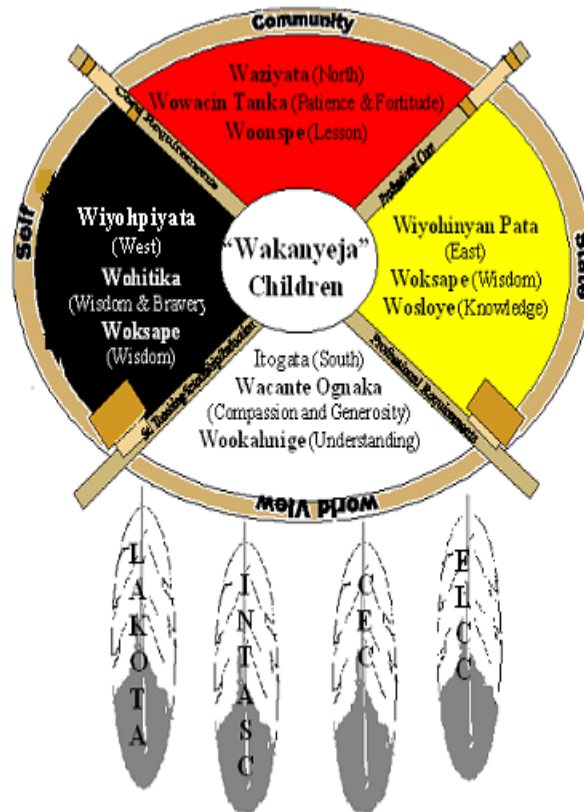


OGLALA LAKOTA COLLEGE

EDUCATION DEPARTMENT

P.O. BOX 490

Kyle, South Dakota 57752



Teacher Preparation Handbook

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WELCOME TO THE EDUCATION DEPARTMENT

The Education Department staff and faculty welcome you and are pleased that you have chosen a career in education. Education can be a most rewarding field and offers a genuine path to building leaders of tomorrow. A teacher may become a positive influence within our communities. It is the teacher whose efforts, skill, strategies, and methodologies build our nation's most valuable resources, our youth.

We in the Education Department feel it is our responsibility to model teacher excellence inclusive of Lakota Values. The Lakota Virtues of bravery, generosity, fortitude, and wisdom can be viewed as universal virtues that promote good character. Effective teachers practice and promote good character. Good character is synonymous with learning and effective leadership.

The Teacher Preparation Handbook contains information that you will need throughout your program of study. The handbook provides a guide for your teacher preparation program, although professors, department staff, advisors, and others here at Oglala Lakota College are also here to assist you in your success as a teacher candidate.

Again, thank you for choosing teaching as your professional choice.

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THE PROFESSIONAL TEACHER EDUCATION PROGRAM VISION

OLC's vision is to graduate highly qualified, professional, motivated, and reflective teachers who possess and practice *Wolakolkiciyapi* in a multicultural, changing world. The professional teacher education program views *Wolakolkiciyapi* as reflection and conduct of the Lakota virtues as a means of improving self and others.

THE PROFESSIONAL TEACHER EDUCATION PROGRAM MISSION

Graduates from our programs will be proficient, reflective teachers of content, theory, and application with an emphasis on Lakota Virtues while emphasizing community empowerment through reflection of traditional Lakota perspectives.

PROGRAM'S PHILOSOPHY, PURPOSE, AND GOALS

The concepts of Oglala leaders (past and present) provide the philosophy of Oglala Lakota College. These concepts guide the philosophical thinking and goals of the professional teacher education programs. The Lakota people recognize that control of education is also the control of their destiny. It is with the core belief that through cultural connections for the learner, academic understanding and ownership takes place. Academic ownership brings about the programs' purpose by producing effective teachers who are valuable tribal, cultural, and community leaders. Therefore, the following goals have been established as integral to the teacher preparation programs:

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

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

Community Goals: Community refers to the Lakota belief of *mitakuye oyasin* – we are all related. Our goal is for teacher candidates to become role models and effective leaders within the communities they serve. This belief encompasses the wide range of diversity that may exist in any community.

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

The review of field curriculum experiences and expectations in all programs lead to teacher candidates who can be successful in meeting South Dakota and national standards for teacher excellence. The professional teacher preparation program views the process of education as a journey of continual reflection of the Lakota way of life. The program's philosophy, purpose and goals lead to excellence in education for teacher candidates as successful practitioners no matter whom or where they may teach.

Education Shield of Oglala Lakota College

The Oglala Lakota College, incorporating Lakota values and symbols in its efforts to maintain and strengthen Lakota culture, has adopted a symbol that could be called the Education Shield of the Oglala Nation. The shield incorporates the traditional Lakota values and symbols with contemporary goals, objectives, and philosophy of the Oglala Lakota College.

The peripheral feathers represent the districts of the Pine Ridge Reservation. The four pipe feathers represent the sacred concept of the four winds and the four virtues of bravery, generosity, fortitude, and wisdom. Finally, and certainly not least, are the crossed sacred pipes in the center, used for healing and as an instrument for peace (Fills the Pipe, 2005)



THE PROFESSIONAL TEACHER EDUCATION UNIT CONCEPTUAL FRAMEWORK

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



The Four Direction Conceptual Framework Model includes both the Education Department's teacher preparation program and the Graduate Studies Department Education Administration program. *Wounspe na oitanca un wolakolkiciyapi*, meaning learning Lakota ways of life in

community through education and leadership is the philosophy for the conceptual framework model incorporating *Oyate Ikee Tatuye Topakiya Wocicala Hena Wopasi*, meaning measuring knowledge of the four directions to capture the capstone experiences for the unit. The four directions framework model demonstrates the unique organization of the overall institutional structure of shared leadership and shared vision of the Oglala Lakota College correlating with the unit and programs.

Moves Camp and Two Dogs explain the use of the four directions assessment model to measure how close the child's *tiwahe* (family), *tiospaye* (band) or guardian are in balance or harmony relating to the four dimensions of human development using cultural indicators. These indicators assist in determining the disposition of the individual and their capabilities of acquiring appropriate knowledge, making good decisions, and accepting responsibility (Moves Camp and Two Dogs, et. al., 2003). The four dimensions of human development identify the four directions in order: 1) *Wiyopheyate*, meaning West represented by black; 2) *Waziyata*, meaning North represented by red; 3) *Wiyohinyanpata* meaning East represented by yellow 4) *Itokagata*, meaning the South represented by White. All directions correspond equally to the four stages of growth, which include the spiritual, physical, intellectual and emotional components of development. These stages balance an individual and progress in a clockwise motion. Therefore, the Four Direction Conceptual Framework Model is grounded in the Lakota world-view and cannot be separate from the intellectual component of human development.

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

The incorporation of *Oyate Ikee Tatuye Tipakiya Wocicala Hena Wopasi*, meaning measuring knowledge of the four directions, to capture the capstone experiences for the unit provides the candidate progress indicators. This is represented by the two connecting *Canupa* pipes across the four direction model. The *Canupa* provides communication with *Wakan Tanka*, meaning great mystery, through prayer (Moves Camp and Two Dogs, et. al., 2003). The *Canupa* comes with laws that the pipe carrier must follow. The two crossing pipes are stopping points for the unit, and the program ensure passage from one stage to the next providing ample time for identifying and solving problems through communication and assessment. For the candidate, the *Canupa* guides the learning journey, indicates progression, and provides focus for the candidate through the rights of passage as they progress through the program of study.

The feathers found at the base of the model represent achievement for the candidate. *Itancan*, meaning leaders, are provided feathers for their accomplishments. The feathers at the base of the model contain the specialization professional association standards for what all, new teachers and educational administrators should know and be able to do. The Graduate Studies Department utilizes the Education Leadership Constituent Council (ELSS) standards for Education Administrators as the basis for program and candidate indicators for passage correlating with state requirements. The Interstate New Teacher Assessment and Support Consortium (InTASC) model standards, adopted by the Education Department, encompass what effective teaching that leads to student achievement looks across subject areas and developmental levels.

Wolakotakiciyapi, meaning learning life ways through community, provides the foundation of Lakota core requirements obtained through the fifteen credit hours of the essential Lakota courses for the teacher preparation program. Candidates are required to have successfully completed these requirements as a rite of passage. In addition to the InTASC standards, the Oglala Lakota College's Education Department has adopted the use of the Association for Childhood Education International (ACEI) Standards for Elementary Education, the National Association for the Education of Young Children (NAEYC) Standards, the National Science Teachers Association (NSTA) Standards and the Council for Exceptional Children (CEC) Standards as the basis for program and candidate indicators for passage correlating with program, unit, and state requirements.

***Wiyohpiyata* (West): General Education Admission/Entrance Requirements**

Wiyopheyata, the cardinal direction of west, is represented by the color black. The cycle begins in the west and continues clockwise. This direction is also known as the *Wakinyan Oyate*, meaning Thunder Nation who teach us that we must be courageous to overcome obstacles and difficulties in life (Moves Camp and Two Dogs, et. al., 2003). Prospective candidates are required to demonstrate *Wowacin Tanka* meaning fortitude, *Wohitika* meaning courage and bravery, as well as *Woksape* meaning wisdom. Entering candidates must endure and balance day-to-day obstacles of a family, geographical location, financial, and personal responsibilities. The completion of the necessary core requirements for entrance into the teacher preparation program requires fortitude, courage and wisdom. Therefore, this is the starting point and the first stage of a student's educational journey to becoming a "Teacher Candidate", and ultimately, a teacher.

While Oglala Lakota College pursues an open door policy in which all qualified students will be admitted without regard to race, religion, origin or political belief, students must apply for and meet degree specific entrance requirements for their declared major. For this reason, students who have declared a Bachelors degree in education enter a stage of "Pre-Candidacy" as they complete their general education requirements and work towards meeting the entrance requirements for early childhood, elementary and secondary teacher licensure programs.

Teacher Preparation Program Pre-Candidacy Requirements:

- Meet the general admission criteria for Oglala Lakota College;
- Attend a an Education Department specific orientation;
- Complete general education core and Lakota studies requirements with a 3.0 GPA (grade point average) or higher;
- Participate in a Praxis subject area assessment orientation and preparation session; and
- Achieve a qualifying score on the required Praxis content examination.

Teacher Preparation Program Admission Protocol:

Students must apply for acceptance into the education program upon completion of an Associates of Arts Degree, completion of ED 283 Foundations of Education or ECH 243 Early Childhood Specialty Internship, or upon transfer into the OLC teacher preparation program. Applicants to the teacher preparation program must complete and submitting the following:

- Letter of Intent addressed to the Dean of Education requesting admittance to the program;

- Application for admission into the teacher training program (See Appendix F for application checklist and Appendix G for application form);
- Three letters of recommendation from school administrators, teachers, parents and/or other community members (other than immediate family members);
- Unofficial transcripts, current status sheet and individual plan of study for program completion;
- A typed essay “Who I Am and Why I Want To Be a Teacher;
- Verification of having taken or being registered for the required Praxis exam; and
- Verification of initiation of background check and drug testing process.

Upon receipt of a complete application file, prospective teacher candidates will be scheduled for an entrance interview. Prospective candidates will be asked to bring their Professional (ED 283 / ECH 243) Portfolio with them to their scheduled interview.

Please Note: Application to the teacher preparation program is required. Prospective candidates who have not submitted an application for acceptance to the teacher preparation program upon completion of an Associates of Arts degree in education, completion of ED 283 or ECH 243 in an education bachelor’s degree program, or transfer into Oglala Lakota College will have one semester to do so and may not take any education courses beyond the professional core.

Teacher Preparation Entrance Requirements for Secondary, Elementary, Early Childhood and K-12 Lakota Studies Majors:

- **Prerequisite Requirements:** To be eligible for acceptance into the teacher preparation program, applications must have:
 - An overall GPA of 3.0 or higher;
 - Achieved a qualifying score on the required content area Praxis exam; and
 - Cleared tribal, state and federal background checks and drug testing requirements for eligibility to work in an educational setting with children and attain state teacher licensure.

Prospective candidates who fail to meet the GPA and/or Praxis requirement will be allowed to finish their Associate of Arts degree in Elementary or Early Childhood Education if they have not already done so. Prospective bachelor degree candidates who choose to continue working towards meeting GPA and/or Praxis requirements have one semester to meet the conditions however, will not be allowed to take any education courses beyond the professional core.

Prospective candidates who fail the background check and are ineligible to work in an educational setting with children and attain state teacher licensure will be administratively withdrawn from their declared education degree program and will not be allowed to enroll in any further education coursework. If beyond the 100% withdraw deadline, these students will be allowed to finish the courses they are currently enrolled in (with the exception of courses including field-based experiences), if they so choose, before declaring a change of degree program.

Prospective candidates who are eligible for state teacher licensure but have questionable activity on their background checks that may hinder placement for field-based experiences or cause them difficulty in job seeking will be advised of such.

Prospective candidates who do not pass drug testing requirements will be referred to student support services and will not be allowed to enroll in any further education coursework until proof of a clean drug screening is submitted. If beyond the 100% withdraw deadline, these students will be allowed to finish the courses they are currently enrolled in (with the exception of courses including field-based experiences), if they so choose. Students who have not submitted proof of a clean drug screening within one semester will be administratively withdrawn from their declared education degree program.

- **Entrance Requirements:** Upon meeting the prerequisite conditions, applicants must meet the following entrance requirements for admission into the teacher preparation program: A rating of 3.0 or higher on a 5-point scale on the:
 - Application to the teacher preparation program;
 - Three letters of recommendation;
 - Writing samples (including the letter of intent, personal essay, and impromptu writing sample);
 - Entrance interview; and
 - Professional portfolio.

Prospective bachelor degree candidates who do not meet teacher preparation program entrance requirements will have one semester to meet the requirements however, will not be allowed to take any courses beyond the professional core.

***Waziyata* (North) - Professional Core Requirements:**

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

Teacher Preparation Program Advisory Review: In order to maintain candidacy status in the Teacher Preparation Program candidates must:

- Complete professional core requirements with a GPA of 3.0 or better. (Note: This requirement applies to all candidates who will student teach Fall 2019 or later. Current candidates who have been accepted into the teacher preparation program and will complete their program of study prior to the start of the 2019-2020 academic year may meet the previous 2.8 GPA requirement.)
- Earn a grade of “B” or better in all professional required courses. (Note: This requirement applies to all candidates who will student teach Fall 2019 or later. Current candidates who have been accepted into the teacher preparation program and will complete their program of study prior to the start of the 2019-2020 academic year may have a “C” in a professional course so long as their overall GPA meets the minimum 2.8 GPA requirement.)
- Pass the appropriate Praxis Series content examination if they were admitted provisionally or prior to the requirement being set for acceptance into the program. (Note:

Attainment of a qualifying score on the required Praxis Series content knowledge exam is required for acceptance into student teaching.)

In addition, candidates are expected to:

- Maintain an up-to-date professional portfolio by including artifacts and artifact reflections upon completion of each course. Submit portfolio for periodic review.
- Attend and participate in Education Department advising as scheduled.
- Participate in a Praxis Series orientation and preparation sessions.

Notes: Students pursuing the Birth to Preschool Early Childhood Degree may “opt out” of taking Praxis Series exams. Beginning Fall 2019 a 3.0 GPA will be required for admittance to student teaching

Special Education Teacher Preparation Program Admission Protocol (For Certified Teachers):

Application to the special education teacher preparation program is required. Certified teachers seeking the special education endorsement must complete and submit the following:

- The general admission criteria for Oglala Lakota College;
- A professional letter of intent written to the Dean of Education addressing the reasons why they should be accepted into OLC's Special Education Program, their academic intent once selected as a student, and their professional intentions after receiving special education certification;
- Application for admission into the teacher training program (See Appendix A for application form);
- Three letters of recommendation from school administrators, teachers, parents and/or other community members (other than immediate family members);
- Unofficial transcripts and a copy of State teacher licensure;
- Verification of passing required background checks and drug testing.

Wiyohinyanpata (East) - Professional Requirements:

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

Teacher Preparation Program Advisory Review: In order to maintain candidacy status in the Teacher Preparation Program candidates must:

- Complete professional requirements with a GPA of 3.0 or better. (Note: This requirement applies to all candidates who will student teach Fall 2019 or later. Current candidates who have been accepted into the teacher preparation program and will complete their

program of study prior to the start of the 2019-2020 academic year may meet the previous 2.8 GPA requirement.)

- Earn a grade of “B” or better in all professional required courses. (Note: This requirement applies to all candidates who will student teach Fall 2019 or later. Current candidates who have been accepted into the teacher preparation program and will complete their program of study prior to the start of the 2019-2020 academic year may have a “C” in a professional course so long as their overall GPA meets the minimum 2.8 GPA requirement.)
- Pass the appropriate Praxis Series content examination if admitted provisionally or prior to the requirement being set for acceptance into the program. (Note: Attainment of a qualifying score on the required Praxis Series content knowledge exam is required for acceptance into student teaching.)
- Pass the appropriate Praxis pedagogy examination. (Note: Attainment of a qualifying score on the required Praxis Series content knowledge exam is required for acceptance into student teaching.)

In addition, candidates are expected to:

- Maintain an up-to-date professional portfolio by including artifacts and artifact reflections upon completion of each course. Submit portfolio for periodic review.
- Attend and participate in Education Department advising as scheduled.
- Participate in a Praxis Series orientation and preparation sessions.

Notes: Students pursuing the Birth to Preschool Early Childhood Degree may “opt out” of taking Praxis Series exams. Beginning Fall 2019 a 3.0 GPA will be required for admittance to student teaching

Admission to Practicum/Student Teaching Requirements for all Programs: Application to student teach and/or enter into practicum experiences is required.

- **Prerequisite Requirements:** To be eligible for acceptance into student teaching or practicum experiences, applicants must have:
 - A cumulative GPA of 3.0 or better. (Note: This requirement applies to all candidates who will student teach Fall 2019 or later. Current candidates who have been accepted into the teacher preparation program and will complete their program of study prior to the start of the 2019-2020 academic year may meet the previous 2.8 GPA requirement.)
 - A grade of “B” or better in all professional and professional core coursework. (Note: This requirement applies to all candidates who will student teach Fall 2019 or later. Current candidates who have been accepted into the teacher preparation program and will complete their program of study prior to the start of the 2019-2020 academic year may have a “C” in a professional course so long as their overall GPA meets the minimum 2.8 GPA requirement.)
 - Passing scores on required Praxis Series content and pedagogy examinations for program certification area(s). (Note: Students pursuing the Birth to Preschool Early Childhood Degree may “opt out” of taking Praxis Series exams.)

- Completed all or most methods courses. (Note: No more than one additional class may be taken during student teaching, without approval of the Dean of Education.)
- **Admission to Practicum/Student Teaching Protocol:** Candidates must apply for acceptance into student teaching or practicum experiences one semester prior to their planned internship. Candidates must complete and submit the following:
 - A letter to the Dean of Education requesting acceptance into the student teaching or practicum experience;
 - Three (3) letters of support from teachers or administrators in the professional area of the desired levels and/or content areas of the internship;
 - Application for admission into student teaching or practicum experience (See Appendix B); and
 - Professional portfolio for review.

Upon receipt of a complete application file, a thorough review will be conducted to ensure eligibility for student teaching.

Upon approval, student teaching / practicum experience arrangements will be made and a placement meeting will be scheduled. Candidates must complete and pass the cooperating school's required background check and/or drug test prior to being placed in a classroom. In addition, candidates may be required to submit an application with the district. The cost of the background check and/or drug test required by the school is the responsibility of the candidate unless it is a policy of the district to cover these costs.

- **Recommendations**
 - Candidates pursuing the Birth to Preschool Early Childhood Degree should complete the Early Childhood Practicum during their senior year.
 - For all other degree programs: It is recommended that Student Teaching be undertaken in the fall semester of the candidate's senior year.

***Itokagata* (South) - Internship/Infield Experience/Induction:**

Itokagata, the direction South, is represented by the color white. This direction is also known as the *Wamakaskan Sitomni*, or the Animal Nation. The Animal Nation teaches us how to live and work together living in harmony with *Unci Maka* (Grandmother Earth). These teachings provide the basis for preparing our journey back realizing our origins and creation as well as appreciations (Moves Camp and Two Dogs, et al, 2003). This is the fourth stage of the educational journey where the candidate will complete their internship and/or infield experiences. This stage also marks their 1st year within the profession. Candidates are required to demonstrate *Wacante Ognaka* meaning compassion and generosity. Effective Educational Leaders demonstrate compassion and generosity through the delivery and giving their knowledge, skills and ability to the educational community and local community.

Student Teaching / Practicum Experience: Guidelines for student teaching are outlined in the Student Teaching Handbook.

Teacher Preparation Program Exit: In order to be eligible for graduation, Teacher Preparation Program candidates must have:

- Completed and submitted the Professional Portfolio for department review.
- Completed of required coursework.
- A cumulative GPA of 3.0 or better. (Note: This requirement applies to all candidates who will complete their program of study during the 2019-2020 academic year or later. Current candidates who have been accepted into the teacher preparation program and will complete their program of study prior to the start of the 2019-2020 academic year may meet the previous 2.8 GPA requirement.)
- A grade of “B” or better in practicum or student teaching. (Note: This requirement applies to all candidates who will complete their program of study during the 2019-2020 academic year or later. Current candidates who have been accepted into the teacher preparation program and will complete their program of study prior to the start of the 2019-2020 academic year may have a “C” in a student teaching so long as their overall GPA meets the minimum 2.8 GPA requirement.)
- Verification of qualifying scores on the Praxis Series content and pedagogy exams in desired certification area(s). (Note: Students pursuing the Birth to Preschool Early Childhood Degree may “opt out” of taking Praxis Series exams.)
- Completed an Exit Interview.
- A GPA that meets or exceeds the South Dakota State Requirements for GPA.

Notes: If a student is pursuing state certification, it is the responsibility of the student to initiate and complete application for certification with the South Dakota Department of Education. Effective July 1, 2017 all candidates applying for certification must provide proof of one hour of suicide prevention training (SDCL § 13-42).

Accreditation and Program Standards

The Oglala Lakota College teacher preparation programs are accredited by the South Dakota Department of Education and approved by the South Dakota Board of Education. Current accreditation is based on NCATE (the National Council for Accreditation of Teacher Educators) standards for teacher preparation programs. The SD Department of Education has recently entered into a partnership with the Council for the Accreditation of Educator Preparation (CAEP) for program review and accreditation. Our next accreditation visit will be based upon the CAEP standard.

The Oglala Lakota College education courses are aligned to the following teacher preparation standards: SD Department of Education Administrative Rule 24:53:04:06 ([SD DOE](#)), the Interstate New Teacher Assessment and Support Consortium ([InTASC](#)) Model Standards for Beginning Teacher Licensing and Development, the Association for Childhood Education International ([ACEI](#)) Standards for Elementary Education, the National Association for the Education of Young Children ([NAEYC](#)) Standards, the National Science Teachers Association ([NSTA](#)) Standards and the Council for Exceptional Children ([CEC](#)) Standards. These standards reflect the requisite knowledge, skills, and attitudes necessary for teachers starting their career. (See Appendix B for summaries of the standards.)

NOTE: Changes in the Teacher Preparation Program occur as state and national accreditation bodies and other learned societies revise their knowledge bases and program standards periodically. Changes also occur as a result of faculty seeking a means to improve programs to enhance your educational experiences.

Academic Advisors

Faculty members are assigned as advisors upon participant's acceptance to the teacher preparation program. Teacher candidates participating in grant programs are also assigned to a field coordinator for advising. Teacher candidates should meet with their departmental academic advisors each semester.

PORTFOLIO OVERVIEW

The Department's Portfolio is set up for you to collect artifacts related to the Lakota Perspective, InTASC standards from your teacher training experience. Artifacts are personal items you have created and selected to represent your knowledge, skills and attitudes necessary for teachers starting their career. The contents of your portfolio will begin at the onset of your professional requirements, Ed 283 Foundations of Education, ECH203 Foundations of Early Childhood Education or your first block of special education coursework and will be periodically reviewed by your instructors.

Upon completion of ED283 Foundations of Education or ECH203 Foundations of Early Childhood Education your portfolio will be reviewed by the Education Department Team. This review will serve as an evaluation piece for acceptance into the Teacher Preparation Program. Again during ED473/LkEd473 Student Teaching Seminar your portfolio will be submitted for final review. (Please refer to the Portfolio Formative/Summative Feedback Form) It is suggested by the Education Department Team that you continually store and build documents and/or artifacts within your student portfolio file. Once you are near the completion of your Teacher Preparation Program you will need to select the best artifacts demonstrating professional competency. It is required that a minimum of one artifact representing your best work of each InTASC Standard be available for review upon completion of your program. (See Appendix C for Professional Portfolio Rating Form).

RECOMMENDATION FOR STATE CERTIFICATION

Upon exit from the Teacher Preparation Program, teacher candidates may apply for teacher certification. The process for certification is an online process. Visit the SD DOE website at <http://doe.sd.gov/>. The portion of the site dedicated to Teachers is where you will find the certification format. Once an online application has been accepted by the SD DOE an electronic notice will be sent to the Education Department for official sign off on program completion approval. Certification sign-off will not be sent until all program requirements have been met and the candidate has met the SD DOE cut score requirements.

NON ACCEPTANCE / DISMISSAL PROCEDURES

Dismissal or Non-Acceptance to the Teacher Preparation Program

The following areas are reasons for non-acceptance to the teacher preparation/student teaching and may call for a review committee to become established: a GPA below 3.0; an entrance interview rating by faculty members averaging below the required mark; failure to meet the qualifying score on a SD DOE required Praxis examination; and/or failure to pass the background check or drug screening. In the event that a teacher candidate has not fulfilled the requirements for entrance into the teacher preparation program a review committee may be established upon the request of the candidate. The review committee is designated as those who were not on the initial review committee. The review committee consists of the following members: the Dean of Education or her/his designee; a college center director or his/her designee; and two certified teachers or practicing school administrators within the degree area (one chosen by the Dean of Education and one chosen by the teacher candidate.) From this process: 1) acceptance can be established with permission of continuance into the teacher preparation program, or 2) a denial from further coursework within the degree program.

Procedures for Termination from Student Teaching

See Student Teaching Handbook

Candidate Dismissal for Unprofessional Conduct

Exhibiting professional behavior consistent with the profession is expected at all times. In fulfilling their obligations to students, the profession and to the public Oglala Lakota College teacher candidates are reminded of the South Dakota Code of Professional Ethics for Teachers. In rare cases, unethical behavior may lead to dismissal of a candidate from the teacher preparation program.

Procedures for Dismissal: If a problem arises which could culminate in dismissal of a candidate from the program, a letter from the Dean of Education concerning possible dismissal will be sent to the teacher candidate. This letter will establish a date, time and location of a meeting, in addition to the individuals who will be present, to privately discuss the problem. Where applicable, written documentation of the problem(s) will be shared with the candidate. The candidate will be informed in writing of the specific conditions that he/she must meet in order to continue in the teacher preparation program. Failure to meet these conditions or continued incidence of ethics violations will lead to dismissal of the candidate from the program. In such case, a formal letter from the Dean of Education outlining the ethics violation(s) and the reasons for dismissal will be delivered to the candidate. Upon delivery/receipt of the letter, the candidate will be dismissed from the program and any education course in which he or she is enrolled. The student will be assigned a grade of “no credit” for this course and will not be allowed to enroll in any education courses in the future.

Grievance Procedure

Refer to OLC Student Handbook for procedure.

Appendix A

The InTASC Model Core Teaching Standards (April 2011) At A Glance

The Learner and Learning

Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content Knowledge

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Appendix B

Oglala Lakota College Education Department Alignment of Unit Goals and Teacher Preparation Student Learning Outcomes to National Teacher Preparation Standards

OLC Education Department Unit Goals & Teacher Preparation Student Learning Outcomes (SLOs)		State and National Teacher Preparation Standards					
		SD DOE 24:53:0 4:06 All Prgms	INTASC (2011) All Prgms	ACEI (2007) Elem Ed	NAEYC (2009) ECH	NSTA (2012) Physical Science	CEC (2012) ExEd
Goal 1	Demonstrate Lakota cultural understanding and practice in the classroom.						
SLO 1.1	Effectively demonstrate the inter-relatedness of <i>Wolakolkiciyapi</i> , character education, education that celebrates diversity, and critical pedagogy.	3	2	3	2	3	1, 2
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 (<i>wakanyeya kin wakan pi</i>).	6	8	3	2	3	2, 6
SLO 1.3	Encourage and create opportunities for family and community involvement in learning experiences.	10	10	5	2	3	7
Goal 2	Exhibit a solid academic base for understanding the disciplines and how they interrelate.						
SLO 2.1	Integrate pedagogical studies with content knowledge to create meaningful and research-based learning experiences.	1	4, 5	3	5	1, 2	1, 3
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.	1	4, 5	2	5	1	3
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.	4	8	1, 3	1, 4	2, 3	5

OLC Education Department Unit Goals & Teacher Preparation Student Learning Outcomes (SLOs)		National Teacher Preparation Standards					
		SD DOE 24:53:0 4:06 All Prgms	INTASC (2011) All Prgms	ACEI (2007) Elem Ed	NAEYC (2009) ECH	NSTA (2012) Physical Science	CEC (2012) ExEd
Goal 3	Possess pedagogical and classroom management skills for the creation of a school ecology inclusive of the diverse abilities and needs of children.						
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.	2	1	1	1	3	6
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.	3	2	1, 3	1, 4	3	1, 5
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.	5	3	1, 3	1, 5	3, 4	2
SLO 3.4	Develop and implement lessons that demonstrate valid techniques for teaching in the various subject areas.	1, 7	4, 7	2, 3	4, 5	1, 2, 3,4	3, 5
SLO 3.5	Formulate instructional plans for learning centers, learning games, projects and/or explorations that enhance learning experiences.	1, 7	7, 8	2, 3	4, 5	1, 2, 3,4	3, 5
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.	1, 7	5, 7	2, 3	4, 5	1, 2, 3,4	3, 5

OLC Education Department Unit Goals & Teacher Preparation Student Learning Outcomes (SLOs)		National Teacher Preparation Standards					
		SD DOE 24:53:0 4:06 All Prgms	INTASC (2011) All Prgms	ACEI (2007) Elem Ed	NAEYC (2009) ECH	NSTA (2012) Physical Science	CEC (2012) ExEd
Goal 4	Engage in critical analysis, reflective practice and forecasting that will positively affect student learning.						
SLO 4.1	Develop authentic assessments for performance tasks to evaluate student learning and achievement in real-world contexts.	8	6	4	3	3, 5	4
SLO 4.2	Utilize formative and summative assessment strategies to monitor learning and plan for instruction.	8	6	4	3	3, 5	4
SLO 4.3	Reflect upon their own learning, professional literature and teaching experiences, resulting in a plan to promote personal and professional growth.	9	9	5	6	6	6
SLO 4.4	Internalize and defend a philosophy of education that recognizes individual worth in all children.	9	9	5	6	6	6
SLO 4.5	Contribute to collegial activities to accomplish common goals and maintain professional demeanor when addressing sensitive or controversial issues.	10	10	5	6	6	6
SLO 4.6	Demonstrate competency using digital technologies that support classroom instruction and enhance professional productivity.	6	8	3	4	2, 3	5

Appendix C

SOUTH DAKOTA CODE OF PROFESSIONAL ETHICS FOR TEACHERS Chapter 24:08:03 Code of Professional Ethics

24:08:03:01. Obligations to students. In fulfilling their obligations to the students, educators shall act as follows:

1. Not, without just cause, restrain students from independent action in their pursuit of learning;
2. Not, without just cause, deny to the students access to varying points of view in the classroom;
3. Present subject matter for which they bear responsibility without deliberate suppression or distortion;
4. Make a reasonable effort to maintain discipline and order in the classroom and the school system to protect the students from conditions harmful to learning, physical and emotional well-being, health, and safety;
5. Conduct professional business in such a way that they do not expose the students to unnecessary intimidation, embarrassment, or disparagement;
6. Accord just and equitable treatment to every student, regardless of race, color, creed, sex, sexual preference, age, marital status, handicapping condition, national origin, or ethnic background;
7. Maintain professional relationships with students without exploitation of a student for personal gain or advantage;
8. Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
9. Maintain professional relationships with students in a manner which is free of vindictiveness, recrimination, and harassment.

24:08:03:02. Obligations to the public. In fulfilling their obligations to the public, educators shall act as follows:

1. Take precautions to distinguish between their personal views and those of the local school district or governing body;
2. Not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions;
3. Not interfere with a colleague's exercise of political and citizenship rights and responsibilities;
4. Not exploit the local school district or governing body for public or personal gain;
5. Not exploit the local school district or governing body to promote political candidates or partisan political activities;

6. Neither accept nor offer any gratuities, gifts, services, or things of value that impair professional judgment, offer special advantage, or provide personal benefit;
7. Engage in no act that results in a conviction;
8. Commit no act of moral turpitude or gross immorality; and
9. Not misuse or abuse school equipment or property.

24:08:03:03. Obligations to the profession. In fulfilling their obligations to the profession, educators shall act as follows:

1. Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
2. Maintain confidentiality of professional information acquired about colleagues in the course of employment, unless disclosure serves professional purposes;
3. Discuss professional matters concerning colleagues in a professional manner;
4. Accept a position or responsibility only on the basis of professional preparation and legal qualifications;
5. Adhere to the terms of a contract or appointment unless the contract has been altered without the consent of the affected parties, except as provided by law, legally terminated, or legally voided;
6. Use sound professional judgment in delegating professional responsibilities to others;
7. Not interfere with the free participation of colleagues in the affairs of their associations;
8. Not use coercive or threatening means in order to influence professional decisions of colleagues;
9. Not knowingly misrepresent their professional qualifications;
10. Not knowingly distort evaluation of colleagues;
11. Not criticize a colleague before students, except as unavoidably related to an administrative or judicial proceeding;
12. Cooperate with authorities and the commissions regarding violations of the codes of ethics of the South Dakota Professional Teachers Practices and Standards Commission and the Professional Administrators Practices and Standards Commission;
13. Perform duties in accordance with local, state, and federal rules and laws.

Appendix D

Education Department Ideal Plans of Study for Bachelor Degree Programs

Bachelor of Arts Degree in Early Childhood Education									
Year 1		Year 2		Year 3		Year 4		Year 5	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
SpCm 103	Engl 113	BIO 103	ECH 243	ECH 213	ED 463	EDECH 413	EDECH 433	ECH 496	
Engl 103	Math 103	Lit 203	ECH 223	ECH 323	ECH 413	EDECH 403	EDECH 453	EDLK 473	
MIS 113	Lak 233	ECH 203	ECH 233	ECH 363	ECH 423	EDECH 423	Lakota Elective		
Lak 103	HUM Elective	ED 213	ECH 253	ECH 383	ECH 403	EDECH 463	ECH/ED/ EDECH Elective		
LSoc 103	Psy 103	ED 303E	ExEd 313	Lakota Elective					
			Application to Program				Application to Student Teaching		

Bachelor of Science Degree in K-8 Elementary Education with Middle Level									
Year 1		Year 2		Year 3		Year 4		Year 5	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
SpCm 103	Engl 113	BIO 103 or Higher	English Elective	ED 283	ED 463	EDECH 413	EDECH 433	EDLK 489	
Engl 103	Math 103	Lit 203	ED 303	Sci 204	Sci 214	EDECH 403	EDECH 453	EDLK 473	
MIS 113	Lak 233	Geog 213	Pols 203	Math 223	Math 233	EDECH 423	ED 483		
Lak 103	HUM Elective	ED 213	HISA 323/ 203/213	ED 313	ED 323	EDECH 463	ED 443		
LSoc 103	Psy 103	ED 303E	ExEd 313	Lakota Elective	Lakota Elective	Math 243			
			Application to Program				Application to Student Teaching		

Bachelor of Science Degree in K-12 Lakota Studies Education									
Year 1		Year 2		Year 3		Year 4		Year 5	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
SpCm 103	Engl 113	BIO 103 or Higher	Lak 313	LSoc 313	ED 283	ED 303 E	LKED 433	EDLK 489	
Engl 103	Math 103	Lit 203	LLit 103	LLit 213	Lak 283	ExEd 313	LKED 453	EDLK 473	
MIS 113	Psy 103	Geog 213	Pols 203	HISA 323/203/213	LPol 223	ED 313	EDECH 453	ScEd 443	
LSoc 103	LArt 103	LHist 203/213	HUM Elective	Math 223	LHist 323	ED 463	ED 483		
Lak 103	Lak 233	Lak 323	Lak 423	LPsy 323	ED 213	ED 323	ED 443		
					Application to Program		Application to Student Teaching		

Bachelor of Science Degree in 7-12 Physical Science Education									
Year 1		Year 2		Year 3		Year 4		Year 5	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
SpCm 103	Engl 113	BIO 103 or Higher	BIO 153 and 151	BIO 223	NSci 443	HUM Elective	ED 303 E	ScEd 403	EDLK 489
Engl 103	LSoc 103	Lit 203	Phys 113	Phys 214	Phys 223 and 221	ED 313	ED 323	ScEd 413	EDLK 473
MIS 113	Psy 103	Chem 233 and 231	Chem 243 and 241	Chem 253 and 251	Chem 263 and 261	ExEd 313	ED 483	ScEd 443	
Lak 103	Lak 223	Geol 143	Geol 153	Chem 323	Phys 253	Phsy 434	Lakota Elective	Lakota Elective	
Math 103	Math 134	Math 154	Math 163	Math 194	ED 283	ED 463			
					Application to Program		Application to Student Teaching		

Appendix E



Education Department Teacher Preparation – Commitment to Excellence

1. I understand I must meet and demonstrate program requirements at various stages of my preparation. I have attended an orientation session and/or reviewed the expectations and information found in the OLC Education Department Student Handbook.
2. I understand I must have a cumulative Grade Point Average of 3.0 and earn a “B” or above in all professional core and professional requirements.
3. I understand I must achieve passing scores on the required Praxis Series Exams for: 1) admittance to the teacher preparation program, 2) admittance to student teaching, 3) graduation eligibility, and 4) teacher certification.
4. I understand that I must develop a professional portfolio demonstrating my knowledge, skills and dispositions in relation to the standards for all new teachers, my chosen area of study and those related specifically to Oglala Lakota College’s teacher preparation program.
5. I understand I must conduct myself in a manner becoming to the profession. I must pass both a drug test and background check, and abide by the professional ethics for teachers. Failure to do so will prevent acceptance for or dismissal from: 1) the teacher preparation program, 2) field-based experiences, including student teaching, and 3) State licensure.
6. I understand that Student Teaching and Practicum Experiences are a full-time responsibility. I must be prepared to assume the daily schedule and professional responsibilities of a teacher for a full semester in supervised practice in an approved preK-12 classroom setting.
7. I understand communication is an important key to my success. I must attend orientation and advising sessions, and bring forth questions and concerns I may have. Should I encounter difficulties that hinder my ability to meet expectations or perform at my best, it is my responsibility to contact my instructor, advisor and/or department chair to seek guidance and assistance.
8. I understand the OLC Education Department wants me to be successful and will work with me, however only I can ensure my success. I must be dedicated and fully committed to my program of study in preparing for my career and future students.

Teacher Candidate Signature / Date

Education Department Faculty / Date

Appendix F

Application to Teacher Training Checklist

Candidate: _____ Degree: _____

Prerequisites:

- Cumulative GPA of 3.0 or Better
- Qualifying Score on Required Praxis Series Exam
- Clear Tribal, State and Federal Background Check and Drug Testing

Praxis Requirements: *(Official Score Report Must Be Filed with the Education Office)*

- Passing Score on Praxis Series Content Knowledge Exam

Test: _____ Date: _____

Application Packet:

- Letter to Dean of Education Requesting Acceptance to Teacher Training
- Completed Application Form for Acceptance into Teacher Training Program
- Three Letters of Recommendation
- Unofficial Transcripts (Print from Jenzebar)
- Current Status Sheet for Bachelor's of Education Program of Study
- Individual Plan of Study for Program Completion
- Copy of Praxis Series Score Report or Verification of Registration
- Verification of Initiation of Background Checks and Drug Testing

Portfolio Requirements:

- Professional Portfolio Submitted for Initial Review
 - Portfolio Set Up for InTASC Standards
 - Personalized Cover Page (Name, Certification Area, Contact Info)
 - Autobiographical Sketch - The essay about who you are and why you wish to be a teacher
 - Philosophy of Education or Vision, Mission and Belief Statements, if Foundations of Education or Introduction to Early Childhood Education have been completed.
 - Sophomore Experience or Early Childhood Specialty Internship Journal, if these experiences have been completed.
 - Copy of all application documents listed above

Appendix G

**OGLALA LAKOTA COLLEGE
EDUCATION DEPARTMENT**



APPLICATION FOR OLC TEACHER TRAINING PROGRAM

Personal Information

Name: _____

Mailing Address: _____

Telephone: _____ E-Mail: _____

Employment Record

Place of Employment: _____ Work Phone: _____

Supervisor: _____ Hours worked per week: _____

Paraprofessional grade level experience(s): circle applicable K 1 2 3 4 5 6 7 8 9 10 11 12

Race/Ethnicity:(circle one) Native American/Alaskan Native Asian White

Native Hawaiian/Pacific Islander Black/African American Hispanic/Latino

Academic Information

Degrees(check all applicable)

High School Diploma _____ Associate's _____ Bachelor's _____

Master's _____ Other Certification _____

Number of Credit Hours Completed: _____ Cumulative GPA: _____

Have you been on academic probation? _____ (Yes or No) If yes, explain on the back of this form.

Do you have any special needs where accommodations will need to be made? ____ (Yes or No, if Yes, please explain below):

OLC Program/Conditions (check all applicable)

____ Bachelor of Science Degree in K-8 Elementary Education w/ Middle Level

____ Bachelor of Science Degree in Early Childhood Education (Indicate Program of Study)

____ SD Teacher Certification Emphasis ____ Head Start Emphasis

____ Bachelor of Science Degree in K-12 Lakota Studies

____ Bachelor of Physical Science Degree in 7-12 Secondary Education

____ K-12 Special Education Certification

GPA Requirement:

I understand that I must maintain a cumulative GPA of 3.0 or better, and that all professional requirement grades must be a B or better to remain in the teacher training program and to be eligible for possible assistance.

(Initial here) _____

Praxis Series Content Knowledge Exam:

Name of Exam Taken: _____

Date Exam Taken: _____

Score: _____ Passed/Not Passed: _____

I understand that I must take and pass the Praxis Subject Exam for acceptance into the teacher preparation program. I further understand I am responsible for all costs incurred to complete the exam.

(Initial here) _____

Professionalism and Ethical Conduct:

I understand that I must conduct myself in a professional manner to remain in the teacher preparation program. I further understand that I may be dismissed from the teacher preparation program for unprofessional conduct and/or violations of the SD Code of Ethics for Teachers.

(Initial here) _____

Background Check and Drug Testing:

For the safety of the students, most schools/school districts require that teacher candidates undergo a background check and/or drug test prior to being placed in a classroom for field-based experiences. The cost of the background check and/or drug test required by the school is the responsibility of the student teacher candidate.

I understand that I am responsible for all costs incurred to complete the background check and/or drug test required by my supportive school.

(Initial here) _____

Criminal Record Check

I understand that the South Dakota Department of Education will conduct a criminal background check when I apply for teaching certification upon receiving my degree. If I should have been convicted of a felony, crime of moral turpitude or narcotics use, I understand that I may not become certified to teach children within a school setting.

(Initial here) _____

Signature: _____ **Date:** _____

Received in the OLC Education Department on: _____

By (name and title): _____

Appendix H



**Oglala Lakota College
 Personnel Office
 P.O. Box 490
 Kyle, South Dakota 57752**

Authorization of Release of Information

I Authorize any investigator, or other duly accredited representative of the agency conducting my background investigation, to obtain any information relating to my activities from individuals, schools, residential management agent, employers, criminal justice agencies, or other sources of information. This information may include, but is not limited to, my academic, residential, achievement, performance, attendance, disciplinary, employment history, and criminal history record information.

I further authorize any investigator, or other duly accredited representative of the **OGLALA LAKOTA COLLEGE**, who is conducting my background investigation, to request criminal record information about me from criminal justice agencies for the purpose of determining my eligibility for assignment to, or retention in a position working with children. I understand that I may request a copy of such good records as may be available to me under the law.

I authorize custodians of records and other sources of information pertaining to me to release such information upon request of the investigator, or other duly accredited representatives authorize above regardless of any previous agreement to the contrary.

I understand that the information released by records custodians and sources of information is for official use by **Oglala Lakota College** only for the purposes of determining my suitability for acceptance into the **Education Department Teacher Training Program at Oglala Lakota College**.

Copies of this authorization that show my signature are as valid as the original release signed by me. This authorization is valid for five (5) years from the date signed or upon the termination of my affiliation with the **Oglala Lakota College**, whichever is sooner.

Forward the results of the investigation to the **Personnel Office at Oglala Lakota College by fax: (605) 455-6050 or P.O. Box 490 Kyle, SD 5772.**

Signature (sign in black ink)	Printed Name		w/Date of Birth	Date Signed
Other Names Used			Social Security Number	
Current Address	State	Zip Code	Contact Number	

Appendix I

**Education Department
Individual Plan for Program Completion**

Student Name: _____ ID#: _____

Center: _____ Status Sheet Year _____

Degree: _____ Projected Graduation Date: _____

Advisor: _____

Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021

Notes:
Praxis Content Knowledge Exam

Praxis Principles of Learning and Teaching Exam