

South Dakota Board of Examiner Report *for unit approval*

**SD State Board of Examiners
Team:**

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Accreditation Visit to:

Oglala Lakota College

Date:

October 21-24, 2012

Type of Visit:

- First
- Continuing
- Combination
- Probation
- Focused

Summary for Professional Education Unit

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

M = Standard Met
NM = Standard Not Met
NA = Not Applicable

Standard 1

Unit Mission, Conceptual Framework, and Responsibility

Higher education programs for the preparation of education personnel shall operate under a written mission statement. The unit’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 unit. It should describe the characteristics of the unit 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 unit'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.)

X Yes No

Unit	Unacceptable	Acceptable X	Target
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Oglala Lakota College is a 4 year college with a graduate program in Educational Leadership chartered by the Oglala Sioux Tribe. It is a public institution that serves primarily students of Indian descent though it has open enrollment for students of all ethnic backgrounds.

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

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

At the 1983 annual retreat, Oglala Sioux Community College underwent another name change to Oglala Lakota College to reflect its status as a four year degree granting institution and to replace the word Sioux with Lakota. The college has also continued to expand adding a tenth

college center off-reservation in Rapid City, South Dakota in 1999 and in 2006 an eleventh site was established on the Cheyenne River Sioux Reservation.

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

In 2004 the college was authorized to offer a math/science endorsement at the middle school/secondary level. The State Board of Education approved the Early Childhood Program in the spring of 2011.

Lakota Studies is an integral part of Oglala Lakota College. All students attending the college must take 15 credit hours of Lakota language and culture. The Lakota Studies department also provides course work for those students who wish to become teachers of the Lakota language and culture.

The following goals have been established as integral to the teacher preparation programs:

Tribal Goals: The 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: The 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. The 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 programs’ philosophy, purpose and goals are designed to lead to excellence in education and for teacher candidates to be successful practitioners no matter whom or where they may teach.

Conceptual Framework	Unacceptable	Acceptable X	Target
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The Education Department of Oglala Lakota College has modified Oglala Lakota College's Education Shield to include the concepts which 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, reinforce effective character and promotes self-efficacy for the learner.

The Four Direction Conceptual Framework Model includes both the Education Departments' teacher preparation program and the Graduate Studies Department Education Administration program. *Woonspe na oitanacan 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. 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 maintaining the uniqueness, yet also provides a means to understand their role and purpose to contribute to all societies.

The incorporation of *Oyate Ikce 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* as 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 rites of passage as they progress through the program of study. The feathers found at the base of the model represent achievement for the candidate. *Itanacan*, meaning leaders are provided feathers for their accomplishments. The feathers at the base of the model contain the Specialization Professional Association (SPA) used by both the Education Department for teacher preparation

and Education Administrators within the conceptual framework model. The identified SPA's for the Education Department include: 1) Lakota, 2) INTASC, 3) CEC, and 4) ELCC.

Wolakolkiciyapi provides the foundation of Lakota core requirements obtained through the fifteen credit hours of the essential Lakota courses for the teacher preparation program.

Candidates are required to have successfully completed these requirements as a rite of passage. Oglala Lakota College's Education Department has adopted the use of the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards as well as the Council for Exceptional Children (CEC) standards for candidate and unit monitoring. The Graduate Studies Department will use 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 that candidates 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 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 *Wounspe* 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 include 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 how to live and work together living in harmony with *Unci Maka* (Grandmother Earth). These teachings provide the basis preparing the journey back realizing 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 and comprehensive electronic portfolio. All components of the assessment system are housed within the comprehensive portfolio. 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.

Since the last visit, there have been some changes to the unit. The education unit has added an early childhood component to the department that was approved by the South Dakota OLC Board of Trustees in the spring 2011. This led to a combining of courses, especially methods courses to accommodate the needs of both K-8 teachers and early childhood teachers. There was a change in leadership within the department with a new Dean of Education being appointed in September of 2009.

Only minor changes have been made to the conceptual framework since the last visit. Changes include changing the word “child” to the word “student” to better reflect the students in the Education Program as well as the students that they teach and adding an outer ring to the model to better reflect the constructivist model upon which the program is based.

Summary of Strengths:

The educational unit at Oglala Lakota College has developed a vision, mission, and conceptual framework that are very much student centered and it is evident that this is their central focus. The faculty and candidates are aware of the purpose of the educational unit at Oglala Lakota College and how this directly relates to the mission and conceptual framework. It is evident that the unit has developed a “family-like” atmosphere. This is directly linked to their framework and purpose. The faculty converse with each other on a daily basis, they know all of the candidates individually and are aware of their individual strengths and needs. If there is an issue, the faculty and candidates are in contact promptly and the issue is addressed. The faculty members are strong supporters of the candidates and celebrate each individual’s success. The candidates are appreciative and respectful of the faculty at OLC.

Areas for Improvement

None

Rationales:

N/A

Recommendation:

Standard Met

Corrections to the Institutional Report:

None

Standard 2

Preparation of Candidates in Teacher Education

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

The unit 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 unit standards.

Information reported in the institutional report for Standard 2 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the IR that are incorrect.)

Yes No

Candidate Knowledge and Skills	Unacceptable	Acceptable <input checked="" type="checkbox"/>	Target
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Documents outline the admission criteria that are required for both the undergraduate and graduate programs, although interviews did not fully confirm the criteria that are in place. Some of the requirements in the undergraduate programs are that a candidate must have a GPA of 2.6 or higher, have completed the required Lakota Culture coursework, received an AA Degree in EEd, ECH, or have completed ED 283 (Foundations of Education.), and achieved a score of 60% or higher in the interview. Some of the requirements in the graduate program are that the candidate must have a GPA of 2.5 overall and 3.0 in major; must have a 3.0 in the undergraduate language arts coursework, three letters of reference, and two writing samples using APA writing style.

The overall Praxis II content tests during the 2009-2011 time period indicates an overall pass rate of 27 candidates at 63%. In response to the low pass rate, the education department has recently initiated Praxis preparation sessions. Interviews and participant feedback forms suggest these to be helpful to the candidates and should reflect an increase in the pass rate. The education department is now requiring that candidates pass the Praxis content test prior to student teaching. During the 2009-11 time period the Praxis II pedagogy (PLT) pass rates of 14 candidates was at 78%. Interviews suggest that the faculty is consciously incorporating PLT preparation into their instruction. OLC complies with and meets all state requirements relevant to admission requirements and candidate performance on state content knowledge and pedagogical knowledge licensure exams.

In addition to course syllabi and course grades, candidate course portfolios for each education course reflect a broad array of course assignments requiring both conceptual and practical application. Student Teacher Evaluation forms and Portfolios provide additional assessment data specifically relevant to each INTASC and ELCC standards. The Teacher Disposition Rating

Form and the Principal Internship provide particularly strong evidence relevant to INTASC and ELCC standards.

Surveys of graduates and employers are administered each year. Graduates are surveyed at one and five years out. Response rates from school administrators are approximately 50%. The Institutional Report documents that graduates in teaching positions are viewed by their employers as meeting all standards. Graduates consistently report high levels of satisfaction with their program preparation.

Summary of Strengths:

The decision by the Education Department to require the Praxis content test prior to student teaching and providing Praxis preparation sessions should improve the pass rate and minimize much of the candidate testing anxiety. The curriculum utilized for both the undergraduate and graduate programs is appropriate and rigorous. There appears to be high quality instructors as well as adjunct faculty at OLC. The personal/professional relationships that the faculty has with each other and with the candidates provides added strength to the programs. The unit provides personalized academic advising for the candidates. The multiple Centers that allow candidates to pursue their degree program by eliminating some of the candidate travel are an efficient usage of time and resources.

Areas for Improvement:

The ECH program requirements for Head Start or teacher certification are similar, but not identical. The Head Start degree does not require candidates to become state certified. This tends to be confusing for and requires decision making of candidates as to whether or not take the necessary assessments and courses to become state certified. Consideration should be given to require all candidates meet certification requirements and then a decision can be made by them which employment opportunities to seek.

Rationales:

A single ECH teacher preparation program would enable the education department to fully focus their preparation program on meeting the ECH teacher certification requirements, would provide more employment opportunities for candidates, and provide a single set of comprehensive data to be analyzed.

Recommendation:

Standard Met

Corrections to the Institutional Report:

None

Standard 3

Assessment System and Unit Evaluation

The unit shall develop an assessment system with its professional community that reflects its conceptual framework and professional and state standards. The units' 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 unit shall take effective steps to eliminate sources of bias in performance assessments and work to establish fair, accurate, and consistent assessments.

The unit 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 unit 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 unit shall analyze program evaluation and performance assessment data and initiate changes if necessary. The unit shall regularly share candidate and faculty assessment data with candidates and faculty to help them reflect on and improve their performance.

Information reported in the institutional report for Standard 3 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the IR that are incorrect.)

Yes No

Assessment System	Unacceptable X	Acceptable	Target
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The undergraduate and graduate programs within the unit collect information at transition points and the program reports give indication of the analysis and interpretation of the data. The assessments and the transition points are described within the conceptual framework as well as the connection of the assessments to state and professional standards. There was more concrete evidence found of the graduate program's assessment of student learning and the use of those results to ensure continuous improvement of student learning than there was found with the undergraduate program.

There is no definitive information of how the data collected informs program changes. Interviews, the Annual Report, and the April/May Assessment Newsletter indicate that the assessment system for the undergraduate program is currently being developed.

Summary of Strengths:

Both the Undergraduate and Graduate Program Assessment Plans follow the Four Directional Conceptual Framework Model, which is a culture-based model. There appears to be a more developed assessment plan utilized at the graduate level.

Areas for Improvement:

While the graduate program has a more defined assessment plan, the undergraduate program lacks this development; therefore, the unit must work together to develop a comprehensive assessment plan that reflects the philosophy, or culture, of assessment of Oglala Lakota College. This plan must include the methods for collection, analysis, and use of data to make informed decisions about teaching and learning and program development and include a plan to evaluate the assessment system, who would be held responsible for each component, and time frames for implementation. This plan should also include multiple sources of data derived from the assessments that are utilized and thoroughly explain how this data will be collected for analysis and evaluation in order to make informed programmatic decisions.

Rationale:

No matter how small the numbers, data need to be collected, recorded, analyzed, and used within a single comprehensive system.

Data Collection, Analysis, and Evaluation	Unacceptable X	Acceptable	Target
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The OLC Department of Education collects data, in paper format, from a variety of identified sources. This data is then converted to electronic format. The data, according to the report is assessed semi-annually. There is indication that the data is stored in student files and data was included in annual report binders; however, it was not included in the IR.

Within the 2011-12 Annual End of Year Academic Report binder, there is data pertaining to the Implementation of Assessment of Student Academic Achievement and there is a list of Implications for Planning and Budgeting in the same binder.

The unit has a plan for maintaining records of formal complaints.

Summary of Strengths:

The Four Directional Conceptual Framework model, using a cultural approach, provides the framework to collect, analyze and evaluate data.

Areas for Improvement:

While the graduate program has a more defined assessment plan, the undergraduate program lacks this development; therefore, the unit must work together to develop a comprehensive assessment plan that includes a method for the collection, analysis, and use of data to make informed decisions about teaching and learning and program development. This assessment plan should include a method to evaluate the assessment system itself.

Data from multiple sources (INTASC Evaluation Form, Dispositions Rating Form and Interviews) should be disaggregated to give more definitive information about student learning

and preparation. At present, data from the three sources are aggregated and do not give a complete accounting of candidate's knowledge, skills and dispositions.

Rationale:

A comprehensive assessment plan is required and would be utilized by the unit to collect data to inform both the undergraduate and graduate programs.

Use of Data for Program Improvement	Unacceptable X	Acceptable	Target
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There is no information in the IR from the Undergraduate Program for this portion of Standard 3. The Graduate Program Report gives an explanation of how data was used to make changes to inconsistencies in course syllabi, learning outcomes, and content materials under State and ELLC standards. Data was also used to justify the redevelopment and refinement of the assessments used in the EdAd Program from 2009-11. The Graduate Program also uses an internet-based portfolio assessment tool to assess candidate knowledge, skills, and dispositions.

Summary of Strengths:

The graduate program has developed a process to collect and utilize the data to inform their program.

Areas for Improvement:

While the graduate program has a more defined assessment plan, the undergraduate program lacks this development; therefore, the unit must work together to develop a comprehensive systematic assessment plan that includes the use of data for program improvement that will lead to enhanced teaching and learning.

Rationale:

A comprehensive assessment plan is required and would be utilized to collect data to be used to inform both the undergraduate and graduate programs.

Recommendation:

Standard Not Met

Corrections to the Institutional Report:

None

Standard 4

Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personal develop and demonstrate the knowledge and skills, necessary to help all students learn.

In this section the unit 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.

Information reported in the institutional report for Standard 4 was validated in the exhibits and interviews. (If not, provide an explanation and indicate the pages of the IR that are incorrect.)

Yes No

Collaboration Between Unit and School Partners	Unacceptable	Acceptable X	Target
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Both the undergraduate and graduate colleges list area public and tribal schools, Rapid City Area Schools, the Teach for American program and other departments within the college as partners. The undergraduate program works closely with the Lakota Studies department and the on-campus Lakota Immersion School. The graduate college has a cultural advisory board. Rapid City School administrators and teachers attended the advising sessions for OLC students who would be doing their practicum in Rapid City.

A “walk thru” form is being developed at the request of school administrators as an orientation to schools for the student teacher.

Summary of Strengths:

Several qualitative and quantitative assessment measures are used to evaluate student teachers. These tools are used by faculty from the college, school administrators, and cooperating teachers. The undergraduate college reports good relationships with area schools. Student teachers have some choice in where they are placed.

Student teacher classrooms are visited twice during the semester by the supervising instructor and twice by another instructor. Students are given immediate feedback.

Areas for Improvement:

The unit does not maintain MOAs or formalized agreements with their partners. Although relationships with these partners are reported to be strong, there is no safety net in place for students in the event of changes at the administrative level in these partners that could affect the balance of the relationship.

There is no written evidence that the undergraduate program’s community partners have contributed to the design and the evaluation of the program. Meetings are held at the beginning of practicum experiences between school administrators, cooperating teacher, student teacher,

and faculty. The unit does not survey the cooperating school personnel when practicums are completed.

Rationale:

There is no evidence that cooperating schools are part of the program evaluation process. An instrument for school administrators to reflect on the student teaching experience and their collaboration with OLC is recommended.

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice	Unacceptable	Acceptable X	Target
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Entry and exit criteria for the undergraduate programs are listed in the Institutional Report as are requirements for field experiences. Some individual classes (Methods of Reading and Methods of Teaching Science) also require some practicum or observation, which is detailed in the course syllabi. The criteria for the graduate program and graduate field experience are listed in the Institutional Report.

Undergraduate students take a core computer class and a Technology for Teachers class. Student teachers must use the cooperating school’s available technology and attendance systems. The usage is noted in student teaching evaluations. The graduate program requires students to create a digital portfolio of their experiences and accomplishments.

The unit assesses its students using state/NCATE standards, INTASC standards, and NAEYC standards. Multiple assessment tools are used to evaluation student teachers in the field.

Summary of Strengths:

Program entrance and exit requirements are clear and available to all students in the handbook. Expectations of hours of field experiences are also available to students.

Multiple field experiences provide students with a broad picture of teaching styles and the opportunity to practice in authentic situations.

Areas for Improvement:

Although data is being collected for individual student teachers, there is no evidence that this data is being used for evaluation of the Undergraduate program.

Students in the Early Childhood BA-Head Start option are required to complete a shorter internship than students in the Early Childhood- Licensure option. This may discourage students from pursuing the licensure option.

Rationale:

A comprehensive assessment system needs to be in place to collect data and inform programs. Consideration should also be given to having all ECH candidates pursue the licensure option to streamline program options.

Recommendation:

Standard Met

Corrections to the Institutional Report:

None