

South Dakota
Board of Examiner Report
for Educator Preparation Provider (EPP) approval

**SD State Board of Examiners
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Accreditation Visit to:

OGLALA LAKOTA COLLEGE

Date:

October 20 – 22, 2019

Type of Visit:

- First
- Continuing
- Combination
- Probation
- Focused

Summary for Educator Preparation Provider (EPP)

Standards		Team Findings	
		Initial	Advanced
1	EPP's Mission, Conceptual Framework, and Responsibility	M	
2	Preparation of Candidates in Teacher Education	M	
3	Assessment System and EPP Evaluation	M	
4	Field Experiences and Clinical Practice	M	

M = Standard Met

NM = Standard Not Met

NA = Not Applicable

Standard 1

EPP Mission, Conceptual Framework, and Responsibility

Higher education programs for the preparation of education personnel shall operate under a written mission statement. The EPP's 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.

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

Information reported in the institutional report for Standard 1 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the IR that are incorrect.)

EPP Mission	Unacceptable	Acceptable X	Target
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The history of Oglala Lakota College began in 1971 when the Oglala Sioux Tribal Council exercised its sovereignty by chartering the Lakota Higher Education Center. The Center awarded its first degrees in 1974. Under its new name, Oglala Sioux Community College, in 1979 they became a candidate for North Central Association accreditation. Accreditation was granted in 1983. By this time the college was now known by the name of Oglala Lakota College. This change reflected its status as a four-year degree-granting institution and replaced the word Sioux with Lakota as the proper word to describe the population it served. At that time 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 campus at Oglala Lakota College is unique in that it houses its administrative headquarters at Piya Wiconi but offers classes at eleven instructional centers, throughout the Pine Ridge reservation, in Rapid City and Eagle Butte. Faculty travel to teach at these centers four days a week and provide service at Piya Wiconi on Fridays.

Oglala Lakota College has both a 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." and a 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”. Their graduate candidates strive to demonstrate ‘Wolakota’ excellence and confidence as they translate theory into quality practice.

The EPP reports the following changes have taken place since the last review:

- The educator 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.
- 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.
- 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.

Faculty and students both were aware of the mission of the EPP and indicated in interviews that they felt it guided their coursework and program.

Conceptual Framework	Unacceptable	Acceptable X	Target
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The EPP’s philosophy of Wounspe na oitancan un wolakolkiciyapi meaning learning Lakota ways of life in community through education and leadership is the fundamental basis for the conceptual framework model incorporating Oyate Ikce Tatuye Topakiya Wocicala Hena Wopasi, meaning measuring knowledge of the four directions. The four directions framework model demonstrates the unique organization of the overall institutional structure of shared leadership and shared vision of the EPP. These conceptual thoughts led the College to establish the following goals:

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.

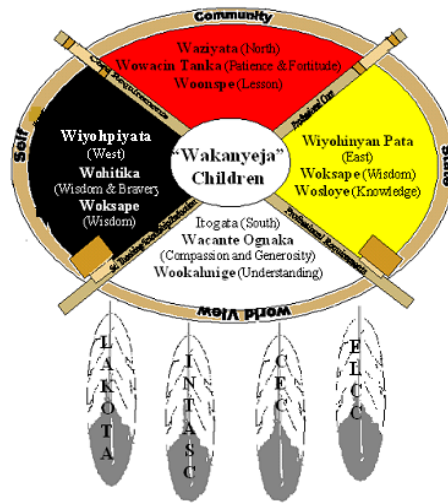
Cultural Goals: Our goal is for Oglala Lakota College’s teacher candidates to familiarize their students with Lakota Virtues and culture and assisting in integrating Lakota ways within instructional materials and curricula.

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



Oglala Lakota College's Education shield pictured above has been modified to include concepts promoting strong education leaders with the child or learner being at the center.



The four dimensions of human development identify the four directions in order and help to identify the candidate progress indicators.

Wiyohpiyata (West) - Admission/Entrance Requirements: Candidates are required to demonstrate Wohitika meaning courage and bravery, as well as Woksape meaning wisdom.

Wazyata (North) - Professional Core Requirements: This direction is as the Tatanka Oyate meaning Buffalo Nation who brings us the laws, beliefs, and teachings. Within the profession, candidates need a solid theoretical base for understanding of laws, beliefs, and teachings - to become proficient within their field of study.

Wiyohinyanpata (East) - Professional Requirements: This direction is 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.

Itokagata (South) - Internship/Infield Experience/Induction: Itokagata, This direction is 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).

There have been no substantial changes to the conceptual framework since the last review as they remain committed to graduating proficient education leaders with strong Lakota values.

Summary of Strengths:

The EPP has a strong history of interweaving culture and education. It is made evident in their philosophies which are displayed and known by faculty and students alike. Due to their small size and despite the wide-reaching geographical locations, they are able to form close relationships with students. This also allows them to tailor their program to best meet their demographics needs and provide personalized guidance to their candidates. The EPP mission and conceptual framework were articulated and align with the institution’s mission as a whole. Evidence of both were found in published materials and displayed throughout facility.

Areas for Improvement: None

Rationale: NA

Recommendation: Standard Met

Corrections to the Institutional Report: None

Standard 2

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 and rules that govern the issuance of certificates for educational personnel.

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 candidate to ensure the candidate meets professional, state, and EPP standards.

Candidate Knowledge and Skills	Unacceptable	Acceptable x	Target
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The admission standards as well as the standards for maintenance and admittance to student teaching are outlined in the handbook as well as in the catalog (both can be found on the webpage.) In addition, the EPP holds an orientation meeting for the candidates. Advisors and center counselors indicate that they go over the requirements with the candidates; candidates indicated that faculty through classes also reminded them of the requirements. Several changes were made to the admittance to the department policy. 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.

The EPP informs the candidates about the state laws and rules that govern the issuance of certification through the Student Teaching Handbook.

Praxis content exam scores, a scored portfolio of InTASC standards, and student teacher evaluations are the prime assessments used to determine the content, pedagogy, and professionalism competencies of the candidates. A passing score on the Praxis content exams is required as entrance into the department so consequently all program completers have met that criterion (100% pass rate). The EPP also reported the data of all the candidates’ Praxis content scores for the last three years, resulting in a pass rate of 34%. The pass rate for the program completers for the Principles of Learning and Teaching (PLT) is 100% (must pass to graduate) and for all candidates 56%. Although the percentage of pass rate for all candidates in both measures is low, it is evident through interviews that the EPP is working to increase those percentages. Students, graduates, and faculty all described the usefulness of the Praxis “boot camps”. The students and graduates cited multiple examples of how the faculty personally and professionally through their coursework emphasized the importance of mastering the content as well as the teaching and learning concepts. Raising the GPA requirements is also a step to increase the performance on the Praxis assessments.

The InTASC portfolio assignment and student teacher evaluations are both used to demonstrate competency in content, pedagogy, and professionalism. The portfolio includes artifacts from the candidate’s coursework and experiences. Although the students and graduates knew the importance of the portfolio, they had not made a connection between the InTASC standards and the subtests of the PLT.

Summary of Strengths:

The changes in the requirements for admittance to the program and the contagious enthusiasm (as indicated by the graduates) for the preparation boot camps is a positive move toward

increasing the number of candidates who can be admitted to the program and the number of highly qualified teachers. It is evident from the graduates, the current students, the faculty, and the cooperating teachers/principals that the personal/professional relationships between the candidates and the faculty is a strong component of this program. There is articulated evidence that the faculty want their students to be successful. The programs are student centered: multiple centers to be convenient for the students, faculty who challenge and encourage their students to persevere.

Areas for Improvement: None

Rationale: NA

Recommendation: Standard Met

Corrections to the Institutional Report: None

Standard 3

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 assessments.

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 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 candidate and faculty assessment data with candidates and faculty to help them reflect on and improve their performance.

Assessment System	Unacceptable	Acceptable X	Target
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In terms of assessment, at the institutional level, departments create and submit an Institutional Effectiveness Plan (IEP) at the beginning of each year which facilitates planning and outcomes assessment for the purpose of documenting that the institution is achieving its mission with a focus on continuous improvement. The IEP then informs the Institutional Effectiveness Report (IER). An Annual Action Report is also written which articulates the department's recommendations with regard to identified strategies to achieve goals. Departments also write an Annual End of the Year Department Report which communicates a comprehensive assessment including but not limited to data related to courses taught, demographic data of faculty, scholarship, and progress on goals, as well as the Annual Action Report. In addition, annual course-level assessments are completed by faculty which involves data collection and student work samples as well as student ratings of instruction to inform data-driven change at the course level.

The EPP maintains that assessment is key to providing a quality academic experience for its candidates that is tied to its Conceptual Framework and linked to the institution's strategic plan. The EPP's assessment system is built around four goals with each goal having program and student learning outcomes articulated. These goals and outcomes align to applicable 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). Various matrices evidence how the EPP's goals and outcomes are in alignment with standards and the conceptual framework. The EPP developed and finalized its current approach to assessment including a philosophical stance statement in April of 2015; there have been no updates since that time.

Data included in the EPP's SSR and in various documents including the SD DOE Program Review Reports available for review evidence that the assessment system is generating data for review to inform program decision making which has resulted in a variety of changes and modifications.

Table 6 in the EPP's SSR outlines the key assessments at transition points as candidates matriculate through their program of study including GPA, portfolios, key assessments, PRAXIS scores, Impact Upon Student Learning Project, and follow up surveys. A review of documents confirmed the key assessment information with regard to transition points. When interviewed, most candidates were able to share information about the InTASC Professional Portfolio process, especially those who had completed the program. Program graduates reported that they had been well-informed throughout their program of study with regard to expectations and requirements for key assessments via orientations and during regular class meetings.

Assessment days at both the institutional and EPP level are held each semester to facilitate data review and analysis. EPP faculty could easily speak to their involvement with assessment and offered a variety of examples of how data review and analysis has informed change in the program from changes to a writing assignment to the recommendation of adding a new course to a program of study. School-based faculty such as Cooperating (Supporting) Teachers and building administrators report that they are given a comprehensive orientation, typically one-on-one at the beginning of the student teaching placement which includes discussion of evaluation

tools and supervision expectations. An open line of communication is consistent throughout the placement and at the conclusion of the placement a final discussion is held to wrap it up. School-based faculty spoke highly of the support received from the EPP for their roles in working with student teachers.

Assessment procedures use rubrics and common course assessments to ensure fairness in evaluating candidate work; a common 5 point rating scale is used.

Data Collection, Analysis, and Evaluation	Unacceptable	Acceptable X	Target
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Data is collected via a variety of means including Survey Monkey, reports, Jenzebar, Excel spreadsheets, and paper copies of completed assessments. Data is gathered on a regular basis, typically upon completion of the assessment. A variety of individuals are involved in gathering data including OLCs Assessment Director, the Dean of Education, and the Education Secretary as well as EPP faculty. In addition, the Registrar’s Office provides data upon request.

Follow up surveys at both the institutional and EPP level are administered. The Institutional Effectiveness Office disseminates an annual survey to all graduates; the EPP has recently begun to do a follow up survey aligned to seven of the ten InTASC standards. The follow up study is sent to current student teachers, graduates in their 1st year of teaching and graduates in their 5th year of teaching. Future administration of follow up surveys will allow the EPP to review the data for trends and patterns and inform programmatic decision making.

Data is summarized into tables, charts, and graphs which are accompanied by a narrative analysis. The OLC Assessment Office maintains an archive of institutional data and reports which were available for review online, on a jump drive, and in hard copy. The EPPs data collection is typically labor intensive using a mixture of approaches dominated by manual entry into Excel spreadsheets. Data reported for Standard 2 of the SSR focused on the InTASC Professional Portfolio ratings and PRAXIS content and PLT pass rates did not incorporate how other key assessment data evidenced candidate preparation even though other assessments are in alignment to InTASC and other program standards. Data reported in the SD DOE Program Review Reports was in terms of candidate performance on key assessments.

The EPP follows the OLC policy for student grievances as explained in the OLC Student Handbook. Interviews with current candidates evidenced a close, working relationship with EPP faculty where candidates feel comfortable discussing any kind of question or issue they are having with a course or program requirement.

Use of Data for Program Improvement	Unacceptable	Acceptable X	Target
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EPP faculty participate in the semester assessment meetings to collaborate on the action plans. A review of various meeting minutes evidenced that meetings are held on a regular basis and data is shared, reviewed and discussed; detailed minutes documenting the nature of the data review and analysis was not reflected in meeting minutes. Various data reports evidence that data is

regularly summarized, reviewed and analyzed and used to inform decision-making. Data are shared through naturally occurring pathways such as meetings and reporting mechanisms required by OLC and the EPP. The SSR included comprehensive listings of changes made based upon data review; a sampling of that list follows:

- 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).
- ED 313 Educational Psychology and ED 303E Indian Education were vetted for online instruction (AY 2015-2016).
- The minimum GPA and letter grade requirement of 2.8 with a C or better in all professional courses was changed to 3.0 with a B or better in all professional courses in anticipation of SD DOE requirements changing to meet CAEP standards (AY 2015-2016, implemented in Fall 2016 Catalog).
- Praxis support seminars were revised to the current Praxis Challenge held each semester (AY 2015-2016).
- 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).

Summary of Strengths:

The EPPs approach to assessment is grounded in the institution's strategic plan, the EPPs Conceptual Framework, program outcomes, student learning outcomes, and standards for teaching.

Areas for Improvement: None

Rationale: NA

Recommendation: Standard Met

Corrections to the Institutional Report: None

Standard 4

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.

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.

Collaboration Between EPP and School Partners	Unacceptable	Acceptable X	Target
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The EPP partners with area public, tribal and private schools located on the Pine Ridge and Cheyenne River Indian Reservations as well as neighboring town schools and Rapid City Area Schools for a total of nine school partners.

An exit interview is held to gather feedback from mentor teachers and building administrators with regard to the student teaching experience and 1st and 5th year graduates complete a follow up evaluation/survey.

School administration from the partner schools identify classroom teachers with appropriate experience to serve as mentors for student teachers. Mentor teachers must have at least three years of teaching experience and be disposed to mentoring a student teacher. Mentor teachers are provided a face-to-face, one-on-one orientation by their supervisor. Interviews with current and former student teachers verified that this is happening. All stakeholders receive copies of the Student Teaching Handbook.

A variety of documentation evidenced that the EPP collaborates with area schools via service on various committees. The EPP does not have its own advisory board. The EPP does have a close working relationship with its partner schools as evidenced by interviews with current and former student teachers and mentor teachers and building administrators. Interviews shared testimony of how EPP supervisors kept in close contact during student teaching especially and were available for phone calls or email exchanges if necessary.

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice	Unacceptable	Acceptable X	Target
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Teacher candidates complete both pre-student teaching field experiences which culminate in a full semester of student teaching. Prior to student teaching, candidates complete a field experience while enrolled in ED 283 Foundations of Education where they spend 15 hours observing in a classroom and then write to specific prompts in a journal to document and reflect upon their experiences. Candidates also complete field experiences while enrolled in ECH 243 and EXED 496 as well as field experiences embedded in other courses which may include interviews with parents and teachers, observations, lesson presentations, family night events and cultural events. Student teaching is the final, culminating experience for teacher candidates where a full 16 weeks is required typically at two levels.

Once accepted into the Teacher Preparation Program teacher candidates must maintain their status to move forward in the program and be approved to student teach. The SSR details those expectations. Teacher candidates complete the application form and are then considered for approval. The Student Teaching Handbook details all information and expectations for teacher candidates including evaluation and lesson planning forms.

Evaluation tools are aligned to standards.

Student teachers are expected to keep a Student Teaching Log to document their experiences and reflections and complete a formal Impact Upon Student Learning Project. Completed Impact Upon Student Learning Projects were available for review in the InTASC Portfolio samples provided by the EPP. Examples of completed reflections and logs were also available for review

Summary of Strengths:

The undergraduate teacher education program lists area public and tribal schools as school partners. Rapid City Schools, Bennett County Schools, and Pine Ridge Reservation are also examples of the nine school partners. The Department also works closely with the OLC Lakota Studies department and the on-campus Lakota Immersion School.

Another strength is the Praxis PLT boot camp the department requires for all those who are either preparing for student teaching or are working toward graduation. The test preparation given in the boot camp covers many topics that are helpful to candidates in relieving test anxiety and helping with studying for the written portion of the test, which most test takers feel is the hardest part of the test.

Areas for Improvement: Documentation of collaborative efforts with regard to field experiences and clinical practice is inconsistent and lacks detail.

Rationale: Interviews with stakeholders could not be consistently substantiated by data or other supportive evidence provided by the EPP.

Recommendation: Standard Met

Corrections to the Institutional Report: None