

SD DOE RECOGNITION REPORT ON Elementary 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 **Association for Childhood Education International (ACEI)**.

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	*Award or Degree Level(s)
<input checked="" type="checkbox"/> K-8	<input checked="" type="checkbox"/> Bachelors' Degree
	<input type="checkbox"/> 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: Candidates must pass Praxis to enter student teaching and to complete program.

A.3—Summary of Strengths:

Program requires a minimum GPA of 3.0 and passing grades of at least a B.

PART B—STATUS OF MEETING SPA STANDARDS

ARSD 24:53:07:04 Standard	Baccalaureate Level	Masters' Level (if applicable)
DEVELOPMENT, LEARNING AND MOTIVATION		
Standard 1. Development, Learning and Motivation —Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	MET	
CURRICULUM		
Standard 2.1 English language arts —Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.	MET	
Comment:		
Standard 2.2. Science —Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.	MET	
Comment:		

ARSD 24:53:07:04 Standard	Baccalaureate Level	Masters' Level (if applicable)
Standard 2.3. Mathematics —Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.	MET	
Comment:		
Standard 2.4. Social studies —Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.	MET	
Comment:		
Standard 2.5. The arts —Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.	MET	
Comment:		
Standard 26. Health education —Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.	MET	
Comment:		
Standard 2.7. Physical education —Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.	MET	
Comment:		
Standard 2.8. Connections across the curriculum —Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate	MET	

ARSD 24:53:07:04 Standard	Baccalaureate Level	Masters' Level (if applicable)
elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.		
Comment:		
Standard 3.1. Integrating and applying knowledge for instruction —Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	MET	
Comment:		
Standard 3.2. Adaptation to diverse students —Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	MET	
Comment:		
Standard 3.3. Development of critical thinking, problem solving, performance skills —Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.	MET	
Comment:		
Standard 3.4. Active engagement in learning —Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.	MET	
Comment:		
Standard 3.5. Communication to foster collaboration —Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	MET	
Comment:		
Standard 4. Assessment for Instruction —Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	MET	
Comment:		

ARSD 24:53:07:04 Standard	Baccalaureate Level	Masters' Level (if applicable)
Standard 5.1. Practices and behaviors of developing career teachers —Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.	MET	
Comment:		
Standard 5.2. Reflection and evaluation —Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.	MET	
Comment:		
Standard 5.3. Collaboration with families —Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.	MET	
Comment:		
Standard 5.4. Collaboration with colleagues and the community —Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.	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.) **Completers achieved a 100% pass rate on the Praxis as passage of this test is required for program completion. Candidates all surpassed the GPA requirement for assessment #2 indicating mastery of content.**

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 above the acceptable level on assessment 3. Candidates scored in the commendable or exceptional range on assessment 4.**

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.)

Candidates all scored within the acceptable range on assessment 5. Passage of the PLT is required prior to student teaching. This is a change in recent years. All Candidates scored in the acceptable range or above on the INTASC Portfolio assessment.

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.

EPP implemented 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

NONE

PART F—ADDITIONAL COMMENTS

F.1—Comments on context and other topics not covered in sections B-D:

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

Efforts are made to align Lakota cultural values with the standards.

While passage of the Praxis test is required for program completion, the pass rate for candidates in general is low. This is an issue that should continue to be monitored and addressed going forward.

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).