

SD DOE RECOGNITION REPORT ON Early Childhood Education Teachers

SD DOE recognition of this program is dependent on the review of the program by South Dakota trained representatives of the standards of the **National Association for the Education for Young Children (NAEYC)**.

This report is in response to a(n):

☒ *Initial Review ☐ *Revised Report

*__Oglala Lakota College_____
[insert name of institution submitting the program report]

*__October, 2019_____[insert date of review: Month/Day/Year]

Grade Level of License

☒ Birth- Grade 3

***Award or Degree
Level(s)**

☒ Baccalaureate

☐ Alternate
Route/Certificate-Only

PART A—RECOGNITION DECISION (see Section G for specifics on decision)

A.1—Reviewer Decision on SD DOE recognition of the program(s):

☒ SD DOE recognized

☐ Not SD DOE recognized

A.2—Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

☒ Yes ☐ No ☐ Not applicable ☐ Not able to determine

Comments: Passage of PLT is required for entry into student teaching. Passage of content Praxis is required for program completion.

A.3—Summary of Strengths:

OLC requires a minimum GPA of 3.0 and passing a passing grade of B in all courses.

PART B—STATUS OF MEETING SPA STANDARDS

NAEYC Standard (Initial Teacher Preparation)	Baccalaureate Level	Masters' Level (if applicable)
<i>Standard 1. Promoting Child Development and Learning.</i> Candidates 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 all children.	MET	
Comment:		
<i>Standard 2. Building Family and Community Relationships.</i> Candidates 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.	MET	
Comment:		
<i>Standard 3. Observing, Documenting, and Assessing to Support Young Children and</i>	MET	

NAEYC Standard (Initial Teacher Preparation)	Baccalaureate Level	Masters' Level (if applicable)
Families. Candidates 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 children's development and learning.		
Comment:		
Standard 4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.	MET	
Comment:		
Standard 5. Becoming a Professional. Candidates 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.	MET	
Comment:		

M = Met

NM = Not Met

PART C—EVALUATION OF PROGRAM REPORT EVIDENCE

C.1—Candidates’ knowledge of content. Information from Assessments #1 and #2 should provide primary evidence in this area. (Assessments #7-#8 may also focus on content knowledge.)

Passage of the Praxis content test is required for program completion. All candidates met or exceeded the GPA assessment goal. The coursework is aligned to the standards.

C.2—Candidates’ ability to understand and apply pedagogical and professional content knowledge and skills. Information from Assessments #3 and #4 should provide primary evidence in this area. (Assessments #6-#8 may also focus on pedagogical knowledge and skills.)

The majority of candidates scored in the acceptable range or above on assessments 3 & 4. There was a dip in scoring in 2018-2019 that was addressed in the report. Passage of the PLT is required for entrance into student teaching.

C.3—Candidate effects on P-12 student learning. Information from Assessment #5 should provide primary evidence in this area. (Assessments #7-#8 may also focus on student learning.)

The majority of the candidates scored in the acceptable or higher range on assessment 5. All candidates scored in the acceptable or higher range on assessment 7 and all goals were met for assessment 8.

PART D—EVALUATION OF THE USE OF ASSESSMENT RESULTS

D—Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report.)

Program requirements have become more rigorous. The GPA requirement has increased from 2.6 in 2012 to now 3.0.

Coursework has been evaluated and adjusted through a EPP governance structure and institutional assessment days are scheduled each semester.

EPP has planned a Praxis Content Knowledge test boot camp to address lower scores.

The overall programs are also assessed by a Program Learning Outcome Assessment rating given by faculty.

PART E—AREAS FOR IMPROVEMENT

PART F—ADDITIONAL COMMENTS

F.1—Comments on context and other topics not covered in sections B-D:
Evaluation was based on limited data as there were a low number of completers.

All standards are indicated to be assessed by a triangulation of data.

EPP incorporates a strong correlation between education and Lakota values.

F.2—Concerns for possible follow up by the Board of Examiners:

None

PART G: TERMS AND SUBSEQUENT ACTIONS FOR DECISIONS

X Program is SD DOE approved. The program is recognized through the semester and year of the institution's next State/NCATE accreditation visit in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as approved through the semester of the next SD DOE/NCATE review on websites and/or other publications of the State and NCATE. The institution may designate its program as State approved through the semester of the next State/NCATE accreditation review, in its published materials. **Program approval is dependent upon State/NCATE accreditation.**

Subsequent action by the institution: None. State approved programs may not file revised reports addressing any unmet standards or areas for improvement.

☐ **Program is not SD DOE approved.** Programs that retain recognition from a prior review will lose recognition at the end of the semester in which the State/NCATE accreditation visit is held, unless a revised program report is submitted in or before that semester.

Subsequent action by the institution: A revised report, addressing unmet standards, may be submitted within 18 months of the date of this report, no later than [date to be filled in by SD DOE]. The institution may submit a new program report at any time.

For further information on due dates or requirements, contact Kathy Riedy at the Department of Education at (605-773-4774).