Education Department
Oglala Lakota College

Faculty Assessment Handbook

April 2015

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Foreword

This handbook is intended to be a guide for all Education Department Faculty (full-time and adjunct). In keeping with Oglala Lakota Policy, all faculty are required to submit required assessment data. This handbook outlines the Education Department assessment cycle which denotes assessment data collection points. It also contains all assessment tools for "Required Common Course Assessments" which are designated in the master syllabus for each course, and assessment worksheets that may be used to submit assessment data for review.

Education Unit Philosophy of Assessment

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 – gleaning 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.

Plan for Assessment of Teacher Candidate Performance in Teacher Preparation Programs

Goals and Objectives

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. 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 which feeds directly into the Institutional Assessment Cycle.
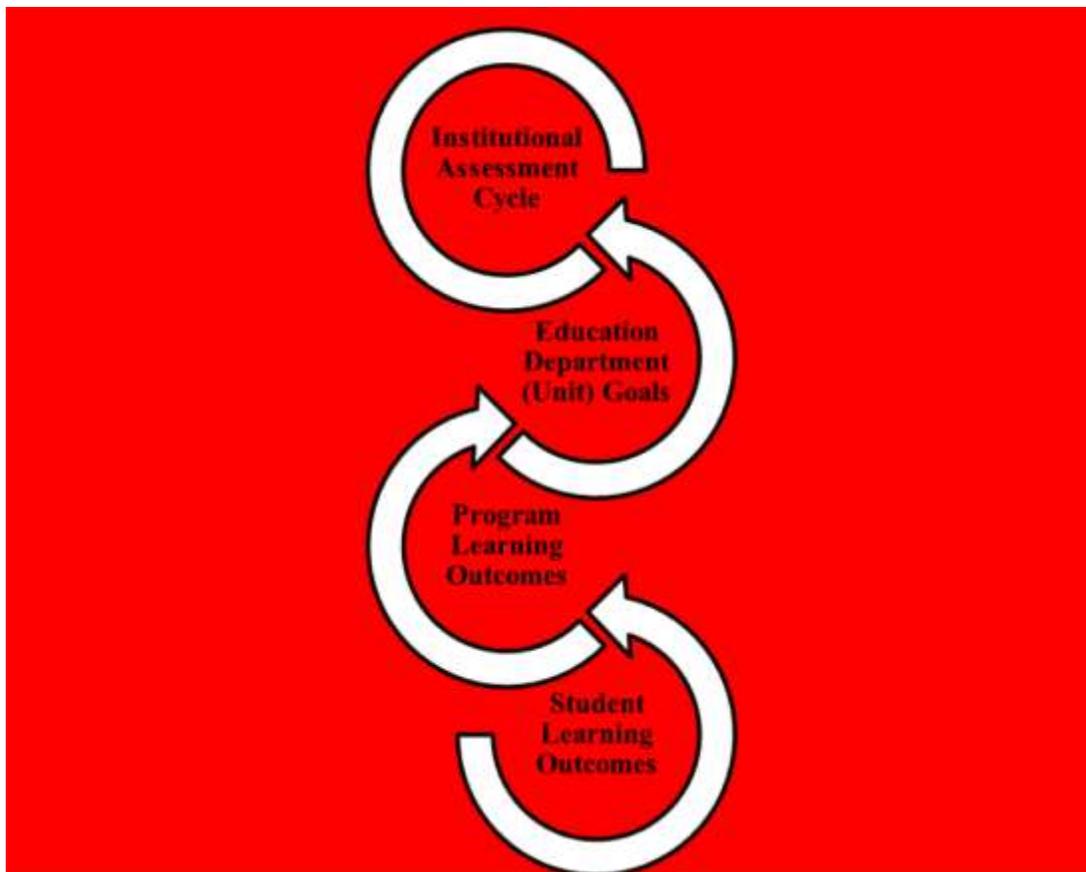
Education Department Goal 1: Demonstrate Lakota cultural understanding and practice in the classroom.

Program 1 – Associate of Arts Degree in Early Childhood Education
P1.LO1: Candidates exhibit Lakota cultural values in all learning contexts.

Program 2 – Bachelor of Arts Degree in Early Childhood Education
P2.LO1: Candidates exhibit Lakota cultural values in all learning contexts.

Program 3 – Associate of Arts Degree in Elementary Education
P3.LO1: Candidates exhibit Lakota cultural values in all learning contexts.

Program 4 – Bachelor of Science Degree in K-8 Elementary Education
P4.LO1: Candidates exhibit Lakota cultural values in all learning contexts.

Program 5 – Bachelor of Science Degree in K-12 Lakota Studies Education
P5.LO1: Candidates exhibit Lakota cultural values in all learning contexts, and demonstrate proficiency in the acquisition, understanding, and use of the Lakota language.

Program 6 – Bachelor of Science Degree in Physical Science Secondary Education
P6.LO1: Candidates exhibit Lakota cultural values in all learning contexts.

Program 7 – Exceptional Education Preparation Program K-12
P7.LO1: Candidates exhibit Lakota cultural values in all learning contexts.

Course-Level Student Learning Outcomes (all degree programs)
SLO 1.1: Effectively demonstrate the inter-relatedness of *Wolakolkiciyapi*, character education, education that celebrates diversity, and critical pedagogy.
SLO 1.2: Integrate traditional Lakota values, such as honor, courage, generosity, and respect, in their communications and interactions with others to support the Lakota belief that all children are sacred (*wakanyeja kin wakan pi*).
SLO 1.3: Encourage and create opportunities for family and community involvement in learning experiences.

Education Department Goal 2: Exhibit a solid academic base for understanding the disciplines and how they interrelate.

Program 1 – Associate of Arts Degree in Early Childhood Education
P1.LO2: Candidates recognize the diverse influences impacting the development and learning of young children and effectively utilize strategies to enhance the learning potential of all children.

Program 2 – Bachelor of Arts Degree in Early Childhood Education
P2.LO2: Candidates recognize the diverse influences impacting the development and learning of young children and effectively utilize strategies to enhance the learning potential of all children.

Program 3 – Associate of Arts Degree in Elementary Education
P3.LO2: Candidates utilize developmental concepts and theories to construct learning opportunities that support the individualities of children and young adolescents.

Program 4 – Bachelor of Science Degree in K-8 Elementary Education
P4.LO2: Candidates utilize developmental concepts and theories to construct learning opportunities that support the individualities of children and young adolescents.

Program 5 – Bachelor of Science Degree in K-12 Lakota Studies Education
P5.LO2: Candidates utilize developmental concepts and theories to construct learning opportunities that support the individualities of K-12 students.

Program 6 – Bachelor of Science Degree in Physical Science Secondary Education
P6.LO2: Candidates develop learning activities and explorations that convey the important concepts, ideas and principles of contemporary science to secondary students.

Program 7 – Exceptional Education Preparation Program K-12
P7.LO2.1: Candidates demonstrate understanding of special education principles, theories, laws and policies conjoin with diverse human issues to impact the delivery of special education services.
P7.LO2.2: Candidates distinguish the similarities and differences in human development and the characteristics of K-12 students with special learning needs in order to provide individualized instruction that is meaningful for the student.

Course-Level Student Learning Outcomes (all degree programs)
SLO 2.1: Integrate pedagogical studies with content knowledge to create meaningful and research-based learning experiences.
SLO 2.2: Show proficiency in each of the specific content areas to motivate students, build understanding and encourage application of knowledge, skills and ideas to real-world problems and issues.

SLO 2.3: Devise effective strategies that enhance the learning potential of students based upon communication and cognitive processes, cultural contexts, knowledge construction, and higher-level thinking skills.

Education Department Goal 3: Possess pedagogical and classroom management skills for the creation of a school ecology inclusive of the diverse abilities and needs of children.

Program 1 – Associate of Arts Degree in Early Childhood Education
P1.LO3: Candidates recognize the importance of co-curricular activities involving respectful family and community relationships to enhance the learning potential of young children.

Program 2 – Bachelor of Arts Degree in Early Childhood Education
P2.LO3: Candidates demonstrate proficiency integrating solid content knowledge and sound pedagogical understandings to design and implement academic and co-curricular experiences that include families and communities to promote positive development and learning for young children.

Program 3 – Associate of Arts Degree in Elementary Education
P3.LO3: Candidates demonstrate proficiency in content area concepts when planning academic and co-curricular learning activities, projects, and explorations for students, families and communities that augment learning experiences.

Program 4 – Bachelor of Science Degree in K-8 Elementary Education
P4.LO3.1: Candidates demonstrate proficiency in content area concepts when planning academic and co-curricular learning activities, projects, and explorations that augment learning experiences.
P4.LO3.2: Candidates develop and implement instructional units that demonstrate sound pedagogical practices to foster active engagement in learning, critical thinking, and problem solving for K-8 students.

Program 5 – Bachelor of Science Degree in K-12 Lakota Studies Education
P5.LO3: Candidates exercise their understanding of Lakota history, culture, and psychology combined with sound pedagogical practices when developing and implementing instructional units in order to engage and motivate K-12 Lakota students, and their families and communities, in academic and co-curricular activities.

Program 6 – Bachelor of Science Degree in Physical Science Secondary Education
P6.LO3: Candidates engage a variety of strategies and methodologies when developing instructional units that engage students in scientific and technological processes while maintaining a safe and supportive learning environment.

Program 7 – Exceptional Education Preparation Program K-12
P7.LO3: Candidates utilize evidence-based instructional strategies to modify learning environments and curricula to enhance learning experiences, promote positive self-esteem, build life skills, and engage students in critical thinking and problem solving activities.

Course-Level Student Learning Outcomes (all degree programs)
SLO 3.1: Communicate the contributions of historical approaches and modern theorists to the study and assessment of the biological/physical, social, emotional, and intellectual development of a child.
SLO 3.2: Relate effective strategies that enhance the learning potential of students based upon behavior characteristics, developmental stages, and various learning styles and multiple intelligences.
SLO 3.3: Develop strategies for managing a safe, orderly and equitable classroom environment that fosters positive self-esteem, social interaction, active learning and self-motivation of children.
SLO 3.4: Develop and implement lessons that demonstrate valid techniques for teaching in the various subject areas.
SLO 3.5: Formulate instructional plans for learning centers, learning games, projects and/or explorations that enhance learning experiences.
SLO 3.6: Plan integrated, thematic units of study that will engage children in meaningful exploration of concepts and issues related to the various content areas.

Education Department Goal 4: Engage in critical analysis, reflective practice and forecasting that will positively affect student learning.

Program 1 – Associate of Arts Degree in Early Childhood Education
P1.LO4: Candidates will engage in reflective activities to gain an understanding of developmentally appropriate practices in educating young children.

Program 2 – Bachelor of Arts Degree in Early Childhood Education
P2.LO4.1: Candidates demonstrate understanding of the goals, benefits, and uses of effective assessment strategies to positively impact the learning and development of young children.
P2.LO4.2: Candidates engage in continuous, reflective learning, following ethical guidelines to make informed decisions to advocate for young children and their families.

Program 3 – Associate of Arts Degree in Elementary Education
P3.LO4: Candidates engage in reflective practices to develop an understanding of best practices for teaching and learning.

Program 4 – Bachelor of Science Degree in K-8 Elementary Education
P4.LO4.1: Candidates utilize formal and informal assessment strategies to monitor and plan for instruction that will promote continuous growth and learning for K-8 students.
P4.LO4.2: Candidates engage in continual reflective practices connecting educational research and the impact of their professional decisions on students and families.

Program 5 – Bachelor of Science Degree in K-12 Lakota Studies Education
P5.LO4.1: Candidates utilize culturally relevant authentic assessments to evaluate student learning and achievement.
P5.LO4.2: Candidates engage in continual reflective practice to connect culture, language, and content in meaningful ways to develop cultural competence.

Program 6 – Bachelor of Science Degree in Physical Science Secondary Education
P6.LO4.1: Candidates develop effective assessment strategies and utilize the results to guide and modify instruction.
P6.LO4.2: Candidates demonstrate ethical practices as they involve students in scientific studies related to locally important issues and effectively collaborate with community agencies in co-curricular scientific explorations.

Program 7 – Exceptional Education Preparation Program K-12
P7.LO4.1: Candidates develop long-range individualized education plans that are translated into shorter-range goals and objectives based on an individual's abilities and needs, and modified based on assessment of the individual's learning progress.
P7.LO4.2: Candidates demonstrate ethical practices and effectively collaborate in co-curricular activities with families, other educators, related service providers, and community agencies to advocate for the learning and well-being of individuals with special educational needs.

Course-Level Student Learning Outcomes (all degree programs)
SLO 4.1: Develop authentic assessments for performance tasks to evaluate student learning and achievement in real-world contexts.
SLO 4.2: Utilize formative and summative assessment strategies to monitor learning and plan for instruction.
SLO 4.3: Reflect upon their own learning, professional literature and teaching experiences, resulting in a plan to promote personal and professional growth.
SLO 4.4: Internalize and defend a philosophy of education that recognizes individual worth in all children.
SLO 4.5: Contribute to collegial activities to accomplish common goals and maintain professional demeanor when addressing sensitive or controversial issues.
SLO 4.6: Demonstrate competency using digital technologies that support classroom instruction and enhance professional productivity.

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). Please refer to the standards documents for full listings and explanations of these standards for beginning teachers. The relationship between unit goals, program learning outcomes, student learning outcomes and national teacher preparation standards is available in an alignment matrix. The alignment matrix can be found on-line in the Education Department documents.

Outcomes Criteria
Graduates at the Associate Degree level will be qualified for employment as a paraprofessional in preschool or K-12 settings, depending upon the program completed. Graduates at the Bachelor Degree level will be eligible for South Dakota Teacher Licensure. (The only exception is in Program 3 – Bachelor of Arts Degree in Early Childhood Education, which allows candidates to sign a waiver and pursue an option that does not lead to licensure.) The education unit's conceptual framework outlines four program transition points based on the directions of the four directional model leading towards this outcome: *Wiohpiyata* (West – Level 1) - admission/entrance requirements; *Waziyata* (North – Level 2) - professional/professional core course requirements; *Wiyohinyanpata* (East – Level 3) - student teaching; and *Itokagata* (South – Level 4) - program exit/follow-up. The framework begins at the Associate Degree Level, transitions into and concludes at the Bachelor Degree level. Assessments at each of these transition points are outlined in the following section.

Assessment Methods
Multiple assessments are used to measure candidate content, pedagogical and professional knowledge and skills and to evaluate the education programs effectiveness in helping candidates to meet the criteria established within the assessments.

Name of Assessment	Type or Form of Assessment	When Administered
Entrance Requirements	Application to Program GPA & Transcript Review Interview, Writing Sample & Portfolio Review	Level 1 - Admission to Program (following ED 283 or ECH 243)
Praxis II: Content Knowledge Exam	Standardized Measure of General and Subject-Specific Teaching Skills and Knowledge Required Licensure Exam	Level 1 - Admission to Program (New Candidates) Level 2 - Prior to Student Teaching (Current Candidates)
Lakota Perspectives	Authentic, Project-Based Assessments Self, Peer and Instructor Surveys	Level 2 – Selected Education Courses

Instructional Planning & Assessment	Unit Plans with Lesson Plans and Assessments Instructional/Assessment Plans and Presentations Instructional Projects/Activities	Level 2 – Methods Courses Level 2 – Selected Education Courses Level 2 – Selected Education Courses
Education Philosophy	Written Statement of Candidate Beliefs Regarding Teaching and Learning Personal Approach to Education Based on Preparation and Experience	Level 2 – Philosophical Base Developed Throughout Education Coursework, Completed During Student Teaching Seminar
Professional Portfolio	Portfolio of Candidate Work Reflecting Content, Pedagogical, and Professional Knowledge and Skills in Chosen Area/Level of Teaching	Level 2 - Developed Throughout Education Coursework, Completed During Student Teaching Seminar
Acceptance into Student Teaching	Application to Student Teaching GPA & Transcript Review Portfolio Review and Scoring	Level 2 – Prior to Student Teaching
Praxis II: Principles of Learning and Teaching	Standardized Measure of Pedagogical Knowledge Required Licensure Exam	Level 2 - Prior to Student Teaching
Assessment of Student Teaching	Cooperating Teacher Evaluation Cooperating Principal Evaluation College Supervisor Evaluation Candidate Self-Assessment	Level 3 - Student Teaching ECH Practicum
Assessment of Candidate Effect on Student Learning	Impact on Student Learning Work Sample	Level 3 - Student Teaching ECH Practicum
Follow-up Surveys	Survey of Teacher Performance Completed by Building Principals	Level 4 – End of 1st and 5th Year of Teaching

Type of Feedback
Teacher candidates will receive individual feedback and guidance regarding their own performance as assessment measures are completed. Data meetings will be held at the end of each semester to review, analyze and reflect upon collective assessment data that was gathered during that semester. Annually candidate performance data will be reviewed in relation to the other education unit assessments including faculty performance, program performance, and overall unit performance. Education faculty and staff will regularly be involved in these discussions and, as possible, adjunct instructors, members of departments with shared degree offerings, current students and graduates, as well as local school personnel will also be included. Reports of findings will be presented to the OLC Assessment Director and Committee. This information will then be made available to students, faculty, and other interested members of the learning community through the college's assessment website.

How Data Will Be Used To Improve Program or Revise Criteria
A continuous improvement cycle will be utilized to enhance curriculum and instruction and improve student learning. Assessment information will be used to make decisions regarding program effectiveness and any changes that may be necessary. In addition, assessment information will be utilized to set future goals and direction for the department. Program decisions and/or changes based on assessment data will be reported along with the assessment findings.

Data Collection Cycle
Assessments are collected each semester course is offered. The data collection cycle notes initial implementation dates for existing, new and/or revised assessments. A matrix delineating data collection points by course is available on-line in the Education Department documents.

	Course Assessment Point	**When Collected**
Praxis II Content Knowledge Exam	ED 283, ECH 243 (if ECH candidate is pursing state cert.)	National Tests are offered 6 times annually – Ongoing since 2006
Lakota Perspectives	Research Paper: ED 213, ED 313, ED 463, ECH 323 Presentation: ED 303E, Sci 204, Sci 214, EDECH 453, LkEd 413, LkEd 433, LkEd 453	Research Paper – Piloted on a trial basis Spring 2013 – Full implementation Fall 2014 Presentation – Data collection will be Fall 2013

Instructional Planning & Assessment	Lesson Plan: ED 303E, ED 213, ED 313, ECH 323, EDECH 403, EDECH 413, EDECH 423, EDECH 433, ED 443, EDECH 453, EDECH 463, ScEd 403, ScEd 413, LkEd 433, LkEd 453, ExEd 493/496	Lesson Plan – Revised evaluation implemented Fall 2012 & ongoing each time identified course is offered
		Instructional Projects/Activities – Data collection will begin Spring 2013
	Instructional Projects/Activities: ED 303, ED 483, ECH 203, ECH 213, ECH 223, ECH 233, ECH 253, ECH 363, ECH 403, ECH 413, ECH 423, ScEd 443, ExEd 303, ExEd 313, ExEd 333, ExEd 443, ExEd 453, ExEd 473, Math 223, Math 233, Math 243	Assessment Tool – Data collection will begin Fall 2013
		Unit Plan – Data collection will begin Fall 2013
	Assessment Tool: EDECH 403, EDECH 413, EDECH 423, EDECH 433, ED 443, EDECH 453, EDECH 463, ECH 383, ScEd 403, ScEd 413, LkEd 433, LkEd 453, ExEd 323, ExEd 433, ExEd 493/496	
	Unit: EDECH 403, EDECH 413, EDECH 423, EDECH 433, ED 443, EDECH 453 EDECH 463, ScEd 403, ScEd 413, LkEd 433, LkEd 453 ExEd 493/496	
Educational Philosophy	Vision, Mission & Beliefs: ED 283, ED 323, ExEd 313, ECH 243, LkEd 413	Vision, Mission & Beliefs – Implemented Spring 2013
	Formal: EDLK 473	Formal Philosophy – Implemented Spring 2013
INTASC Portfolio	EDLK 473	End of each semester course is offered – Revised Portfolio Format implemented Spring 2013
Praxis II: Principles of Learning and Teaching	EDLK 473	National Tests are offered 6 times annually – Ongoing since 2006

Assessment of Student Teaching	EDLK 489 ECH 496	Each semester course is offered – Revised Evaluation Forms implemented Spring 2013
Impact on Student Learning Work Sample	EDLK 489 ECH 496	Each semester course is offered – Revised Evaluation implemented Spring 2013

Student Learning Outcome Assessment
Analytic Rubrics

The following rubrics are designed to evaluate the Required Common Course
Assessment pieces designated for each course.

Lakota Values Rating
Assessment for Student Learning Outcome 1.2

Education Department Goal 1: *Demonstrate Lakota cultural understanding and practice in the classroom.*

Student Learning Outcome 1.2: *Integrate traditional Lakota values, such as honor, courage, generosity, and respect, in their communications and interactions with others to support the Lakota belief that all children are sacred (wakanyeja kin wakan pi).*

In order to give students ownership in the assessment process and to provide validation for meeting SLO 1.2, student input was solicited at the beginning of the Spring 2013 semester. Based on the input received from teacher candidates enrolled in education classes at that time, the following list of attributes was determined to exemplify SLO 1.2:

➢ The teacher candidate possesses a caring, compassionate and humble attitude toward others.
➢ The teacher candidate is a good role model and teaches/leads by example.
➢ The teacher candidate communicates in a considerate and respectful manner, remembering to be a sensitive listener.
➢ The teacher candidate is encouraging and patient.

The teacher candidate will be given an overall rating of 1 – 5 based on their demonstration of the above attributes.

The rating will be determined as follows:

5 = Exceptional, Exceeds Expectations = The teacher candidate exemplifies these attributes.

4 = Commendable, Meets Expectations = The teacher candidate almost always demonstrates these attributes.

3 = Acceptable, Meets Expectations = The teacher candidate often demonstrates these attributes.

2 = Developing, Approaching Expectations = The teacher candidate sometimes demonstrates these attributes.

1 = Not Evident = The teacher candidate does not demonstrate these attributes.

Rev. 05/17/2014

Educational Philosophy Assignment and Rubric

Purpose: This rubric is used to evaluate papers related to candidate's personal goals, vision and beliefs and is designed to meet Student Learning Outcome 4.4: Internalize and defend a philosophy of education that recognizes individual worth in all children.

Assignment: (Instructor, please check one.)

_____ ECH 243 Early Childhood Specialty Internship
Develop vision, mission and belief statements related to infants, toddlers and preschool age children. The five areas to be targeted include: young children's development and learning, developmentally appropriate practices, meaningful curriculum, safe and supportive learning environments, and family relationships.

_____ ED 283 Foundations of Education
Develop vision, mission and belief statements related to one's planned field of study (early childhood education, elementary education, 7-12 secondary education or K-12 Lakota studies). The five ideas to be targeted are: students and their learning, teachers and teaching, meaningful curriculum, and motivating learning environments, and collaboration with parents, families and communities.

_____ ExEd 313 Introduction to Exceptional Education
Develop vision, mission and belief statements related to learners with exceptionalities. The five ideas to be targeted include: students and their learning, teachers and instructional practices, inclusive classroom environments, professional collaboration, and partnerships with parents, families and community.

_____ ED 323 Middle School / High School Concepts
Develop vision, mission and belief statements related to adolescent learners. The five ideas to be targeted include: social/emotional development, cognitive development, physical development, developmentally responsive practices, and socially equitable classrooms.

_____ ED 473 / LkEd 473 Student Teaching Seminar & ECH 496 Practicum
Develop a formal philosophy of education essay. The five ideas to be targeted include: students (images of students, their development and their role in the educational process), teachers (images of teachers, their personal and professional qualities, and their role in education), motivating learning environments and meaningful curriculum (images of safe, supportive environments, environments conducive to learning, and curriculum that is meaningful and challenging), collaboration and collegiality (images of collaborating with families and communities and working in a collegial fashion with other professionals), and personal reflection and professional growth (images of life long learning, reflecting on one's practice, and staying abreast of current research and best practices in education).

Scoring Guide: General descriptors are provided for three of the five possible ratings of performance. Evaluators will use the full range of ratings when judging performance and will assign ratings for performances that are defined as well as those that fall between the provided descriptors.

Ratings: 5 = Exceptional, Exceeds Expectations
4 = Commendable, Meets Expectations
3 = Acceptable, Meets Expectations
2 = Developing, Approaching Expectations
1 = Not Evident, Expectations are Not Met

Weighted Categories: Some categories hold more weight than others and ratings in these areas should be multiplied by two (2) before assigning points and calculating the overall score.

Educational Philosophy Rubric				
	Exceptional - 5	**Acceptable - 3**	**Not Evident - 1**	**Points**
Idea #1 Rating x 2 = 10 points possible (OLC SLO 4.4)	The section is clear and focused. Relevant details and examples enrich the central theme.	The writer is beginning to define the topic, even though development is still basic or general.	The sense of purpose is unclear. The reader must make inferences based on sketchy or missing details.	
Idea #2 Rating x 2 = 10 points possible (OLC SLO 4.4)	The section is clear and focused. Relevant details and examples enrich the central theme.	The writer is beginning to define the topic, even though development is still basic or general.	The sense of purpose is unclear. The reader must make inferences based on sketchy or missing details.	
Idea #3 Rating x 2 = 10 points possible (OLC SLO 4.4)	The section is clear and focused. Relevant details and examples enrich the central theme.	The writer is beginning to define the topic, even though development is still basic or general.	The sense of purpose is unclear. The reader must make inferences based on sketchy or missing details.	
Idea #4 Rating x 2 = 10 points possible (OLC SLO 4.4)	The section is clear and focused. Relevant details and examples enrich the central theme.	The writer is beginning to define the topic, even though development is still basic or general.	The sense of purpose is unclear. The reader must make inferences based on sketchy or missing details.	
Idea #5 Rating x 2 = 10 points possible (OLC SLO 4.4)	The section is clear and focused. Relevant details and examples enrich the central theme.	The writer is beginning to define the topic, even though development is still basic or general.	The sense of purpose is unclear. The reader must make inferences based on sketchy or missing details.	
Theoretical Base Rating x 2 = 10 points possible (OLC SLO 3.1)	Overall the paper is based on educational theories and a research base of best practice.	The educational platform includes some connections to educational theory and best practice.	There is little evidence of a theoretical base or research in the field of education.	

Lakota Perspective Rating x 2 = 10 points possible (OLC SLO 1.2)	The educational platform is closely linked to Lakota values, beliefs and perspectives.	The educational platform includes some connections to Lakota values, beliefs and perspectives.	The educational platform does not reflect any connections to Lakota values, beliefs or perspectives.	
Voice 5 pts possible	The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writing is crafted with awareness and respect for the audience and the purpose for writing.	The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.	The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.	
Organization 5 pts possible	The overall organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader smoothly through the text.	The overall organizational structure is strong enough to move the reader through the text without too much confusion.	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable central theme or focus.	
Word Choice & Sentence Fluency 5 pts possible	Words convey the intended message in a precise, interesting, and natural way. The writing has an easy flow, rhythm and cadence. Sentences are well built, with strong and varied structure that invites expressive reading.	The language is functional, but lacks energy. The text hums along with a steady beat and is generally pleasant. Sentences are well constructed but somewhat business like.	The writer struggles with vocabulary, searching for words to convey meaning. Sentences tend to be poorly constructed and/or limited in structural variance, making it difficult to read the paper with fluency.	
Conventions 5 pts Rating x 2 = 10 points possible	The writer demonstrates a good grasp writing conventions and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touchups would get this piece ready to publish.	The writer shows reasonable control over standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.	
Presentation 5 pts possible	The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.	The writer's message is clear and understandable in the format presented.	The reader receives a garbled message due to problems relating to the presentation of the text.	
			Overall Score 100 Points Possible	

Lakota Perspective Research Paper
Grading Rubric

Course Number & Section:_____   **Semester:**_____

Student:_____   **Instructor:**_____

Purpose: This rubric is used to evaluate research papers related to the Lakota Perspective and designed to meet Objective 1.1: Effectively demonstrate the interrelatedness of *Wolakolkiciyapi*, character education, education that celebrates diversity, and critical pedagogy.

Assignment: (Instructor, please check one.)

_____ED 213 Child Growth and Development

_____The Lakota Perpective in the Classroom

_____ED 313 Educational Psychology

_____Culturally Relevant/Responsive Teaching

_____ECH 323 Materials & Techniques II for Infant, Toddler, & Pre-K Centers

_____Culturally Relevant/Responsive Teaching

_____ED 463 Human Relations/Cultural Diversity

_____Inter-relatedness Paper

	Not Evident 1 point	Developing 2 points	Acceptable 3 points	Commendable 4 points	Exceptional 5 points	Points Earned
Focus/ Content	Writing does not address the assignment.	Writing is related to the general topic, but minimally develops the concepts involved in the assignment.	Writing addresses the main aspects of the assignment, though some areas are not fully developed.	Writing addresses the main aspects of the assignment and all ideas are fully developed.	Writing thoroughly explores the concepts specific to the assignment description given by the instructor. Thoughts are developed and shared in a novel fashion, analyzing the intricacies of each aspect of the assignment and providing insight to the reader	

Flow/ Organi-Zation	Ideas are disconnected. The reader is unable to find meaning in the reading.	Ideas are presented in a manner that is uneven. The reader is easily distracted.	Ideas are usually clearly linked.	The reader can easily follow the essence of the writing.	Ideas are supported and presented in a manner that is logical and cohesive. Key points stand out and carry the reader through the writing.	
Tone Lakota Perspective	Writing lacks spirit. Reader quickly loses interest.	Writing has minimal interesting parts, making it difficult for the reader to maintain focus.	Writing is generally professional. There may be some dry spots, but the reader is able to maintain focus.	Writing is professional and interesting.	Writing is scholarly and consistently appropriate for an academic paper, keeping the reader engaged throughout.	
	Lakota values, perspective, and language are lacking and/or misrepresented in paper.	Lakota values are minimally integrated into the paper.	Lakota values are evident in a conventional manner.	Lakota values and perspective are evident. Lakota words are used to enhance the paper.	Lakota values and perspective are richly woven into the paper. Lakota language is used in the paper beyond a basic level.	
Critical Thinking	Exhibits closed-mindedness, frequently misconstrues concepts, lacks justification for view(s) presented in paper.	Concepts are addressed in a superficial manner.	Addresses most concepts in an open-minded manner. Some conclusions are questionable (lacking support).	Addresses concepts in an open-minded manner. Most conclusions are good so the reader is able to grasp inferences in the writing.	Addresses concepts in an open-minded, meticulous manner, drawing sound conclusions and providing evidence to support view(s) presented in paper.	
Honors Diversity	A single "world view" dominates the writing.	Minimal evidence of thought beyond a single "world view" exists in the writing.	Diverse cultural perspectives are presented in a "surface" manner.	Perspectives from diverse cultures are somewhat in-depth and present throughout the paper.	Writer thoughtfully presents a vision reflective of diverse cultural perspectives in a manner that is respectful and insightful.	
Sentence Structure/ Word Choice	Sentence structure is unskilled and distracting to the reader. Words chosen are incorrect and confusing to the reader.	There is little variation in sentences and some are awkwardly phrased. Words used are rudimentary.	Sentences are generally well-phrased and show some variety in length. Attempts are made to choose words above the ordinary.	Sentences are well-phrased, varied in length and composition.	Writing shows compositional risk. Words are used in a fastidious manner.	

Mechanics & the Writing Process	Writing contains an overwhelming amount of mechanical errors that create confusion for the reader. Evidence of following the writing process is lacking.	Writing contains many mechanical errors that are sometimes distracting to the reader. Evidence of following the writing process is minimal.	APA Formatting is generally used. Writing contains some mechanical errors. Evidence of planning is vague. Little evidence of review and revision.	APA Formatting is used throughout the paper. Writing is generally free of spelling, grammatical and other mechanical errors. Minor errors do not detract from meaning. Evidence of pre-writing is presented. Rough draft is presented with evidence of review by one peer.	APA Formatting is consistently used correctly throughout the paper. Writing is free of spelling, grammatical or other mechanical (including typographical) errors. Evidence of thorough pre-writing planning is provided in the form of a concept map or outline, etc. Rough draft with evidence of review by two peers has been submitted and any necessary revisions were made.	
Sources	Confusion exists as to the origin of the ideas presented.	Views are minimally supported and credited. References are from questionable sources.	Views are somewhat supported and credited; however, most references are from questionable sources.	Views are generally supported and credited. Most references are reliable, professional sources – only a few sources are questionable (i.e. internet sources, popular magazines, etc.)	Views presented are powerfully supported by peer-reviewed professional references or oral interviews that are clearly credited. The reader is confident that the information is reliable.	
Length Note: Required length does not include the cover page, abstract, and/or bibliography. Those are all additional pages.	Paper is less than 1 page in length.	Paper is 1 page in length. In addition, the finished product contains a cover page or a bibliography	Paper is 1-2 pages in length. In addition, the finished product contains a cover page and bibliography.	Paper is 2-3 pages in length. In addition the finished product contains a cover page and bibliography.	Paper is 4-5 pages in length. In addition, the finished product contains a cover page, abstract, and bibliography.	
					Total	

Lakota Perspective Presentation
Grading Rubric

Purpose: This rubric is used to evaluate presentations related to the Lakota Perspective and designed to meet Objective 1.1: Effectively demonstrate the interrelatedness of *Wolakolkiciyapi*, character education, education that celebrates diversity, and critical pedagogy.

Course/Assignment: (Instructor, please check one.)

_____ED 303E Indian Studies for Education

_____SCI 204 Integrated Science for the Elementary Teacher I

_____SCI 214 Integrated Science for the Elementary Teacher II

_____EDECH 453 Methods of Teaching ECH/Elementary Social Studies

_____LKED 413 Practicum in Indian Studies

_____LKED 433 Methods of Teaching the Lakota Language

_____LKED 453 Methods of Teaching K-12 Lakota Studies

	Not Evident 1 point	Developing 2 points	Acceptable 3 points	Commend-able 4 points	Exceptional 5 points	Points Earned
Focus	Presentation does not address the assignment.	Presentation is related to the general topic, but minimally develops the concepts involved in the assignment.	Presentation addresses the main aspects of the assignment, though some areas are not fully developed.	Presentation addresses the main aspects of the assignment and all ideas are fully developed.	Presentation thoroughly explores the concepts specific to the assignment description given by the instructor. Thoughts are developed and shared in a novel fashion, analyzing the intricacies of each aspect of the assignment and providing insight to the audience.	

Flow/ Organi- Zation	Ideas are disconnected. The audience is unable to find meaning in the presentation.	Ideas are presented in a manner that is uneven. The audience is easily distracted.	Ideas are usually clearly linked.	The audience can easily follow the essence of the presentation.	Ideas are supported and presented in a manner that is logical and cohesive. Key points stand out and carry the audience through the presentation.	
Tone/ Speaking Skills	Presentation lacks spirit. Presenter cannot be heard /understood. Audience quickly loses interest.	Presentation has minimal interesting parts. The presenter mumbles or stumbles over words, making it difficult for the audience to maintain focus.	Presentation is generally professional. There may be some dry areas or areas where the presenter cannot be heard clearly, but the audience is able to maintain focus.	Presentation is professional and interesting. Presenter speaks clearly.	Presentation is scholarly and consistently appropriate for an academic presentation, keeping the audience engaged throughout. Presenter is poised and articulate.	
Physical Expression	Presenter looks directly at individuals, which causes students to feel uncomfortable or pressured to respond.	Presenter has difficulty maintaining eye contact that is respectful and that facilitates responses from students.	Presenter maintains visual contact with the audience throughout most of the presentation. Facial expressions and gestures may be a little stiff at times, but it does not distract from the presentation.	Presenter maintains respectful visual contact with the audience. Facial expressions and gestures are relaxed.	Presenter maintains appropriate visual contact with the audience and conveys confidence and credibility. Facial expressions and gestures are relaxed and enhance the presentation.	

Content Knowledge	Information presented is misrepresented or inaccurate.	The presenter possesses minimal content knowledge which causes the audience to question the information presented.	The content presented is accurate. The presenter is able to respond to questions in a basic manner.	The presenter uses some content-specific vocabulary. The content presented is accurate and there is evidence of research. The presenter is able to answer most questions completely.	The presenter is well-versed in professional content-specific vocabulary. The content presented is accurate and well-researched. The presenter is able to answer questions confidently, thoroughly, and thoughtfully.	
Lakota Perspective	Lakota values, perspective, and language are lacking and/or misrepresented in the presentation.	Lakota values are minimally integrated into the presentation.	Lakota values are evident in a conventional manner.	Lakota values and perspective are evident. Lakota words are used to enhance the presentation.	Lakota values and perspective are richly woven into the presentation. Lakota language is used in the presentation beyond a basic level.	
Critical Thinking	Exhibits close-mindedness, frequently misconstrues concepts, lacks justification for view(s) presented.	Concepts are addressed in a superficial manner.	Addresses most concepts in an open-minded manner. Some conclusions are questionable (lacking support).	Addresses concepts in an open-minded manner. Most conclusions are good so the audience is able to grasp inferences in the presentation.	Addresses concepts in an open-minded, meticulous manner, drawing sound conclusions and providing evidence to support view(s) presented.	
Honors Diversity	A single "world view" dominates the presentation.	Minimal evidence of thought beyond a single "world view" exists in the presentation.	Diverse cultural perspectives are presented in a "surface" manner.	Perspectives from diverse cultures are somewhat in-depth and present.	Presenter thoughtfully presents a vision reflective of diverse cultural perspectives in a manner that is respectful and insightful.	

Multi-media (Technology) Component	Multi-media elements are lacking from the presentation.	Multi-media elements are minimally used or presenter has technical difficulties that take away from the presentation.	Some multi-media elements have been incorporated into the presentation.	Presenter has integrated multi-media into the presentation that add to the presentation with minimal technical difficulties.	Presenter has smoothly and effectively integrated multi-media in an innovative manner that enhances the presentation.	
Reflection	There is no evidence of reflective thought on the part of the presenter when preparing for the presentation.	Presenter shares reflective thoughts in a manner that distracts from the presentation.	Presenter minimally shares reflective thoughts with the audience.	Presenter shares reflective thoughts that allow the audience to gain some additional insight from the presentation.	Presenter shares reflective thoughts with the audience in a manner that shows personal growth and understanding that has taken place while preparing for the presentation, providing insight to the audience.	
					Total	

03/2013

Rev. 05/2014

Oglala Lakota College Education Department
Instructional Project/Activity Grading Rubric

Purpose: This rubric is designed to evaluate general projects developed by teacher candidates such as: posters, brochures, newsletters, learning centers, "make and take" activities designed for family interaction, shoebox or file folder learning activities, literature response projects, and visual or performing arts presentations, etc. The intention of these projects is to enhance teaching and learning experiences for children. They may also be used as a way to encourage family and/or community involvement in the learning process.

Student: _____ Date: _____

Course: _____ Center: _____

Instructor: _____ Semester: _____

Assignment: _____

_____

_____

_____

	Not Evident 1 point	Developing 2 points	Acceptable 3 points	Commend-able 4 points	Exceptional 5 points	Points Earned
Focus	Project does not address the assignment.	Project is related to the general topic, but minimally develops the concepts involved in the assignment.	Project addresses the main aspects of the assignment, though some areas are not fully developed.	The main aspects of the assignment are fully developed.	All concepts specific to the assignment description given by the instructor are thoroughly and thoughtfully developed and presented in a novel fashion.	
Appearance or Performance	Project/ Performance is unappealing.	Project/ Performance contains errors, that are somewhat distracting.	Project is neatly completed. Performance has been rehearsed.	Project/ Performance is appealing and relatively free of mechanical or technical errors.	Project/ Performance is aesthetically pleasing, engaging, durable, and/or free of mechanical or technical errors.	

Content Knowledge	Content information presented is misrepresented or inaccurate.	The project or performance contains content information or skill that is very basic or minimally accurate.	The project or performance contains content information or skill that is predominantly accurate.	The content information related to the project or performance is accurate and there is evidence of some research.	Content information related to the project or performance is accurate, in-depth and well-researched. Professional content vocabulary or fine arts skill performance is used.
Originality/ Creativity	Project / Performance lacks distinction.	Project/ Performance demonstrates minimal creativity.	Project/ Performance is creative.	Project/ Performance demonstrates original and creative thought.	Project/ Performance is distinctive and inspiring – original and creative thoughts are strongly evident.
Lakota Perspective/ Family & Community Interaction	Lakota values, language, history and culture, family or community interaction are lacking and/or misrepresented in the project/ performance.	Lakota perspective and opportunities for family interaction are integrated into the project/ performance in a minimal manner.	Lakota values and opportunities for family interaction are included in a conventional manner.	Lakota values and language are used to enhance the project/ performance. The project/ performance provides for interaction with families and/or communities.	Lakota values, language, history and culture – including rewarding opportunities for family and/or community interaction – are richly woven into the project / performance.
				Total	

Oglala Lakota College Education Department
Technology Project/Activity Grading Rubric

Purpose: This rubric is designed to evaluate general technology projects/activities developed by teacher candidates such as: PowerPoint presentations or other learning units that use the Internet, multimedia and hypermedia tools. The intention of these assignments is to enhance teaching and learning experiences for children.

Student: _____ Date: _____

Course: _____ Center: _____

Instructor: _____ Semester: _____

Assignment: _____

_____

_____

_____

	Not Evident 1 point	Develop- ing 2 points	Acceptable 3 points	Commend- able 4 points	Exceptional 5 points	Points Earned
Focus	Project/ Activity does not address the assignment.	Project/ Activity is related to the general topic, but minimally develops the concepts involved in the assignment.	Project/ Activity addresses the main aspects of the assignment, though some areas are not fully developed.	The main aspects of the assignment are fully developed.	All concepts specific to the assignment description given by the instructor are thoroughly and thoughtfully developed and presented in a novel fashion.	
Presentation	Presentation is unrefined, containing errors that are distracting to the audience.	Presentation is somewhat proficient.	Presentation is interesting and primarily completed in a professional manner.	Presentation is stimulating and professional, maintaining the interest of the audience.	Presentation is dynamic, engaging, and professional, maintaining the interest of the audience.	

Technological Expertise	Project/ Activity malfunctions.	Project/ Activity minimally utilizes multimedia elements and has several technological problems.	Project/ Activity utilizes a variety of multimedia elements. Minor technological problems are not distracting.	Project/ Activity successfully utilizes a variety of multimedia elements to enhance learning experiences. Project/ Activity functions well.	Project/Activity demonstrates the ability to impressively utilize a variety of multimedia elements that communicate intended ideas in a meaningful manner that enhances learning experiences. Project/Activity functions flawlessly, with no technical problems.	
Originality/ Creativity	Project / Activity lacks distinction.	Project/ Activity demonstrates minimal creativity.	Project/ Activity is creative.	Project/ Activity demonstrates original and creative thought.	Project/Activity is distinctive and inspiring – original and creative thoughts are strongly evident.	
Lakota Perspective	Lakota values, language, history and culture are lacking and/or misrepresented in the project/ activity.	Lakota perspective is integrated into the project/ activity in a minimal manner.	Lakota perspective is included in a conventional manner.	Lakota values, language, and culture are used to enhance the project/ activity.	Lakota values, language, culture and history are richly woven into the project/ activity.	
					Total	

Oglala Lakota College Education Department
Assessment Task/Tool Grading Rubric

Purpose: This rubric is designed to evaluate assessment tasks/tools developed by teacher candidates. The intention of these assignments is to provide teacher candidates with a means to develop a specific, standards-based performance task with an assessment tool which is designed to evaluate student progress toward and mastery of a specific learning target(s). This assessment task/tool will also provide the means to engage in reflective practices and utilize assessment results to modify instruction to meet specific learner needs.

Student: _____ Date: _____

Course: _____ Center: _____

Instructor: _____ Semester: _____

Assignment:
_____

_____

_____

	Not Evident 1 point	Developing 2 points	Acceptable 3 points	Commendable 4 points	Exceptional 5 points
Focus	Task/Tool does not address the assignment.	Task/Tool is related to the general topic, but minimally develops the concepts involved in the assignment.	Task/Tool addresses the main aspects of the assignment, though some areas are not fully developed.	The main aspects of the assignment are fully developed.	All concepts specific to the assignment description given by the instructor are thoroughly and thoughtfully developed and presented in a novel fashion.
Standards Based	Performance assessment is not aligned to the learning target(s) and cannot be used to assess mastery of the standards.	Some elements of the performance assessment are not aligned to the intended learning target(s).	Performance assessment identifies and demonstrates alignment between state/district content standards.	Performance task and scoring rubric are aligned to the learning targets to be assessed.	Performance assessment is clearly aligned to the learning target(s) addressed and will provide a legitimate measure of proficiency of the standards.
Performance Task	Task is artificial, fails to demonstrate connections to real-world applications, and is not engaging for students.	Task is artificial with limited connections to real-world applications.	Begins with an engaging task for at grade level learners.	Task is relevant and meaningful, focusing on realistic application of knowledge and skills.	Task is authentic and reflects nonstandard, multistep real-world problem solving.

Differentiation	Task includes a prompt for at grade level learners only.	Task includes multiple entry points that lack purpose.	Task includes multiple entry points, including a more challenging and a more accessible prompt in addition to the prompt for at grade learners.	Task identifies and purposefully incorporates differentiation for diverse student readiness levels.	Task identifies and purposefully incorporates differentiation for diverse student readiness levels, interest and/or learning profiles.
Multiple Approaches	The problem presented in the task has only one strategy or solution path that will lead to a correct response.	The problem presented in the task is limited in its strategies or solution paths leading to a correct response.	The problem presented in the task lends itself to multiple strategies or solution paths to a correct response.	The problem presented in the task incorporates multiple strategies that are authentic and accommodating, allowing for individuality.	The problem presented in the task incorporates multiple strategies to engage students in learning and assessment experiences that are authentic and accommodating, encouraging critical thinking and individuality.
Rubric	Descriptors are unclear or missing.	Some descriptors are vague.	Descriptors identify the defining characteristic for each level of performance.	Descriptors for each level of performance are clearly defined and expectations are easily understood.	Descriptors for each level of performance are clearly defined, precise, and logically build upon one another. Expectations are easily understood by all levels of learners.
Content Knowledge	Task/Tool reveals significant errors in content knowledge.	Task/Tool shows evidence of weak content knowledge or inadequate understanding on the part of the candidate, but does not contain obvious errors in content knowledge.	Task/Tool shows that the candidate possesses solid content knowledge.	Task/Tool shows the candidate possesses solid content knowledge and is able to use multiple approaches to assess specific learning targets.	Task/Tool shows that the candidate possesses sophisticated content knowledge and understands the central concepts, tools of inquiry, and structures of the discipline.

Student Reflection	The task/tool does not provide opportunities for student reflection.	The task/tool allows for student self-reflection on a basic level only.	The task/tool provides opportunities for students to reflect upon the outcome and justify their thinking.	The task/tool provides opportunities for students to reflect upon the outcome, justify their thinking, and set personal goals.	The task/tool provides opportunities for students to reflect upon the outcome, justify their thinking, and engage in goal setting with the teacher candidate to guide future learning experiences.
Teacher Candidate Reflection	The candidate did not reflect upon the implementation of the task/tool.	The candidate has written a self-reflection on the implementation of the task/tool.	The candidate has written a thoughtful and thorough self-reflection on the implementation of the task/tool, considering feedback from students, peers, and supervising teacher or instructor.	The teacher candidate has written a thoughtful and thorough self-reflection after implementing the task/tool. A variety of insights are offered including consideration of feedback from students, peers, and supervising teacher or instructor. Areas of strength and targets for improvements are identified.	The teacher candidate has written a thoughtful and thorough self-reflection after implementing the task/tool. A variety of insights are offered including consideration of feedback from students, peers, and supervising teacher or instructor. Reflection includes data-driven decision making to guide future teaching and learning experiences. Insights are backed up with specific examples and/or linked to learning theories.
Mechanics	Assignment contains an overwhelming amount of mechanical errors that create confusion as to the purpose of the task/tool.	Assignment contains many mechanical errors that are sometimes distracting.	Assignment contains mechanical errors.	Assignment is generally free of spelling, grammatical and other mechanical errors. Minor errors do not detract from the clarity of the task/tool.	Assignment is professional in appearance, free of spelling, grammatical or other mechanical (including typographical) errors.

Overall Score: _____/50 points

Comments:

Oglala Lakota College Teacher Preparation Program Lesson Planning/Presentation Scoring Rubric

Student: _____   Date: _____

Course: _____   Center: _____

Instructor: _____   Semester: _____

Directions: Mark the descriptor that best describes candidate performance in each area, then tally an overall score and provide comments.

	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Objectives OLC SLO: 3.4, 3.5, 3.6	Objectives are imprecise, unclear or written in terms of teacher behavior, rather than student behavior and learning.	Objectives have been identified but may be stated in terms of learning activity or the number of objectives may be unreasonable within the scope of the lesson.	Objectives are stated in terms of student learning outcomes and are measureable.	Objectives are clear, specific, stated in terms of student learning outcomes, and are measureable.	Objectives are clear, specific and measureable, and learners can determine what they should know and be able to do as a result of learning and instruction.
Local Curriculum and State Content Standards OLC SLO: 2.1, 3.4, 3.5, 3.6	No connections are made to local curriculum and/or state content standards.	Limited connections are made to the local curriculum and/or state standards.	Clear connections are made to the local curriculum and/or references to state standards.	Clear connections are made to local curriculum and state standards through lesson activities and assessments.	Significant and clear connections are made to local curriculum and state standards through all phases of the lesson.
Introductory/ Focusing/ Anticipatory/ Engagement/ Motivation OLC SLO: 2.3	The lesson is void of any introductory activities.	Lesson introduction is present, but disconnected from the planned learning outcomes.	Opening activities set the stage for the lesson and are connected to the stated objectives.	Opening activities are relevant to objectives and set a motivating stage for the lesson.	Opening activities provide a creative and motivating background to begin the lesson and encourage active student participation in connecting prior knowledge with future learning.

	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Procedures Activities, Experiences, Concept Development OLC SLO: 2.1, 2.3, 3.4, 3.5, 3.6	Learning experiences are disconnected and not focused on the objectives.	Learning experiences are connected to the objectives but disconnected from one another.	Experiences are aligned with the objective(s), build upon each other, are clearly connected to each other, are appropriately placed, and developmentally appropriate.	Experiences are aligned with the objective(s), build upon each other, are clearly connected to each other, are appropriately placed, and developmentally appropriate: activities encourage active student engagement and application of knowledge in meaningful ways.	Experiences are aligned with the objective(s); build upon each other; are clearly connected, appropriately placed, and developmentally appropriate; activities are engaging, meaningful, creative and innovative.
Closure/ Confirming OLC SLO: 3.4, 3.5, 3.6	Closure is not accounted for.	Closing activities are minimally developed and done primarily by the teacher as a review of the lesson.	Closing activities include a review of the learning outcomes by the teacher and involve the students in sharing their work.	Closing activities are guided by the teacher with opportunities for students to share their work, justify their thinking, and engage in discussion related to the learning outcomes.	Closing activities are guided by the teacher, but primarily done by the students as they share their work, justify their thinking, and engage in discussion related to the learning outcomes.
Assessment/ Evaluation OLC SLO: 4.1, 4.2	Opportunities for student assessment are not provided.	Assessments are identified however have limited connections to the student learning activities and outcomes.	Assessments are identified and are appropriately linked to student learning activities and outcomes.	Assessments are varied and appropriately linked to student learning activities and outcomes; performance criteria is available to students.	Assessments are varied and appropriately linked to student learning activities and outcomes; assessment measures encourage student self-assessment, reflection and/or goal setting.

	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Subject Matter Knowledge OLC SLO: 2.1, 2.2, 3.6	Planning/presentation reveals significant errors in content knowledge.	Planning/presentation shows evidence of weak content knowledge or inadequate understanding on the part of the candidate, but does not contain obvious errors in content knowledge.	Planning/presenta-tion shows that the candidate possesses solid content knowledge.	Planning/presenta-tion shows the candidate possesses solid content knowledge and is able to use multiple representations and explanations.	Planning/presentati on shows that the candidate possesses sophisticated subject matter knowledge and understands the central concepts, tools of inquiry, and structures of the discipline.
Lakota Perspective/ Character Values OLC SLO: 1.1, 1.2	Lakota values or virtues are not identified.	Lakota values or virtues are identified for the lesson.	Lakota values, virtues and perspectives are evident throughout the learning activities and experiences.	Lakota values, virtues and perspectives are incorporated throughout the learning activities and experiences.	Lakota values, virtues and perspectives are emphasized through the learning activities, materials, experiences and assessments.

	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Diverse Learner Needs OLC SLO: 2.3, 3.1, 3.2, 4.4	Instructional design fails to address developmentally appropriate practices to meet diverse learner needs.	Instructional design identifies differentiation for diverse student readiness levels, interest and/or learning profiles.	Instructional design identifies and incorporates differentiation for diverse student readiness levels, interest and/or learning profiles through the learning materials, activities and experiences.	Instructional design identifies and purposefully incorporates differentiation for diverse student readiness levels, interest and/or learning profiles through the learning materials, activities and experiences.	Instructional design identifies and purposefully incorporates differentiation for diverse student readiness levels, interest and/or learning profiles through the learning materials, activities and experiences, student products and assessment measures.

	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Student Centered OLC SLO: 1.2, 3.2, 3.3	There is no evidence of student choice and/or opportunities for students to work collaboratively.	Student choice and/or collaboration is limited to one part of the lesson.	The lesson considers student interest and provides opportunities for student choice and/or collaboration.	The lesson considers student interest, is motivating, and provides opportunities for student choice and/or collaboration.	The lesson contains multiple elements that motivate students to become actively engaged through choice and/or collaboration.
Integration of Technology into Planning and Implementation OLC SLO: 4.6	The lesson does not provide for any technology-connected experiences nor was technology used in planning the lesson.	Technology-connected learning experiences are limited to enrichment or extension activities and/or technology is used to facilitate instructional planning only.	Technology is integrated into the lesson to improve the quality of student work or to enhance the lesson.	Technology is integrated into the lesson and supports the instructional activities in a meaningful way to improve the quality of student work or to enhance the lesson.	Technology is emphasized and integrated into the lesson to enhance the effectiveness of the lesson, the learning products, the learning outcomes and assessments.
Materials/ Resources/ References	Materials, resources and references necessary for student and teacher use are not listed or attached.	Materials, resource and references for necessary for students and teacher to complete the lesson are incomplete.	Materials, resources and references necessary for both students and teacher to complete the lesson are listed and are made available.	All necessary materials, resources and references to complete the lesson are available and organized for efficient use.	All necessary materials, resources and references to complete the lesson are available and organized for efficient use; additional materials, resources and references that may be used to adapt or extend learning experiences are also included.

	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Excellent (5 pts)
Reflection OLC SLO: 4.3	Either the lesson was not presented or the candidate did not reflect upon the experience.	The candidate has written a self-reflection on this lesson and the experience of teaching it.	The candidate has written a thoughtful and thorough self-reflection on this lesson and the experience of teaching it. A variety of insights are offered including consideration of feedback from students/peers and supervising teacher or instructor.	The candidate has written a thoughtful and thorough self-reflection on this lesson and the experience of teaching it. A variety of insights are offered including consideration of feedback from students/peers and supervising teacher or instructor. Areas of strength and targets for improvements are identified.	The candidate has written a thoughtful and thorough self-reflection on this lesson and the experience of teaching it. A variety of insights are offered including consideration of feedback from students/peers and supervising teacher or instructor. Insights are backed up with specific examples and/or linked to learning theories.
Professional Presentation	The candidate is unable to communicate the concepts if the lesson due to lack of preparation.	The candidate has great difficulty in communicating the lesson due to limited preparation, poor voice projection and/or nervousness.	The candidate has adequately prepared for the lesson but experienced some difficulty communicating it due to voice projection or nervousness.	The candidate was well prepared and presented the lesson with proper voice projection and delivery.	The candidate was well prepared and presented the lesson with enthusiasm, proper voice projection and clear delivery of ideas.
Writing Conventions	Errors in standard writing conventions repeatedly distract the reader/learner and make the lesson difficult to understand.	Reasonable control over standard writing conventions is shown; yet sometimes, errors are distracting and impair understandability of the lesson plan.	The lesson plan and other written materials are presented in a professional manner. A few minor errors do not detract from the purpose or intent of the ideas being communicated.	The lesson plan and other written materials are presented in a professional manner without any errors.	The lesson plan is presented in a professional manner without any errors. The written materials enhance the effectiveness of the lesson.

Overall Score: _____ / 75 points
Comments:

Oglala Lakota College Teacher Preparation Program Instructional Unit Scoring Rubric

Student: _____ Course: _____ Date: _____

Instructor: _____ Center: _____ Semester: _____

Directions: Mark the descriptor that best describes candidate performance in each area, then tally an overall score and provide comments.

	Does Not Meet Expectation		Meets Expectation		Exceeds Expectation
	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Unit Rationale OLC SLO: 3.6	An overview of the unit is not present.	Content and value of unit is mentioned superficially; justification for the unit is weak.	Content and value of unit is described and justified.	Content and value of the unit is clearly described and justification is solid.	Content and value of the unit is clearly described, justification is solid, and connects are made to big ideas that are enduring.
Enduring Under-standings OLC SLO: 2.2	Understandings are not present.	The unit is framed with a clear focus, however the understandings may be more accurately described as knowledge or skills, or too vague to guide instruction.	The unit is framed with understandings that, for the most part, reflect big ideas, provide a focus for the theme, and that are relevant beyond the classroom.	The unit is framed with understandings that reflect big ideas, provide a clear focus to the theme, and that are relevant beyond the classroom.	The unit is framed with enduring understandings at the heart of the discipline that reflect big ideas, provide a clear focus to the theme, and offer opportunities for authentic application beyond the classroom.
Essential Questions OLC SLO: 2.3	Essential questions are not identified.	Essential questions are identified however, are not thought provoking or may be too narrow, having only one correct answer.	Essential questions are appropriate to the theme and have the potential to engage students in exploration to answer the questions.	Essential questions are important, thought provoking, and guide inquiry into exploration of the theme.	Essential questions are important, thought provoking, and guide inquiry into exploration of the theme. They have potential to uncover provocative aspects of the theme, leading to other important questions and further inquiry.
Unit Web OLC SLO: 3.6	Unit web is not present.	Development of a unit web has been initiated however, is incomplete.	Unit web provides a visual list of activities and/or concepts.	Unit web provides a detailed concept map of unit activities and concepts and the relationships among them.	Unit web provides a detailed concept map of interrelated unit activities and concepts and clarifies how all aspects of the instructional plan fit together.

	Does Not Meet Expectation		Meets Expectation		Exceeds Expectation
	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Local Curriculum and State Content Standards OLC SLO: 2.1, 3.4, 3.5, 3.6	No connections are made to local curriculum and/or state content standards.	Limited connections are made to the local curriculum and/or state standards.	Clear connections are made to the local curriculum and/or references to state standards.	Clear connections are made to local curriculum and state standards through unit activities and assessments.	Significant and clear connections are made to local curriculum and state standards through all phases of the unit.
Assessment/ Evaluation OLC SLO: 4.2	Opportunities for student assessment are not provided.	Assessments are identified; however, have limited connections to the student learning activities and outcomes.	A variety of assessments are identified and are appropriately linked to student learning activities and outcomes.	Assessments are varied and appropriately linked to student learning activities and outcomes; performance criteria is available to students and encourages students to exhibit learning in meaningful ways.	Assessments are varied, appropriately linked to student learning activities and outcomes; are meaningful, and encourage student self-assessment, reflection and/or goal setting.
Assessment Tools OLC SLO: 4.1	No assessment tools are included in the unit.	One or more assessment tools are included; however, they do not meet established criteria.	One assessment tool that meets established criteria is included. (Refer to assessment tool rubric.)	One or two well-developed assessment tools that meet established criteria are included.	Two or more well-developed tools that meet established criteria address both formative and summative assessment.
Initiating Activities OLC SLO: 2.3	The unit is void of any introductory activities.	Unit introduction is present, but disconnected from the planned learning outcomes.	Opening activities set the stage for the unit and are connected to the stated objectives.	Opening activities are relevant to objectives and set a motivating stage for the unit.	Opening activities provide a creative and motivating stage to begin the unit and encourage student connection to the topic and/or sense of inquiry.

	Does Not Meet Expectation		Meets Expectation		Exceeds Expectation
	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Learning Experiences OLC SLO: 2.1, 2.3, 3.4, 3.5, 3.6	Learning experiences are disconnected and not focused on the objectives.	Learning experiences are connected to the objectives but disconnected from one another.	Experiences are aligned with the objective(s), build upon each other, are clearly connected to each other, are appropriately placed, and developmentally appropriate.	Experiences are aligned with the objective(s), build upon each other, are clearly connected to each other, are appropriately placed, and developmentally appropriate; activities encourage application of knowledge in meaningful ways and prepare students for performances to meet learning outcomes.	Experiences are aligned with the objective(s); build upon each other; are clearly connected, appropriately placed, and developmentally appropriate; activities prepare students for performances and are engaging, meaningful, creative and innovative.
Lesson Plans OLC SLO: 3.4	No lesson plans are included in the unit.	At least one lesson plan is included, however may not meet established criteria.	Two lesson plans that meet established criteria are included. (Refer to lesson plan/presentation rubric.)	Two or three well-developed lesson plans that meet established criteria are included.	Three or more well-developed lesson plans that meet established criteria are included.
Culminating Activities OLC SLO: 3.4, 3.5, 3.6	Closure is not accounted for.	Culminating activities are minimally developed and done primarily by the teacher as a review of the unit.	Culminating activities include a review of the learning outcomes by the teacher and involve the students in sharing their work.	Culminating activities are guided by the teacher with opportunities for students to share their work, justify their thinking, and engage in discussion related to the learning outcomes.	Culminating activities are guided by the teacher, but primarily done by the students as they share their work with the community, justify their thinking, and engage in discussion related to the learning outcomes.

	Does Not Meet Expectation		Meets Expectation		Exceeds Expectation
	Not Evident (1 pts)	**Developing (2 pts)**	**Acceptable (3 pts)**	**Commendable (4 pts)**	**Exceptional (5 pts)**
Subject Matter Knowledge OLC SLO: 2.1, 2.2, 3.6	Unit planning reveals significant errors in content knowledge.	Unit planning shows evidence of weak content knowledge or inadequate understanding on the part of the candidate, but does not contain obvious errors in content knowledge.	Unit planning shows that the candidate possesses solid content knowledge.	Unit planning shows the candidate possesses solid content knowledge and is able to use multiple representations, explanations and/or strategies relevant to instruction.	Unit planning shows that the candidate possesses sophisticated subject matter knowledge; understands the central concepts, tools of inquiry, and structures of the discipline(s); and is able to use multiple representations, explanations and strategies to make experiences meaningful for learners.
Lakota Perspective/ Character Values OLC SLO: 1.1, 1.2	Lakota values or virtues are not identified.	Lakota values or virtues are identified for the unit.	Lakota values, virtues and perspectives are evident throughout the learning activities and experiences.	Lakota values, virtues and perspectives are incorporated throughout the unit's learning activities and experiences.	Lakota values, virtues and perspectives are emphasized through the unit's learning activities, materials, experiences and assessments.
Diverse Learner Needs OLC SLO: 2.3, 3.1, 3.2, 4.4	Instructional design fails to address developmentally appropriate practices to meet diverse learner needs.	Instructional design identifies differentiation for diverse student readiness levels, interest and/or learning profiles.	Instructional design identifies and incorporates differentiation for diverse student readiness levels, interest and/or learning profiles through the learning materials, activities and experiences.	Instructional design identifies and purposefully incorporates differentiation for diverse student readiness levels, interest and/or learning profiles through the learning materials, activities and experiences.	Instructional design identifies and purposefully incorporates differentiation for diverse student readiness levels, interest and/or learning profiles through the learning materials, activities and experiences, student products and assessment measures.

	Does Not Meet Expectation		Meets Expectation		Exceeds Expectation
	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Student Centered OLC SLO: 1.2, 3.2, 3.3	There is no evidence of student choice and/or opportunities for students to work collaboratively.	Student choice and/or collaboration is limited to one part of the unit.	The unit considers student interest and provides opportunities for student choice and/or collaboration.	The unit considers student interest, is motivating, and provides opportunities for student choice and/or collaboration.	The unit contains multiple elements that motivate students to become actively engaged through choice and/or collaboration.
Integration of Technology into Planning and Implementation OLC SLO: 4.6	The unit does not provide for any technology-connected experiences nor was technology used in planning the lesson.	Technology-connected learning experiences are limited to enrichment or extension activities and/or technology is used to facilitate instructional planning only.	Technology is integrated into the unit to improve the quality of student work or to enhance the lesson.	Technology is integrated into the unit and supports the instructional activities in a meaningful way to improve the quality of student work or to enhance the lesson.	Technology is emphasized and integrated into the unit to enhance the effectiveness of the learning plan, the learning products, the learning outcomes and assessments.

	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Learning Centers OLC SLO: 3.5	The unit does not include plans for learning centers.	The plan for learning centers is incomplete, the learning center activities fail to be engaging, and/or center activities are only loosely connected to the theme.	The unit includes plans for learning centers that are related to the topic and outcomes.	Learning center plans provide for engaging experiences to further explore the topic and enhance learning.	Learning center plans provide for engaging experiences that draw from real world and life experiences to further explore the topic and enhance learning.
Parent/ Community Engagement OLC SLO: 1.3	Family or community interactions are lacking from the unit.	Opportunities for family or community interaction are minimal.	Opportunities for family or community interaction are included in a conventional manner.	The unit provides for substantial interaction with families and/or communities.	Family and/or community interactions are richly woven into the unit.

	Does Not Meet Expectation		Meets Expectation		Exceeds Expectation
	Not Evident (1 pts)	Developing (2 pts)	Acceptable (3 pts)	Commendable (4 pts)	Exceptional (5 pts)
Materials/ Resources/ References	Materials, resources and/or references necessary for student and teacher use are not listed or attached.	Materials, resources and/or references necessary for students and teacher to complete the unit are incomplete.	Materials, resources and/or references necessary for both students and teacher to complete the unit are listed or made available.	All necessary materials, resources and/or references to complete the unit, including local experts and community resources, are listed or made available.	All necessary materials, resources and/or references to complete the unit, including local experts and community resources, are listed or made available. Additional materials, resources and references that may be used to adapt or extend learning experiences are also included.
Overall Design OLC SLO: 3.6	Unit is fragmented, incomplete and very difficult to make sense of.	Some aspects of the unit are cohesive while others are fragmented, making it difficult to follow.	Unit is cohesive and easy to read and understand.	Unit is cohesive and easy to read and understand. It provides sufficient detail to follow for implementation.	Unit is cohesive and easy to read and understand. It demonstrates depth in curriculum design and includes ample detail to guide instruction, learning activities and assessment.

Overall Score: _____ / 100 points

Assessment Worksheets
For Required Common Course
Assessments

These worksheets are to be submitted to the Education Department at the end of each semester.

Lakota Values Rating Assessment Worksheet

Faculty/Adjunct Name: _____ Date: _____

Course Number: _____ Course Name: _____

<u>Faculty Instructions</u>: This assessment is to be completed in all courses each semester. Please record the overall, holistic outcome level demonstrated by each student. The outcome levels will range from 1 to 5, with five being the highest level of demonstration and 1 being the lowest. This rating provides assessment for Student Learning Outcome 1.2 as listed below.

Student Learning Outcome 1.2: Integrate traditional Lakota values, such as honor, courage, generosity, and respect, in their communications and interactions with others to support the Lakota belief that all children are sacred (wakanyeja kin wakan pi).

The rating of this outcome should be based on the following attributes that were identified by teacher candidates to exemplify this outcome.

- ➢ The teacher candidate possesses a caring and compassionate attitude toward others.
- ➢ The teacher candidate is a good role model and teaches/leads by example.
- ➢ The teacher candidate communicates in a considerate manner, remembering to be a sensitive listener.
- ➢ The teacher candidate is encouraging and patient.

Please list all students in the course and assign each student one overall, holistic rating according to the following scale:

5 = Exceptional, Exceeds Expectations: The teacher candidate exemplifies these attributes.

4 = Commendable, Meets Expectations: The teacher candidate almost always demonstrates these attributes.

3 = Acceptable, Meets Expectations: The teacher candidate often demonstrates these attributes.

2 = Developing, Approaching Expectations: The teacher candidate sometimes demonstrates these attributes.

1 = Not Evident: The teacher candidate does not demonstrate these attributes.

Student Name	Exceptional 5	Commendable 4	Acceptable 3	Developing 2	Not Evident 1

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Educational Philosophy Assessment Worksheet

</div>

Faculty/Adjunct Name: _____   Semester: _____

Course: (Check one)

        [ ]   ED 283 Foundations of Education

        [ ]   ED 323 Middle School Concepts

        [ ]   ExEd 313 Introduction to Exceptional Education

        [ ]   ECH 243 Early Childhood Specialty Internship

        [ ]   ED / LkEd 473 Student Teaching Seminar

Faculty Instructions: This assessment is to be completed in the above courses each semester. Please record the analytic outcome levels attained by each student who completed the assignment. The outcome levels will range from 1 to 5, with five being the highest level of demonstration and 1 being the lowest. *Please refer to the Education Philosophy analytic rubric for criteria descriptors.*

Performance Ratings: 5 = Exceptional   4 = Commendable   3 = Acceptable   2 = Developing 1 = Not Evident

Student Name	View of the Child	Role of the Teacher	Curriculum &	Community	Professional Growth	Theory	Lakota Perspective	Voice	Organization	Word Choice	Conventions	Presentation

Lakota Perspective Research Paper Assessment Worksheet

Faculty/Adjunct Name: _____ Semester: _____

Course: (Check one)

        [ ]   ED 213 Child Growth and Development

        [ ]   ED 313 Educational Psychology

        [ ]   ED 463 Human Relations & Cultural Diversity

        [ ]   ECH 323 Materials & Techniques II for Infants/Toddlers/Preschool

Faculty Instructions: This assessment is to be completed in the above courses each semester. Please record the analytic outcome levels attained by each student who completed the assignment. The outcome levels will range from 1 to 5, with five being the highest level of demonstration and 1 being the lowest. *Please refer to the Lakota Perspective Research Paper analytic rubric for criteria descriptors.*

Performance Ratings:

5 = Exceptional   4 = Commendable   3 = Acceptable   2 = Developing   1 = Not Evident

Student Name	Focus	Organization	Tone	Lakota Perspective	Critical Thinking	Diversity	Sentences	Mechanics	Sources	Length

Lakota Perspective Presentation Assessment Worksheet

Faculty/Adjunct Name: _____ Semester: _____

Course: (Check one)

[ ] ED 303E Indian Education   [ ] EDECH 453 Methods of Teaching ECH/El Science

[ ] SCI 204 Integrated Science I   [ ] LkEd 433 Methods of Teaching Lakota Language

[ ] SCI 214 Integrated Science II   [ ] LkEd 453 Methods of Teaching Lakota Studies

[ ] LkEd 413 Practicum in Indian Studies

Faculty Instructions: This assessment is to be completed in the above courses each semester. Please record the analytic outcome levels attained by each student who completed the assignment. The outcome levels will range from 1 to 5, with five being the highest level of demonstration and 1 being the lowest. *Please refer to the Lakota Perspective Presentation analytic rubric for criteria descriptors.*

Performance Ratings:

5 = Exceptional   4 = Commendable   3 = Acceptable   2 = Developing   1 = Not Evident

Student Name	Focus	Organization	Tone	Physical Expression	Content Knowledge	Lakota Perspective	Critical Thinking	Honors Diversity	Multi-Media	Reflection

Instructional Project/Activity Assessment Worksheet

Faculty/Adjunct Name: _____   Semester: _____

Course: (Check one)

[ ] ED 303 Children's Literature   [ ] ECH 233 Cur. Self-Aware   [ ] ExEd 303 SpEd Law

[ ] ED 483 Technology for Tchs   [ ] ECH 253 Parent Involvement   [ ] ExEd 313 Intro ExEd

[ ] ECH 203 Intro to ECH   [ ] ECH 403 Social-Emotional   [ ] ExEd 333 IEP/IFSP

[ ] ECH 213 Plan / Admin ECH   [ ] ECH 413 Group Care   [ ] ExEd 443 Strategies

[ ] ECH 223 Materials/Tech I   [ ] ECH 423 Early Learning   [ ] ExEd 453 Class Mngt

[ ] Math 223 Math Elem Tch I   [ ] ScEd 443 Rdg Content   [ ] ExEd 473 Transitions

[ ] Math 233 Math Elem Tch II   [ ] Math 243 Math Elem Tch III

Faculty Instructions: This assessment is to be completed in the above courses each semester. Please record the analytic outcome levels attained by each student who completed the assignment. The outcome levels will range from 1 to 5, with five being the highest level of demonstration and 1 being the lowest. *Please refer to the Instructional Project / Activity analytic rubric for criteria descriptors.*

Performance Ratings:

5 = Exceptional   4 = Commendable   3 = Acceptable   2 = Developing   1 = Not Evident

Student Name	Focus	Appearance	Content Knowledge	Creativity	Lakota Perspective

Technology Project/Activity Assessment Worksheet

Faculty/Adjunct Name: _____ Semester: _____

Course: (Check one)

[ ] ED 483 Technology for Teachers

<u>Faculty Instructions</u>: This assessment is to be completed in the above courses each semester. Please record the analytic outcome levels attained by each student who completed the assignment. The outcome levels will range from 1 to 5, with five being the highest level of demonstration and 1 being the lowest. *Please refer to the Technology Project / Activity analytic rubric for criteria descriptors.*

Performance Ratings:

5 = Exceptional   4 = Commendable   3 = Acceptable   2 = Developing   1 = Not Evident

Student Name	Focus	Presentation	Tech. Expertise	Creativity	Lakota Perspective

Performance-Based Task & Assessment Tool Assessment Worksheet

Faculty/Adjunct Name: _____   Semester: _____

Course: (Check one)

[ ] EDECH403 Methods of Music & Art   [ ] ED443 Methods of Lang. Arts   [ ] ECH383 Methods Assessing

[ ] EDECH413 Methods of Lit./Rdg.   [ ] ExEd 493/496 Special Ed.   [ ] ExEd 323 Assessment

[ ] EDECH 423 Methods of Num./Math   [ ] ScEd 403 Content Area Rdg.   [ ] ExEd 433 Diag. Teaching

[ ] EDECH 433 Methods of Science   [ ] ScEd 413 Methods Sec Science

[ ] EDECH 453 Methods Social Studies   [ ] LkEd 433 Methods Lakota Lang.

[ ] EDECH 463 Methods of Health/P.E.   [ ] LkEd 453 Methods Lakota St.

Faculty Instructions: This assessment is to be completed in the above courses each semester. Please record the analytic outcome levels attained by each student who completed the assignment. The outcome levels will range from 1 to 5, with five being the highest level of demonstration and 1 being the lowest. *Please refer to the Performance-Based Task analytic rubric for criteria descriptors.*

Performance Ratings: 5 = Exceptional   4 = Commendable   3 = Acceptable   2 = Developing   1 = Not Evident

Student Name	Focus	Standards	Task	Differentiation	Approaches	Rubric	Content Knowledge	Student Reflection	Candidate Reflection	Mechanics

Lesson Planning / Presentation Assessment Worksheet

Faculty/Adjunct Name: _____   Semester: _____

Course: (Check one)

[ ] ED303E Indian Education   [ ] ED213 Child Growth & Dev.   [ ] ED313 Ed. Psych.

[ ] EDECH403 Methods of Music/Art   [ ] EDECH453 Methods Soc. Studies   [ ] ScEd403 Cont, Area Rdg.

[ ] EDECH413 Methods of Lit./Rdg.   [ ] EDECH463 Methods of Health/P.E.   [ ] ScEd413 Methods Sec. Sci.

[ ] EDECH423 Methods of Num./Math   [ ] ED433 Methods of Lang. Arts   [ ] LkEd433 Methods Lak Lang.

[ ] EDECH 433 Methods of Science   [ ] ExEd 493/496 Special Education   [ ] LkEd 453 Methods Lak. St.

[ ] ECH 323 Materials & Techniques II

Faculty Instructions: This assessment is to be completed in the above courses each semester. Please record the analytic outcome levels attained by each student who completed the assignment. The outcome levels will range from 1 to 5, with five being the highest level of demonstration and 1 being the lowest. *Please refer to the Lesson Planning / Presentation analytic rubric for criteria descriptors.*

Performance Ratings: 5 = Exceptional   4 = Commendable   3 = Acceptable   2 = Developing   1 = Not Evident

Student Name	Objectives	Standards	Introduction	Procedures	Closure	Assessment	Content Knowledge	Lakota Perspective	Diverse Learners	Student Centered	Technology	Materials	Reflection	Presentation	Writing

Instructional Unit Assessment Worksheet

Faculty/Adjunct Name: _____   Semester: _____

Course: (Check one)

[ ] EDECH403 Methods of Music/Art   [ ] EDECH453 Methods Soc. St.   [ ] ScEd403 Cont. Area Rdg.

[ ] EDECH413 Methods of Lit./Rdg.   [ ] EDECH463 Methods Health/P.E.   [ ] ScEd413 Methods Sec Sci

[ ] EDECH423 Methods of Num./Math   [ ] ED433 Methods of Lang. Arts   [ ] LkEd433 Methods Lak Lang

[ ] EDECH433 Methods of Science   [ ] ExEd493/496 Special Education [ ] LkEd 453 Methods Lak St.

Faculty Instructions: This assessment is to be completed in the above courses each semester. Please record the analytic outcome levels attained by each student who completed the assignment. The outcome levels will range from 1 to 5, with five being the highest level of demonstration and 1 being the lowest. *Please refer to the Instructional Unit analytic rubric for criteria descriptors.*

Performance Ratings:

5 = Exceptional   4 = Commendable   3 = Acceptable   2 = Developing   1 = Not Evident

Student Name	Rationale	Understandings	Essential Questions	Web	Standards	Assessment	Evaluation Tool	Initiating Activity	Experiences	Lessons	Culminating Activity	Content Knowledge	Lakota Perspective	Diverse Needs	Student Centered	Technology	Learning Centers	Parent Involvement	Resources	Unit Design