	Closing activities are guided by the teacher, but primarily done by the students as they share their work, justify their thinking, and engage in discussion related to the learning outcomes.
Assessment/ Evaluation OLC SLO: 4.1, 4.2	Opportunities for student assessment are not provided.	Assessments are identified however have limited connections to the student learning activities and outcomes.	Assessments are identified and are appropriately linked to student learning activities and outcomes.	Assessments are varied and appropriately linked to student learning activities and outcomes; performance criteria is available to students.	Assessments are varied and appropriately linked to student learning activities and outcomes; assessment measures encourage student self-assessment, reflection and/or goal setting.
Subject Matter Knowledge OLC SLO: 2.1, 2.2, 3.6	Planning/presentation reveals significant errors in content knowledge.	Planning/presentation shows evidence of weak content knowledge or inadequate understanding on the part of the candidate, but does not contain obvious errors in content knowledge.	Planning/presentation shows that the candidate possesses solid content knowledge.	Planning/presentation shows the candidate possesses solid content knowledge and is able to use multiple representations and explanations.	Planning/presentation shows that the candidate possesses sophisticated subject matter knowledge and understands the central concepts, tools of inquiry, and structures of the discipline.

	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Lakota Perspective/ Character Values OLC SLO: 1.1, 1.2	Lakota values or virtues are not identified.	Lakota values or virtues are identified for the lesson.	Lakota values, virtues and perspectives are evident throughout the learning activities and experiences.	Lakota values, virtues and perspectives are incorporated throughout the learning activities and experiences.	Lakota values, virtues and perspectives are emphasized through the learning activities, materials, experiences and assessments.
Diverse Learner Needs OLC SLO: 2.3, 3.1, 3.2, 4.4	Instructional design fails to address developmentally appropriate practices to meet diverse learner needs.	Instructional design identifies differentiation for diverse student readiness levels, interest and/or learning profiles.	Instructional design identifies and incorporates differentiation for diverse student readiness levels, interest and/or learning profiles through the learning materials, activities and experiences.	Instructional design identifies and purposefully incorporates differentiation for diverse student readiness levels, interest and/or learning profiles through the learning materials, activities and experiences.	Instructional design identifies and purposefully incorporates differentiation for diverse student readiness levels, interest and/or learning profiles through the learning materials, activities and experiences, student products and assessment measures.
Student Centered OLC SLO: 1.2, 3.2, 3.3	There is no evidence of student choice and/or opportunities for students to work collaboratively.	Student choice and/or collaboration is limited to one part of the lesson.	The lesson considers student interest and provides opportunities for student choice and/or collaboration.	The lesson considers student interest, is motivating, and provides opportunities for student choice and/or collaboration.	The lesson contains multiple elements that motivate students to become actively engaged through choice and/or collaboration.
Integration of Technology into Planning and Implementation OLC SLO: 4.6	The lesson does not provide for any technologyconnected experiences nor was technology used in planning the lesson.	Technology-connected learning experiences are limited to enrichment or extension activities and/or technology is used to facilitate instructional planning only.	Technology is integrated into the lesson to improve the quality of student work or to enhance the lesson.	Technology is integrated into the lesson and supports the instructional activities in a meaningful way to improve the quality of student work or to enhance the lesson.	Technology is emphasized and integrated into the lesson to enhance the effectiveness of the lesson, the learning products, the learning outcomes and assessments.

	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Materials/ Resources/ References	Materials, resources and references necessary for student and teacher use are not listed or attached.	Materials, resource and references for necessary for students and teacher to complete the lesson are incomplete.	Materials, resources and references necessary for both students and teacher to complete the lesson are listed and are made available.	All necessary materials, resources and references to complete the lesson are available and organized for efficient use.	All necessary materials, resources and references to complete the lesson are available and organized for efficient use; additional materials, resources and references that may be used to adapt or extend learning experiences are also included.
Reflection OLC SLO: 4.3	Either the lesson was not presented or the candidate did not reflect upon the experience.	The candidate has written a self-reflection on this lesson and the experience of teaching it.	The candidate has written a thoughtful and thorough self-reflection on this lesson and the experience of teaching it. A variety of insights are offered including consideration of feedback from students/peers and supervising teacher or instructor.	The candidate has written a thoughtful and thorough self-reflection on this lesson and the experience of teaching it. A variety of insights are offered including consideration of feedback from students/peers and supervising teacher or instructor. Areas of strength and targets for improvements are identified.	The candidate has written a thoughtful and thorough self-reflection on this lesson and the experience of teaching it. A variety of insights are offered including consideration of feedback from students/peers and supervising teacher or instructor. Insights are backed up with specific examples and/or linked to learning theories.
Professional Presentation	The candidate is unable to communicate the concepts if the lesson due to lack of preparation.	The candidate has great difficulty in communicating the lesson due to limited preparation, poor voice projection and/or nervousness.	The candidate has adequately prepared for the lesson but experienced some difficulty communicating it due to voice projection or nervousness.	The candidate was well prepared and presented the lesson with proper voice projection and delivery.	The candidate was well prepared and presented the lesson with enthusiasm, proper voice projection and clear delivery of ideas.

	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Excellent (5 pts)
Professional Presentation	The candidate is unable to communicate the concepts if the lesson due to lack of preparation.	The candidate has great difficulty in communicating the lesson due to limited preparation, poor voice projection and/or nervousness.	The candidate has adequately prepared for the lesson but experienced some difficulty communicating it due to voice projection or nervousness.	The candidate was well prepared and presented the lesson with proper voice projection and delivery.	The candidate was well prepared and presented the lesson with enthusiasm, proper voice projection and clear delivery of ideas.
Writing Conventions	Errors in standard writing conventions repeatedly distract the reader/learner and make the lesson difficult to understand.	Reasonable control over standard writing conventions is shown; yet sometimes, errors are distracting and impair understandability of the lesson plan.	The lesson plan and other written materials are presented in a professional manner. A few minor errors do not detract from the purpose or intent of the ideas being communicated.	The lesson plan and other written materials are presented in a professional manner without any errors.	The lesson plan is presented in a professional manner without any errors. The written materials enhance the effectiveness of the lesson.

Overall Score: _____ / 75 points Comments:

#4 (Required)–PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE and SKILLS: Assessment that demonstrates candidates' knowledge and skills in practice. ARSD 24:53:07:04 standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4. The assessment instrument used in student teaching and the internship should be submitted. ARSD 24:53:07:04 standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.4

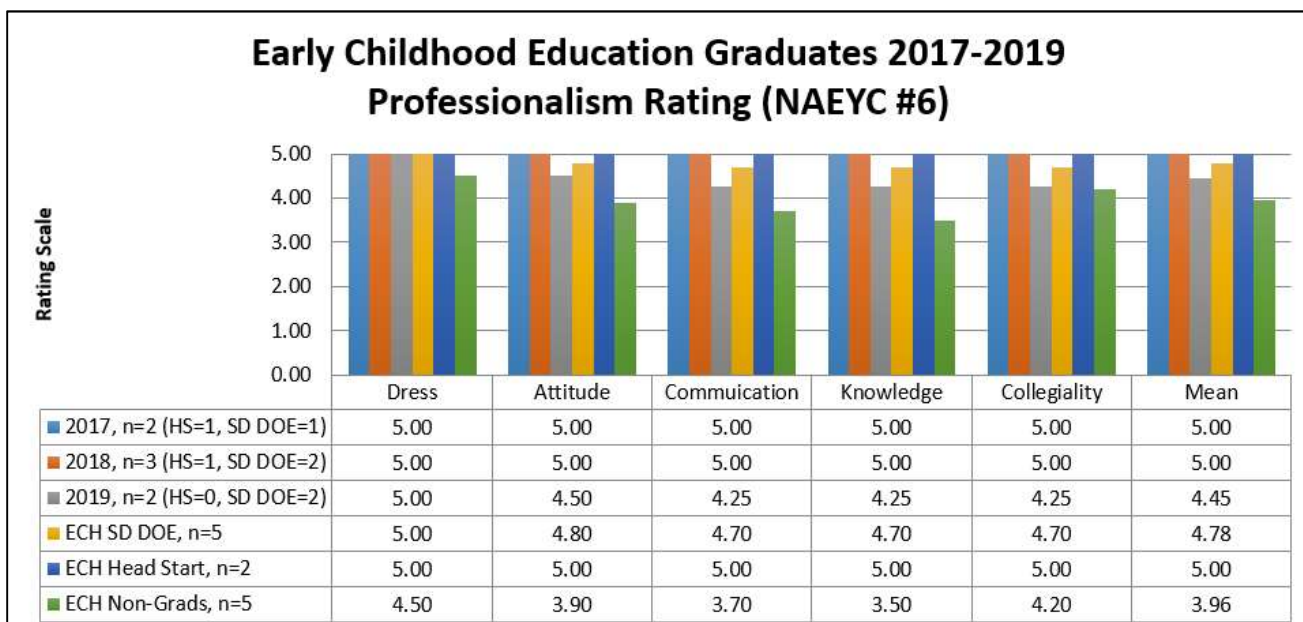
Student Teaching Assessment

Description

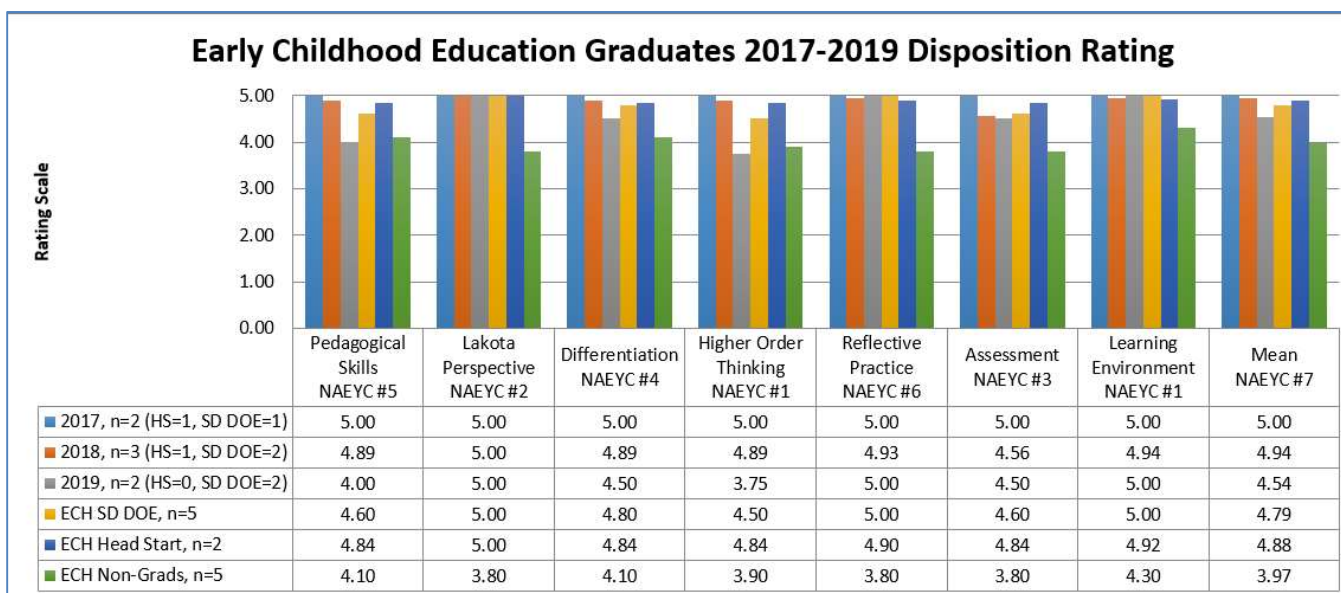
Oglala Lakota College utilizes three assessments to measure candidate pedagogical knowledge and professional skills during student teaching/practicum experiences: 1) the Student Teacher Professionalism Rating, 2) the Student Teacher Disposition Rating, and 3) the NAEYC Special Program Assessment Rating. The ratings are completed as summative ratings by cooperating principals, supportive teachers, and by the college supervisor. Cooperating principals and supportive teachers are encouraged to complete mid-experience ratings and utilize the formative assessment findings to target areas of professional growth during the remainder of the experience. When submitted, these midterm ratings were averaged into the findings. The Professionalism and Disposition Ratings were locally developed by the Education Department. The Professionalism Rating was developed in 2013 and is utilized for all field-based experiences throughout a candidate's educational career. The Disposition Rating, derived from the Conceptual Framework Unit Dispositions, was developed in 2008 and revised in May of 2014. The NAEYC Special Program Assessment rating form for early childhood education student teachers was developed in January of 2013. Prior to the development of the SPA ratings the InTASC Standards were utilized, from 2006 – 2012, to evaluate all student teachers. Ratings for all three assessments are based on 5-point scale: 5 = Exceptional, 4 = Commendable (Target Criteria), 3 = Acceptable, 2 = Developing, and 1 = Not Evident.

Alignment to Standards: Standards alignment is noted in the assessment charts presented with the data findings.

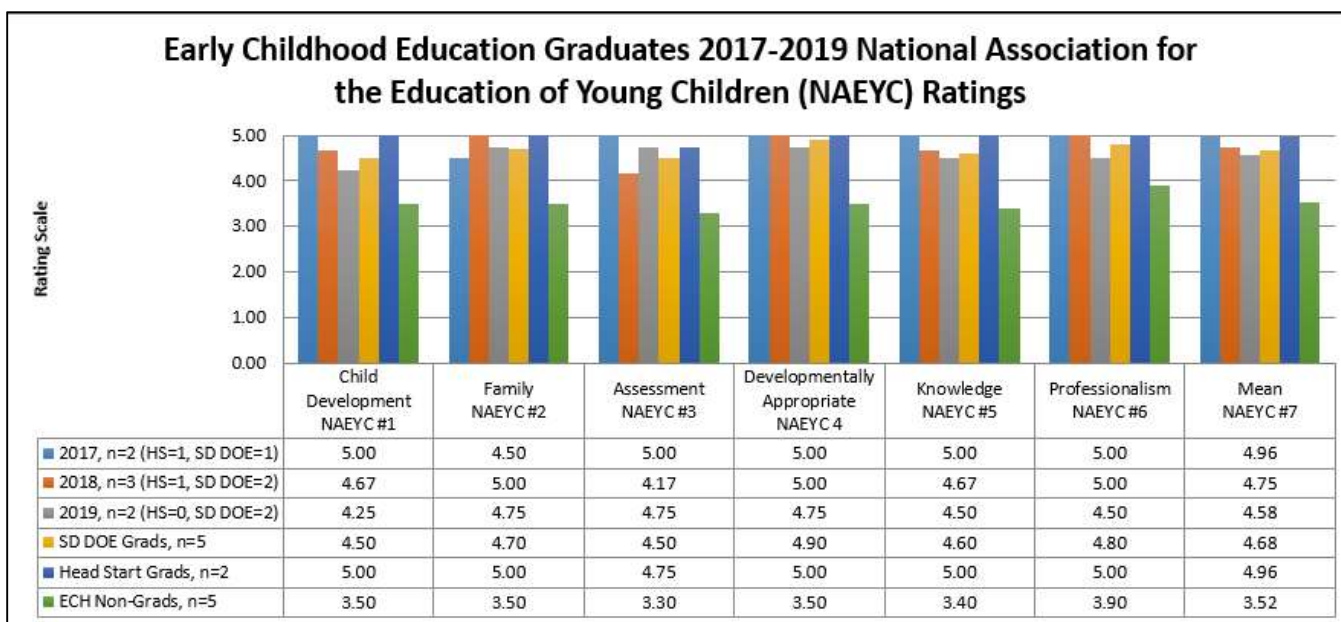
Analysis of Data Findings:



The average rating of the five SD DOE graduates (4.78) was well within the commendable range and the two Head Start graduates (5.00) had exceptional ratings. All of the graduates had either commendable or exceptional ratings. The 5 individuals who did not graduate on time as planned had an overall average score within the acceptable range (3.96), just below the target performance (4.0-4.99).



The average rating of the 7 Early Childhood Education graduates on the Disposition Rating was commendable (SD DOE – 4.79; Head Start 4.88). Six of the 7 graduates had either commendable or exceptional ratings, only one had an acceptable rating in one area. The 5 individuals who did not graduate had lower scores across all rating areas in comparison with the graduates. Their average ratings ranged from a low of 3.80 on Lakota perspective, reflective practice and assessment to a high of 4.3 on establishing a supportive classroom environment, and their overall average was 3.97 (acceptable).



The overall average rating of the 7 Early Childhood Education graduates on the NAEYC Rating was commendable (SD DOE = 4.68, Head Start = 4.96), and the average ratings for the individual NAEYC

Standards were either commendable or exceptional. Performance of the 5 non-graduates was lower across all areas, with individual and overall average standard ratings within the acceptable range.

Interpretation of How Data Demonstrates Meeting Standards

The Professionalism Rating addresses teacher candidates' dress, enthusiasm, communication skills, working knowledge of the profession, ability to work jointly with others, and desire to grow in the profession. This assessment is linked to NAEYC Standard 6, Becoming a Professional. The overall average rating of the Early Childhood Education graduates was commendable (SD DOE = 4.78) and exceptional (Head Start = 5.0). Non-graduates scored just below the target performance with an average rating of 3.96.

The Disposition Rating includes seven characteristics that correlate with NAEYC Standards 1 through 6, while the overall rating is a reflection of NAEYC Standard 7. Graduates were rated at commendable to exceptional levels (4.00 – 5.00) in all areas, with the exception of one area (higher order thinking) that fell within the acceptable (3.75) range one year. The overall average rating of the Early Childhood Education graduates was commendable (SD DOE = 4.79, Head Start = 4.88), while the overall average rating of the non-graduates was at the high end of the acceptable range (3.97). Standard 1 is demonstrated through candidate ability to engage students (SD DOE = 4.50, Head Start = 4.84) and provide learning environments that encourage ownership (SD DOE = 5.00, Head Start = 4.92). Standard 2 is demonstrated through candidate knowledge of Lakota perspectives and ability to make connections which are culturally appropriate (SD DOE = 5.00, Head Start = 5.00). Standard 3 is demonstrated through candidate views of assessment procedures as a means of monitoring teaching and tailoring curriculum for learners (SD DOE = 4.60, Head Start = 4.84). Standard 4 is demonstrated through candidate ability to select or modify curriculum and adjust teaching methodologies with the belief that all children can learn (SD DOE = 4.80, Head Start = 4.84). Standard 5 is demonstrated through candidate understanding of the disciplines and pedagogical practices to present lessons and activities that are understandable to their learners (SD DOE = 4.60, Head Start = 4.84). Standard 6 is demonstrated through candidate reflective practice and engagement in professional development (SD DOE = 5.00, Head Start = 4.90). Standard 7 is reflected through the candidate mean scores on Disposition Rating which reflects overall performance during the culminating early childhood field experience (SD DOE = 4.79, Head Start = 4.88, Non-Grads = 3.97).

The NAEYC Rating is a one-to-one rating for Standards 1 through 6. All 7 Early Childhood graduates demonstrated meeting the standards through earning average ratings within the commendable and exceptional ranges. Their overall mean scores, a reflection of Standard 7, were commendable (SD DOE = 4.68, Head Start = 4.96). No graduate earned less than a commendable rating on any standard. The individuals who did not graduate had average scores within the acceptable range.

The overall performance of 2017, 2018 and 2019 early childhood graduates on all three assessments to measure candidate pedagogical knowledge and professional skills during the early childhood practicum or student teaching experience was at the target level of commendable.

Oglala Lakota College



Education Department Student Teacher Professionalism Rating Form

Supportive Principal: _____ Candidate Name: _____

Supportive School: _____ Grade Level: _____ Date: _____

Rating Scale:

- 5 – Excellent: Performance Exceeds Expectations
- 4 – Commendable: Performance Meets the Target Criteria
- 3 – Acceptable: Performance Meets Basic Expectations
- 2 – Developing: Candidate Performance is Approaching Expected Level of Performance
- 1 – Not Evident: Performance Fails to Demonstrate Expectations

Circle Rating for Each Professional Attribute:

- | | |
|--|-----------|
| 1. The teacher candidate's dress is appropriate for a teaching position. | 1 2 3 4 5 |
| 2. The teacher candidate seems to have an enthusiastic attitude when communicating the desire to enter the profession. | 1 2 3 4 5 |
| 3. The teacher candidate's communication skills are impressive for the profession. | 1 2 3 4 5 |
| 4. The entry level teacher candidate seems to have an adequate working knowledge of the teaching profession. | 1 2 3 4 5 |
| 5. 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 |

Comments:

(Jan 2013)

Oglala Lakota College



Education Department Teacher Preparation Disposition Rating Form

Supportive Administrator: _____ Candidate Name: _____
Supportive School/Center: _____ Grade Level: _____ Date: _____

Circle One: Student Teacher 1st Year Teacher 5th Year Teacher

Rating Scale:

- 5 – Excellent: Performance Exceeds Expectations
- 4 – Commendable: Performance Meets the Target Criteria
- 3 – Acceptable: Performance Meets Basic Expectations
- 2 – Developing: Candidate Performance is Approaching Expected Level of Performance
- 1 – Not Evident: Performance Fails to Demonstrate Expectations

Circle Rating for Each Disposition:

1. The teacher/candidate understands the disciplines and practices pedagogical skills when planning academic and co-curricular learning experiences that seek out interrelationships/interconnections understandable to their learners. 1 2 3 4 5
2. The teacher/candidate uses knowledge of Lakota perspectives and other various contexts within the community (socio-economic, ethnic, and cultural) and makes connections which are culturally responsive. 1 2 3 4 5
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
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
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. 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
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

Comments:

(Rev May 2014)

Oglala Lakota College



Education Department Assessment of Early Childhood Student Teachers Rating Form

Supportive Supervisor: _____ Candidate: _____

Early Learning Center: _____ Level: _____ Date: _____

Rating Scale:

- 5 – Excellent: Performance Exceeds Expectations
- 4 – Commendable: Performance Meets the Target Criteria
- 3 – Acceptable: Performance Meets Basic Expectations
- 2 – Developing: Candidate Performance is Approaching Expected Level of Performance
- 1 – Not Evident: Performance Fails to Demonstrate Expectations

Please Circle Candidate Rating for Each Professional Standard:

NAEYC STANDARDS	Performance Rating
1. PROMOTING CHILD DEVELOPMENT AND LEARNING —Candidate is grounded in a child development knowledge base. Candidate uses his/her understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.	1 2 3 4 5
2. Building Family and Community Relationships —Candidate understands that successful early childhood education depends upon partnerships with children’s families and communities. Candidate knows about, understands, and values the importance and complex characteristics of children’s families and communities. She or he uses this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.	1 2 3 4 5
3. Observing, Documenting and Assessing to Support Young Children and Families —Candidate understands that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. He or she know about and understands the goals, benefits, and uses of assessment. He or she knows about and uses systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.	1 2 3 4 5
4 Using Developmentally Appropriate Practice —Candidate understands that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the setting within which teaching and learning occur. She or he understands and uses positive relationships and supportive interactions as the foundation for his or her work with young children and	1 2 3 4 5

NAEYC STANDARDS	Performance Rating
families. Candidate knows, understands, and uses a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect children and families and positively influence each child's development and learning.	
5. Using Content Knowledge to Build Meaningful Curriculum— Candidate uses his or her knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidate understands the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. He or she knows the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen his or her understanding. Candidate uses his or her own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.	1 2 3 4 5
6 Becoming a Professional— Candidate identifies and conducts him or herself as a member of the early childhood profession. He or she knows and uses ethical guidelines and other professional standards related to early childhood practice. She or he is a continuous, collaborative learner who demonstrated knowledgeable, reflective and critical perspectives on his or her work, making informed decisions that integrate knowledge from a variety of sources. She or he is an informed advocate for sound educational practices and policies.	1 2 3 4 5

(Jan 2013)

#5 (Required) – EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. ARSD 24:53:07:04 standards that could be addressed in this assessment include but are not limited to 2.1-2.8, and 3.1. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Impact on Student Learning Project Assessment

Description: The *Impact on Student Learning Project* is critical to documenting candidates' effect on student learning during clinical practice. It provides evidence that students can plan, implement instruction, assess student understanding and reflect on the process in an effort to ensure student learning. The Impact on Student Learning Project is developed with approval and under the direction of the cooperating teacher and college supervisor as teacher candidates consult with their cooperating teacher and college supervisor prior to, and during the development and while completing this project. The teacher candidate utilizes the project guidelines and scoring criteria to develop, document and reflect upon student learning.

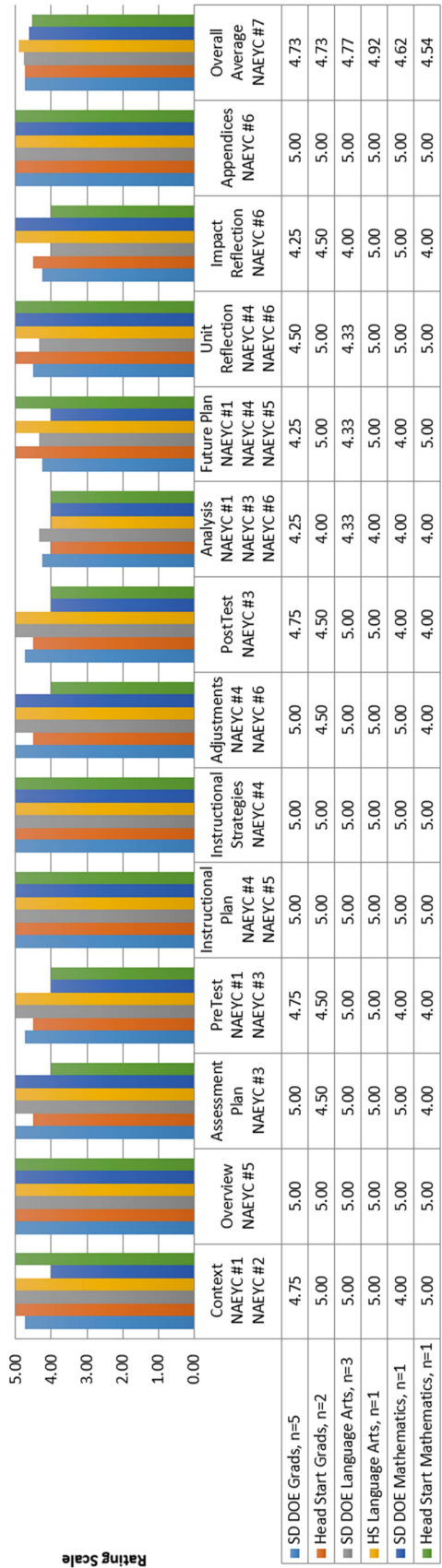
This assessment was developed locally within the OLC Education Department. The first version of the assessment tool was a 4-point analytic rubric (AY 2011-2012) which was redesigned and formatted as the 5-point analytic rubric (AY 13-14) that is currently utilized. Ratings are based on the 5-point analytic rubric utilized as the common course assessment tool for Lesson Planning & Presentation. Scores reflect point-by-point scoring of each criterion in relation to the department's student learning outcomes: 5 = Exceptional, 4 = Commendable, 3 = Acceptable, 2 = Developing, and 1 = Unacceptable.

Alignment to Standards: Standards alignment is noted in the assessment charts presented with the data findings.

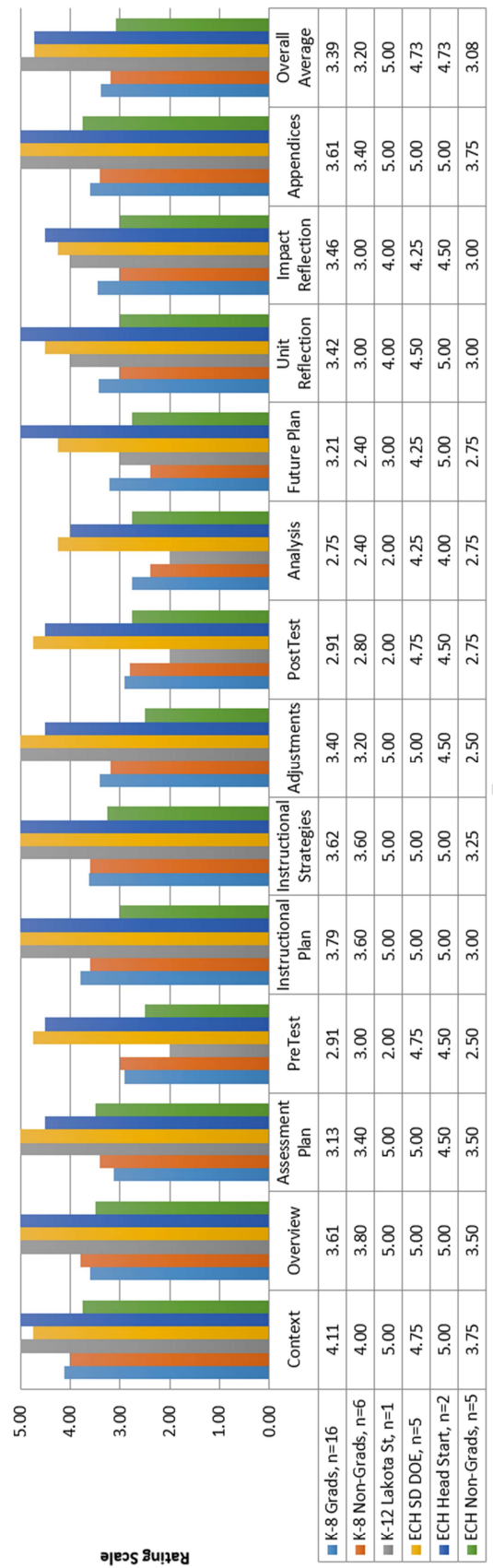
Analysis of Data Findings:

The seven Early Childhood Education graduates scored within the commendable and exceptional ranges (4.0 – 5.0) of performance on all criteria for the assessment, and both the SD DOE and Head Start graduates had an average overall performance of 4.73. The five individuals who did not graduate on time demonstrated acceptable performance with an overall mean score of 3.08. While they scored lower in all areas of the assessment, the average ratings were impacted by two candidates whose scores fell below the acceptable level. Two of the non-graduates will completing this project again prior to program completion.

Early Childhood Education Graduates 2017-2019 Impact on Student Learning Project Ratings by Early Learning Academic Content Area



Impact on Student Learning Project Rating Comparison Between Programs, Graduates and Non-Graduates 2017-2019



Interpretation of How Data Demonstrates Meeting Standards:

The seven Early Childhood Education graduates from 2017, 2018 and 2019 scored within the commendable range (4.73) on the Impact on Student Learning Project which is correlated with NAEYC Standards 1-6 and an overall reflection of Standard 7. Early childhood education graduates implemented Impact Projects in the areas of language arts and mathematics with commendable overall performances ranging from 4.54 – 4.92. Relative areas of strength for the SD DOE (Birth-Grade 3) graduates were in providing an overview of the instructional unit (Standard 5), articulating their assessment (Standard 3) and instructional plans (Standards 4 & 5), identifying instructional strategies (Standard 4), making adjustments to instructional activities during implementation (Standards 4 & 6), and providing supporting documentation within the appendices of their project (Standard 6). Relative areas of strength for the Head Start (Birth-Preschool) graduates were understanding the context of the learning environment and their learners (Standards 1 & 2), providing an overview of the instructional unit (Standard 5), articulating the instructional plan (Standards 4 & 5) and identifying instructional strategies (Standard 4), planning for future instruction (Standards 1, 4 & 5), reflecting upon teaching and learning experiences that occurred during the unit (Standards 4 & 6), and providing supporting documentation within the appendices of their project (Standard 6). All early childhood education graduates received exceptional ratings in these areas. The early childhood education majors have experience with this assessment prior to their student teaching/practicum experience as they complete an Impact on Student Learning Project during ECH 383 Methods of Assessing Young Children. Familiarity with the expectations and criteria of this project has provided them with an advantage, yielding higher performances on the assessment during their practicum/student teaching experience, over the K-8 Elementary Education candidates.



Oglala Lakota College Teacher Preparation Program

Impact on Student Learning Project

Overview

The purpose of this project is for you to demonstrate your impact on student learning during your practicum or student teaching experience. Your *Impact on Student Learning Project* will provide evidence that you can plan, implement instruction, assess student understanding, and reflect on the process in an effort to ensure student learning. You will design your unit of effective practice for this project based on the nature and needs of the specific age range or grade level of the students you are working with, the program or course in which you are engaged in clinical practice, and the curriculum of the school or center in which you work. In addition, you will consult with your cooperating teacher and/or college supervisor prior to, during the development of and upon completion of this project. You will complete and submit your *Impact on Student Learning Project* as an MS Word document that includes a title page and all components of the project that will be included in your professional portfolio.

Required Components

Part I: Context - Description of the Learning Environment & Knowledge of Students

Describe the child development center, school, community, and classroom or learning environment. Include such information as geographic location, community and school population and socio-economic profile. In addition, describe the physical features of the setting(s) in which instruction takes place. Include a description of the learning environment as well as the availability of equipment/technology and other instructional resources.

Describe the students with whom you will be working for this project. Provide a description of the group including students' age and gender, ethnicity, developmental characteristics (social-emotional, physical, intellectual and communication), native language, and any special needs. If your experience takes place in a situation in which you will be working one-on-one with a child please also provide relevant information related to the specific child that will be the focus of your project.

Part II: Unit Overview & Assessment Plan

Describe the planned unit of study. Include an overview that describes the nature of the unit, a listing of unit goals and learning outcomes, and a description of how the unit aligns with the school or district curriculum and early learning or content area standards. If you are working in a one-on-one situation, your description should include a rationale for meeting the specific needs of the child with whom you are working.

Describe and provide a rationale for all formative and summative assessments that will be used before, during and after instruction, in appropriate chronological order. Your plan should include a variety of formal and informal measures designed to effectively measure student learning. The assessments must be aligned to the learning outcomes and should be adaptable to the diverse learning needs of students. Specifically identify the pre- and post-instructional measure, as well as the formative assessments that will be utilized. Include a copy of assessment measures in the appendices.

Part III: Pre-Assessment Measure Findings

Administer the pre-instructional measure or activity to determine your students' (or child's) present levels of performance. Analyze and display the pre-assessment results in a chart or graph. Describe what the child or children already know prior to instruction. Discuss the class as a whole as well as by diversity (gender, race, disability), developmental level (below basic, basic, proficient or advanced) or other appropriate category through which learning/readiness patterns emerge. Describe any misunderstandings that became evident during the pre-assessment that will need to be planned for in instruction. Describe any special considerations that you will need to plan for instruction to ensure all students are able to attain the learning outcomes of the unit.

Part IV: Instructional Plan & Instructional Strategies

Develop the instructional plan for the unit based upon the pre-assessment measure findings and the diverse learning needs of your student(s). Provide brief descriptions of how teaching and learning activities will progress from beginning to end, various learning styles and needs will be addressed, multiple perspectives (Lakota or multicultural) will be presented, various instructional strategies will be utilized, and connections will be made to other disciplines and life experiences. Include your daily instructional plans and all necessary materials in the appendices, or have them available for review by your student teaching college supervisor.

Part V: Implementation, Reflection & Instructional Adjustments

Implement the instructional unit and reflect daily on what did and did not work well. Consider your objectives, instruction, and formative assessments along with student characteristics and other contextual factors of the learning environment that you can influence to have a positive impact on student learning. Discuss any steps you took to work with students who did not perform at appropriate or expected levels. Describe any modifications that you made or that need to be made to your instructional plan. Consider student motivation, engagement with the lesson/activity and artifacts of student work that support your conclusions.

Part VI: Post-Instructional Measure Findings

Administer the post-instructional measure or activity to determine your students' (or child's) levels of performance following instruction. Analyze and display the post-assessment results in a chart or graph. Describe what the child or children know following instruction and specify the degree to which learning outcomes were met. Discuss the class as a whole as well as by diversity (gender, race, disability), developmental level (below basic, basic, proficient or advanced) or other appropriate category through which learning patterns have emerged.

Part VII: Analysis of Learning

Compare pre- and post-assessment results in a chart or graph utilizing developmental levels or gain scores. Analyze and describe the learning that has occurred. In your analysis consider the learning for the class as a whole as well as for subgroups and individual children. Describe the learning/developmental gains made and those that have yet to be achieved. Consider how prior knowledge, learning styles, diversity and other relevant information may have impacted performance. Your analysis should reflect critical thought about student performance and how your instruction impacted children's learning.

Part VIII: Plan for Future Instruction

Where should instruction for this learner or group of learners go next? Recommend a course of action for your student(s) based upon the effectiveness of this unit according to your analysis of learning. Include instructional recommendations for the class as a whole, subgroups of students and individual

learners as appropriate. Provide a rationale for each recommendation. If this is a unit of instruction you could use again in the future, describe any plans for unit revisions. Think about ways you might revise the unit to better serve student needs. Provide a rationale for recommended changes.

Part IX: Reflection on Impact on Student Learning

Reflect upon your effectiveness in assessing student learning, planning instruction, implementing teaching and learning activities, and analyzing and reporting student learning in relation to specific learning outcomes. Identify at least one successful and one unsuccessful activity and/or assessment. Describe why each was successful or unsuccessful. Discuss your most significant teaching insight that emerged from this unit. Reflect upon your training thus far and identify what professional knowledge, skills or dispositions would improve your ability to impact student learning in the future. Set at least one specific goal for professional improvement and identify the specific steps you will take to improve your performance in the critical area(s) you identified.

Part X: Appendices

Include all instructional plans and assessment measures along with selected student artifacts that demonstrate student learning. If these documents are unable to be included in the appendices, please have them ready for review by your college supervisor.

Criteria and Scoring

Please refer to the Impact on Student Learning Rubric for a detailed description of the criteria for evaluating the quality of your work. As you write each section, be sure to consult the rubric as a guide to the important features. Upon completion of the project you should score your own work. Your Impact on Student Learning project will be scored by your college supervisor and, possibly, by your cooperating teacher.

Impact on Student Learning Rubric

Scoring Guide: General descriptors are provided for three of the five possible ratings of performance. Evaluators will use the full range of ratings when judging performance and will assign ratings for performances that are defined as well as those that fall between the provided descriptors.

Ratings: 5 = Exceptional, Exceeds Expectations
 4 = Commendable, Meets Expectations
 3 = Acceptable, Meets Expectations
 2 = Developing, Approaching Expectation
 1 = Unacceptable, Expectation is Not Evident

	Excellent	Acceptable	Not Evident	Points
Part I: Context	Presents an in-depth understanding of the community, families, learning environment and child(ren) that may affect learning.	Presents general understanding of the community, families, learning environment and child(ren) that may affect learning.	Presents limited, irrelevant or biased knowledge of the community, families, learning environment and child(ren).	
Part II: Unit Overview	Articulates the content and value of the unit making connections to big ideas and providing clear connections between learning outcomes, the local curriculum and/or specific references to state content standards.	States the purpose of the unit in a general manner making connections to the local curriculum and/or state content standards.	Purpose of the unit is unclear and little or no connection to local curriculum and/or state standards is made.	
Part II: Assessment Plan	Articulates a clear plan to utilize multiple, varied assessments to monitor and evaluate student learning in relation to each targeted outcome through diagnostic, formative and summative measures.	Pre, post and formative assessments are identified and appropriately linked to student learning outcomes.	Assessment plan is vague and/or inappropriate to measure the targeted learning outcomes.	
Part III: Pre-Assessment Findings	Provides an in-depth profile of student performance (prior to instruction) for the whole class, subgroups and individual children. Displays general and specific understanding of students' skills and prior knowledge that may affect learning.	Provides a general profile of student performance (prior to instruction) for the whole class as well as for individual children. Displays general knowledge of students' skills and prior knowledge that may affect learning.	Provides a basic profile of student performance (prior to instruction) and displays limited or irrelevant knowledge of students' skills and prior learning.	

Part IV: Instructional Plan	Instructional plan addresses the diverse learning needs of students based on pre-assessments and contextual factors of the community, families and learning environment. Learning experiences are aligned with the outcomes, build upon each other, are appropriately paced, and developmentally appropriate.	Instruction has been designed with reference to contextual factors and pre-assessment findings. Learning experiences are aligned with the outcomes and sequenced to support student learning.	Instruction has been designed with very limited reference to contextual factors and pre-instructional measure findings. Learning experiences are disconnected from one another and do not have a clear focus on the outcomes.	
Part IV: Instructional Strategies	Significant thought has been given to the selection of a variety of strategies to meet diverse learning needs (based on contextual factors and diagnostic findings) and support all children in achieving learning outcomes.	Selection of various instructional strategies demonstrates thought has been given to the approaches most likely to contribute to learning.	Little consideration has been given to the selection of instructional strategies in relation to student learning needs.	
Part V: Instructional Adjustments Based on Formative Assessment	Modifications of the plan were made to individualize instruction and address group or subgroup learning needs based on formative assessment findings. The instructional adjustments were justified with a rationale building upon essential concepts and skills or research-based best practices.	Appropriate modifications of the instructional plan were made to address group or individual student needs based on findings from formative assessments related to the learning outcomes.	Limited modifications of the instructional plan have been made based on what was learned from formative assessments resulting in instructional decisions that are inappropriate or fail to accommodate individual learners.	
Part VI: Post- Instruction Assessment Findings	Provides an in-depth profile of student performance (following instruction) for the whole class, subgroups and individual children. Identifies the level at which each learning outcome was met.	Provides a general profile of student performance (following instruction) for the whole class as well as for individual children. Identifies the level at which learning outcomes were met.	Provides a basic profile of student performance (following instruction) and displays limited or irrelevant knowledge of students' skills in relation to learning outcomes.	
Part VII: Analysis of	Student progress is described in detail and, as appropriate,	Student progress is described in a narrative summary and, as	Student progress is presented in a limited fashion, either in a	

Student Learning	displayed in a chart or graph. Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning. Interpretation is comprehensive and meaningful conclusions are drawn from the data.	appropriate, displayed visually in a chart or graph. Analysis is aligned with learning goals and provides a general profile of student learning. Interpretation is sufficient and appropriate conclusions are drawn from the data.	visual or narrative summary. Analysis of student learning is limited and/or incomplete. Interpretation is missing, inaccurate or unsupported by data.	
Part VIII: Plan for Future Instruction	Plan for future instruction is based on a thorough analysis of the learning gains of all students and subgroups. Plans for remediation and acceleration are specific.	Plan for future instruction is based on analysis of the learning gains in terms of number of students who achieved or made progress towards each outcome. Plans for remediation and acceleration are appropriate. Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	Plan for future instruction is limited due to the weak analysis of student learning gains and/or inaccurate interpretation of data. Plans for remediation and acceleration are missing.	
Part IX: Reflection on Instructional Unit	Identifies successful and unsuccessful activities and assessments and provides plausible reasons, based on theory or research, for their success or lack thereof. Provides specific plans for redesigning learning experiences and includes a justification for why these changes would lead towards increased student learning.	Identifies successful and unsuccessful activities and assessments and provides plausible reasons for their success or lack thereof. Provides ideas for redesigning learning experiences and explains why these changes would likely improve student learning.	Provides a limited rationale for why some activities or assessments were more successful than others. Provides no professional learning goal or identifies a goal that is not related to the insights and experiences described.	
Part IX: Reflection on Impact on	Reflects on own performance as a teacher to positively	Presents a professional learning goal that emerged from the	Presents a professional learning goal that is loosely related to the	

Student Learning	<p>impact student learning. Specific examples from the experiences as well as current research findings are incorporated as supportive documentation. Presents two or more professional learning goals and action steps for improvement.</p>	<p>insights gained through the experiences and has outlined the steps that will be taken to improve one's own performance as a teacher.</p>	<p>insights and experiences described and fails to provide a plan for meeting the goal.</p>	
Part X: Appendices	<p>The unit plan, assessments and necessary material, resources and/or references to complete the lessons are attached or available for review. Student work samples and other artifacts of learning are included to document and support conclusions drawn.</p>	<p>A general unit plan, some assessments and some necessary material, resources and/or references to complete the lessons are attached or available for review. A few student work samples and other artifacts of learning are included to document and support conclusions drawn.</p>	<p>The unit plan, assessments and materials necessary to complete the lessons are limited. Student work samples and other artifacts of learning are included, but may be irrelevant or fail to support conclusions drawn.</p>	

#6 (Required): PLT. South Dakota has adopted the Principles of Learning and Teaching exam for all teacher education program completers. Examples of data for this assessment could include tables showing the number of exams taken and a pass rate of all program completers.

Principles of Learning and Teaching Assessment

Description

The *Praxis*® tests measure the academic skills and subject-specific content knowledge needed for teaching and are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations. The purpose of the Principles of Learning and Teaching exam is to assess a new teacher's knowledge and understanding of pedagogical practices. The test is designed to reflect the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teacher Standards. For initial certification as a teacher in South Dakota all candidates must pass the state-designated *Praxis* pedagogy exam for their teaching level.

Completion of the OLC teacher preparation program and eligibility for graduation requires qualifying score(s) on the required Praxis exams for licensure. Since the 2012-2013 academic year the OLC teacher preparation program has identified the Principles of Learning and Teaching exam for entrance into student teaching, however candidates on earlier advising catalogs have been allowed to enter into student teaching if they've met the content knowledge exam requirement.

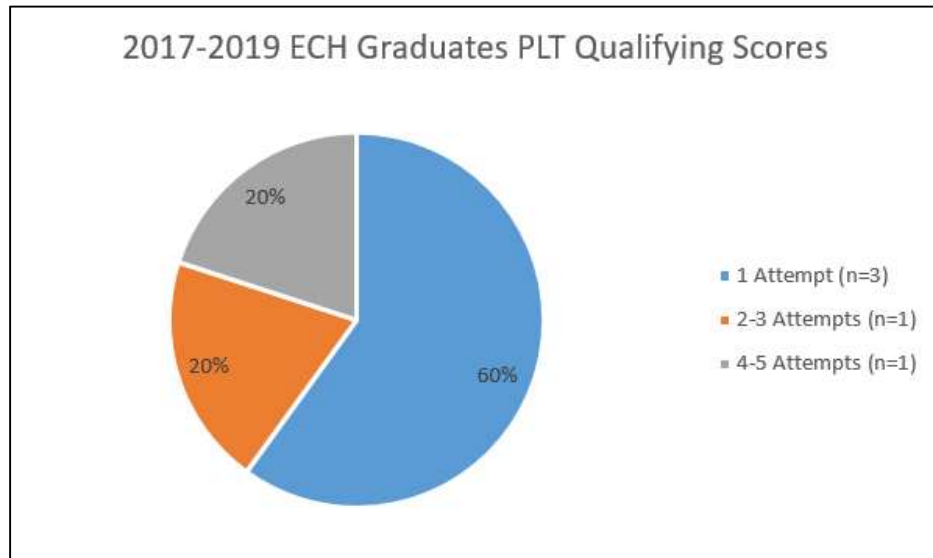
Alignment to Standards

NAEYC Standard	Principles of Learning and Teaching: ECH <i>Qualifying Score = 157</i>	Approximate Number of Questions	Approximate Percentage of Subtest
1. Promoting Child Development and Learning	I. Students as Learners	21	22.5%
4. Using Developmentally Effective Approaches 5. Using Content Knowledge to Build Meaningful Curriculum	II. Instructional Processes	21	22.5%
3. Observing, Documenting, and Assessing to Support Young Children and Families	III. Assessment	14	15%
2. Building Family and Community Relations 6. Becoming a Professional	IV. Professional Development, Leadership and Community	14	15%
Standards 1-6	V. Analysis of Instructional Scenarios - Students as Learners (0-1) - Instructional Process (0-1) - Assessment (1-2) - Professional Development, Leadership and Community (1-2)	4	25%

Analysis of Data Findings:

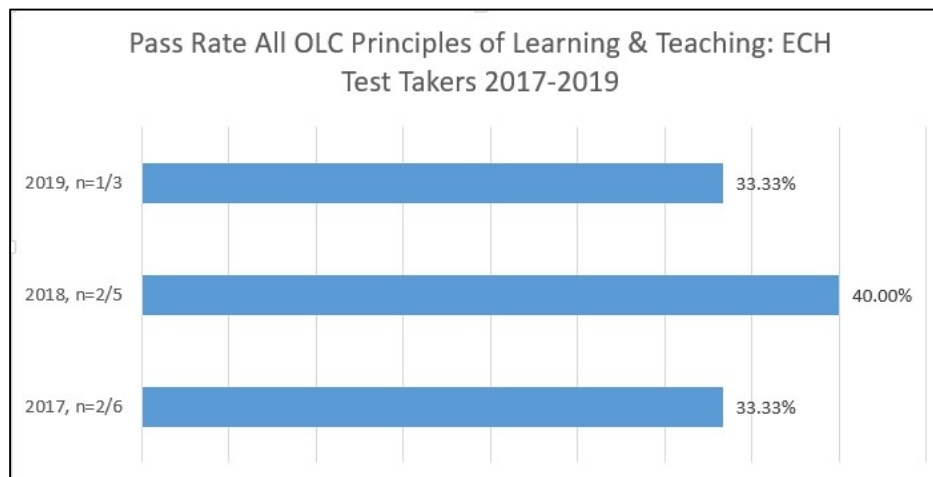
Passage of the Praxis licensure exams has been required for program completion (graduation) since AY 2014-2015. For this reason our Title II Reports since that time reflect a 100% pass rate.

Three of the five Birth-Grade 3 Early Childhood Education graduates (60%) passed the 5621 Principles of Learning and Teaching exam on their first attempt. The two graduates who did not pass on their first attempt made a total of 7 attempts prior to achieving qualifying scores (an average of 3.5 attempts per individual with a range from 3 – 4 attempts). Two individuals graduated on time, two graduated within a year of their planned completion date, and one graduated five years later.



PLT		Time from Student Teaching to Graduation					
Year	# Students	Same Yr.	1 Yr.	2 Yrs.	3 Yrs.	4 Yrs.	5 Yrs.
2017	1	1					
2018	2	1	1				
2019	2		1				1

None of the four Birth-Grade 3 non-completers achieved a qualifying score on the Principles of Learning and Teaching exam. This group made a total of 4 attempts on the exam. One individual never took the exam, and the greatest number of attempts made by a non-completer was 2. This group did not show the same level of persistence as the candidates who graduated.



While we are meeting the 80% SD DOE and Title II Praxis Pass Rate for program completers the pass rate for candidates, in general, is extremely low. Three individuals (2 candidates and 1 past graduate) took the PLT: ECH exam during the ETS September 2018 – August 2019 test window. Only one candidate (33.33%) achieved a qualifying score on the exam. Overall pass rates on the exam during previous academic years has been similar: 40% (2/5) for the Sept-17 to Aug-18 test window, and 33.33% (2/6) for the Sept-16 to Aug-17 test window.

Interpretation of How Data Demonstrates Meeting Standards:

All five (100%) 2017, 2018 and 2019 Birth-Grade 3 Early Childhood Education graduates passed the 5621 Principles of Learning and Teaching exam.

#7 (Optional)–Additional assessment that addresses ARSD 24:53:07:04 standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

InTASC Portfolio Assessment

Description:

The InTASC Professional Portfolio synthesizes a candidate's learning experiences and demonstrates what they know and are able to do as they enter into the teaching profession. It is a collection of artifacts (coursework assignments) candidates have created and selected to best represent the knowledge, skills and attitudes they possess in relation to program outcomes and the standards for new teachers. These portfolios enhance candidate entry into the teaching profession as candidates are able to provide specific examples of their abilities to potential employers during the application and interview process.

The InTASC Professional Portfolio is initiated during a candidate's sophomore year in Foundations of Education or Introduction to Early Childhood Education and completed during the senior year in Seminar for Student Teaching. OLC Education Department unit goals, program learning outcomes and student learning outcomes, as well as the special program assessments are aligned to the InTASC professional standards. All common course assessments utilized in the Education Department are correlated to our student learning outcomes. These common course assessments, as well as other course assignments, become part of a candidate's professional portfolio.

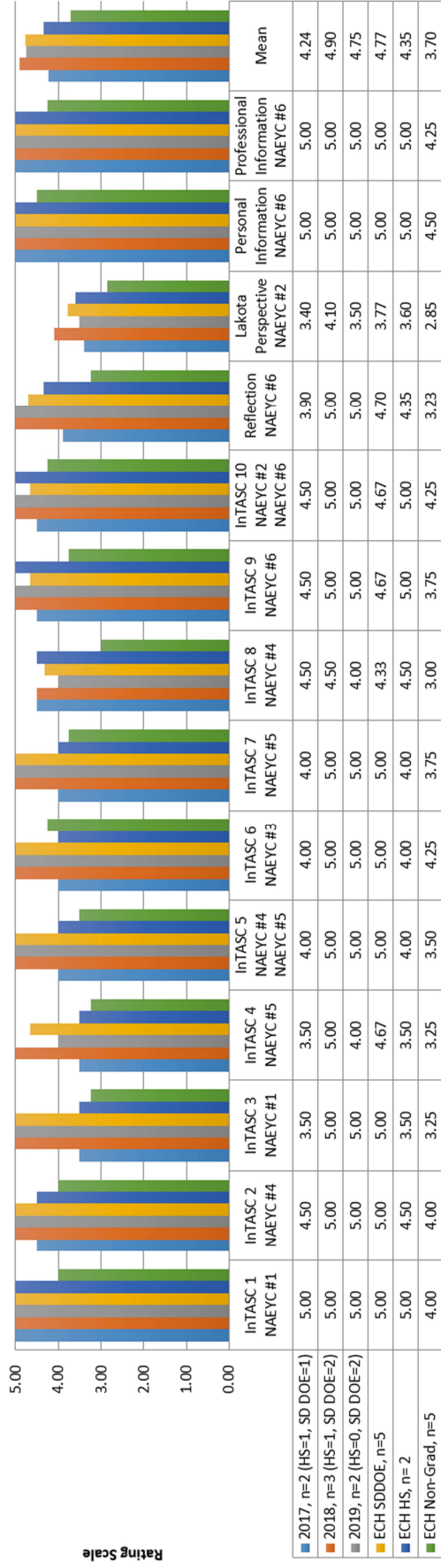
This assessment was developed locally within the OLC Education Department during the 2005-2006 academic year. The first version of the assessment tool was a 4-point rating scale that, for the most part, addressed professional presentation. While candidate portfolios were organized around the InTASC Standards, the assessment tool did not specifically measure performance towards the standards. The assessment tool was redesigned to measure evidence of the candidate's understanding and application of each standard in relation to teaching. In addition, the assessment tool was reformatted as the 5-point rating scale with performance descriptors that is currently utilized.

All ratings reported are based on a 5-point scale: 5 - Excellent (Performance Exceeds Expectations); 4 – Commendable (Performance Meets the Target Criteria); 3 – Acceptable (Performance Meets Basic Expectations); 2 – Developing (Performance is Approaching Expected Levels); 1 – Not Evident (Performance Fails to Demonstrate Expectations).

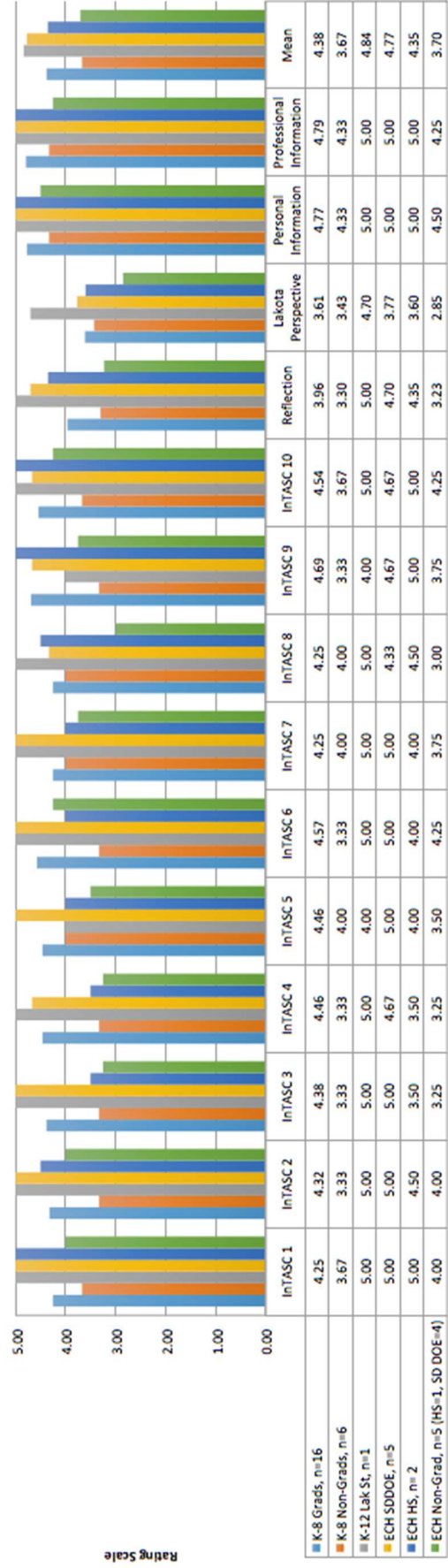
Alignment to Standards: Standards alignment is noted in the assessment charts presented with the data findings.

Analysis of Data Findings:

Early Childhood Education Graduates 2017-2019 InTASC Portfolio Ratings



InTASC Portfolio Rating Comparison Between Programs, Graduates and Non-Graduates 2017-2019



Interpretation of How Data Demonstrates Meeting Standards:

InTASC Portfolio ratings for Standard #1 (ACEI #1 / NAEYC #1) ranged from Acceptable (3.67 for the six K-8 Elementary non-completers) to Excellent (5.00 for the one K-12 Lakota Studies, five Birth-Grade 3 ECH/SD DOE, and two Birth-Preschool/Head Start graduates). Commendable performance was noted for the sixteen K-8 Elementary graduates (4.25) as well as the five Early Childhood non-completers (4.00). Candidate artifacts demonstrate their understanding of child development and their ability to support individual children's development and learning.

InTASC Portfolio ratings for Standard #2 (ACEI #3.2 / NAEYC #4) ranged from Acceptable (3.33 for the six K-8 Elementary non-completers) to Excellent (5.00 for the one K-12 Lakota Studies and five Birth-Grade 3 ECH/SD DOE graduates). Commendable performance was noted for the sixteen K-8 Elementary graduates (4.38), two Birth-Preschool/Head Start graduates (4.50) as well as the five Early Childhood non-completers (4.00). Candidate artifacts demonstrate their understanding of diverse student needs and their ability to plan and use a wide array of developmentally appropriate practices and instructional strategies that are adapted to meet student needs.

InTASC Portfolio ratings for Standard #3 (ACEI #3.4 / NAEYC #1) ranged from Acceptable (3.33 for the six K-8 Elementary non-completers, 3.50 for the two Birth-Preschool/Head Start graduates, and 3.25 for the five Early Childhood non-completers) to Excellent (5.00 for the one K-12 Lakota Studies and five Birth-Grade 3 ECH/SD DOE graduates). Commendable performance (4.38) was noted for the sixteen K-8 Elementary graduates. Candidate artifacts demonstrate their understanding of individual and group motivation to create supportive, respectful learning environments that foster positive social interaction and active engagement in learning.

InTASC Portfolio ratings for Standard #4 (ACEI #2.1-2.8 / NAEYC #5) ranged from Acceptable (3.33 for the six K-8 Elementary non-completers, 3.50 for the two Birth-Preschool/Head Start graduates, and 3.25 for the five Early Childhood non-completers) to Excellent (5.00 for the one K-12 Lakota Studies graduate). Commendable performance was noted for the five Birth-Grade 3 ECH/SD DOE graduates (4.67) and sixteen K-8 Elementary graduates (4.46). Candidate artifacts demonstrate knowledge of the essential concepts of the academic disciplines and their connections across the curriculum to design and implement meaningful, challenging experiences to support student learning.

InTASC Portfolio ratings for Standard #5 (ACEI #3.3-3.5 / NAEYC #4 and 5) ranged from Acceptable (3.50 for the five Early Childhood non-completers) to Excellent (5.00 for the five Birth-Grade 3 ECH/SD DOE graduates). Commendable performance was noted for the one K-12 Lakota Studies graduate (4.00), the two Birth-Preschool/Head Start graduates (4.00), six K-8 Elementary non-completers (4.00), and sixteen K-8 Elementary graduates (4.46). Candidate artifacts demonstrate their understanding and ability to use a variety of instructional strategies that foster active engagement and inquiry, communication and collaboration, and critical thinking and problem solving to positively influence children's development and learning.

InTASC Portfolio ratings for Standard #6 ACEI #4 / NAEYC #3) ranged from Acceptable (3.33 for the six K-8 Elementary non-completers) to Excellent (5.00 for the one K-12 Lakota Studies and five Birth-Grade 3 ECH/SD DOE graduates). Commendable performance was noted for the sixteen K-8 Elementary graduates (4.57), two Birth-Preschool/Head Start graduates (4.00), and the five Early Childhood non-completers (4.25). Candidate artifacts demonstrate their understanding and ability to use

formal and informal assessment strategies in a responsible way, in partnership with families, to promote continuous intellectual, social/emotional, and physical development of every child.

InTASC Portfolio ratings for Standard #7 (ACEI #3.1, 3.2, 3.4 / NAEYC #5) ranged from Acceptable (3.75 for five Early Childhood non-completers) to Excellent (5.00 for the one K-12 Lakota Studies and five Birth-Grade 3 ECH/SD DOE graduates). Commendable performance was noted for the sixteen K-8 Elementary graduates (4.25), two Birth-Preschool/Head Start graduates (4.00), and six K-8 Elementary non-completers (4.00). Candidate artifacts demonstrate their ability to plan and implement instruction based on their knowledge of the academic subjects, individual learning differences, and student motivation to foster active engagement in a community context.

InTASC Portfolio ratings for Standard #8 (ACEI #3.1-3.5 / NAEYC #4) ranged from Acceptable (3.00 for five Early Childhood non-completers) to Excellent (5.00 for the one K-12 Lakota Studies graduate). Commendable performance was noted for the sixteen K-8 Elementary graduates (4.25), two Birth-Preschool/Head Start graduates (4.50), six K-8 Elementary non-completers (4.00), and five Birth-Grade 3 ECH/SD DOE graduates (4.33). Candidate artifacts demonstrate they understand and are able to use a variety of instructional strategies that are developmentally appropriate, adapted to meet diverse student needs, encourage critical thinking and problem solving, and support student application of content in meaningful ways.

InTASC Portfolio ratings for Standard #9 (ACEI 5.1-5.2 / NAEYC #6) ranged from Acceptable (3.33 for the six K-8 Elementary non-completers 3.75 for five Early Childhood non-completers) to Excellent (5.00 for the two Birth-Preschool/ Head Start graduates). Commendable performance was noted for the sixteen K-8 Elementary graduates (4.69), five Birth-Grade 3 ECH/SD DOE graduates (4.67), and one K-12 Lakota Studies graduate (4.00). Candidate artifacts show that candidates understand and present themselves as a member of the teaching community, demonstrating ethical practices, engaging in reflective practice, and in making informed decisions.

InTASC Portfolio ratings for Standard #10 (ACEI #5.2-5.4 / NAEYC #6) ranged from Acceptable (3.67 for the six K-8 Elementary non-completers) to Excellent (5.00 for the one K-12 Lakota Studies and two Birth-Preschool/Head Start graduates). Commendable performance was noted for the sixteen K-8 Elementary graduates (4.54), five Birth-Grade 3 ECH/SD DOE graduates (4.67), as well as for five Early Childhood non-completers (4.25). Candidate artifacts demonstrate their ability to foster relationships and work in collaboration with families, colleagues, and other professionals and agencies within the community to support children's learning and well-being.



INTASC
Professional Portfolio Rating



Candidate: _____ **Date:** _____

Degree: _____ **Year of Graduation:** _____

Evaluator: _____ **Position:** _____

Type of Rating: [] Formative [] Summative

Directions for Scoring: Use the attached scale and performance descriptors to rate each area.

Standard 1: Learner Development

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

Artifacts	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Reflection	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Lakota Perspective	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1

Evidence:

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Artifacts	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Reflection	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Lakota Perspective	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1

Evidence:

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Artifacts	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Reflection	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Lakota Perspective	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1

Evidence:

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

Artifacts	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Reflection	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Lakota Perspective	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1

Evidence:

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Artifacts	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Reflection	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Lakota Perspective	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1

Evidence:

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Artifacts	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Reflection	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Lakota Perspective	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1

Evidence:

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Artifacts	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Reflection	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Lakota Perspective	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1

Evidence:

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Artifacts	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Reflection	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Lakota Perspective	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1

Evidence:

Standard 9: Professional Learning and Ethical Practice

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

Artifacts	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Reflection	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Lakota Perspective	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1

Evidence:

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Artifacts	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Reflection	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
Lakota Perspective	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1

Evidence:

Personal Identity as a Teacher

The teacher presents him or herself as a professional through an autobiography, resume, philosophy of education, and college transcripts.

Personal Information	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
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Evidence:

Professional Information

The teacher presents him or herself as a professional and strong applicant for a teacher position through his or her personal references.

Professional Information	Excellent 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1
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Evidence:

Professional Portfolio Rating Scale and Performance Descriptors

Rating Scale

- 5 – Excellent: Performance Exceeds Expectations
- 4 – Commendable: Performance Consistently Meets and Provides Convincing Evidence
- 3 – Acceptable: Performance Meets Basic Expectations
- 2 – Developing: Performance is Approaching Expected Level of Performance
- 1 – Not Evident: Performance Fails to Demonstrate Expectations

Performance Descriptors

Artifacts in Each Standard Area

- 5 - Three high-quality artifacts indicate meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching.
- 4 - Two to three high-quality artifacts indicate meaningful and convincing evidence of the candidate's understanding of the standard and its application to teaching.
- 3 - Two high-quality artifacts provide evidence of the candidate's understanding of the standard and its application to teaching.
- 2 - One or two artifacts provide some evidence of the candidate's understanding of the standard and its application to teaching.
- 1 - Artifacts are missing or are of poor quality, failing to provide evidence of the candidate's understanding of the standard and its application to teaching.

Reflections in Each Standard Area

- 5 - A thorough, reflective summary synthesizes and provides convincing evidence of how the artifacts demonstrate attainment of the standard, have or will be used, and have contributed to professional growth.
- 4 - Individual reflections are thorough and provide convincing evidence of how each artifact demonstrates attainment of the standard, has or will be used, and has contributed to professional growth.
- 3 - Individual reflections are thorough and provide evidence of how each artifact demonstrates attainment of the standard, has or will be used, and has contributed to professional growth.
- 2 - Individual reflection(s) provide minimal evidence of how each artifact demonstrates attainment of the standard, has or will be used, and has contributed to professional growth.
- 1 - Individual reflection(s) are missing or irrelevant, failing to provide evidence of how each artifact demonstrates attainment of the standard, has or will be used, and has contributed to professional growth.

Lakota Perspective in Each Standard Area

- 5 - Lakota values and perspectives and/or traditional ways of knowing and demonstrating are richly enhanced and meaningfully integrated through the artifacts, and are thoroughly explained within the reflections.
- 4 - Lakota values and perspectives and/or traditional ways of knowing and demonstrating are enhanced through the artifacts and thoroughly explained within the reflections.
- 3 - Lakota values and perspectives and/or traditional ways of knowing and demonstrating are evident in the artifacts and are explained within the reflections.
- 2 - Lakota values and perspectives and/or traditional ways of knowing and demonstrating are minimally evident in the artifacts and/or are superficially explained within the reflections.

- 1 - Lakota values and perspectives and/or traditional ways of knowing and demonstrating are not reflected in the artifacts and/or are superficially, or inappropriately, explained within the reflections.

Personal Identity as a Professional

- 5 - Personal and professional values, dispositions and qualifications are effectively communicated, reflected throughout the portfolio and reveal unique positive attributes or characteristics that make the candidate stand out from others.
- 4 - Personal and professional values, dispositions and qualifications are effectively communicated and are supported by artifacts presented in each of the standards.
- 3 - Personal and professional values, dispositions and qualifications are clearly communicated.
- 2 - Personal and professional values, dispositions and qualifications are vaguely communicated, inconsistent with supporting artifacts presented in each of the standards, or incomplete.
- 1 - Personal and professional values, dispositions and qualifications are poorly communicated, fail to demonstrate the value and worth of all children, or are missing from the portfolio.

Professional Applications and References

- 5 - Letters of reference indicate strong personal and professional qualities as well as effective teaching practice, claims are supported by specific examples, and unique positive attributes are revealed about the candidate and his or her abilities.
- 4 - Letters of reference indicate strong personal and professional qualities as well as effective teaching practice in many areas and claims are supported by specific examples.
- 3 - Letters of reference indicate strong personal and professional qualities as well as effective teaching practice in some areas.
- 2 - Letters of reference indicate a potential to teach.
- 1 - Letters of reference fail to indicate potential as a teacher.

(Feb 2013)

#8 (Optional)–Additional assessment that addresses ARSD 24:53:07:04 standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Program Learning Outcome Assessment

Description:

Program Learning Outcomes (PLOs) are broad statements of the knowledge, skills and abilities that candidates will have upon completion of a degree. They represent “the big picture” result of multiple, inter-related learning experiences gained through the program’s plan of study.

Individual degree program learning outcomes were developed during the 2013-2014 academic year. An initial draft of the K-8 Elementary Education PLO Assessment was developed that year and utilized in a trial run. The assessment tool was refined and utilized again during the 2014-2015 AY. The assessment was then set aside during the 2015-2016 and 2016-2017 academic years when the college’s assessment emphasis shifted, placing an emphasis on course level assessments. After firmly establishing the individual course assessment process the Education Department reinstituted the Program Learning Outcome Assessment during the 2017-2018 AY, assessing elementary and early childhood bachelor degree program completers. Assessment tools were developed for the Education Department’s other bachelor degree, associate level and preparation programs, and plans were put into place to begin assessing PLOs for early childhood and elementary education associate degree graduates.

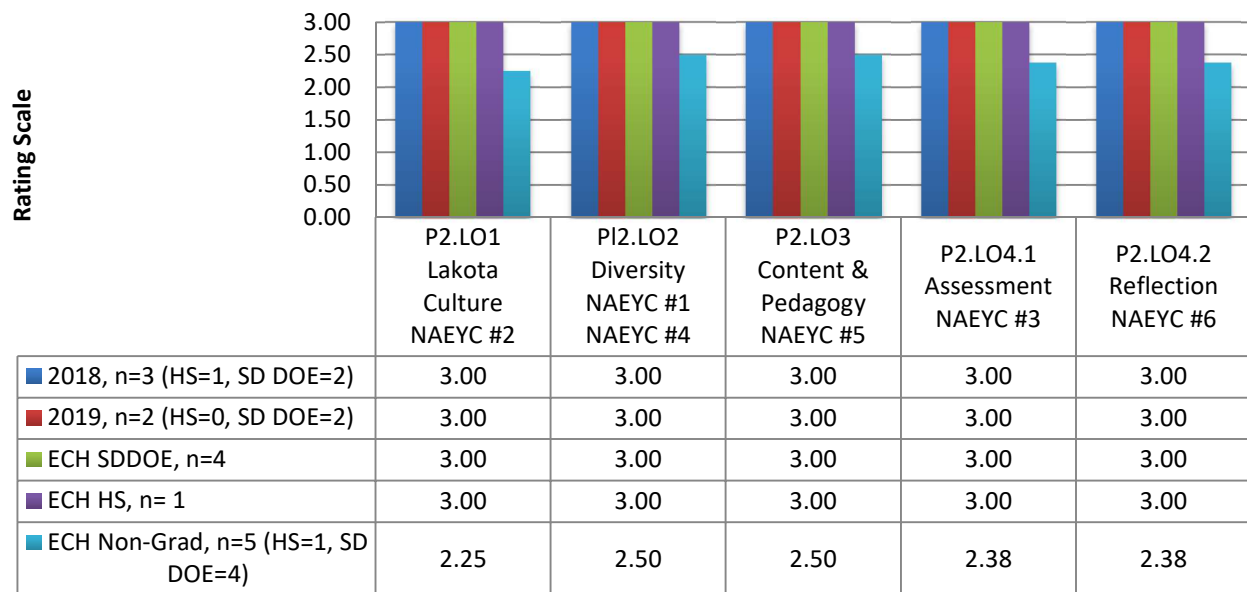
Program Learning Outcomes (PLOs) are assessed using two culminating, comprehensive candidate projects: 1) the InTASC Professional Portfolio and 2) Impact on Student Learning Project. A common 3-Point rubric scale (1 – Not Met, 2 – Met, 3 – Met with Strength) is utilized to evaluate each outcome for both measures. The score reported for each PLO assessment normally represents the average rating of at least two faculty members.

Alignment to Standards: Standards alignment is noted in the assessment charts presented with the data findings.

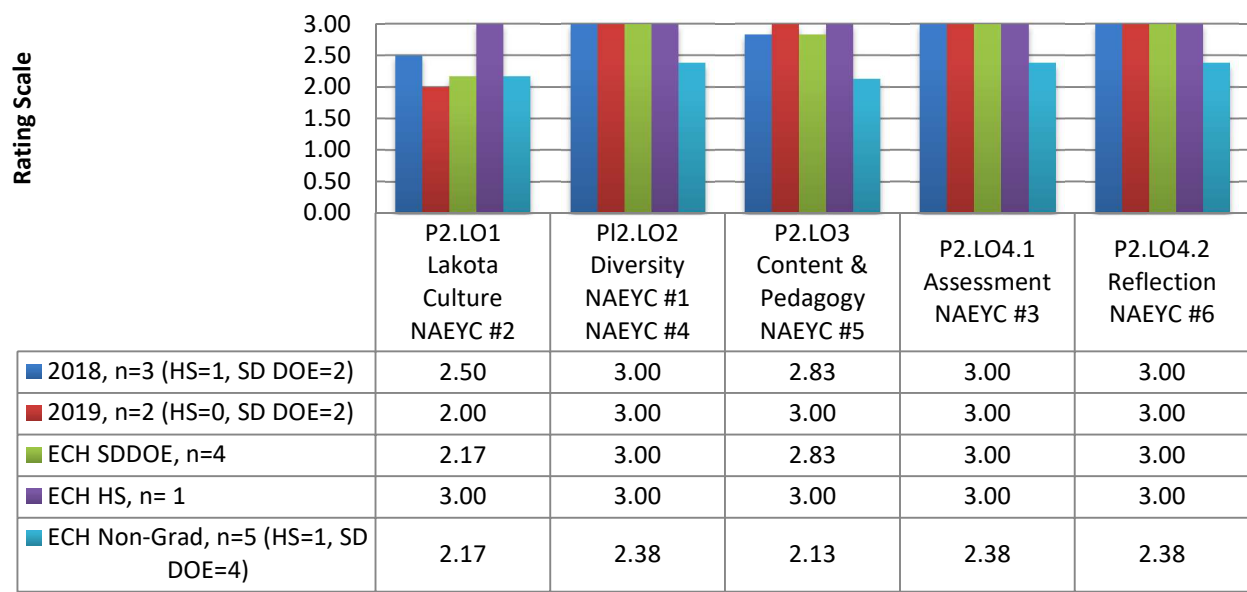
Analysis of Data Findings:

There were a total of five (5) early childhood graduates for the years 2018 and 2019. There were also five (5) non-graduates included in the data. PLO ratings tended to be higher for the InTASC Portfolios than for the Impact on Student Learning Projects. As measured by reviewing Impact on Student Learning Projects all criteria were met or met with strength by graduates and non-graduates alike. As measured by reviewing InTASC Portfolios all PLOs were met by the non-graduates and met with strength by the graduates.

Early Childhood Education Program Learning Outcome Ratings Based on InTASC Portfolios 2018 and 2019



Early Childhood Education Program Learning Outcome Ratings Based on Impact Projects 2018 and 2019



Interpretation of How Data Demonstrates Meeting Standards:

P2.L01: Candidates demonstrate Lakota culture values in all learning contexts is aligned with NAEYC #2 – Building Family and Community Relationships. The data indicates that all graduates and non-graduates met this standard or met this standard with strength.

P2.L02: Candidates recognize the diverse influences impacting the development and learning of young children and effectively utilize strategies to enhance the learning potential of all children is aligned with NAEYC #1 – Promoting Child Development and Learning and NAEYC # 4 – Using Developmentally Appropriate Practice. All graduates met this standard with strength, and non-graduates met the standard.

P2.L03: Candidates demonstrate proficiency integrating solid content knowledge and sound pedagogical understandings to design and implement academic and co-curricular experiences that include families and communities to promote positive development and learning for young children is aligned with NAEYC #5 - Using Content Knowledge to Build Meaningful Curriculum. All graduates and non-graduates met this standard or met this standard with strength.

P2.L04.1: Candidates demonstrate understanding of the goals, benefits, and uses of effective assessment strategies to positively impact the learning and development of young children is aligned with NAEYC #3 – Observing, Documenting and Assessing to Support Children and Families. All graduates met this standard with strength, and non-graduates met the standard.

P2.L04.2: Candidates engage in continuous, reflective learning, following ethical guidelines to make informed decision to advocate for young children and their families is aligned with NAEYC #6 – Becoming a Professional. All graduates met this standard with strength, and non-graduates met the standard.

Program 2 – Bachelor of Arts Degree in Early Childhood Education
Program Level Learning Outcome Evaluation Rubric

Student: _____ **Graduation Year** _____

Evaluator: _____ **Date of Review** _____

Please check one:

_____ Portfolio
 _____ Impact on Student Learning Project

P2.LO1: Candidates exhibit Lakota cultural values in all learning contexts.

Indicators: Candidate demonstrates:

- Understanding of traditional Lakota values.
- Ability to create learning experiences that integrate Lakota beliefs and values.
- Respect for traditional Lakota values and virtues, creating learning environments that support Lakota students.

1 – Not Met	2 – Met	3 – Met with Strength
Candidate provides limited evidence of designing culturally-relevant learning experiences that integrate Lakota values. Minimal evidence or evidence revealing misunderstanding is documented within the candidate's artifact(s).	Candidate provides clear evidence of designing culturally-relevant learning experiences that integrate Lakota values. Evidence is documented with the candidate's artifact(s).	Candidate provides clear, consistent, and convincing evidence of designing culturally-relevant learning experiences that integrate Lakota values. Substantial evidence is documented within the artifact(s) of candidate.
Evidence:		
Comments:		

P2.LO2: Candidates recognize the diverse influences impacting the development and learning of young children and effectively utilize strategies to enhance the learning potential of all children.

Indicators: Candidate demonstrates:

- Understanding of early childhood developmental learning theory.
- Understanding of how cognitive, linguistic, social, emotional and physical development influences learning in young children.
- Respect for young learners' differing strengths and needs.
- Design and implementation of developmentally appropriate instruction taking into account individual learners' strengths, interests and needs.

1 – Not Met	2 – Met	3 – Met with Strength
Candidate provides limited evidence of designing developmentally appropriate learning experiences for early childhood students. Minimal evidence or evidence revealing misunderstanding is documented within the candidate's artifact(s).	Candidate provides clear evidence of designing developmentally appropriate learning experiences for early childhood students. Evidence is documented within the candidate's artifact(s).	Candidate provides clear, consistent and convincing evidence of designing developmentally appropriate learning experiences for early childhood students. Substantial evidence is documented within the artifact(s) of candidate and early childhood Impact on Student Learning.
Evidence:		
Comments:		

P2.LO3: Candidates demonstrate proficiency integrating solid content knowledge and sound pedagogical understandings to design and implement academic and co-curricular experiences that include families and communities to promote positive development and learning for young children.

Indicators: Candidate demonstrates:

- Proficiency in the content areas of the early childhood curriculum.
- Understanding of student early learning guidelines and learning progressions.
- Knowledge of integrating content areas utilizing best practices for teaching and learning.
- Value in establishing student- and family-centered learning environments that encourage exploration, experimentation, and discovery.
- Strategies to engage young children in developing problem-solving, critical thinking and creative thinking processes.
- Collaborative work with early childhood students, families and communities, as well as other professionals, to support learner development in curricular and co-curricular activities.

1 – Not Met	2 – Met	3 – Met with Strength
Candidate provides limited evidence of designing discovery learning experiences for early childhood learners that integrate accurate content information, and working collaboratively with families and communities to support learner development in curricular and co-curricular activities. Evidence is documented within the candidate's artifact(s).	Candidate provides clear evidence of designing discovery learning experiences for early childhood learners that integrate accurate content information, and working collaboratively with families and communities to support learner development in curricular and co-curricular activities. Evidence is documented within the candidate's artifact(s).	Candidate provides clear, consistent and convincing evidence of designing discovery learning experiences for early childhood learners integrate accurate content information, and working collaboratively with families and communities to support learner development in curricular and co-curricular activities. Substantial evidence is documented within the artifact(s) of candidate and early childhood Impact on Student Learning.
Evidence:		
Comments:		

P2.LO4.1: Candidates demonstrate understanding of the goals, benefits, and uses of effective assessment strategies to positively impact the learning and development of young children.

P2.LO4.2: Candidates engage in continuous, reflective learning, following ethical guidelines to make informed decisions to advocate for young children and their families.

Indicators: Candidate demonstrates:

- Understanding of a range of assessment types and purposes, and how to minimize sources of bias in assessment.
- Design and/or use of assessment tasks and tools that align early learning guidelines and assessment methods while accounting for learner differences.
- Commitment to use of multiple types of assessment to support, verify and document student learning.
- Analysis of assessment data to provide meaningful feedback to families of young children, and to guide planning and instruction.
- Responsibility for student learning through ongoing reflection to improve practice.
- Use of education research as a source for analysis, reflection and decision-making.

1 – Not Met	2 – Met	3 – Met with Strength
Candidate provides limited evidence of utilizing formal and informal assessments and reflective practice to promote early childhood learner growth. Minimal evidence or evidence revealing misunderstanding is documented within the candidate's artifact(s).	Candidate provides clear evidence of utilizing formal and informal assessments and reflective practice to promote early childhood learner growth. Evidence is documented within the candidate's artifact(s).	Candidate provides clear, consistent and convincing evidence of utilizing formal and informal assessments and reflective practice to promote early childhood learner growth. Substantial evidence is documented within the artifact(s) of candidate and early childhood Impact on Student Learning.
Evidence:		
Comments:		

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge and skills, and (3) student learning.**

Changes That Have Been Made to Improve Candidate Performance and Strengthen the Program

Content Knowledge

- The Praxis Education of Young Children exam was moved from an entrance into student teaching requirement to an entrance into the teacher preparation program requirement (AY 2012-2013).
- Praxis Education of Young Children exam built into ECH 203 (SU 2016).
- Increased GPA requirement for program acceptance from 2.8 to 3.0 (effective 2016-2017 Catalog).
- Move towards use of “elective” and “or higher” for general education humanities course, general education science requirement, and additional English degree requirement to support candidate persistence and completion rates (2016-2017 Catalog).
- ECH 403 Social-Emotional Growth & Socialization and ECH 413 Group Care were vetted for online instruction (AY 2017-2018, offered online Spring 2019).
- Realigned coursework on status sheet to clearly differentiate between professional core requirements and professional requirements (methods courses) for early childhood education majors (2019-2020 Catalog).
- Emphasis on using the 5024 Education of Young Children exam or the 5025 Early Childhood Education exam will be taken into consideration (Spring 2020)
- An Early Childhood content knowledge Praxis Boot Camp is planned for summer 2020.

Professional and Pedagogical Knowledge and Skills

- The Praxis pedagogy exam was moved from a graduation requirement to an entrance into student teaching requirement (AY 2012-2013).
- All course level assessments were revised to align to the new InTASC model standards (AY 2013-2014).
- Program Learning Outcomes were developed to meet HLC assessment requirements (AY 2013-2014).
- Praxis requirement for graduation was enforced to meet SD DOE required standards (AY 2014-2015).
- A cleared drug test was added as a requirement for entrance into the teacher preparation program (AY 2014-2015).
- A framework for assessment of co-curricular activities was developed leading towards greater linkages between these out-of-class activities and student learning outcomes (AY 2014-2015).
- Praxis PLT preparation built into ED 473 Seminar for Student Teaching (FL 2015).
- ED 313 Educational Psychology and ED 303E Indian Education were vetted for online instruction (AY 2015-2016).
- In accordance with OST Education Code the entrance requirement of passing a background check changed to meeting tribal, state and federal background checks (AY 2015-2016).

- The minimum GPA and letter grade requirement of 2.8 with a C or better in all professional courses was changed to 3.0 with a B or better in all professional courses in anticipation of SD DOE requirements changing to meet CAEP standards (AY 2015-2016, implemented in Fall 2016 Catalog).
- Praxis PLT support seminars were revised to the current Praxis Challenge held each semester (AY 2015-2016).
- PREPARE strategy introduced to candidates as part of Praxis PLT and EYC preparation for writing constructed responses to case study scenarios (AY 2016-2017).
- Program Learning Outcome assessments were completed for all programs and implemented as a means of assessing candidate performance at the time of program completion (AY 2016-2017).
- Methods of Teaching Music & Art and Methods of Teaching Health & PE were changed from 3-credit hour courses to 2-credit hour courses and scheduled to be offered on the same day as a four hour block (AY 2016-2017, implemented SP 2017, included in 2017-2018 Catalog as a Special Note, included on Status Sheet in 2018-2019 Catalog).
- Praxis PLT Boot Camp to be held during summer interim was developed and implemented (AY 2017-2018 and 2018-2019) after trying a semester-based course (SP 2015 and SU 2016).
- The Education Department Handbook and application packet was updated to include a 5-point rating scale for scoring entrance requirements (AY 2017-2018).
- Following development, implementation and feedback for the General Education Outcome assessment of Lakota Values, the Education Department adopted the assessment to be used instead of the SLO 1.2 Lakota Values rating previous used by the department (AY 2017-2018).
- The Education Department instituted an Admission Deferment, Leave of Absence, or Program Withdrawal process to support retention and completion rates (AY 2018-2019).
- ED 313 Educational Psychology added to BA in Early Childhood Education status sheet (2019-2020 Catalog).
- ED 463 Human Relations and ED 483 Technology for Teachers removed from status sheet (2019-2020 Catalog). These courses are identified electives for the BA in Early Childhood Education.
- Incorporated Four Directional Model program requirements into status sheets (AY 2019-2020).

Student Learning

- Lakota perspectives was added as an expectation and rating criteria for the Impact on Student Learning Project which serves as one of the artifacts for the Program Learning Outcome assessment rating (AY 2018-2019).
- Incorporation of a video based component, including analysis of the teaching and learning experience, is under consideration as a revision to the Impact on Student Learning Project.

Program Decision Making and Change Processes

Program degree changes involving revisions to coursework and status sheets are made through a course/curriculum change process in which proposed changes are taken through the OLC governance structure for review and approval at various levels. Following initial approval by the Department Chairperson curricular changes are presented, in writing using the Curricular Change and Routing forms, for approval by the Instructional Affairs Committee (after approval by the curriculum subcommittee), Vice President for Instruction, and the Piya Wiconi Okolakiciye before reaching the President's Office. Throughout this process the Department Chairperson may be asked to answer questions or clarify issues, requested alterations and reconciliations may be made, or the proposal may be returned to the previous level to address areas of concern. All final decisions regarding

course/curriculum adoption and implementation rests with the President's office. The President will note all endorsement and will then either sign the proposal for approval and implementation or will disapprove the proposal, noting justification, and return it to the PWO. Changes made to individual courses, status sheet revisions and other programmatic changes (minimum GPA/grade requirements) were made through this process.

Institutional assessment days are scheduled each semester. Assessment days provide program faculty and staff opportunities to examine departmental data related to general education outcomes, program learning outcomes and student learning outcomes as well as other performance data that is collected by the department or institution wide. The department's assessment system is grounded in the strategic plan of Oglala Lakota College, the Education Unit's conceptual framework and program outcomes, as well as in the state and professional standards for teaching and administrative programs. The cycle begins with gathering purposeful data, moves to reviewing, discussing and reflecting upon findings to make informed decisions, then onto enacting change before beginning the cycle over again. The process spirals from the course-level student learning outcomes to individual degree program learning outcomes to the Education Department Strategic Goals (Institutional Effectiveness Plan), which feeds directly into the Institutional Assessment Cycle (Institutional Effectiveness Plan, Annual End of Year Departmental Report, and ultimately the Annual Report to OLC Constituents). The Education Department has strategic goals and objectives related to recruitment, persistence, retention and completion rates; maintaining program accreditation; and candidate content knowledge and pedagogical skills (meeting or exceeding Praxis exam cut-score requirements).

Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Early Childhood Education Birth-Grade 3		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers⁴
2017	6	1
2018	10	2
2019	9	2

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

⁴ SD DOE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

ATTACHMENT B
Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member	Highest Degree, Field & University	Assignment	Rank	Tenure (Faculty Peer Review)	Scholarship, Leadership & Service Past 3 Years	Licensure
Shannon Amiotte	Ed. D. Education Administration, USD	Dean of Education	Professor	5-Yr FPR	SDACTE President, 2017-2019 OLC Strategic Planning Chair, 2016-2017 OLC Instructional Affairs Chair 2014-2017, Committee Member 2017-Present	Advanced Teacher, Advanced Administrator, Education Specialist
Tamara Bauck	Ed.D. Instructional Technology & Distance Education, NSUF	Faculty	Assistant Professor		Piya Wiconi Okolaciciye Chair, 2017-Present Institutional Development Committee Member, 2016-Present OLC Distance Learning Coordinator, 2017-Present	Professional Teacher, Professional Administrator
Linda Olsen	M.E. Elementary School Administration, NSU	Faculty	Associate Professor	3-Yr FPR	SDACTE Leadership Award, 2018 SDACTE Member, 2017-Present OLC Assessment Committee Member	Advanced Teacher, Advanced Administrator
Tom Raymond	M.S. Elementary Education, BHSU	Faculty	Associate Professor	3-Yr FPR	Piya Wiconi Okolaciciye Committee Member, 2017-Present Instructional Affairs Committee, 2014-Present Rapid City Area Schools Advisory Committee Rapid City American Indian Leadership Advisory Committee Rapid City Police Department Advisory Committee Pennington County Sheriff's Department Advisory Committee	Advanced Teacher, Advanced Administrator

Jacklyn Swanson	M.E. Literacy and Leadership, K-12 Administration, USF	Faculty	Assistant Professor		OLC Student Affairs Committee, 2018-Present OLC Safety Committee, 2018-Present Rural America Initiatives/OLC Student Literacy Night, 2018-2019 Adult Literacy Coordinator, 2015-2017	Advanced Teacher, Advanced Administrator
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ATTACHMENT C
Additional South Dakota Required Coursework

Directions: Complete the following information for each South Dakota required course in the appropriate preparation grade span. For example, you are submitting a program report for a K-8 preparation, note which courses a program completer in that grade span could take to meet the South Dakota required course.

Please complete this table:

South Dakota Required Coursework	Early Childhood Education	K-8 Program	5-8 Program	7-12 Program	K-12 Program
Reading/Literacy course	ED 363 Family Literacy				
Exceptionalities course	ExEd 313 Intro to ExEd				
Technology competencies	ED 483 Technology for Teachers				
Native American Studies	ED 303E Indian Education				
Human Relations	ED 463 Human Relations				
Competencies and instructional methods specific to the discipline	EDECH 403/402 Methods of Music/Art EDECH 413 Methods of Reading EDECH 423 Methods of Math EDECH 433 Methods of Science ED 433 Methods of Language Arts EDECH 453 Methods of Social Studies EDECH 463/462 Methods of Health/PE				
Child Development and Learning	ED 213 Child & Adolescent Dev. ECH 233 Curriculum for Self-Awareness ECH 403 Social-Emotional Growth ECH 413 Group Care ECH 423 Early Learning & Development ED 313 Educational Psychology				
DAP Observing, Assessing, and Documenting	ECH 383 Methods of Assessing Young Children				
Knowledge of Curriculum Development	ECH 203 Intro to ECH ECH 213 Planning & Admin ECH ECH 223 Materials & Techniques I ECH 323 Materials & Techniques II				
Family and Community Relations	ECH 253 Parent, Staff & Community				