



SELF-STUDY REPORT

Oglala Lakota College

Kyle, SD

October 20-22, 2019

Self-Study Report

The following Self-Study Report (SSR) template should be used by institutions hosting their first visit, a regular continuing accreditation visit, a focused visit, or a probation visit. This SSR template includes the prompts or questions to which the institution should respond.

EDUCATOR PREPARATION PROVIDER MISSION AND RESPONSIBILITY

Higher education programs for the preparation of education personnel shall operate under a written mission statement. The Educator Preparation Provider (EPP) statements of goals and program objectives, consistent with the mission statement, shall serve as a basis for decision making regarding policies affecting all of the programs for the preparation of education personnel and shall assure that education graduates are prepared to serve in P-12 schools.

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the EPP. It should describe the characteristics of the EPP and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

INSTITUTION

A.1. What is the institution's historical context?

Since the creation of the Pine Ridge Indian Reservation, Oglala leaders have pressed the federal government to meet the educational obligations it promised in treaties and agreements. With the advent of efforts to extend tribal sovereignty by American Indians throughout the United States came a recognition by Lakota's that control of education is also control of its destiny. On March 4, 1971, the Oglala Sioux Tribal Council exercised its sovereignty by chartering the Lakota Higher Education Center. This marked the commencement of a vision's realization, which continues to evolve in the history of the Oglala Lakota.

During its non-accredited years, the college entered into agreements with Black Hills State College (now Black Hills State University), University of South Dakota, and University of Colorado to "borrow" their accreditation for various associate degree programs. Students were taught on the reservation by faculty chosen by the college, but approved by the state institutions, who taught the same courses offered by South Dakota's colleges. It was a complicated system, which met the needs of our students.

The college awarded its first associate degrees in 1974. In 1978, the name of the college was changed to Oglala Sioux Community College to reflect its status as community college.

In 1979, Oglala Sioux Community College became a candidate for North Central Association accreditation. The college settled into its dispersed, decentralized campus system, which features college centers in each of the nine reservation districts.

In 1980, the Oglala Sioux Tribal Council allowed the college to occupy its present administrative center. Piya Wiconi is the most visible symbol of the college but the district centers are where the mission is being fulfilled.

At the 1983 annual retreat, OSCC 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. Since Sioux is not a word in our language, the proper word to describe our people is Lakota.

A 13-member Board of Trustees governs Oglala Lakota College with membership coming from nine reservation districts, one designee from the Oglala Tribal Council, one designee from the Oglala Sioux Tribe President's Office, one designee from the Council of Elders, and a student representative. Oglala Lakota College has maintained accreditation by the Higher Learning Commission—previously called North Central Association—since June 20, 1983.

When accreditation was granted in 1983, the degree offerings were a Bachelor Degree in Elementary Education and Associate Degrees in Business, Education, General Studies, Lakota Studies, Nursing and vocation fields. In subsequent accreditations by North Central in 1987, 1992, and 1994, the college expanded its offerings to include Bachelor Degrees in Applied Science, Human Services, and Lakota Studies in addition to a Master's Degree in Tribal Leadership.

The comprehensive accreditation review in March of 1998 resulted in the Higher Learning Commission (HLC) granting continuing accreditation for all existing degrees including the Master's degree in Lakota Leadership Management and adding a Master's degree emphasis in Education Administration.

Oglala Lakota College was placed on Notice by the Higher Learning Commission on February 27, 2014 for being at risk of being out of compliance with one or more of the Commission's Criteria for Accreditation. On February 25, 2016, the Higher Learning Commission reaffirmed accreditation and removed the College from Notice. The College was placed on the Standard Pathway.

On October 2, 2017, Oglala Lakota College successfully completed the Standard Pathway mid-cycle review with no sanctions. The college was required to submit an Interim Report in December of 2018. No further reports are required until the next reaffirmation of accreditation scheduled for 2023-24.

The programs in Teacher Education, Educational Administration, and in Nursing are approved by the State of South Dakota. Graduates of the educator preparation programs are certified by the South Dakota Department of Education, and graduates of the nursing program are permitted to sit for the National Council Licensing Examination (NCLEX) to become Registered Nurses. The Bachelor of Social Work degree was accredited by the Council of Social Work Education in spring of 2010.

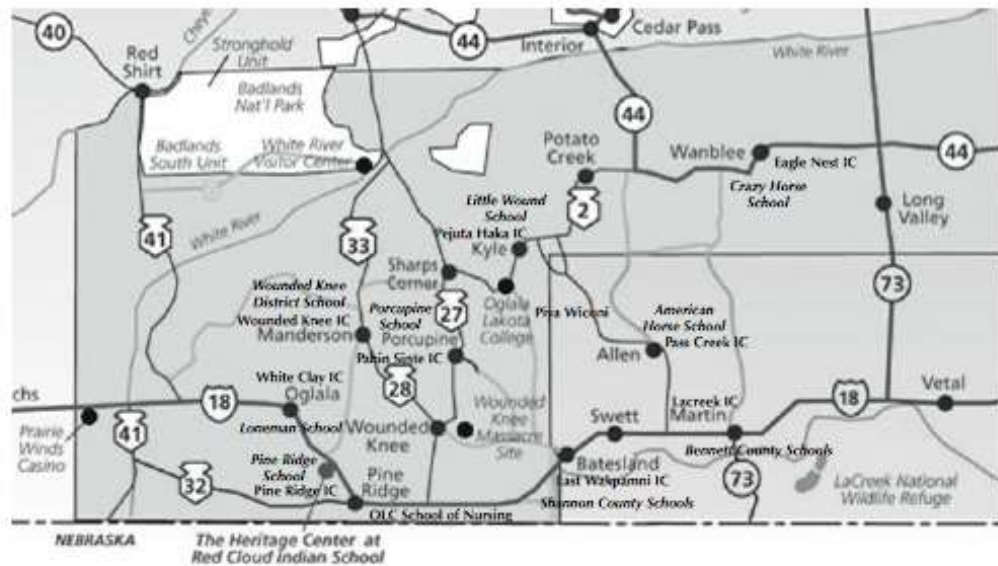
Oglala Lakota College stands ready to meet the education challenges of the 21st Century and will continue to assume a vital role in the development of this reservation's resources, people, and land.

A.2. What are the institution's characteristics (e.g., public or private) and type of institution (private, land grant, etc.)?

South Dakota



Pine Ridge Indian Reservation OLC Instructional Centers



Oglala Lakota College is an institution of higher education chartered by the Oglala Sioux Tribe to coordinate all higher education on the Pine Ridge Reservation. The college's mission, which emulates from the charter of the Oglala Sioux Tribe, is to educate students for professional and vocational employment opportunities in Lakota country. The College will graduate well-rounded students grounded in *Wolakolkiciyapi* – learning Lakota ways of life in the community – by teaching Lakota culture and language as part of preparing students to participate in a multicultural world. *Lakota Oyate kin Wounspe Tantanhan un Tokata Etkiya Igloapi Kte*, Rebuilding the Lakota Nation Through Education, is the over-arching vision of the institution.

Oglala Lakota College has a unique campus and organization. Its administrative headquarters are at Piya Wiconi, close to the geographic center of the Pine Ridge Reservation, but most classes are offered at eleven (11) Instructional (also called District or College) Centers (one in each of the nine Districts on the Pine Ridge Reservation, one in Rapid City, SD, and one in Eagle Butte, SD, on the Cheyenne River Reservation). Faculty members travel to the centers to teach four days a week; Fridays are reserved for service at Piya Wiconi. Community based professionals provide most student services at the centers. General direction of services is coordinated from Piya Wiconi.

A.3. What is the EPP's mission?

The Graduate Programs are committed to the belief that the leaders and managers, who will take the Lakota into the 22nd century, must have a foundation in; Lakota language, spirituality, belief, values, thought and philosophy. Delivery of the curriculum is guided by the principle that Lakota leaders work for, with, and amongst the people, rather than for personal or material gain. The rigor of the program will be a source of pride for dedicated professionals. Our graduate candidates strive to demonstrate 'Wolakota' excellence and confidence as they translate theory into quality practice.

The Education Department feels it is our responsibility to model teacher excellence inclusive of Lakota Values. The Lakota Virtues of bravery, generosity, fortitude, and wisdom can be viewed as universal virtues that promote good character. Effective teachers practice and promote good character. Good character is synonymous with learning and effective leadership. Our vision and mission statements support these beliefs.

Teacher Preparation Vision Statement: To graduate highly qualified professional, motivated, reflective teachers who possess and practice *Wolakolkiciyapi* in a multicultural, changing world. The professional teacher education program views *Wolakolkiciyapi* as reflection and conduct of the Lakota virtues as a means of improving self and others.

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

EDUCATOR PREPARATION PROVIDER

B.1. Describe the EPP at your institution and its relationship to other units/colleges at the institution that are involved in the preparation of professional educators?

The Graduate Studies and Education Departments of Oglala Lakota College include concepts in our programs which, we feel, promote strong leaders and teachers. The learning environment, inclusive of Lakota Culture and Virtues, reinforces effective character, and promotes self-efficacy for the learner. Research from Ernest Boyer's study of successful schools led to the four priorities of the "Basic School" model. They include seeing the school as a community with a shared vision, having a curriculum that has coherence, creating a healthy climate for learning, and making a commitment to character development.

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

While the Graduate Studies and Education Department share the Four Directional Conceptual Framework Model, the departments operate independently of one another.

All teacher preparation programs are housed in the Education Department, however two programs might be considered "shared" degrees. The Lakota Studies Department provides the Lakota language, culture and history content area coursework for the K-12 Lakota Studies degree and the Math, Science and Technology Department offers all mathematics and science content area coursework for the 7-12 Physical Science program.

B.2. How many professional education faculty members support the EPP? Please complete Table 1.

Table 1
Professional Education Faculty

Professional Education Faculty	Full-time in the EPP	Full-time in the Institution, but Part-time in the EPP	Part-time at the Institution & the EPP (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
Graduate Studies Faculty	1		5	0	6
Undergraduate Education Faculty	4	5	16	0	25

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2.

Table 2
Initial Teacher Preparation Programs and Their Review Status

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	State Approval Status (e.g., approved or provisional)
K-8 Elementary	BS	39 – Title II	Approved
Early Childhood	BA	10 – Title II	Approved
K-12 Lakota Studies	BS	1 – Title II	Approved
7-12 Physical Science	BS	0 – Title II	Approved
K-12 Special Education	Endorsement	3 – WW 2023 13 – Professional Development	Approved

Students declare their major upon enrollment as entering freshman, but do not apply for program acceptance until the end of their sophomore year. The data in Table 2 represents the candidates who have applied for, been accepted into the teacher preparation program, and who are reported in Title II. The exception is special education, which is not a stand-alone degree. Overall program enrollment varies from semester to semester due, largely due to students “stopping out” for one or more semesters. Student enrollment is tracked and reported by the Registrar’s Office. Following the Add/Drop period at the beginning of each semester each instructional department receives an FTE (full-time equivalency) report providing a profile for each student with a declared major within the department. Enrollment in the special education endorsement program is not tracked at the institutional level unless it is declared as a second major. The table below represents declared education majors who were enrolled during the 2018-2019 academic year.

Declared Education Majors	Fall 2018 – 191			Spring 2019 - 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

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3.

Table 3
Advanced Preparation Programs and Their Review Status

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	State Approval Status (e.g., approved or provisional)
Lakota Leadership and Management, Education Administration Emphasis	Master's Degree	10 for fall 2019	Approved

B.5. Which of the above initial educator preparation and advanced educator preparation programs are offered off-campus, at a branch campus, or via distance learning technologies? What alternate route programs are offered, if any?

While Oglala Lakota College is decentralized and courses are offered in multiple centers, all degrees are awarded through the administrative offices on the Piya Wiconi campus.

Graduate Studies offers advanced professional development programs at branch campuses and via distance learning.

The Education Department offers undergraduate teacher preparation courses at district college centers and via distance learning (two-way video conferencing and online in Virtual Campus).

Oglala Lakota College is accredited through the Higher Learning Commission for traditional, in class instruction. For this reason only a limited number of courses offered for any degree program are delivered in an online learning environment.

B.6. What substantive changes have taken place in the EPP since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the EPP, etc.)?

- No educator preparation degree programs have been added or dropped.
- Persistence and retention continue to impact student enrollment from semester to semester and from one academic year to the next.
- Completion rates for early childhood and elementary education candidates have decreased significantly since the 2014-2015 AY when passage of the Praxis licensure exams was required for program completion (graduation).
- The number of students applying for acceptance into the teacher preparation program has steadily decreased over the past three academic years.
- The number of students meeting full admittance requirements into the teacher preparation program has decreased over the past three academic years; primarily due to the Praxis requirement.

- The teacher preparation program discontinued the practice of automatically granting provisional program acceptance to having students apply for conditional acceptance; this has resulted in a decrease of the number of candidates accepted for one semester while they work to meet full admittance requirements.
- The Education Department has seen a number of faculty/staff changes since the last accreditation visit: 1) the Dean of Education stepped back into a faculty position, 2) a faculty member assumed the Dean of education position, 3) a new department secretary was hired, 4) three faculty/staff members retired, 5) two new faculty members were hired, 6) one Indian Professional Development grant coordinator position remains open, and 7) one new faculty position was opened and remains unfilled.
- An Education Department Faculty Assessment Handbook was developed (2015).
- Program Learning Outcomes based on the four conceptual framework goals were developed for the Education Department, as were assessments for these outcomes.
- A departmental master-tracking list has been developed and maintained for all education majors.
- The Education Department developed ideal plans of study and a course rotation schedule.
- Education status sheet revisions were made to align coursework with the Four Directional framework, better align coursework to meet Praxis content knowledge requirements, reduce credit hour requirements in bachelor degree programs, and align our two early childhood degree programs.
- Individual education majors were honored with holding the highest and second highest grade point averages of the 2017 and 2018 graduates.
- The OLC Education Department was an Institutional Member of the NASA MSI Emerging Stars Network in 2016.
- The Education Department initiated plans to move to the Praxis Performance Assessment for Teachers (PPAT) but ultimately chose to stay with the Principles of Learning and Teaching (PLT) exam.
- The Education Department has been awarded three Indian Professional Development grants by the US DOE Office of Indian Education.
- The OLC Education Department is recognized as a Top Native American Degree Producer for Elementary and Early Childhood Education teachers, ranking as follows for the last three years: 1) 2018 – 11th bachelor degrees, 4th associate degrees; 2) 2017 – 29th bachelor degrees, 4th associate degrees; and 3) 2016 – 16th bachelor degrees, 6th associate degrees.
- The Graduate Studies program has had a change in faculty and staff: 1) the Director of Graduate Studies at the time of the last visit is now the college's Vice President for Instruction; 2) the Graduate Studies Chair position has been filled by 5 fulltime and 2 interim directors since that time; 3) the program secretary was employed prior to and following (but not during) the last accreditation review; and 4) the program currently has a coordinator position open.
- The Graduate Studies Department has been awarded two Indian Professional Development grants by the US DOE Office of Indian Education.
- The OLC Graduate Studies Program is recognized as a Top Native American Degree Producer for master's degrees, ranking as follows for the last three years: 1) 2018 – 5th, 2) 2017 – 4th, and 3) 2016 – 3rd.

CONCEPTUAL FRAMEWORK

This section provides an overview of the EPP's conceptual framework. The overview should include a brief description of the framework and its development.

C.1. How does the EPP's mission address the following structural elements? Please provide a summary of each element.

- the vision and mission of the EPP;
- philosophy, purposes, goals, and institutional standards of the EPP;
- knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the EPP;
- candidate proficiencies related to expected knowledge and skills, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards;
- summarized description of the EPP's assessment system;

The Educator Preparation Program's Conceptual Framework was developed jointly by Graduate Studies and Education Department faculty and staff during the 2005-2006 academic year and finalized on September 27, 2006. While abbreviated versions appear in various program documents and programmatic adjustments have been made by both departments, no major changes have been made to the framework itself.

Unit's Philosophy, Purposes and Goals

The Professional Teacher Education Program's Philosophy, Purpose, and Goals

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

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

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

Community Goals: Community refers to the Lakota belief of *mitakuye oyasin* – we are all related. Our goal is for teacher candidates to become integral role models and

effective leaders within the communities in which they serve. This belief encompasses the wide range of diversity that may exist in any community.

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

The review of field, curriculum experiences and expectations in all programs lead to teacher candidates who can be successful in meeting South Dakota and national standards for teacher excellence. The programs' philosophy, purpose and goals lead to excellence in education for teacher candidates to be successful practitioners no matter whom or where they may teach.

The Philosophy, Purpose, and Goals of the Lakota Leadership/Management Program

Graduate program is committed to the belief that the leaders and managers who will take the Lakota into the 21st century must have a foundation in Lakota language, spirituality, belief, values, thought and philosophy. Delivery of the curriculum is guided by the principle that traditional Lakota beliefs recognize a leader as someone who works for, with, and among the people, rather than above them, someone who lives for the people and takes action that is for the people rather than for personal or material gain. All of the experiences, the classroom, intellectual investigations, directed/independent studies, and the implementation of knowledge, join with inquiry, reflection, and implementation to provide the learner a rich background of practical experiences that are coupled with a tradition of intellectual investigation.

The **Belief** of this degree program is dedicated to the reality that Lakota leaders and managers must have a foundation in Lakota beliefs, values, thought, and philosophy. Specifically, the curriculum is guided by "the principle that traditional Lakota beliefs recognized a leader as someone who works for, with and among the people, rather than above them, someone who lives for the people and takes action that is for the people rather than for personal or material gain".

The **Goal** is to graduate leaders who are sage managers/leaders in the Lakota community.

The philosophy, purposes and goals of the Professional Teacher Education and Lakota Leadership Management programs are unified into a common set of core beliefs dispositions and goals for the unit.

Unit Core Beliefs

The unit's core beliefs include the following value statements:

1. Oglala Lakota College teacher/administrator candidates have an obligation to be knowledgeable in Lakota history, culture, and language. This obligation/awareness of values extends to any other cultural group which they may serve.
2. Effective teacher/administrator candidates practice *Wolakolkiciyapi* and demonstrate Lakota Virtues have equal representation as any core content knowledge. *Wolakolkiciyapi* refers to life reflection and Lakota virtues can be viewed as universal character traits.
3. Community involvement and collaboration among stakeholders is essential to the learning experience.
4. Effective educators and administrators possess strong core academic knowledge as well as pedagogical/management skills and strategies within their professional field.

5. Learning opportunities need to be constructed according to the students' developmental levels.
6. Active engagement of students is essential to the learning process.
7. Communication and technology can enhance learning opportunities and daily operations within an educational system.
8. Educational theory and philosophy are important to learning outcomes.
9. Learning is a lifelong process.

Unit Dispositions

The unit's dispositions include the following value statements:

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

Unit Goals as the Unifying Element

The unit views beliefs and dispositions as behaviors that are modeled, learned, valued, and then demonstrated by the teacher/administrator candidate. Pedagogical/management skills and strategies become a part of effective teacher/administrator character. The unit's core beliefs and dispositions align with the Interstate New Teacher Assessment and Supportive Consortium (INTASC), Council for Exceptional Children (CEC), and Educational Leadership Constituent Council (ELCC) standards as well as the South Dakota State competencies for teachers and administrators. They are unified within the unit goals that follow.

Unit Goals

The unit's goals are:

1. To provide Lakota cultural understanding and practice.
2. To provide a solid academic base necessary for understanding the disciplines and how they interrelate.
3. To develop pedagogical and management skills for the creation of a school ecology inclusive of the diverse abilities and needs of the children.
4. To provide opportunities for reflection and forecasting that will positively effect student learning.

EDUCATION SHIELD OF THE OGLALA VISION OF THE TETON NATION

The Oglala Lakota College, incorporating Lakota values and symbols in its efforts to maintain and strengthen Lakota culture, has adopted a symbol that could be called the Education Shield of the Oglala Vision of the Teton Nation. The shield incorporates the traditional Lakota values and symbols with contemporary goals, objectives, and philosophy of the Oglala Lakota College. The peripheral feathers represent the districts of the Pine Ridge Reservation. The four *Canupa* – meaning Pipe - feathers represent the sacred concept of the four winds and the four virtues of bravery, generosity, fortitude, and wisdom. Finally, and certainly not the least, is the crossed sacred *Canupa* in the center, used for healing, and as an instrument for peace (Fills the Pipe, 1983).



THE PROFESSIONAL TEACHER EDUCATION UNIT CONCEPTUAL FRAMEWORK

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



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

Moves Camp, Two Dogs, Bear Shield, Around Him, Broken Nose, & Badwound, (2000) explain the use of the four directions assessment model to measure how close the child and *tiospaye* meaning families are in balance or harmony relating to the four dimensions of human development using cultural indicators (*Wakanyeya Pawiciyapi*, Inc [WPI], 2000). *Wakanyeya Pawiciyapi* was authored by the individuals named above. These indicators assist in determining the disposition of the individual and their capabilities of acquiring appropriate knowledge, making good decisions, and accepting responsibility (WPI, 2000). The four dimensions of human development identify the four directions in order: 1) *Wiyohpeyata*, meaning West represented by black; 2) *Waziyata*, meaning North represented by red; 3) *Wiyohinyanpata* meaning East represented by yellow 4) *Itokagata*, meaning the South represented by White. All directions correspond equally to the four stages of growth, which include the spiritual, physical,

intellectual and emotional components of development. These stages balance an individual and progress in a clockwise motion. Therefore, the Four Direction Conceptual Framework Model is grounded in Lakota world view and cannot be separate from the intellectual component of human development.

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

The incorporation of *Oyate Ikee Tatuye Tipakiya Wocicala Hena Wopasi*, meaning measuring knowledge of the four directions to capture the capstone experiences for the unit provides the candidate progress indicators. This is represented by the two connecting *Canupa* meaning pipes across the four direction model. The *Canupa* provides communication with *Wakan Tanka*, meaning Great Spirit through prayer (WPI, 2000). The *Canupa* comes with laws that the pipe carrier must follow. The two crossing *Canupa* are stopping points for the unit and the program ensure passage from one stage to the next providing ample time for identifying and solving problems through communication and assessment. For the candidate, the *Canupa* guides the learning journey, indicates progression, and provides focus for the candidate through the rights of passage as they progress through the program of study.

The feathers found at the base of the model represent achievement for the candidate. *Itancan*, meaning leaders are provided feathers for their accomplishments. The feathers at the base of the model contain the Specialization Professional Association, also known as the special program assessment (SPA), used by the Education and Graduate Studies Departments for teacher and administrator preparation within the conceptual framework model. The overarching standards for the teacher preparation program are the Interstate New Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, and the SPAs include: the Association for Childhood Education International (ACEI) Standards for Elementary Education, the National Association for the Education of Young Children (NAEYC) Standards, the National Science Teachers Association (NSTA) Standards and the Council for Exceptional Children (CEC) Standards. *Wolakolkiciyapi* provides the foundation of Lakota core requirements obtained through the fifteen credit hours of the essential Lakota courses for the teacher preparation program. The Graduate Studies Department utilizes the Education Leadership Constituent Council for Education Administrators as the basis for program and candidate indicators for passage correlating with state requirements.

Wiyohpiyata (West) - Admission/Entrance Requirements: The cycle begins in the west and continues clockwise. This direction is also known as the *Wakinyan Oyate* meaning Thunder Nation who teach us that we must be courageous to overcome obstacles and difficulties in life (WPI, 2000). Candidates are required to demonstrate *Wohitika* meaning courage and bravery, as well as *Woksape* meaning wisdom. Entering candidates often endure and balance day-to-day obstacles of a family, geographical location, financial and personal responsibilities. Successful completion of the core requirements for both the Education Department's Teacher Preparation

and Graduate Studies Education Administration programs require fortitude, courage and wisdom. Therefore, this is the starting point and the first stage of the Candidate's journey.

Waziyata (North) - Professional Core Requirements: *Waziyata*, the cardinal direction of the North is represented by the color red. This direction is also known as the *Tatanka Oyate* meaning Buffalo Nation who brings us the laws, beliefs, and teachings. These teachings provide the basis for Lakota identity and importance of living a good, productive life (WPI, 2000). Within the profession, candidates need a solid theoretical base for understanding of laws, beliefs, and teachings - to become proficient within their field of study. Candidates are required to demonstrate *Wowacin Tanka* meaning patience and fortitude as well as *Woonspe* meaning lessons during this stage.

Wiyohinyanpata (East) - Professional Requirements: *Wiyohinyanpata*, the cardinal direction East is represented by the color yellow. This direction is also known as the *Hehaka Oyate*, or Elk Nation who possess *Woksape* meaning wisdom encompassing survival skills, a sense of destiny, and vision for the future. These teachings are to be modeled by *Ikce Wicasa* meaning the common man (WPI, 2000). This is the third stage fulfilling the professional requirements where candidates depend upon survival skills, which includes the constructs of appropriate vision for self, the educational community of learners and the community; then begin to demonstrate professional wisdom within their profession.

Itokagata (South) - Internship/Infield Experience/Induction: *Itokagata*, South is represented by the color white. This direction is also known as the *Wamakaskan Sitomni* or the Animal Nation. The Animal Nation teaches us how to live and work together living in harmony with *Unci Maka* (Grandmother Earth). These teachings provide the basis preparing our journey back realizing our origins and creation as well as appreciations (WPI, 2000). This is the fourth stage of the educational journey where the candidate will complete their internship and/or infield experiences for both the teacher preparation program and the Education Administration program. The Education Administration program will complete the School Community Action project. This stage also marks their 1st year within the profession. Candidates are required to demonstrate *Wacante Ognaka* meaning compassion and generosity. Effective education leaders demonstrate compassion and generosity through the delivery and giving their knowledge, skills and ability to the educational community and local community.

Knowledge Base in Relation to the Unit's Goals

Goal 1: To provide Lakota cultural understanding and practice. (Core beliefs 1,2,3; Disposition 2)

"Learning, remembering, imagining: All of them are made possible by participating in a culture." (Bruner, 1996, p. x.)

Schools "should follow the Indian voice" (Fuchs & Havighurst, 1973, p. 306) and Native American education should become a process "that moves within the Indian context and does not try to avoid or escape this context" (Deloria & Wildcat, 2001, p. 85). In Native American communities cultural ways and traditional values are a part of life and are inherent to learning.

As emphasized by Slattery, “curriculum must include the wisdom embedded in Native American spirituality” (1995, p. 79). Through integration of traditional values into the curriculum, Native American culture is validated through the daily activities of the classroom (LeBrasseur & Freark, 1982). This validation and support of culture in the classroom provides a learning environment in which Native American children can learn, grow and develop an understanding of how education can be used to contribute to a better quality of life for their tribal communities” (Van Hamme, 1995). By providing cultural relevance and a rationale for accepting school, classroom approaches that are responsive to children’s cultures promote academic achievement (Au & Kawakami, 1991; Banks, 1981). Research on the education of Native American and other minority group students has shown schools that respect and support a child’s culture demonstrate significantly better outcomes in educating those students (Estrada & Vasquez, 1981; U.S. Department of Education, 1991). Reyhner, Lee and Gabbard note “all people have a basic human right to provide linguistically and culturally appropriate education for their children” and they argue that “there is not one type of training needed for all teachers, but rather a need for culturally appropriate approaches for different groups” (1993, p. 26). “The challenging task facing educators of American Indian children is to assist in the maintenance of bonds to traditional and contemporary American Indian cultures while also providing preparation for successful participation in a culturally diverse, modern technological society” (Van Hamme, 1995, p. 21).

Effective teachers are culturally responsive. They acknowledge the influence of culture on learning, understanding that culture shapes the mind and provides the foundation upon which children construct not only their worlds but the very conceptions of themselves (Bruner, 1996). They gain knowledge of how Native children “learn to learn” at home so that they make sure the “work contexts and social interaction requirements of the classroom” are “made compatible with work contexts and social relationships in the culture” (Jordan, 1984, p. 62). More importantly, they understand, “The key to producing successful American Indian students in our modern educational system ...is to first ground these students in their American Indian belief and value systems” (Cleary and Peacock, 1998, p. 101). Effective teachers validate the cultures of their students and recognize the contributions of these cultures in shaping the larger society (Henze & Vanett, 1193). They empower their students and “prepare them to move comfortably among different cultures while valuing the unique cultural assumptions of their home, community, and heritage” (Jacobs & Reyhner, 2002, n.p.).

Effective education leaders provide Lakota cultural understanding and practice through leading by example, achieving consensus, and integrating culture within the educational community (Gardner, page 3). Young Bear & Theisz, 1994 emphasize the importance of modeling behavior as one of the ingredients that kept the social system in balance.

Consensus among the educational community is held in high regard to produce long-lasting results using cultural knowledge to find solutions. Consensus is achieved through discussions with others in the educational community to promote understanding and practice. Consensus building can be paraphrased by a statement made by Sitting Bull in the late 1800’s when he stated, “Let us put our minds together and see what life we can make for our children”. (as cited in Diedrich, 1998).

Effective education leaders understand and practice the Lakota Culture and then integrate and deliver within the education community. Education leaders must understand the importance of integrating the culture and how to put the understanding into practice. Effective leaders in

Native American communities are facilitators of learning and inclusive of Lakota Culture and Language.

Goal II. To provide a solid academic base necessary for understanding the disciplines and how they interrelate. (Core beliefs 4,7,8; Dispositions 1,4)

“It is taken for granted, apparently, that in time students will see for themselves how things fit together. Unfortunately, the reality of the situation is that they tend to learn what we teach. If we teach connectedness and integration, they learn that. If we teach separation and discontinuity, that is what they learn. To suppose otherwise would be incongruous.”
(Humphreys 1981, p. xi)

Theorists argue that skills, values and understandings are best taught and assessed within meaningful, ‘connected’ contexts (Murdock, 1998). It is fundamental in order to learn how things are related, and curriculum integration is a way to increase student understanding by teaching across the disciplines and making learning reflection life so that students see the value of what they are being taught (Bruner, 1975; Jacobs, 1989). Integrated curriculum embodies what research shows about meaningful, engaged learning and finds its basis in the constructivist views expressed by Bruner, Piaget, Vygotsky and other theorists holding holistic views of learning. Furthermore, integrated curriculum embodies the research indicating that many Native American’s tend to be global, intuitive and holistic learners (Rhodes, 1988; Gilliland, 1989; Knowles, Gill, Beauvais and Medearis, 1992). The positive effects of curriculum integration are summarized by Lipson (1993) who found that integrated curriculum: leads to a more integrated knowledge base and faster retrieval of information; encourages depth and breadth of learning and helps students apply skills; and provides quality time for curriculum exploration, promoting positive attitudes in students. Most importantly, as emphasized by Rhodes (1994), teachers can increase the likelihood of success for Native American students through the utilization of holistic learning experiences.

Effective teachers begin with a clear and solid sense for what constitutes powerful curriculum and carefully fashion instruction around the essential concepts, principles, and skills of each subject (Tomlinson, 1999). They acknowledge that no one can learn everything in every textbook and that wise choices are necessary in order to meet established content standards within the limited time available. By reducing duplication of both skills and content, integration allows them to teach more (Drake, 1993). They design curriculums to engage students in exploring and deepening their understandings of important ideas (Wiggins & McTighe, 1998). Working as curriculum designers, effective teachers plan both discipline-field-based and interdisciplinary experiences for students; determine the nature and degree of integration and scope and sequence of study; and finally shape and edit the curriculum according to students needs in order to provide more relevant and stimulating learning experiences (Jacobs, 1989). The Oglala Lakota College Education Department recognizes the influence holistic teaching has on the development of the whole child, promoting mental, emotional, physical and spiritual well-being, the foundation on which Native Americans have based their societies for centuries (Marashio, 1982).

Effective education leaders provide a solid academic base necessary for understanding the disciplines and how they interrelate with the ecology of the school. School leaders engage the staff in discussion of the quality of teaching, so they may have input into the solution of

problems (such as curriculum). This gives them part ownership and thus will lend impetus to their ability to make solutions work for the school community. The effective school leader must adhere to the competencies required by South Dakota State Teacher Competencies. These competencies include knowledge and skills related to curriculum, group dynamics, decision making, goal setting, human relations, and communications. The effective school leader will learn and use the skills as a facilitator in the development of curriculum, establishing partnership with parents and community, implementing the various configurations of the school ecology, assisting the faculty toward goals developed through planning and utilizing the strengths of staff members (SD State Competencies).

An effective education leader from Oglala Lakota College will be aware of and promote the values inherent in Lakota culture. An effective school leader will lead the school through modeling the work necessary, while teachers are consistently asked for their input so they might find a better way of arriving at a solution to problems (Glasser, 2000). Being able to arrive at a consensus is an essential part of being an effective leader coinciding with the Lakota philosophy of governance. Notably, Glasser stated that the effective leaders provide staff with the best tools as well as a non coercive, non adversarial atmosphere in which to perform their duties. An important aspect of the position as a facilitator is ensuring that the environment is safe and conducive to teaching and learning.

Goal III. To develop pedagogical and management skills for the creation of a school ecology inclusive of the diverse abilities and needs of the children. (Core beliefs 5,6; Dispositions 3,7)

“Inclusion is a way of life-a way of living together-that is based on a belief that each individual is valued and belongs.” (Falvey & Giver, 2005)

From a Native American perspective, children were nurtured in communities of belonging. Lakota anthropologist Ella Deloria described the core value of belonging in these simple words: “Be related, somehow, to everyone you know” (1943, p. 46). Elders used respectful communications with children to instill the values of being a good relative. In the words of a Lakota Leader:

The days of my infancy and childhood were spent in surroundings of love and care. In manner, gentleness was my mother’s outstanding characteristic. Never did she, nor any of my caretakers, ever speak crossly to me or scold me for failures or shortcomings. (Standing Bear, 1933, p. 46)

Brendtro, Brokenleg, and Van Bockern, (2001) identify four universal growth needs of all children: belonging, mastery, independence and generosity. They note that in Native American and First Nations cultures, children were nurtured in communities of belonging. Unfortunately, diversity often is spoken about as if it were a plight rather than a wonderful opportunity for learning (Falvey & Givner, 2005). In 1992, Grant Wiggins wrote the following about the value of diversity:

We will not successfully restructure schools to be effective until we stop seeing diversity in students as a problem. Our challenge is not one of getting “special” students to better adjust to the usual schoolwork, the usual teacher pace, or the usual tests. The challenge of schooling remains what it has been since the modern era began two centuries ago: ensuring that all students receive their entitlement. They have the right to thought-provoking and enabling schoolwork, so that they

might use their minds well and discover the joy therein to willingly push themselves farther. They have the right to instruction that obligates the teacher, like the doctor, to change tactics when progress fails to occur. They have the right to assessment that provides students and teachers with insight into real-world standards, useable feedback, the opportunity to self-assess, and the chance to have dialogue with, or even to challenge, the assessor also a right in democratic culture. Until such a time, we will have no insight into human potential. Until the challenge is met, schools will continue to reward the lucky or the already-equipped and weed out the poor performers. (pp. xv-xvi)

Effective teachers accept and believe that learners differ in important ways and act upon the premise that teachers must be ready to engage students in instruction through different learning modalities, by appealing to differing interests, and by using varied rates of instruction along and degrees of complexity. In a differentiated classroom, the teacher “shows respect for learners by honoring both their commonalities and differences, not by treating them alike” (Tomlinson, 1999 p. 12). While certain essential understandings and skills are goals for all learners, the teacher continually tries to understand what individual students need to learn most effectively and attempts to provide learning options that are a good fit for each learning. Multiple intelligence and learning style theory opens the door to a wide variety of teaching strategies. Effective teachers use a broad range of teaching strategies and shift their intelligence preference from lesson to lesson to ensure that there will always be a time during the day when a student has his or her most highly developed intelligence(s) actively involved in learning (Armstrong, 2006). In addition, they plan and deliver instructional episodes taking learning styles into consideration (Silver, Strong and Perini, 2000). A holistic approach to education – one that allows educators to engage the full range of human diversity and meet rigorous standards – occurs in the blending of these two models. “By uniting the two best models we have for understanding the diverse ways students think and learn, inclusive classrooms “strive to create an environment where all learners feel that their ideas, contributions, and work are valued, and that they are able to succeed” (Silver, Strong and Perini, 2000, p. 3).

Effective education leaders must be proponents of change. The effective education leader will embrace the reforms that are needed to make a lasting difference in the way teachers teach and students learn. The primary role of the superintendent is to educate the community about education, to promote the articulation and persistent pursuit of the school district’s vision and to ensure that results dominate the attention of everyone concerned with education (Schlechty, 2000).

Goal IV. To provide opportunities for reflection and forecasting that will positively effect student learning. (Core beliefs 9; Dispositions 5,6)

“Reflective strategies allow teachers to examine their teaching practice and the beliefs and assumptions that underlie their practice. Utilizing inquiry and reflective strategies assists them to make intentional, purposeful decisions that promote student learning.” (SEDL, 2006, n.p.)

Early in the 1900’s John Dewey laid the foundation for reflective practice when he advocated the use of reflective thinking to enable teachers to learn from their experiences. According to Dewey, “Experience plus reflection equals growth.” He defined reflective thought

as “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (1910, 1933, p. 9). In 1983, Schon coined the term ‘reflective practice’, noting that it involves thoughtful consideration of one’s own experiences in applying knowledge and theory to practice while being coached by professionals in the discipline, he began advocating for its use with beginning teachers. Since that time, reflection has been accepted as a disposition that supports new teachers in seeking better ways to provide instruction and invite learning. As emphasized by Corcoran and Leahy (2003), when beginning teachers engage in reflective practice, they help themselves develop into effective professionals. Within school settings, teacher candidates and new teachers’ naive theories can be challenged and expanded through discussions with peers and with more knowledgeable others (Wink, 2000; Bruner, 1996), through collaboration and negotiation while taking first steps into practice (Bruner, 1996; Schon, 1987), and from negotiation and support with practicing teachers and university instructors (Slavin, 2003). In addition, as pointed out by Steffy and Wolfe, once the basics are learned, teaching requires ongoing mastery in order to maintain professional growth and teachers must develop an orientation to their work that includes reflection and renewal (1997). Furthermore, it is important to understand how cultural backgrounds influence values, beliefs and ways of knowing. Traditional Lakota ways value *woyunkcan*, thinking deeply about an issue and considering all viewpoints before speaking or taking action (Bear Killer, 2006). Oglala Lakota College recognizes reflective practice as an opportunity for teachers to reflect on cultural differences between themselves and their students as well as between their students and mainstream society in order to consider alternative instructional styles and contexts for teaching and learning that best match their students learning strengths.

Effective teachers are concerned with student learning and become fully engaged in the reflective process to inform their practice. They are intentional, responsible, and committed to growing professionally throughout their careers (Steffy & Wolfe, 1997). They seek greater understanding of teaching through scholarly study and constantly think about how to reach children and improve lessons because they want to become better teachers (Stronge, 2002). Effective teachers utilize reflection before teaching as they weave together ideas on subject matter, pedagogy, and student needs; in practice as they observe and listen to students and adjust pedagogy based on these assessments; and on practice as they ask questions of themselves and others after a lesson is completed to better understand what happened, why, and what needs rethinking (Schon, 1987). As they begin to understand why things occur as they do, they make decisions that lead to different ways of teaching and learning (Wink, 2000). Effective teachers utilize self-evaluation in order to learn from their own setbacks as well as successes in the classroom (Leahy and Corcoran, 1996). Maybe even more importantly, effective teachers invite their student to adopt similar ways of thinking about their own work and help them to take control of their own thinking and learning (Bruner, 1996).

The effective education leader recognizes that the reflective process is necessary for teachers to promote student learning, thus providing time to reflect on their professional development. This process can be facilitated through in-service, teacher planning periods, and workshops. These professional development opportunities should be continual and systematic to ensure teacher effectiveness. Professional development opportunities must be designed to promote the self-improvement of the education community. Education leaders must identify staff development programs that promote school improvement through specific school objectives which positively effect student learning (Hoyle, English and Steffy, 2005).

The effective education leader and the local education community together, will devise a concentrated plan, which provides opportunities for reflection. The plan will be developed from direct input by the teachers to identify the need and will be a work in progress to identify ongoing staff needs (Hoyle, English & Staffy, 2005). In conjunction, analysis of staff evaluation data and student performance data will be used to identify strengths and areas of improvement. Ultimately, professional development will lead to opportunities for reflection and forecast for continual school improvement leading to effective student learning.

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Education Unit Philosophy of Assessment

The Unit's Philosophy of Assessment was developed jointly by Graduate Studies and Education Department faculty and staff during the 2014-2015 academic year and finalized in April of 2015.

It is the belief of the Education Unit of Oglala Lakota College that assessment is a fundamental part of providing quality preparation programs for PK-12 teachers and principals. Assessment provides vital data. That data is used to guide program improvement ensuring the provision of high quality programs for the purpose of graduating highly qualified, reflective educators.

The Education Unit believes that assessment is a diverse and multifaceted process – gleaned evidence from an array of sources at various transition points in candidate preparation. The Education Assessment System follows the Four Directional Model set forth in the Conceptual Framework. It begins in the *Wiohpiyata* (West) examining candidate performance based on multiple measures collected at various transition points. It then moves to the *Waziyata* (North) where faculty performance data, including overall unit faculty and course evaluations are collected. From there it moves to the *Wiyohinyanpata* (East) where individual program performance is examined on a semester basis utilizing candidate and faculty performance data, as well as ratings of program effectiveness by interns, graduates and principals. The circle is completed in the *Itokagata* (South) on an annual basis where unit performance is examined and fed into the overall assessment system of Oglala Lakota College.

The Education 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. Ultimately, the Education Assessment System will improve program offerings to better prepare candidates for their chosen fields in education.

GRADUATE STUDIES VISION, MISSION, PURPOSES & LEARNING OUTCOMES ASSESSMENT

Philosophy: The belief of the degree program is dedicated to the reality that Lakota leaders and managers must have a foundation in Lakota beliefs, values, thought, and philosophy. Specifically, the curriculum is guided by the principle that traditional Lakota beliefs recognized a leader as someone who works for, with and among the people, rather than above them, someone who lives for the people and takes action that is for the people rather than for personal and material gain.

Vision: The vision of the Graduate Program is Wolakota within professionals as they continue in their training to become leaders and managers; Lakota leaders who will live, preserve, and continue the Lakota way of life for coming generations.

Mission Statement: The Graduate Program is committed to the belief that the leaders and managers, who will take the Lakota into the 21st century, must have a foundation in; Lakota language, spirituality, belief, values, thought and philosophy. Delivery of the curriculum is guided by the principle that Lakota leaders work for, with, and among the people, rather than for personal or material gain. The rigor of the program will be a source of pride for dedicated professionals. Our graduate candidates strive to demonstrate Wolakota, excellence and confidence as they translate theory into quality practice.

Purpose of Graduate Program: The purpose of the Graduate Program at Oglala Lakota College is to develop individual management and leadership skills that are harmonious with Lakota values. Further, the knowledge base of the graduate program is designed to produce candidates with expanded intellectual application, independence in reading and research, using critical thinking skills in decision making, and ability to design and implement change through strategic planning.

Goal: To graduate leaders who are sage managers/leaders in the Lakota community.

Oglala Lakota College Graduate Studies Learning Outcomes

The following broad learning outcomes are designed to meet the Lakota standards of the Lakota leadership and Management emphasized in the Four Directional Model and the Educational Leadership Constituent Council (ELCC) standards: 1) Candidates will integrate their knowledge and demonstrate qualities necessary for Wolakota leadership; 2) Candidates will specify and implement how Lakota values, belief systems, and life-styles of leaders and managers impact people and societies; 3) Candidates will recognize and practice listening, Lakota oratory skills, and other appropriate methods in the expression of Lakota values; 4) Candidates will assess how historical processes of colonization affected Lakota culture and the social organization of indigenous peoples. Use the assessment to develop a plan of action for change; 5) Candidates will practice concepts of organizing communities and constructing change; 6) Candidates will examine and evaluate financial management systems and recommend strategies for monitoring these systems; 7) Candidates will identify, synthesize and interpret forces that underlie environmental issues using the Lakota world view of Mitakuye Oyasin. Determine how people and nature influence and affect environment, community, and curriculum; 8) Candidates will analyze and apply the development and implementation process of exercising tribal rights; 9) Candidates will comprehend, interpret, and demonstrate the nature and significance of research, and provide them opportunities for application and implementation of research techniques; 10) Candidates will demonstrate an understanding of the larger political, economic and legal context within policies benefiting the diverse learner needs and school community

EDUCATION DEPARTMENT VISION, MISSION & ASSESSMENT PROCESS

Teacher Preparation Vision Statement: To graduate highly qualified professional, motivated, reflective teachers who possess and practice *Wolakolkiciyapi* in a multicultural, changing world. The professional teacher education program views *Wolakolkiciyapi* as reflection and conduct of the Lakota virtues as a means of improving self and others.

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

The goals of the teacher preparation program are identified within the conceptual framework of the education unit. The goals are based upon the unit's core beliefs and are supported by a research knowledge base. Furthermore the goals are an extension of the OLC vision, mission and purposes. The program learning outcomes and course-level student learning outcomes identify the knowledge, skills and abilities teacher candidates will develop and be able to demonstrate upon completion of their program of study. The student learning outcomes are articulated in course syllabi and are supported by action steps, in the form of instructional activities and assignments, designed to facilitate their development. These goals, program learning outcomes, and student learning outcomes align to following national teacher preparation standards: Interstate New Teacher Assessment and Support Consortium (InTASC), Association for Childhood Education International (ACEI), National Association for the Education of Young Children (NAEYC), National Science Teachers Association (NSTA), and Council for Exceptional Children (CEC). The goal of the Education Department is mastery of knowledge and skills; therefore, candidates have multiple opportunities for revision of assignments at the course level.

This assessment process spirals from the course-level student learning outcomes to individual degree program learning outcomes to the Education Department 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 Assessment Handbook, which includes assessment methods and collection points as well as common course assessment rubrics, is available online at http://warehouse.olc.edu/local_links/education/docs/index.php?dir=department_handbook/.

The annual Graduate Studies and Education Department assessment reports are available at http://www.olc.edu/administration/assessment/academic_annual_reports.htm and the Institutional Effectiveness Plans and Reports are available at <http://www.olc.edu/administration/assessment/iep.htm>.

C.2. What changes have been made to the EPP's mission/vision since the last visit?

No changes have been made to either the Graduate Studies or Education Department mission/vision since the last visit.

PREPARATION OF CANDIDATES IN TEACHER EDUCATION

The EPP shall print and distribute a policy with specific admission standards and procedures that govern student recruitment and acceptance into the preparation programs. The EPP shall provide written verification that candidates are informed about state laws, rules, and ethics that govern the issuance of certificates for educational personnel.

D.1. What are the criteria for admission?

Graduate Studies

As a means of retention, the Graduate Studies Department carefully considered the contextual diversity of its candidates. Special consideration is given to the candidates' unique socio-economic and personal circumstances while working toward a degree. The Four Directional Conceptual Framework Model has built in the transition points for admission into the program (Wiyohpiyata [West]), candidate retention (Waziyata [North] and Wiyohinyanpata [East]) and exit from the program (Itokagata [South]).

Wiyohpiyata (West) - Admission/Entrance Requirements

Students begin in the West and continue clockwise. Therefore, this is the first stage of the entering students' education journey. Admission to the OLC Education Administration program is specified in the OLC catalog and Graduate Studies Handbook. Applications are accepted in the spring semester for fall entering students. Individuals are considered 'Students' until they meet 'Candidacy'. Students must apply for preadmission status by completing a graduate application, submitting a \$15.00 application fee, and attaching the following documents to validate that the student has met the entrance requirements: Official transcripts stating the date undergraduate degree was conferred, valid copy of teaching certificate in elementary or secondary education, tribal enrollment or lineage form (if applicable), current resume, three letters of reference that validate the candidates disposition, ethics, and civic engagement, two writing samples: philosophy of education and autobiography. Writing samples must follow specified criteria stated in catalog and handbook. Students must meet the following entrance requirements:

- Must have a bachelor's degree from a regionally accredited institution.
- Must have a 2.5 GPA with a 3.0 in undergraduate major field
- Must have a 3.0 GPA in all undergraduate Language Arts course work.
- Have three years teaching experience in elementary or secondary education or a combination of years as a certified teacher.
- Score a 42 on each writing sample: Philosophy of Education and Autobiography.
- Participate in Graduate Studies Orientation

Students not meeting writing expectations or meeting with weakness must successfully complete the LakM 503 Introduction to Graduate School seminar and resubmit writing samples to be considered for fall entry. Writing samples must meet graduate program expectations before entrance into the core courses. Students may enroll in graduate core courses LakM 603, LakM 513, LakM 533 upon acceptance into the program. Students are required to complete the core with a B or better, 3.00 in each course to be eligible for candidacy status. Candidacy status is

transition point toward becoming an Education Administration “Masters Candidate”. Candidacy status is defined in the OLC catalog and Graduate Studies Handbook.

Waziyata (North) – Candidacy/Professional core requirements and Wiyohinyanpata (East) – Professional requirements – Retention

Retention is the key to the success of candidates. Therefore, retention is covered in two transition points of the Four Directional Conceptual Framework Model. Retention is a shared responsibility between students, faculty, and graduate studies administration. Candidates have the personal responsibility to attend class and make adequate progress. Candidates are required to: complete all graduate courses with a B or better in order to remain in good academic standing and maintain current teaching certification. Candidates are not allowed to miss more than nine contact hours per course. Communication between candidates, faculty and the graduate studies department staff is key in assisting the candidates who require extra support. In addition, faculty convey candidate course progress and provides direct course feedback through the designated assessment tools i.e. course and program matrix. It is these activities which assist with the retention of graduate candidates.

Exiting the Program: ITOKAGATA (South) Capstone experience and comprehensive electronic portfolio, exit-Induction

Effective Lakota leaders demonstrate compassion and generosity through the delivery and giving of their knowledge, skills and ability to the educational and local communities as defined in the Four Directional Conceptual Framework Model. Candidates must successfully complete 36 credit hours within the plan of study with a B or better, 3.00 (9 core, 21 professional hours, 6 clinical practice and field work). Candidates exiting the program are required to: submit the comprehensive electronic portfolio and receive a portfolio score of 3.00 or greater; submit completed SCAP project and receive a score of 2.00 or greater; complete internship process minimum of 120 hours and receive a score of 2.00 or greater; complete disposition rating and receive an 80% average on each of the ELCC standard; participate in induction services including completion of first and third year employer and graduate satisfaction surveys.

The Education Department (2019-2020 Catalog, 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 all 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, or a more recent catalog which they requested to be placed under. 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; the 5 Birth-Grade Three Early Childhood program completers graduated under four different OLC Catalogs: 2015-2, 2014-1, 2013-1 and 2012-1; and the one K-12 Lakota Studies Education major graduated under the 2016 OLC Catalog.

CANDIDATE KNOWLEDGE AND SKILLS

The EPP shall prepare candidates to work in a school as a teacher, administrator or school service specialist. These candidates must know and demonstrate the content, pedagogical, and professional knowledge and skills necessary to help all students learn. Assessments shall be given to the candidates to ensure the candidates meet professional, state, and EPP standards.

D.2. Each approved EPP for the preparation of teachers shall measure candidates' content and pedagogical knowledge. What are the pass rates of teacher candidates in initial educator preparation programs on state tests of content and pedagogical knowledge for each program and across all programs (i.e., overall pass rate)? Please complete Table 4 (This information could be compiled from Title II data submitted.)

Table 4
Pass Rates on Content Licensure Tests for Initial and Advanced Educator Preparation

For Period: 2017, 2018 and 2019 Graduates (Program Completers) and Non-Graduates

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
K-8 Elem Education Graduates (Program Completers)	Praxis Elementary Content Knowledge Exam (0014, 5018, 5001)	16 Graduates	100% - Title II
K-8 Elem Education Non-Grads (Non-Completers)	Praxis Elementary Content Knowledge Exam (5014, 5001)	6 Non-Grads	5/6 Achieved Qualifying Scores 83%
Birth-Grade 3 Early Childhood Graduates (Program Completers)	Praxis Education of Young Children (5021, 5024)	5 Graduates	100% - Title II
Birth-Grade 3 Early Childhood Non-Grads (Non-Completers)	Praxis Education of Young Children (5024)	4 Non-Grads	4/4 Attempted 0% Qualifying Scores
K-12 Lakota Studies (Program Completer)	Praxis Elementary Content Knowledge Exam (5018)	1 Graduate	100% - Title II

Pass-Rate Data for All Test Takers: 2016-2017, 2017-2018, and 2018-2019 Academic Years				
Academic Year	Program	Name of Licensure Test	<u>Qualifying Scores</u> # of Exams	% Passing State Licensure Test
AY 16-17	K-8 Elem Education	5018 Elem Content	1/10	10%
	K-12 Lakota St	5169 MS Math	1/1	100%
	Early Childhood	5024 Ed of Young Child	2/7	29%
AY 17-18	K-8 Elem Education	5018 Elem Content	0/1	0%
	K-8 Elem Education	5002 Language Arts	3/15	20%
	K-8 Elem Education	5003 Mathematics	7/14	50%
	K-8 Elem Education	5004 Social Studies	6/14	43%
	K-8 Elem Education	5005 Science	6/14	43%
	Early Childhood	5024 Ed of Young Child	1/4	25%
AY 18-19	K-8 Elem Education	5002 Language Arts	3/12	25%
	K-8 Elem Education	5003 Mathematics	4/10	40%
	K-8 Elem Education	5004 Social Studies	6/13	46%
	K-8 Elem Education	5005 Science	4/11	36%
	Early Childhood	5024 Ed of Young Child	2/7	29%
	Early Childhood	5025 Early Child Ed	0/1	0%
		Overall Average	46/134	34%

*Institutional Effectiveness Report Data, September – May each Academic Year

D.3. What do the data in the above table tell the EPP about the content knowledge of initial teacher candidates?

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.

Twelve of the sixteen K-8 Elementary Education graduates (75%) passed the 5018 Elementary Content Knowledge exam (or an earlier version of the exam) or all four sections of the 5001 Elementary Multiple Subjects series on their first attempt. Four of five Early Childhood graduates (80%) passed the 5024 Education of Young Children exam (or an earlier version of the exam) on their first attempt. The one K-12 Lakota Studies graduate also passed the 5018 Elementary Content Knowledge exam on the first attempt. Overall, 77% (17/22) program completers from 2017-2019 achieved qualifying scores on the content knowledge exam for their program of study on their first attempt.

Five of the six Elementary Education non-completers (83%) passed an early version of the Elementary Content Knowledge exam or achieved a qualifying score on 2-3 subtests of the 5001 Elementary Multiple Subjects exam. The number of attempts to achieve passing score ranged from 2-6 for this group of individuals. None of the four Early Childhood non-completers achieved a qualifying score on the 5024 Education of Young Children exam despite attempting 1-6 times each, with an average of 3.25 attempts.

Annual pass rate data tells a much different story than does that for program completers. The overall, average pass rate for all candidates taking content knowledge exams during the past three academic years was 34%. Elementary education majors are performing better on the 5001 Multiple Subjects exam than the 5018 Elementary Content Knowledge exam, and their pass rates are higher than those of early childhood education majors. The 3-yr content knowledge exam pass rate for elementary education majors was 9% on the 5018 exam, 35% on the 5002 Language Arts exam, 46% on the 5003 Mathematics exam, 44% on the 5004 Social Studies exam, and 40% on the 5005 Science exam. The 3-yr content knowledge exam pass rate for early childhood education majors was 26%.

Candidates tend to overestimate their level of preparedness for the exams and many of those who take them do so without having completed a full review of the topical content. The students who are taking the exams aren't necessarily those who participated in Praxis Preparation sessions. During the 2017-2018 academic year only 9 of the 25 students who took their exams participated in Praxis Preparation offered through the Education Department. Only 7 of 26 students who took their exams during the 2018-2019 academic year participated in Praxis Preparation.

While improvement is being made, follow-through in taking exams after participating in Praxis Preparation is also an issue. During the 2018-2019 academic year 9 of 26 candidates (35%) who participated in Praxis Preparation (Praxis Challenge, Praxis Boot Camp or Online Tutoring) took their exams as planned. Only 6 of 18 candidates (33%) who participated in Praxis Prep during the 2017-2018 academic year took their exam. During the 2016-2017 academic year 9 of 30 (30%) of Praxis Preparation participants took their exams.

D.4. What do the data in the above table tell the EPP about the content knowledge of advanced teacher candidates? –NA–

Table 5
Pass Rates on Pedagogical Tests for Initial and Advanced Teacher Preparation

For Period: 2017, 2018 and 2019 Graduates (Program Completers) and Non-Graduates			
Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
K-8 Elem Education	Praxis Principles of Learning and Teaching (5622)	16 Graduates	100% - Title II
K-8 Elem Education Non-Grads (Non-Completers)	Praxis Principles of Learning and Teaching (5622)	6 Non-Grads	4/6 Attempted 0% Qualifying Scores
Birth-Grade 3 Early Childhood Graduates	Praxis Principles of Learning and Teaching (5621)	5 Graduates	100% - Title II

(Program Completers)			
Birth-Grade 3 Early Childhood Non-Grads (Non-Completers)	Praxis Principles of Learning and Teaching (5621)	4 Non-Grads	3/4 Attempted 0% Qualifying Scores
K-12 Lakota Studies (Program Completer)	Praxis Principles of Learning and Teaching (5624)	1 Graduate	100% - Title II

Pass-Rate Data for All Test Takers: 2016-2017, 2017-2018, and 2018-2019 Academic Years				
Academic Year	Program	Name of Licensure Test	<u>Qualifying Scores</u> # of Exams	% Passing State Licensure Test
AY 16-17	K-8 Elem Education	5622 PLT: K-6	6/13	46%
	K-12 Lakota St	5624 PLT: 7-12	1/1	100%
	Early Childhood	5621 PLT: ECH	1/1	100%
AY 17-18	K-8 Elem Education	5622 PLT: K-6	3/6	50%
	Early Childhood	5621 PLT: ECH	2/2	100%
AY 18-19	K-8 Elem Education	5622 PLT: K-6	4/7	57%
	Early Childhood	5621 PLT: ECH	1/2	50%
		Overall Average	18/32	56%

*Institutional Effectiveness Report Data, September – May each Academic Year

D.5. What do the data in the above table tell the EPP about the pedagogical knowledge of initial teacher candidates?

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.

Nine of the sixteen K-8 Elementary Education graduates (56%) passed the 5622 Principles of Learning and Teaching: K-6 exam on their first attempt. The range of attempts for those who did not pass on their first attempt was 2-9, with an average of 5 attempts in order to attain a qualifying score. Three of five Early Childhood graduates (60%) passed the 5621 Principles of Learning and Teaching: ECH exam on their first attempt. The range of attempts for those who did not pass on their first attempt was 3-4, with an average of 3.5 attempts in order to attain a qualifying score. The one K-12 Lakota Studies graduate passed the 5624 Principles of Learning and Teaching: 5-9 exam on the first attempt.

Overall, 59% (13/22) program completers from 2017-2019 achieved qualifying scores on the content knowledge exam for their program of study on their first attempt. The nine program completers who did not pass the PLT exam on their first attempt took the exam 42 times (an average of 4.67 times) in order to earn qualifying scores. While the overall pass rate for the Principles of Learning and Teaching exams is higher than that for content knowledge exams, fewer candidates are earning qualifying scores on their first attempt.

None of the 11 non-completers passed the Principles of Learning and Teaching exam. Their average number of attempts was 1.18. Three made no attempt, never taking the exam. On average the non-completers scored 10 (Elem) to 12 (ECH) points below the minimum required score on the exam.

As with the content knowledge exams failure to properly prepare and to follow through on taking the exams after attending Praxis Preparation are both concerns. The statistics reported in the previous section regarding this issue are not disaggregated, and reflect data for both the content knowledge and pedagogy exams. Two additional areas of concern do become evident in relation to the PLT exams. The first is procrastination. Candidates tend to wait until the last possible moment to take the exam, so if they don't achieve a qualifying score they don't have time to make another attempt. The second is the practice of allowing them to move forward into the student teaching experience anyway. While it has been believed this would give candidates the additional time and practical classroom experience necessary to pass the exam, this just hasn't been the case. Once candidates are in the classroom for their student teaching experience their time is dedicated to the children – as it should be. One of the non-completers missed their exam simply because they forgot, being more focused on supervising a field trip than their own career needs. In addition, they do not have time to prepare for the exam and procrastination, again, becomes an issue. Three of the non-completers waited until April to schedule their PLT exam and were unable to secure a test date before graduation in June, let alone have their official score report to meet the May 31st deadline to meet graduation requirements.

While we know that nontraditional, part-time candidates who have longer academic careers are at a disadvantage when it comes to the Praxis exams, the issues surrounding passage of the exams are complex. We're still working to pinpoint key factors that may help us to identify specific candidate characteristics that might guide programmatic changes to improve pass rates.

D.6. What do the data in the above table tell the EPP about the pedagogical knowledge of advanced teacher candidates? – NA-

InTASC MODEL STANDARDS

Assessments shall be given to the beginning teacher candidate to ensure the candidate meets the professional standards of the Interstate Teacher Assessment and Support Consortium (InTASC) standards for teachers.

The Education Department unit goals, program learning outcomes and student learning outcomes are aligned to the InTASC professional standards. The alignment matrix is available online at http://warehouse.olc.edu/local_links/education/docs/index.php?dir=assessment/departments/assessment_plans/matrix/. All common course assessments are correlated to our student learning outcomes. The matrix demonstrating this alignment is also available online, in the warehouse link provided. Candidate performance on common course assessments are reported by faculty and adjuncts in their individual course assessment reports based on courses designated for assessment each semester. Data from these assessments, as well as student work samples, are reviewed each semester. The information gleaned from these assessment meetings allows us to monitor the performance of our candidates during their coursework, leading up to their student teaching or practicum experience. The assessment reports, documenting discussions from the data findings as well as how the results have been or will be used to make improvements, are available within the Education Department.

The most direct evidence of candidate performance towards meeting the InTASC standards is their InTASC Professional Portfolio, which 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. 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). The InTASC Portfolio data tables and scoring guidelines are contained within the SD DOE program reports.

The data reported below is based on the 22 program completers (16 – Elementary Education, 5 – Birth to Grade 3 Early Childhood Education, and 1 – Lakota Studies K-12 Education), 11 non-program completers (6 – Elementary Education and 5 Early Childhood Education), and 2 Birth-Preschool (Head Start Option) graduates for 2016-2017, 2017-2018, and 2018-2019 academic years.

E.1. What data from key assessments indicate that candidates understand 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.

InTASC Portfolio ratings for Standard #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).

E.2. What data from key assessments indicate that candidates use an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Portfolio ratings for Standard #2 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).

E.3. What data from key assessments indicate that candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Portfolio ratings for Standard #3 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.

E.4. What data from key assessments indicate that candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Portfolio ratings for Standard #4 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).

E.5. What data from key assessments indicate that candidates understand 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.

InTASC Portfolio ratings for Standard #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).

E.6. What data from key assessments indicate that candidates understand and use 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.

InTASC Portfolio ratings for Standard #6 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).

E.7. What data from key assessments indicate that candidates plan 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.

InTASC Portfolio ratings for Standard #7 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).

E.8. What data from key assessments indicate that candidates understand and use 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.

InTASC Portfolio ratings for Standard #8 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).

E.9. What data from key assessments indicate that candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, 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.

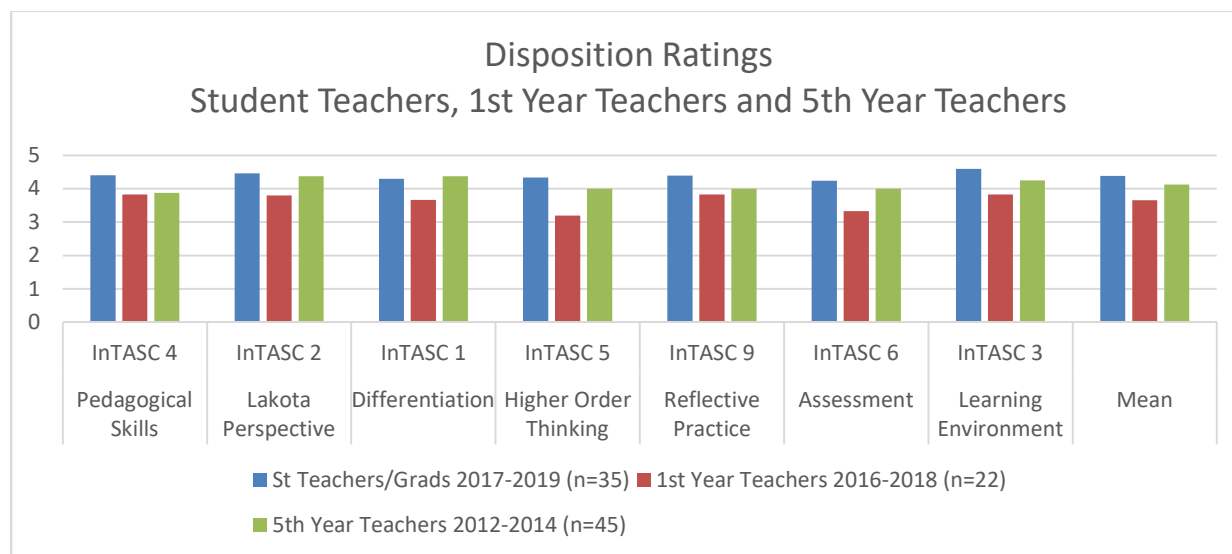
InTASC Portfolio ratings for Standard #9 ranged from Acceptable (3.33 for the six K-8 Elementary non-completers 3.75 for five Early Childhood non-completers) to Excellent (5.00 for the two Birth-Preschool/Head Start graduates). Commendable performance was noted for the sixteen K-8 Elementary graduates (4.69), five Birth-Grade 3 ECH/SD DOE graduates (4.67), and one K-12 Lakota Studies graduate (4.00).

E.10. What data from key assessments indicate that candidates seek 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.

InTASC Portfolio ratings for Standard #10 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).

E.11. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? What was the response rate?

The Education Department utilizes the Disposition Rating, derived from the Conceptual Framework Unit Dispositions, as a student teaching rating as well as for follow-up with our 1st and 5th year graduates. During the student teaching experience ratings are completed as part of a summative evaluation by cooperating principals, supportive teachers, and occasionally by the college supervisor. Principals in our partner schools complete the 1st and 5th year teacher ratings for our graduates. Ratings are based on 5-point scale: 5 = Exceptional, 4 = Commendable (Target Criteria), 3 = Acceptable, 2 = Developing, and 1 = Not Evident. The response rate for the Disposition Rating was 100% for student teachers, 27.27% for first year teachers, and 17.78% for fifth year teachers. The Disposition Rating form is available in the student teaching handbook as well as in our program report.



Candidate and graduates alike are demonstrating desired dispositions at acceptable and commendable levels. While student teachers are being rated at the commendable level, first year teacher ratings are slightly lower at the acceptable level. Ratings tend to increase for fifth year teachers. However, while fifth year teacher ratings move back into the commendable level the ratings are below that of student teachers. The two areas first year teachers seem to be most challenged with is 1) practicing instructional and questioning strategies within the content areas that engage student interest and encourage higher order thinking skills, and 2) using multi-

assessment procedures as a means of monitoring their teaching and for tailoring curriculum for the learner. While the pattern of performance improving from first to fifth year of teaching, one might question why the fifth year ratings are lower than those for student teachers. A limitation of the data is that the comparison is two different groups of candidates. It is possible, however, that student teacher ratings are slightly elevated whereas teacher ratings are more critical. Another possible reason could be that by the fifth year teachers are performing more in line with their schools' vision, mission and purposes than they are with our undergraduate, preparation dispositions. This has not been an area for further investigation as performance has remained at the target level or higher. If anything, working to increase the response rate might help to create a more accurate picture.

KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PROFESSIONALS

F.1. What data from key assessments indicate that candidates for other professional school roles have an understanding of the professional knowledge expected in their fields and delineated in professional, state, and instructional standards. They know their students, families, and communities, treat all students fairly and provide each student with an opportunity to learn, and use current research to inform their practices, use technology, and support student learning through their professional services?

The data which would indicate that candidates for school administrative roles have an understanding of professional knowledge reflected in professional, state, and instructional standards is retrieved from the professional portfolio program used by OLC, known as Foliotek. Ratings are earned by students through both interior and exterior review and reflect the advancement in professional knowledge during the course of study. Importance of and methods of knowing students, family, and communities is contained within course materials as well as instruction regarding program management and faculty management and development. The extent of proficiency in these areas is reflected in the work which is housed in Foliotek and therefore rated. Professionals in the area of Education Administration are required to prepare a thesis during their final two semesters of work, ensuring that the practices of good research and the availability of information and where to find it are known.

F.2. What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work?

Coursework required by the Graduate Studies Program of Study include study of what curriculum most impacts student learning and how administrative officials can affect the learning environment through supervision of staff. Administrative professionals are required to consider real life problems and solutions in this area. The results of each student's work are submitted to the portfolio for scoring and feedback with the opportunity to edit or add to the piece of work.

F.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals?

In general, employer responses have been positive regarding OLC Administrative Professionals. Follow-up of graduates have identified some areas where more training would be appreciated. Conflict resolution, more networking, and mentoring were all areas suggested for added training.

ASSESSMENT SYSTEM AND EPP EVALUATION

The EPP shall develop an assessment system with its professional community that reflects its conceptual framework and professional and state standards. The EPP's system shall include a comprehensive and integrated set of evaluation measures that shall be used to monitor candidate performance and to manage and improve programs. Decisions about candidate performance shall be based on assessments conducted during admission into programs, at appropriate transition points, and at program completion. The EPP shall take effective steps to eliminate sources of bias in performance assessments and work to establish fair, accurate, and consistent assessment procedures.

In this section the EPP must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.

ASSESSMENT SYSTEM

G.1. How does the EPP ensure that the assessment system collects information on candidate proficiencies outlined in the EPP's conceptual framework, state standards, and professional standards?

The GS Department requires that all instructors complete a Student Learning Outcome related to the course content and objectives of the course for each student in the course. A Program Learning Outcome is also required to be completed giving the instructors perception of how the course can be changed for the better. Each course's objectives are developed and related to the program's stated conceptual framework which is also related to state and professional standards. The course end outcomes are in addition to specific standard related classroom work which each student completes and submits to Foliotek for scoring becoming a record of achievement for the student.

The Education Department unit goals, program learning outcomes and student learning outcomes are aligned to the InTASC professional standards and, in turn, the various special program assessments. The alignment matrix is available online at http://warehouse.olc.edu/local_links/education/docs/index.php?dir=assessment/department_assessment_plans/matrix/. All common course assessments are correlated to our student learning outcomes and identified within course syllabi. Candidate performance on common course assessments are reported by faculty and adjuncts in their individual course assessment reports based on courses designated for assessment each semester. Student teaching ratings, the Impact on Student Learning Project, exit interview and student teaching/practicum grade are managed by the college supervisor. Program admission processes are supported in Foundations of Education and Introduction to Early Childhood Education as well as through co-curricular application support sessions for candidates. Program application and admission is tracked by the department secretary and reported annually in the department's annual end of year report. Program completion involves an application for graduation (submitted by the candidate's District College Center), a degree audit to verify completion of required coursework (Registrar's Office), and verification of departmental program requirements (Dean of Education). Follow-up surveys are conducted by the department secretary. The department secretary also maintains the master student tracking spreadsheets.

G.2. What are the key assessments used by the EPP and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6.

Table 6
EPP Assessment System: Transition Point Assessments

Program	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program Completion
Graduate Studies	<ul style="list-style-type: none"> • BS from regionally accredited institution, with three years of teaching experience on a valid teacher's certificate • 2.5 cumulative GPA • 3.0 GPA in undergraduate major field in 300 or higher level course work • 3.0 GPA in all undergraduate Language Arts course work • Achieve a 15 or higher average on writing samples 	<ul style="list-style-type: none"> • (Application to Candidacy) • Cumulative GPA of 3.0 or higher • Major GPA of 3.0 or higher • Indicators 1 thru 3 reflecting ELCC standards are loaded to Foliotek • Learning Agreement accepted by student 	<ul style="list-style-type: none"> • All course work has been completed with a B or better 	<ul style="list-style-type: none"> • Thesis is completed with a B or better and accepted by committee • Foliotek portfolio is completed and reviewed by outside reviewers • 160 hours of internship is completed and signed off on by School Administrator 	<ul style="list-style-type: none"> • Program assessment submitted to Department Chair • Assessment of employer requested after one year • Assessment of Induction service completed by student
Education Department	<ul style="list-style-type: none"> • 3.0 Overall GPA • B or better in all professional courses • Qualifying score on Praxis content knowledge exam • Cleared background checks and drug testing 	<ul style="list-style-type: none"> • 3.0 Overall GPA • B or better in all professional courses • Qualifying score on Praxis PLT exam • Application for admission to student teaching • Background checks and drug testing as required by 	<ul style="list-style-type: none"> • Completion of experience with a B or better, based on observations and student teaching ratings as well as the Impact on Student Learning Project • Exit interview with principal, mentor teachers and 	<ul style="list-style-type: none"> • 3.0 Overall GPA • B or better in all professional courses • InTASC Portfolio submitted for review • Impact Project submitted for review • Completed all required 	<ul style="list-style-type: none"> • 1st and 5th Year Disposition Ratings

	<ul style="list-style-type: none"> • Rating of 3.0 or higher (5 pt. scale) on application, references, writing samples, interview and initial portfolio 	cooperating school	college supervisor	coursework according to degree status sheet <ul style="list-style-type: none"> • Passing scores on required Praxis exams 	
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G.3. How is the EPP assessment system evaluated? Who is involved and how?

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.

Each instructional department within Oglala Lakota College has an Institutional Effectiveness Plan with strategic goals that is reported on each year. Institutional Effectiveness Plans and Reports are available on the OLC website at <http://www.olc.edu/administration/assessment/iep.htm>.

Graduate Studies faculty and staff from the program evaluate through rubrics the performance levels to gauge the effectiveness of assessments in order to recalibrate any items for adjustment.

Education Department faculty and staff discuss what is and isn't working and make minor adjustments as needed. The Education Department Faculty Assessment Handbook was developed in 2015 and is due for thorough review, revision and refinement.

G.4. How does the EPP ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

Graduate studies utilizes group assessments of products through rubric judgement to try and eliminate as much bias as possible in ensuring fair, accurate, and consistency across evaluations.

The education department has utilized review of common course assessment artifacts using 3-point holistic scoring rubrics to gauge the overall level of agreement with 5-point analytic instructor ratings regarding candidate performance.

G.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the EPP?

The graduate studies Student Learning Outcomes (SLO)'s and Program Learning Outcomes (PLO)'s are distributed and administered to each course. These data are interpreted and evaluated for patterns that indicate areas needing improvement or adjustment.

The Education Department holds assessment meetings each semester to review common course assessments and other institutional assessment data. Data findings, how this data has been or will be used to make program improvements, and any needed follow-up actions are discussed. This information tracks into our Institutional Effectiveness Plan/Report in which Program Learning Outcomes, key Student Learning Outcomes and other strategic outcomes are planned for and reported on.

DATA COLLECTION, ANALYSIS, AND EVALUATION

The EPP shall regularly and systematically compile, summarize, and analyze data, which shall be used to improve applicant qualifications, candidate and graduate proficiency, and program quality. The EPP shall use multiple assessments from internal and external sources to collect data from applicants, candidates, recent graduates, faculty, and other members of the professional community.

H.1. What are the processes and timelines used by the EPP to collect, compile, aggregate, summarize, and analyze data on candidate performance, EPP operations, and program quality?

- **How are the data collected?**

Student's assessment of instructors and program are collected through an on-line retrieval system, such as Survey Monkey, regarding instructor performance and program offerings. Instructors submit a detailed student assessment at the end of each course, as well as grading the student, in addition to a program assessment of the course itself. The instructor assessments are submitted in either paper or scanned form to the Graduate Office.

Teacher candidate assessment of instructors is collected through Jenzebar course assessment survey. Common course assessment worksheets and faculty/adjunct course assessment report forms have been emailed to instructors and accepted in a variety of formats (hand delivered, scanned and emailed or faxed). During the past academic year all common course assessment worksheets were converted to Excel and an attempt to collect course level assessment data electronically was made. Paper copies of student teaching/practicum observations and ratings are collected in person or, in some cases, scanned and emailed or faxed to the Education Department. Graduate surveys are sent to and received from partner school administrators by email and facsimile.

- **From whom (e.g., applicants, candidates, graduates, faculty) are data collected?**

Data are collected for the program from faculty, adjunct instructors, partner PK-12 Schools and students so that there is a transparency in the progression of the entire program.

- **How often are the data summarized and analyzed?**

Institutional wide assessment days are scheduled each semester. Assessment data is summarized and analyzed at least once a year.

- **Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.).**

The Graduate Director and Graduate Coordinator is responsible, along with the Director of Assessment for OLC.

The Dean of Education, Education Secretary and Faculty and Staff are responsible for summarizing and analyzing program data. The department also reviews data that is provided by the Registrar's Office (i.e. Student FTE Report), General Education Director (i.e. General Education Outcomes), and Assessment Director (i.e. NSSE/FSSE Reports).

- **In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)**

A variety of tables, charts, graphs and narrative reports are utilized to summarize and analyze data. Institutional assessment reports, including department Academic Annual Reports and Institutional Effectiveness Plans/Reports, are maintained by the OLC Assessment Office (http://www.olc.edu/administration/assessment_office.htm).

- **What information technologies are used to maintain the unit's assessment system?**

Managing the unit's assessment system is labor intensive. While some online, web-based processes are utilized many aspects are still paper/pencil and most require manual entry of unit assessment data into Excel spreadsheets for analysis.

H.2 How does the EPP disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, or branch campus sites in distance learning programs, and in alternate route programs?

Despite having a decentralized campus Oglala Lakota College operates as a single unit from the main administrative headquarters at Piya Wiconi.

H.3. How does the EPP maintain records of formal candidate complaints and their resolutions?

Formal complaints are addressed through OLC Policy and Procedure: 86-200/86-200-1.

STUDENT COMPLAINTS AND GRIEVANCE (POLICY AND PROCEDURE)

Policy

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

1. Oglala Lakota College is interested in students' views regarding College operations. For this reason, avenues are provided to students to enable them to express any concerns, or complaints they may have about this college. A student may express a concern or complaint orally. An informal Student Complaint Form (86 – 200 – 2 Exhibit) should be filled out by the student or the person hearing the complaint so that the concern can be tracked. The student's name does not appear on the form.

When there is a written complaint, it will be the responsibility of personnel concerned to find a remedy for the complaint.

2. If the student is not satisfied with the remedy, he/she may choose to move on to the formal process of resolving the complaint/grievance. Timelines are to be adhered to unless the parties involved in the grievance agree to modifications.

Grievances regarding grades do not fall under this policy but are dealt with in the policy 76 – 200.

Student Grievance Procedure

- Step 1: Student here after referred to as grievant, will submit a written grievance within ten working days of the incident to the District Director where the student is registered, with proper documentation and stated outcomes.
- Step 2: District Director will attempt to resolve the issue by calling a meeting with the concerned parties. This meeting will be called within five working days of receiving the written grievance from the student.
- Step 3: If the issue is not resolved at this level, the grievant will take it to the Local Board at the next scheduled meeting. If the Local Board is not scheduled to meet within ten working days, a special meeting will be called within ten working days to deal with this issue in a timely manner.
- Step 4: If the issue is not resolved at this level within five working days, the grievant will take it to the Vice President for Instruction, Coordinator for Support Services and the permanent sub-committee "Appeals Committee" which consist of members from the Student Services Committee in ten working days.
- Step 5: If the issue is not resolved at this level within five working days the grievant may appeal the decision to the hearing officer who must render a decision on the grievance within 10 days of receipt of the appeal. The decision of the hearing officer is final.

NOTE*

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

USE OF DATA FOR PROGRAM IMPROVEMENT

The EPP shall regularly and systematically use data, including candidate and other school personnel performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The EPP shall analyze program evaluation and performance assessment data and initiate changes if necessary. The EPP shall regularly share data with candidates and faculty to help them reflect on and improve their performance.

I.1. In what ways does the EPP regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

Oglala Lakota College utilizes Institutional Effectiveness Plans (IEPs) that are tied to the college's overall strategic plan to systematically utilize data to program improvement.

The IEP has two parts, the first part is the Annual Action Plan for Student Learning Outcomes and the second part is the unit Annual Action Plan. The Annual Action Plan for Student Learning Outcomes is created by implementing the Department Assessment Plan and rotation schedule. The unit Annual Action Plan (the second part) is created using the recommended strategies developed from the results of the implemented Annual Action plan for Student Learning Outcome Assessment. The unit Annual Action Plan puts into action the recommended strategies

during the academic year to improve student learning, faculty performance, and program performance.

The data and results of the assessment of student learning and student support services are utilized to formulate recommendations for improvements for the next academic year. Each unit then prioritizes the recommendations and identifies annual action strategies. The prioritized annual action strategies are used to create a yearly IEP. The unit Annual Action Plan consists of the strategies, criteria, assessment tool, indicator of success, and recommendations. This plan is submitted to the Office of the Vice President for Instruction (OVPI) and the Office of Institutional Assessment and Research (OIAR) at the beginning of each academic year.

The annual action strategies are then implemented and results/outcomes are reported by the unit to determine impact on improving student learning, faculty performance, program effectiveness, effectiveness of co-curricular activities, as well as retention, persistence, and completion rates during that academic year.

At the end of each academic year all units are required to submit an IER to the OIAR. The IER's serve several functions: The IER's demonstrate that OLC's assessment and evaluation system is comprehensive and provides indicators of performance for each unit; the IERs are made available on the OIAR webpage and will be available in OLC's Resource. It provides evidence that the academic and non-academic units are engaged in assessment, and verifies that the academic and non-academic units have implemented the yearly action strategies that were developed from prior year student learning outcome assessment data. It validates all the hard work being done within each unit, and it shows how OLC has closed the loop on assessment. In addition, it ensures that all the units are aligned to the OLC strategic plan and have a stake in institutional performance.

I.2. What data-driven changes have occurred?

- The Praxis content knowledge exam was moved from an entrance into student teaching requirement to an entrance into the teacher preparation program requirement (AY 2012-2013).
- 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).

- 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).
- Program changes were made to reduce the number of credit hours from 131 to 122 on the Elementary Education status sheet to support completion rates (AY 2015-2016, implemented in Fall 2016 Catalog).
- Praxis support seminars were revised to the current Praxis Challenge held each semester (AY 2015-2016).
- The goal for Education Faculty/Adjuncts to incorporate Lakota Perspectives in courses was removed from the Department Institutional Effectiveness Plan based on meeting criteria (AY 2016-2017).
- The goal for teacher candidates to model Lakota Perspectives was removed from the Department Institutional Effectiveness Plan based on meeting criteria (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).
- Praxis Boot Camps to be held during summer interim were developed and implemented (AY 2017-2018) after trying a semester based course (SP 2015 and SU 2016).
- A strategic goal of having candidates who participate in Praxis Preparation co-curricular events follow through with registering and taking the exam was added to the department's Institutional Effectiveness Plan (AY 2017-2018).
- The Education Departments goal of having an 80% Praxis pass rate for program completers (graduates) changed to having an 80% pass rate for program candidates (AY 2016-2017).
- The Education Department Handbook and application packet was updated to include a 5-point rating scale for scoring entrance requirements (AY 2017-2018).
- ECH 403 Social, Emotional Growth and Development and ECH 413 Group care were vetted for online instruction (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).
- 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).
- The Education Department instituted an Admission Deferment, Leave of Absence, or Program Withdrawal process to support retention and completion rates (AY 2018-2019).
- ExEd 453 Classroom Management and ExEd 473 Transitions and Community Resources were vetted for online instruction (AY 2018-2019).

I.3. What access do faculty members have to candidate assessment data and/or data systems?

Faculty and staff are directly involved in review and analysis of student assessment data collected by the department as well as institutional data collected and shared by the General Education, Assessment, and Enrollment Management Offices.

I.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

OLC's reporting process includes all the unit IEPs (plans), IERs (assessment data reports), General Education Student Learning outcomes, Enrollment Management, co-curricular activities, and annual reports which feed into the larger institutional report titled Annual Report to OLC's Constituencies and the OLC Institutional Effectiveness Report.

Student learning outcome data, institutional assessments (external and internal) and enrollment management data is used in the analysis and application toward student learning and institutional improvement at OLC. The model is OLC's comprehensive assessment process to collect, analyze and report on unit assessments, institutional assessments, co-curricular assessments and enrollment management results. All processes combined inform the institutional initiatives.

Unit reports are due in June of each year and finalized by departments in August of each year. The institutional reports are due by October 1st of each year as drafts, which are presented during the OLC Board of Trustees (BOT) retreat for feedback from stakeholder groups and submitted for BOT approval during the regular October meeting. The OLC Annual Reports for Constituents are available at http://www.olc.edu/administration/assessment/oiair_reports.htm.

FIELD EXPERIENCES AND CLINICAL PRACTICE

The EPP and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills, necessary to help all students learn. The EPP and its school partners shall jointly determine the specific placement of student teachers and interns of other professional roles to provide appropriate learning experiences. Clinical faculty shall be selected and prepared for their roles as mentors and supervisors who will provide continuing support for candidates during their field and clinical experiences.

In this section the EPP must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.

Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internship.

Education Department

ED 283 Foundations of Education w/ Sophomore Experience

Foundations of Education provides an introduction to the profession of teaching in the K-12 schools. A state requirement for this course is also referred to as ‘Sophomore Experience’. This part of the course requires 15 hours of observation in the field followed up by 15 hours of candidate journaling related to classroom observations and topics covered in this course. Topics include the history and philosophy of education, structures and governance of schools, professionalism, teacher effectiveness, and curriculum models. Candidates are required to complete their applications for entry into the teacher education program as part of course requirements. (Approximately 15-30 hours)

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.

ExEd 496 Special Education Practicum

A practicum experience is required for candidates seeking the K-12 endorsement in special education. A minimum of a three semester-hour special education practicum under the supervision of a certified special education teacher and university supervisor at each level of endorsement is required. Candidates will gradually assume responsibility for planning, instruction, evaluation, and classroom management during the experience at each level of certification sought. In addition, candidates will complete a professional portfolio demonstrating the knowledge and skills set forth by the Council for Exceptional Children’s performance-based standards covering: foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration.

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)

Graduate Studies

The principal internship is part of the LMEA 796 School Community Action Project (SCAP) six credit hour course. The internship is designed to take place over a period of two (2) consecutive semesters serving under a licensed principal at an elementary, middle, or secondary level school. The intern is required to have successfully completed thirty (30) hours of their program of study with a 3.00 GPA in each required course before entering for the school internship. Candidates must apply one semester prior to entry.

The internship includes all job responsibilities of the principalship at the age/grade span for which authorization is sought. The internship includes time spent in at least two of k-12 administration: elementary, junior high, middle school, and/or secondary school. A total of 120 hours is required for the internship and shall be completed within two (2) semester's equivalent to 60 hours per semester.

The candidate intern maintains a log of his/her activities that entails a brief description of the task involved, the date, the beginning, ending time, the amount of time involved. Candidate intern maintains a reflective journal, record intern hours, and upload student artifact that corresponds with each activity within the electronic portfolio section of internship, using the following link www.foliotek.com. The reflective journal describes the activity, the ELCC standard in which the activity meets, number of hours recorded for specific activity, and how this activity is connected to their supported student artifact produced within the internship. The Cooperating School Administrator (COSA) verifies the candidates' activity intern hours. Education Administration Coordinator reviews for progress and completion throughout. The final scoring and analysis of completed activities and hours are complete prior to exiting the program. Complete Internship is a graduation and certification requirement. See section IV, assessment #4 for further description. See attachment F for Principal Internship Overview, including assessment tools.

COLLABORATION BETWEEN EPP AND SCHOOL PARTNERS

J.1. Who are the EPP's partners in the design, delivery, and evaluation of the EPP's field and clinical experiences?

Oglala Lakota College's partner PK-12 schools include the public, tribal and private schools located on the Pine Ridge and Cheyenne River Indian Reservations, neighboring boarder town schools, and Rapid City Area Schools.

J.2. In what ways have the EPP's partners contributed to the design, delivery, and evaluation of the EPP's field and clinical experiences?

PK-12 school administrators and mentor teachers evaluate the performance of candidates during field-based clinical experiences. Two questions asked during exit interviews are 1) "How can we improve in preparing our candidates?" and 2) "How might we improve in communication and feedback during the student teaching experience?" PK-12 school administrators complete the 1st and 5th year teacher follow-up evaluations.

J.3. What are the roles of the EPP and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

PK-12 school administrators identify experienced teachers within their buildings to serve as mentors for student teachers, taking into consideration grade level ranges as well as subject matter interests of the candidates.

J.4. How do the EPP and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

Field-based clinical experiences provide PK-12 partner schools with the opportunity to “grow their own” through providing training specific to their District’s curriculum, policies and practices. Eighty-two percent (18/22) of the teacher preparation program completers for the last three years were hired as teachers by the district in which they student taught.

DESIGN, IMPLEMENTATION, AND EVALUATION OF FIELD EXPERIENCES AND CLINICAL PRACTICE

Graduate Studies

As a means of retention, the Graduate Studies Department carefully considered the contextual diversity of its candidates. Special consideration is given to the candidates’ unique socio-economic and personal circumstances while working toward a degree. The Four Directional Conceptual Framework Model has built in the transition points for admission into the program (Wiyohpiyata [West]), candidate retention (Waziyata [North] and Wiyohinyanpata [East]) and exit from the program (Itokagata [South]).

Wiyohpiyata (West) - Admission/Entrance Requirements

Students begin in the West and continue clockwise. Therefore, this is the first stage of the entering students’ education journey. Admission to the OLC Education Administration program is specified in the OLC catalog and Graduate Studies Handbook. Applications are accepted in the spring semester for fall entering students. Individuals are considered ‘Students’ until they meet ‘Candidacy’.

Students must apply for preadmission status by completing a graduate application, submitting a \$15.00 application fee, and attaching the following documents to validate that the student has met the entrance requirements: Official transcripts stating the date undergraduate degree was conferred, valid copy of teaching certificate in elementary or secondary education, tribal enrollment or lineage form (if applicable), current resume, three letters of reference that validate the candidates disposition, ethics, and civic engagement, two writing samples: philosophy of education and autobiography. Writing samples must follow specified criteria stated in catalog and handbook. Students must meet the following entrance requirements:

- Must have a bachelor’s degree from a regionally accredited institution.
- Must have a 2.5 GPA with a 3.0 in undergraduate major field
- Must have a 3.0 GPA in all undergraduate Language Arts course work.
- Have three years teaching experience in elementary or secondary education or a combination of

years as a certified teacher.

- Score a 42 on each writing sample: Philosophy of Education and Autobiography.
- Participate in Graduate Studies Orientation

Students not meeting writing expectations or meeting with weakness must successfully complete the LakM 503 Introduction to Graduate School seminar and resubmit writing samples to be considered for fall entry. Writing samples must meet graduate program expectations before entrance into the core courses.

Students may enroll in graduate core courses LakM 603, LakM 513, LakM 533 upon acceptance into the program. Students are required to complete the core with a B or better, 3.00 in each course to be eligible for candidacy status. Candidacy status is transition point toward becoming an Education Administration “Masters Candidate”. Candidacy status is defined in the OLC catalog and Graduate Studies Handbook.

Waziyata (North) – Candidacy/Professional core requirements and Wiyohinyanpata (East) – Professional requirements – Retention

Retention is the key to the success of candidates. Therefore, retention is covered in two transition points of the Four Directional Conceptual Framework Model. Retention is a shared responsibility between students, faculty, and graduate studies administration. Candidates have the personal responsibility to attend class and make adequate progress. Candidates are required to: complete all graduate courses with a B or better in order to remain in good academic standing and maintain current teaching certification. Candidates are not allowed to miss more than nine contact hours per course. Communication between candidates, faculty and the graduate studies department staff is key in assisting the candidates who require extra support. In addition, faculty convey candidate course progress and provides direct course feedback through the designated assessment tools i.e. course and program matrix. It is these activities which assist with the retention of graduate candidates.

Exiting the Program: ITOKAGATA (South) Capstone experience and comprehensive electronic portfolio, exit-Induction

Effective Lakota leaders demonstrate compassion and generosity through the delivery and giving of their knowledge, skills and ability to the educational and local communities as defined in the Four Directional Conceptual Framework Model. Candidates must successfully complete 36 credit hours within the plan of study with a B or better, 3.00 (9 core, 21 professional hours, 6 clinical practice and field work). Candidates exiting the program are required to: submit the comprehensive electronic portfolio and receive a portfolio score of 3.00 or greater; submit completed SCAP project and receive a score of 2.00 or greater; complete internship process minimum of 120 hours and receive a score of 2.00 or greater; complete disposition rating and receive an 80% average on each of the ELCC standard; participate in induction services including completion of first and third year employer and graduate satisfaction surveys.

K.1. What are the entry and exit requirements for clinical practice?

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 all 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).

K.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7.

Table 7
Field Experiences and Clinical Practice by Program

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Weeks or Hours
K-8 Elementary	ED 283 – 15 hrs/10 wks	EDLK 489 – 16 Weeks	26 Weeks
Early Childhood – SD DOE	ECH 243 – 135 hrs	EDLK 489 – 16 Weeks	30 Weeks
Early Childhood – Head Start	ECH 243 – 135 hrs	ECH 496 – 16 Weeks	30 Weeks
K-12 Lakota Studies	ED 283 – 15 hrs LAK 283 – 15 wks	EDLK 489 – 16 Weeks	30 Weeks
7-12 Physical Science	ED 283 – 15 hrs/10 wks	EDLK 489 – 16 Weeks	26 Weeks
K-12 Special Education		ExEd 496 – 16 Weeks	16 Weeks

K.3. How does the EPP systematically ensure that candidates develop proficiencies outlined in the EPP's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

All education courses are aligned to Student and Program Learning Outcomes leading towards the four departmental goals:

1. Demonstrate Lakota cultural understanding and practice in the classroom.
2. Exhibit a solid academic base for understanding the disciplines and how they interrelate.
3. Possess pedagogical and classroom management skills for the creation of a school ecology inclusive of the diverse abilities and needs of children.
4. Engage in critical analysis, reflective practice and forecasting that will positively affect student learning.

Education courses are aligned to the following teacher preparation standards: SD Department of Education Administrative Rule 24:53:04:06 (SD DOE), the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teacher Licensing and Development, the Association for Childhood Education International (ACEI) Standards for Elementary Education, the National Association for the Education of Young Children (NAEYC) Standards, the National Science Teachers Association (NSTA) Standards and the Council for Exceptional Children (CEC) Standards.

K.4. How does the EPP systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

Integration of technology into planning and implementing instruction is one of the observation criteria of the Lesson Planning/Presentation Scoring Rubric.

K.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

Partner PK-12 school administrators are asked to select successful, classroom teachers who have a minimum of three years of experience and who model the desired knowledge, skills and characteristics they wish to see in their teachers. As the vast majority of our candidates are hired by the district in which they complete their student teaching, our PK-12 partners are vested in ensuring student teachers have quality experiences.

K.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

A placement meeting with the school administrator, mentor teacher(s), and college supervisor is held with each student teacher to review the roles, responsibilities and expectations, as well as the assessments, for the student teaching / practicum experience. Each is provided with a copy of the Student Teaching Handbook.

K.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

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Student teachers, including those who complete practicum experiences, maintain weekly activity logs. These logs serve as the basis for weekly reflective discussions with their mentor teachers, who in turn, provide feedback regarding candidate performance and help establish targeted areas for growth during the next week. Candidate observations, conducted by both the mentor teacher and college supervisor, also lead towards conversations targeting professional growth. School administrators, who choose to be integrally involved, typically utilize their district's teacher observation/evaluation tool to provide feedback. For candidates who need it a Student Teaching Plan of Assistance for Improvement may be developed.

Graduate Studies

Pre K-12 Principal Certification and Degree – Education Administration

The Oglala Lakota Graduate program considers six credit hours as full-time status. This program requires a minimum of 36 credit hours toward plan of study including a capstone project entitled School Community Action Project, and Internship. The candidates create a research-based school community action project and defense, and complete a comprehensive electronic portfolio. The portfolio is created from a culmination of the 36 credit hours of course activities, tasks and assignments. The portfolio provides evidence of meeting the ELCC standards. Candidates must meet all admission and entrance requirements, complete candidacy application to validate progress, and exiting requirements. Candidates who complete the program are eligible for Pre-k-12 Principal Certification and positions as determined through the State of South Dakota.

Core and required courses

LakM 603 Wowapi Woecun Na Wounspe Wankatuyahci Glustanpi Kte Kin Hena (Research, writing and statistics for graduate work)	3hrs
LakM 613 Lakota Woitancan Na Wokicanye Kin Oeglayapikte (Lakota Foundations for leadership and management)	3hrs
LakM 633 Tiospaye (Lakota Social Organization)	3hrs
LMEA 703 Wowapi Wounspe Itancan (Instructional Design)	3hrs
LMEA 713 Wayawapi Itancan – (School Administration) Kucila (Elementary), Eyokogna (Middle), Wakatuya (Secondary)	3hrs
LMEA 723 Woksape (Counseling Theories and socio-culture foundations)	3hrs
LMEA 733 Oyate Wicoun (Fundamentals of Curriculum Development)	3hrs
LMEA 743 Mazaska Wounspe Okicanye (School Finance)	3hrs
LMEA 796 Wayawa Tiospaye Woecun Wicokan (School Community Action Project and Internship)	3hrs

Electives (2)

LakM 583 Lakota Tamakoce Un Wokicanye Na Woanwanyanke Wounspe (Lakota Environment Management and Protection)	3hrs
LakM 593 Lakota Kin Iyecinka Igloayapi Kta Un Hecel Eglepikte Wounspe (Establishing Lakota Sovereignty)	3hrs
LMEA 603 Owayawa Ta Wounspe (School Law)	3hrs
LMEA 753 Nagi Wounspe Wakatuya (Advanced Educational Psychology)	3hrs
LMEA 763 Wopasi Wounspe (Statistics)	3hrs
LMEA 773 Wopasi Woecun (Survey Design)	3hrs