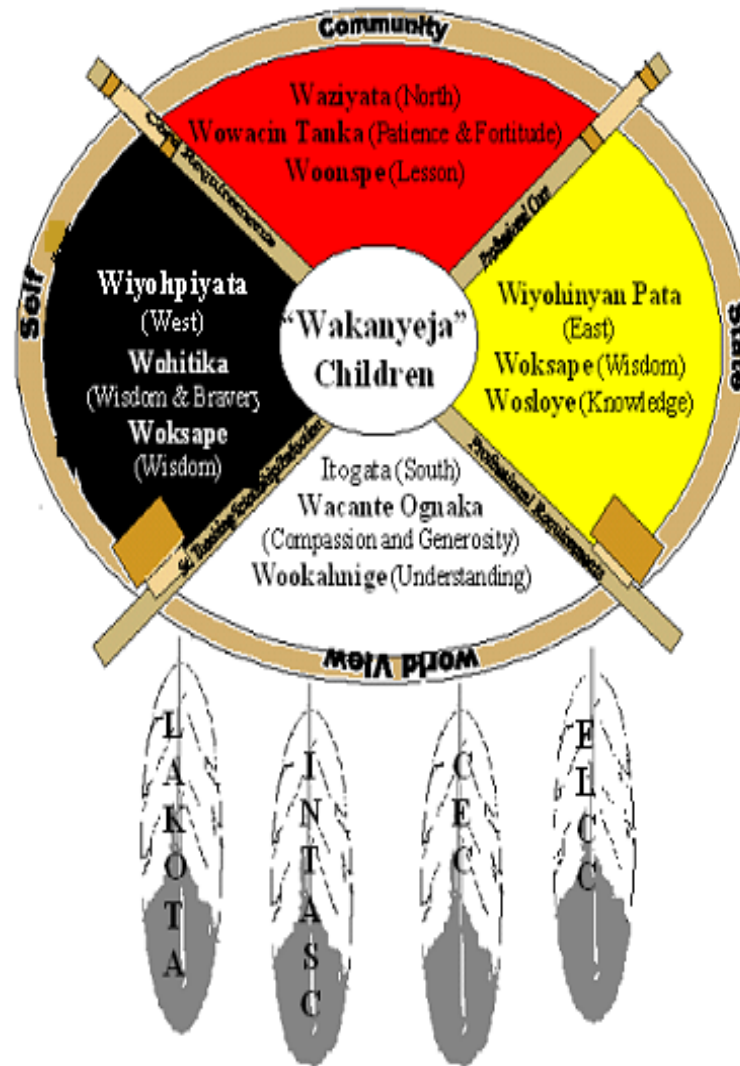


FOUR DIRECTIONAL CONCEPTUAL FRAMEWORK MODEL



OGLALA LAKOTA COLLEGE
Graduate Studies Department
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CONCEPTUAL FRAMEWORK

C. 1 PROGRAM'S PHILOSOPHY, PURPOSE, AND GOALS

Vision and Mission of the Institution

“Oglala Lakota College is an institution of higher education chartered by the Oglala Sioux Tribe to coordinate all higher education on the Pine Ridge Reservation. Its mission is to offer a wide range of educational opportunities from community service offerings to various certificates and both undergraduate and graduate degrees. The ultimate goal is the establishment of a Lakota University.”

In carrying out the mission, the Oglala Lakota College OLC Board of Trustees stresses Lakota culture and Tribal self-determination. The College prepares students to understand the larger society as well as the customs and beliefs of the Lakota people. Working towards these ends, the College has defined as its purposes:

Tribal

- To provide the Oglala Sioux Tribe as a sovereign people with educated and trained human resources and personnel
- To assist people in being active, productive members of their families, communities, and of the Oglala Sioux Tribe.
- To provide the Oglala Sioux Tribe with expertise and information needed for its development.
- To actively seek to place graduates.

Cultural

- To present the Lakota cultural perspective in teaching within the academic, occupational and community programs.
- To promote study of the Lakota culture as an area of study in itself.
- To research, study and disseminate the Lakota language, culture and philosophy.

Academic

- To maintain high academic standards for staff and students.
- To maintain open enrollments.
- To be accessible to potential students.

- To teach students necessary skills and human values which will assist in fulfilling themselves and making a productive living.
- To work with other institutions and agencies in furthering the interests of the college.

Community

- To assist with the determination of development needs of the reservation districts and communities.
- To assist the reservation districts and communities in achieving their goals.
- To provide continuing and community education.

Vision and Mission of the Professional Teacher Education Program

The Professional Teacher Education Program Vision

To graduate highly qualified, professional, motivated, and reflective teachers who possess and **teach/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 as competent reflective teachers of content, theory, and application with an emphasis on (Lakota Virtues) character education while emphasizing community empowerment through reflection of traditional Lakota perspectives.

Vision and Mission of the Lakota Leadership/Management: Education Administration program

Vision of the Lakota Leadership/Management: Education Administration program

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

Mission of the Lakota Leadership/Management: Education Administration program

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

Unit's Philosophy, Purposes and Goals

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

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

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

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

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

Academic Goals: The ultimate goal of the teacher preparation programs is to develop a model of excellence through a collaborative effort that includes formulating, utilizing and

evaluating instructional outcomes, methodologies, pedagogy, professionalism and instructional approaches suitable for all learners.

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

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

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

The purpose of the Graduate Program at Oglala Lakota College is to develop individual management and leadership skills that are harmonious with Lakota values. Further, the knowledge base of the graduate program is designed to produce candidates with expanded intellectual application, independence in reading and research, using critical thinking skills in decision making, and ability to design and implement change through strategic planning. All of the experiences, the classroom, intellectual investigations, directed/independent studies, and the implementation of knowledge, join with inquiry, reflection, research and implementation to provide the learner a rich background of practical experiences that are coupled with a tradition of intellectual investigation. The **Goal** is to graduate leaders who are sage managers/leaders in the Lakota community.

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

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

1. Oglala Lakota College teacher/administrator candidates have an obligation to be knowledgeable in Lakota history, culture, and language. This obligation/awareness of values extends to any other cultural group which they may serve.
2. Effective teacher/administrator candidates practice *Wolakolkiciyapi* and demonstrate Lakota Virtues have equal representation as any core content knowledge. *Wolakolkiciyapi* refers to life reflection and Lakota virtues can be viewed as universal character traits.
3. Community involvement and collaboration among stakeholders is essential to the learning experience.
4. Effective educators and administrators possess strong core academic knowledge as well as pedagogical/management skills and strategies within their professional field.
5. Learning opportunities need to be constructed according to the students' developmental levels.
6. Active engagement of students is essential to the learning process.
7. Communication and technology can enhance learning opportunities and daily operations within an educational system.
8. Educational theory and philosophy are important to learning outcomes.
9. Learning is a lifelong process.

Unit Dispositions

The unit's dispositions include the following value statements:

1. The education candidate understands the disciplines and practices pedagogical skills that seek out interrelationships/interconnections understandable to their learners.
2. The teacher/administrator candidate uses knowledge of different cultural contexts within the community (socio-economic, ethnic, and cultural) and makes connections which are culturally responsive.

3. The teacher/administrator candidate selects/modifies curriculum and adjusts teaching methodologies with the belief that all children can learn, and approaches learning opportunities with this philosophy.
4. The teacher/administrator candidate practices instruction and questioning strategies within the content area that engage student interest and then utilizes and encourages higher order thinking skills in their learners.
5. The teacher/administrator candidate is a reflective and forecasting practitioner and values continual professional development based on studies and or research.
6. The teacher/administrator views multi-assessment procedures as a means of monitoring their teaching methodologies and of tailoring standards and curriculum for the learner.
7. The teacher/administrator candidate views the school and classroom setting as being unique to the learner and provides a learning environment that encourages ownership.

Unit Goals as the Unifying Element

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

Unit Goals

The unit's goals are:

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

**Knowledge Base
Unit Conceptual Framework**

EDUCATION SHIELD OF THE OGLALA VISION OF THE TETON NATION

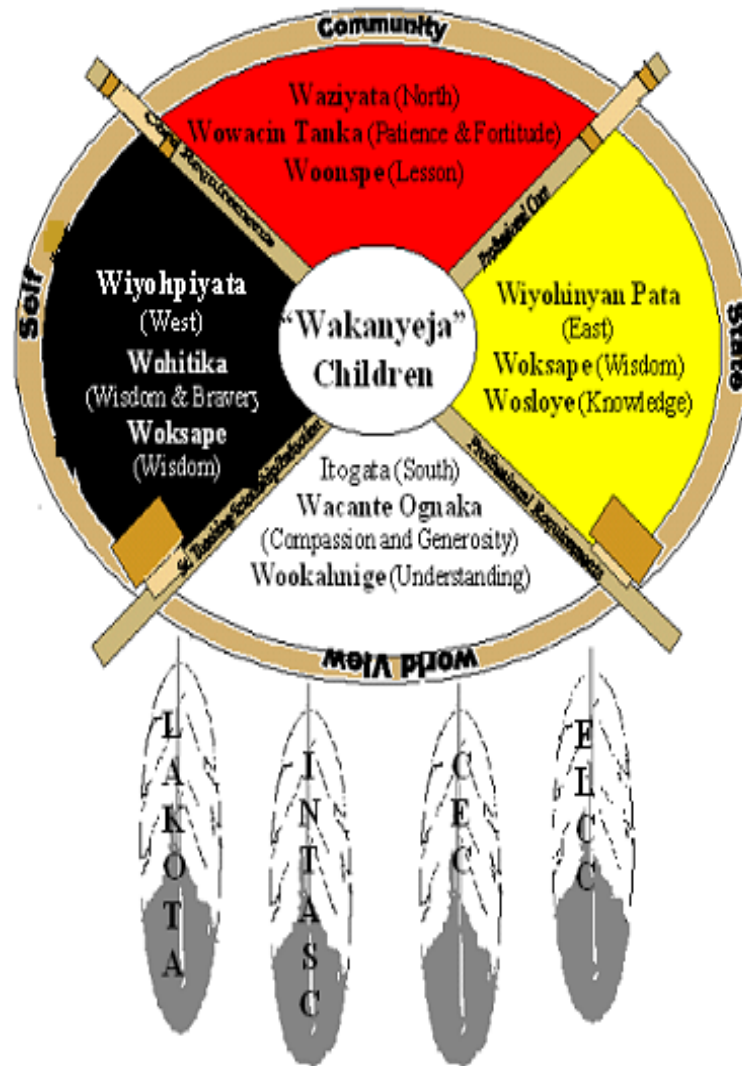
The Oglala Lakota College, incorporating Lakota values and symbols in its efforts to maintain and strengthen Lakota culture, has adopted a symbol that could be called the Education Shield of the Oglala Vision of the Teton Nation. The shield incorporates the traditional Lakota values and symbols with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



THE PROFESSIONAL TEACHER EDUCATION UNIT CONCEPTUAL FRAMEWORK

The Education Department of Oglala Lakota College has modified Oglala Lakota College's Education Shield to include the concepts which we feel promote strong education leaders. In the

center of the sacred hoop is the individual, the child and or the learner. It is with the individual that life’s learning journey begins. The learning environment inclusive of Lakota Culture and Virtues, reinforce 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 Departments’ teacher preparation program and the Graduate Studies Department Education Administration program. *Woonspe na oitanacan un wolakolkiciyapi* meaning learning Lakota ways of life in community through education and leadership is philosophy for the conceptual framework model incorporating *Oyate Ikce Tatuye Topakiya Wocicala Hena Wopasi*, meaning measuring

knowledge of the four directions to capture the capstone experiences for the unit. The four directions framework model demonstrates the unique organization of the overall institutional structure of shared leadership and shared vision of the Oglala Lakota College correlating with the unit and programs.

Moves Camp, Two Dogs, Bear Shield, Around Him, Broken Nose, & Badwound, (2000) explain the use of the four directions assessment model to measure how close the child and *tiospaye* meaning families are in balance or harmony relating to the four dimensions of human development using cultural indicators (*Wakanyeja Pawiciyapi*, Inc. [WPI], 2000). *Wakanyeja Pawiciyapi* was authored by the individuals named above. These indicators assist in determining the disposition of the individual and their capabilities of acquiring appropriate knowledge, making good decisions, and accepting responsibility (WPI, 2000). The four dimensions of human development identify the four directions in order: 1) *Wiyohpeyata*, meaning West represented by black; 2) *Waziyata*, meaning North represented by red; 3) *Wiyohinyanpata* meaning East represented by yellow 4) *Itokagata*, meaning the South represented by White. All directions correspond equally to the four stages of growth, which include the spiritual, physical, intellectual and emotional components of development. These stages balance an individual and progress in a clockwise motion. Therefore, the Four Direction Conceptual Framework Model is grounded in Lakota world view and cannot be separate from the intellectual component of human development.

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

The incorporation of *Oyate Ikce Tatuye Tipakiya Wocicala Hena Wopasi*, meaning measuring knowledge of the four directions to capture the capstone experiences for the unit provides the candidate progress indicators. This is represented by the two connecting *Canupa* meaning pipes across the four direction model. The *Canupa* provides communication with *Wakan Tanka*,

meaning Great Spirit through prayer (WPI, 2000). The *Canupa* comes with laws that the pipe carrier must follow. The two crossing *Canupa* 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 (SPA) used by both the Education Department for teacher preparation and Education Administrators within the conceptual framework model. The identified SPA's for the Education Department include: 1) Lakota, 2) INTASC, 3) CEC, and 4) ELCC.

Wolakolkiciyapi provides the foundation of Lakota core requirements obtained through the fifteen credit hours of the essential Lakota courses for the teacher preparation program. Candidates are required to have successfully completed these requirements as a right of passage. Oglala Lakota College's Education Department has adopted the use of the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards as well as the Council for Exceptional Children (CEC) standards for candidate and unit monitoring. The Graduate Studies Department will use the Education Leadership Constituent Council for Education Administrators as the basis for program and candidate indicators for passage correlating with state requirements.

Wiyohpiyata (West) - Admission/Entrance Requirements:

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

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

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

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

***Wiyohinyanpata* (East) - Professional Requirements:**

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

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

Itokagata, South is represented by the color white. This direction is also known as the *Wamakaskan Sitomni* or the Animal Nation. The Animal Nation teaches us how to live and work together living in harmony with *Unci Maka* (Grandmother Earth). These teachings provide the basis preparing our journey back realizing our origins and creation as well as appreciations (WPI, 2000). This is the fourth stage of the educational journey where the candidate will complete their internship and/or infield experiences for both the teacher preparation program and the Education Administration program. The Education Administration program will complete the School Community Action project and comprehensive electronic portfolio. All components of the assessment system are housed within the comprehensive portfolio. This stage also marks their 1st year within the profession. Candidates are required to demonstrate *Wacante Ognaka*

meaning compassion and generosity. Effective education leaders demonstrate compassion and generosity through the delivery and giving their knowledge, skills and ability to the educational community and local community.

Knowledge Base in Relation to the Unit's Goals

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

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

Schools “should follow the Indian voice” (Fuchs & Havighurst, 1973, p. 306) and Native American education should become a process “that moves within the Indian context and does not try to avoid or escape this context” (Deloria & Wildcat, 2001, p. 85). In Native American communities cultural ways and traditional values are a part of life and are inherent to learning. As emphasized by Slattery, “curriculum must include the wisdom embedded in Native American spirituality” (1995, p. 79). Through integration of traditional values into the curriculum, Native American culture is validated through the daily activities of the classroom (LeBrasseur & Freark, 1982). This validation and support of culture in the classroom provides a learning environment in which Native American children can learn, grow and develop an understanding of how education can be used to contribute to a better quality of life for their tribal communities” (Van Hamme, 1995). By providing cultural relevance and a rationale for accepting school, classroom approaches that are responsive to children’s cultures promote academic achievement (Au & Kawakami, 1991; Banks, 1981). Research on the education of Native American and other minority group students has shown schools that respect and support a child's culture demonstrate significantly better outcomes in educating those students (Estrada & Vasquez, 1981; U.S. Department of Education, 1991). Reyhner, Lee and Gabbard note “all people have a basic human right to provide linguistically and culturally appropriate education for their children” and they argue that “there is not one type of training needed for all teachers, but rather a need for culturally appropriate approaches for different groups” (1993, p. 26). “The challenging task facing educators of American Indian children is to assist in the maintenance of bonds to

traditional and contemporary American Indian cultures while also providing preparation for successful participation in a culturally diverse, modern technological society” (Van Hamme, 1995, p. 21).

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

Effective education leaders provide Lakota cultural understanding and practice through leading by example, achieving consensus, and integrating culture within the educational community (Gardner, page 3). Young Bear & Theisz, 1994 emphasize the importance of modeling behavior as one of the ingredients that kept the social system in balance. Consensus among the educational community is held in high regard to produce long-lasting results using cultural knowledge to find solutions. Consensus is achieved through discussions with others in the educational community to promote understanding and practice. Consensus building can be paraphrased by a statement made by Sitting Bull in the late 1800’s when he stated, “Let us put our minds together and see what life we can make for our children”. (as cited in Diedrich, 1998).

Effective education leaders understand and practice the Lakota Culture and then integrate and deliver within the education community. Education leaders must understand the importance of integrating the culture and how to put the understanding into practice. Effective leaders in Native American communities are facilitators of learning and inclusive of Lakota Culture and Language.

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

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

(Humphreys 1981, p. xi)

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

Effective teachers begin with a clear and solid sense for what constitutes powerful curriculum and carefully fashion instruction around the essential concepts, principles, and skills of each subject (Tomilinson, 1999). They acknowledge that no one can learn everything in every textbook and that wise choices are necessary in order to meet established content standards within the limited time available. By reducing duplication of both skills and content, integration allows them to teach more (Drake, 1993). They design curriculums to engage students in exploring and deepening their understandings of important ideas (Wiggins & McTighe, 1998).

Working as curriculum designers, effective teachers plan both discipline-field-based and interdisciplinary experiences for students; determine the nature and degree of integration and scope and sequence of study; and finally shape and edit the curriculum according to students needs in order to provide more relevant and stimulating learning experiences (Jacobs, 1989). The Oglala Lakota College Education Department recognizes the influence holistic teaching has on the development of the whole child, promoting mental, emotional, physical and spiritual well-being, the foundation on which Native Americans have based their societies for centuries (Marashio, 1982).

Effective education leaders provide a solid academic base necessary for understanding the disciplines and how they interrelate with the ecology of the school. School leaders engage the staff in discussion of the quality of teaching, so they may have input into the solution of problems (such as curriculum). This gives them part ownership and thus will lend impetus to their ability to make solutions work for the school community. The effective school leader must adhere to the competencies required by South Dakota State Teacher Competencies. These competencies include knowledge and skills related to curriculum, group dynamics, decision making, goal setting, human relations, and communications. The effective school leader will learn and use the skills as a facilitator in the development of curriculum, establishing partnership with parents and community, implementing the various configurations of the school ecology, assisting the faculty toward goals developed through planning and utilizing the strengths of staff members (SD State Competencies).

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

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

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

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

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

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

We will not successfully restructure schools to be effective until we stop seeing diversity in students as a problem. Our challenge is not one of getting “special” students to better adjust to the usual schoolwork, the usual teacher pace, or the usual tests. The challenge of schooling remains what it has been since the modern era began two centuries ago: ensuring that all students receive their entitlement. They have the right to thought-provoking and enabling schoolwork, so that they might use their minds well and discover the joy therein to willingly push themselves farther. They have the right to instruction that obligates the teacher, like the doctor, to change tactics when progress fails to occur. They have the right to assessment that provides students and teachers with insight into real-world standards, useable feedback, the opportunity to self-assess, and the chance to have dialogue with, or even to challenge, the assessor also a right in democratic culture. Until such a time, we will have no insight into human potential. Until the challenge is met, schools will continue to reward the lucky or the already-equipped and wean out the poor performers. (pp. xv-xvi)

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

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

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

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

Early in the 1900's John Dewey laid the foundation for reflective practice when he advocated the use of reflective thinking to enable teachers to learn from their experiences. According to Dewey, "Experience plus reflection equals growth." He defined reflective thought as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (1910, 1933, p. 9). In 1983, Schon coined the term 'reflective practice', noting that it involves thoughtful consideration of one's own experiences in applying knowledge and theory to practice while being coached by professionals in the discipline, he began advocating for its use with beginning teachers. Since that time, reflection has been accepted as a disposition that supports new teachers in seeking better ways to provide instruction and invite learning. As emphasized by Corcoran and Leahy (2003), when beginning teachers engage in reflective practice, they help themselves develop into effective professionals. Within school settings, teacher candidates and new teachers' naive theories can be challenged and expanded through discussions with peers and with more knowledgeable others (Wink, 2000; Bruner, 1996), through collaboration and negotiation while taking first steps into practice (Bruner, 1996; Schon, 1987), and from negotiation and support with practicing teachers and university instructors (Slavin, 2003). In addition, as pointed out by Steffy and Wolfe, once the basics are learned, teaching requires ongoing mastery in order to maintain professional growth and teachers must develop an orientation to their work that includes reflection and renewal (1997). Furthermore, it is important to understand how cultural backgrounds influence values, beliefs and ways of knowing. Traditional Lakota ways value *woyunkcan*, thinking deeply about an issue and considering all viewpoints before speaking or taking action (Bear Killer, 2006). Oglala Lakota College recognizes reflective practice as an opportunity for teachers to reflect on cultural differences between themselves and their students as well as between their students and mainstream society in order to consider alternative instructional styles and contexts for teaching and learning that best match their students learning strengths.

Effective teachers are concerned with student learning and become fully engaged in the reflective process to inform their practice. They are intentional, responsible, and committed to growing professionally throughout their careers (Steffy & Wolfe, 1997). They seek greater understanding of teaching through scholarly study and constantly think about how to reach

children and improve lessons because they want to become better teachers (Stronge, 2002). Effective teachers utilize reflection before teaching as they weave together ideas on subject matter, pedagogy, and student needs; in practice as they observe and listen to students and adjust pedagogy based on these assessments; and on practice as they ask questions of themselves and others after a lesson is completed to better understand what happened, why, and what needs rethinking (Schon, 1987). As they begin to understand why things occur as they do, they make decisions that lead to different ways of teaching and learning (Wink, 2000). Effective teachers utilize self-evaluation in order to learn from their own setbacks as well as successes in the classroom (Leahy and Corcoran, 1996). Maybe even more importantly, effective teachers invite their student to adopt similar ways of thinking about their own work and help them to take control of their own thinking and learning (Bruner, 1996).

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

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

Candidate and Program Performance Assessment

Assessment of General Competencies:

Oglala Lakota College has open enrollment where entrance requirements do not include a measure of academic aptitude. Since there are not entrance requirements of basic academic skills, Oglala Lakota College is in the process of developing an assessment procedure which will include the evaluation of the general education requirements. The following draft policy has been presented to the Evaluation and Assessment Review Committee approval. This draft will be submitted to *Piya Wiconi Okolakiciye*, the college's governing body. The draft reads as follows:

All students seeking undergraduate degrees are required to participate in standardized examinations of general knowledge as approved by Oglala Lakota College. The examinations will include five test components: reading and writing skills, mathematic ability, science reasoning, and Lakota Language Proficiency. The purposes of the examinations are to ensure that Oglala Lakota College students receive a quality education with high standards and to provide Oglala Lakota College with information for improving the general education curriculum.

From this move Oglala Lakota College will be in alignment with the unit philosophy, goals, beliefs and the dispositions.

Assessment of Candidate Proficiencies:

To assure that desired outcomes of teacher/administration candidates were succeeding and the program was aligned to the overall outcomes of the unit; measures were developed beyond the general competencies. From this, capstone experiences were added to the program and the encircling units. The *Canupa* are progress indicators established to assure that desired outcomes are met and yet to install gate keeping opportunities which align with State Competencies and requirements, and that include Specialized Professional Associations.

The process had provided program stopping points to enable a view of the unit and its program, yet provides unit direction for the candidate. These initial points provide the candidate a realistic picture of their progression within their professional studies. The capstone experiences found within the cyclical progression of the *Canupa* allow for the candidate to review whether professional knowledge, skills, and strategies are being progressively met in their performance. The consideration of State Competencies, as well as Specialized Professional Associations guide

the development of a platform deemed suitable to assure that course goals and objectives are being met. The process ends in the ability to review the curricula, for improvement of instructional delivery. The process is reviewed at the end of the academic year. Assessment review is continual, based mainly around the INTASC, CEC, and ELCC Standards.

Description of the System by Which Candidate Proficiencies are Assessed:

A review of the conceptual framework model reveals transitions as portrayed through the *canupa* to validate that candidates are meeting unit expectations. The validations and key assessments that measure candidate proficiencies are as follows:

Wiyohpiyata (West) - Teacher Preparation Program Entrance Requirements:

- Lakota Culture requirements
- Acceptance Rating Sheet (Includes writing example)
- Letters Reference
- Professional Presentation/Validation # 1 (Ed. Team Acceptance Interview)

Wiyohpiyata (West) - Education Administration Program Entrance Requirements:

Wiyohpiyata (West) – Admission/entrance requirements	Assessment tool
1. Must have a bachelor’s degree from a regionally accredited institution.	1. Application: transcript
2. Must have a 2.5 GPA with a 3.0 in undergraduate major field.	2. Application: transcript
3. Must have a 3.0 GPA in all undergraduate Language Arts course work.	3. Application: transcript
4. Have three years teaching experience in elementary or secondary education or a combination of years as a certified teacher.	4. Application: teaching certificate, resume, and reference letters
5. Score a 42 on each writing sample: Philosophy of Education and Autobiography.	5. Application: writing samples
6. Participate in Graduate Studies Orientation.	6. Application: sign in sheet

Waziyata (North) – Teacher Preparation Professional Core Requirements:

- Letters of Reference
- Acceptance Rating Sheet (Includes writing example)

Waziyata (North) –Education Administration Professional Core Requirements

Wazyata (North) - Candidacy/Professional Core Requirements – Mid point	Note: Candidacy is a check point for review to ensure candidate is on track
<ol style="list-style-type: none"> 1. Must complete candidacy application. 2. Successfully complete LakM 603, LakM 513, LakM 533 with B or better. 3. Complete National Institute of Health training to conduct research. 	<ol style="list-style-type: none"> 1. Application 2. Grades 3. NIH training certificate

Wiyohinyanpata (East) – Teacher Preparation Professional Requirements:

- Professional Presentation/Validation # 2 (principal/mentor teacher rating for professional presentation for request to student teach within a certain LEA)
- Praxis II Content Knowledge Examination (State Cut Score)

Wiyohinyanpata (East) – Education Administration Professional Requirements:

Wiyohinyanpata (East) – Professional Requirement/Retention – Mid point	Assessment
<ol style="list-style-type: none"> 1. Must complete 21 hours of professional core courses. <ol style="list-style-type: none"> a. LMEA 703 Instructional Supervision. b. LMEA 713 School Administration. c. LMEA 743 School Finance. d. LMEA 796 School Community Action Project/internship. e. Two elective courses totaling six credit hours. 	<ol style="list-style-type: none"> 1. GPA 3.00 or better <ol style="list-style-type: none"> a. GPA 3.00 or better on capstone course assignment: School improvement plan. b. GPA 3.00 or better on capstone course assignment: i.e., Admin portfolio. c. GPA 3.00 or better on capstone course assignment: i.e., Final exam, Collaborative budget analysis. d. GPA 3.00 or better e. GPA 3.00 or better

Itokagata (South) – Teacher Preparation Internship/ Exit from Program:

- Academic Portfolio Review (Rating Sheet)
- Praxis II Principle of Learning and Teaching (State Cut Score)
- Praxis II Content Examination for Special Education Teachers (State Cut Score)
- Admin Praxis
- Professional Presentation # 3 (Exit Interview)

- Title II Report (Administrative Evaluation of 1st Year Teachers)

Itokagata (South) – Education Administration Exit from Program:

Itokagata (South) – Exit From Program	Assessment
<ol style="list-style-type: none"> 1. Candidates must successfully complete 36 credit hours with a B or better, 3.00 GPA (9 core, 21 professional hours, 6 clinical practice and field work). 2. Candidates exiting the program are required to submit the comprehensive electronic portfolio and receive portfolio score of 3.00 or greater ‘meets expectations’. 3. Submit completed SCAP project and receive a score of 2.00 or greater, complete internship process minimum of 120 hours and receive a score of 2.00 or greater ‘acceptable’. 4. Complete Internship disposition rating and receive an 80% average on each of the ELCC standards. 5. Internship – receive a score of 2 ‘meet expectations’ 	<ol style="list-style-type: none"> 1. GPA 3.00 or better, and Assessment tools. 2. Comprehensive portfolio - Scoring Rubric 3. SCAP - Scoring Rubric 4. Internship pre/post Disposition rating survey. 5. Internship: Activity logs
<ol style="list-style-type: none"> 1. Follow up studies - participate in induction services: complete first and third year OLC employer and graduate satisfaction surveys. 	<ol style="list-style-type: none"> 1. First and third year OLC Employer Satisfaction Survey and Graduate Satisfaction Survey

Assessment provides an effective review of unit and programs of study. A review of validations becomes a continual process throughout the Four Directional Conceptual Framework within the *canupa*, and then may assist in program changes after a finalized yearly review. A review of inter-rater reliability on interview, portfolio, and observation measures leads towards communicating clear expectations for candidates in all teacher prep programs and Education administration programs.

In addition to providing constructive feedback to candidates, unit validations include community involvement, lead towards state certification and are based on nationally recognized standards for teacher/leadership proficiency.

Through shared responsibility, Faculty advisors, k-12 administrators, mentoring teachers, college supervisors, and program administration/advisory boards, provide their support at the pre-candidacy, admission, course of study, internship/field experience, and post graduate phases of the program. This includes advising regarding program requirements and recommended course of study, monitoring of professional growth through assignments and field experiences. Formal follow up of graduates is then performed within the induction year and then again at the fifth

year within the teacher profession and the third year for the education administration professionals.

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Through shared responsibility, Faculty advisors, k-12 administrators, mentoring teachers, college supervisors, and district center counselors, provide their support at the pre-candidacy, admission, course of study, internship/field experience, and post graduate phases of the program. This includes advising regarding program requirements and recommended course of study, monitoring of professional growth through assignments and field experiences. Formal follow up of graduates is then performed within the induction year and then again at the fifth year within the teacher profession and the third year for the education administration professionals.

Candidate Proficiencies Related to Expected Knowledge and Skills

The unit goals, beliefs and dispositions are aligned to the INTASC, NAEYC, ACEI, CEC, and ELCC standards as well as the South Dakota Administrative Rules for teachers and educational leaders.

Goal I To provide Lakota cultural understanding and practice
<u>Core Beliefs: (1, 2, 3)</u> ◆ <i>Oglala Lakota College teacher/administrator candidates have an obligation to be knowledgeable in Lakota history, culture, and language. This obligation/awareness of values extends to any other cultural group which they may serve.</i> ◆ <i>Effective teacher/administrator candidates practice Wolakolkiciyapi and demonstrate Lakota Virtues have equal representation as any core content knowledge. Wolakolkiciyapi refers to life reflection and Lakota virtues can be viewed as universal character traits.</i>

◆ *Community involvement and collaboration among stakeholders is essential to the learning experience*

Disposition: (2)

The teacher/administrator candidate uses knowledge of different cultural contexts within the community (socio-economic, ethnic, and cultural) and makes connections which are culturally responsive.

INTASC/NAEYC/ACEI/CEC	ELCC	SD Administrative Rules
<p><u>INTASC Standard: 10</u> ◆ <i>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</i></p> <p><u>NAEYC Standard: 2</u> ◆ <i>Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that foster support and empower families, and to involve families in their children's development and learning.</i></p> <p><u>ACEI Standard: 5</u> ◆ <i>Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children. Candidates foster relationships with school colleagues and agencies in the larger community.</i></p> <p><u>CEC Standard: 10</u> ◆ <i>Special educators routinely and effectively collaborate with families, other educators, related service providers, and</i></p>	<p><u>Standards: 2, 5, 6</u> ◆ <i>Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</i> ◆ <i>Acting with integrity, fairness, and in an ethical manner.</i> ◆ <i>Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</i></p>	<p><u>24:53:04:06 Candidate Knowledge and Skills: 10</u> ◆ <i>The teacher fosters relationships with school colleagues, parents, and agencies in the community to support student learning and well-being.</i></p> <p><u>Principal Competencies: 1, 3</u> ◆ <i>Knowledge and skills related to group dynamics, decision making, goal setting, human relations, employer and employee relations, and communications.</i> ◆ <i>Knowledge and skills related to establishing partnerships with parents, business, industry, and other community members and agencies.</i></p>

<i>personnel from community agencies in culturally responsive ways.</i>		
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Goal II
To provide a solid academic base necessary for understanding the disciplines and how they interrelate

Core Beliefs: (4, 7, 8)

- ◆ *Effective educators and administrators possess strong core academic knowledge as well as pedagogical/management skills and strategies within their professional field.*
- ◆ *Communication and technology can enhance learning opportunities and daily operations within an educational system.*
- ◆ *Educational theory and philosophy are important to learning outcomes.*

Dispositions: (1, 4)

- ◆ *The education candidate understands the disciplines and practices pedagogical skill that seeks out interrelationships/interconnections understandable to their learners.*
- ◆ *The teacher/administrator candidate practices instruction and questioning strategies within the content area that engage student interest and then utilizes and encourages higher order thinking skills in their learners*

INTASC/NAEYC/ACEI/CEC	ELCC	SD Administrative Rules
<u>INTASC Standards: 1, 4, 6</u> ◆ <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</i> ◆ <i>The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking and problem solving.</i> ◆ <i>The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</i>	<u>Standard: 3</u> ◆ <i>Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</i>	<u>24:53:04:06 Candidate Knowledge and Skills: 1, 4, 6</u> ◆ <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can relate learning experiences that make these aspects of subject matter meaningful for students.</i> ◆ <i>The teacher understands and uses a variety of instructional strategies to encourage the development of critical thinking, problem solving, and performance skills in students.</i> ◆ <i>The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active</i>

NAEYC Standard: 4

◆ *Candidates understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all children.*

ACEI Standards: 2, 3

◆ *Candidates know, understand and use the major concepts and modes of inquiry in English Language Arts, Science, Mathematics, Social Studies, The Arts, Health Education, and Physical Education to foster knowledge and skill development in the content areas and make connections across the curriculum.*

◆ *Candidates integrate and apply knowledge for instruction, promote the development of critical thinking, plan for active learning, and use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.*

CEC Standards: 1, 4, 6

◆ *Special educators understand the field as an*

inquiry, collaboration, and supportive interaction in the classroom.

Principal Competencies: 2, 6

◆ *Skills as a facilitator in the development of curriculum and evaluation for academic, vocational-technical, technological, and special education programs and their interrelationships.*

◆ *Orchestrating a faculty toward goals developed through systemic planning.*

<p><i>evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education.</i></p> <ul style="list-style-type: none"> ◆ <i>Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction and enhance the learning of critical thinking, problem-solving and performance skills of individuals with exceptional learning needs.</i> ◆ <i>Special educators use individualized strategies to enhance language development and teach communication skills. They provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter.</i> 		
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<p>Goal III</p> <p>To develop pedagogical and management skills for the creation of a school ecology inclusive of the diverse abilities and needs of the children</p>
<p><u>Core Beliefs: (5, 6)</u></p> <ul style="list-style-type: none"> ◆ <i>Learning opportunities need to be constructed according to the students' developmental levels.</i> ◆ <i>Active engagement of students is essential to the learning process.</i> <p><u>Dispositions: (3, 7)</u></p> <ul style="list-style-type: none"> ◆ <i>The teacher/administrator candidate selects/modifies curriculum and adjusts teaching methodologies with the belief that all children can learn, and approaches learning opportunities with this philosophy.</i> ◆ <i>The teacher/administrator candidate views the school and classroom setting as being unique to the learner and provides a learning environment that encourages ownership.</i>

INTASC/CEC	ELCC	SD Administrative Rules
<p><u>INTASC Standards: 2, 3, 5, 7</u></p> <ul style="list-style-type: none"> ◆ <i>The teacher understands how children learn and develop, and can provide learning opportunities that support a child’s intellectual, social, and personal development.</i> ◆ <i>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i> ◆ <i>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</i> ◆ <i>The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</i> <p><u>NAEYC Standards: 1, 4</u></p> <ul style="list-style-type: none"> ◆ <i>Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</i> ◆ <i>Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.</i> 	<p><u>Standards: 1, 4</u></p> <ul style="list-style-type: none"> ◆ <i>Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.</i> ◆ <i>Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</i> 	<p><u>24:53:04:06 Candidate Knowledge and Skills: 2,3,5,7</u></p> <ul style="list-style-type: none"> ◆ <i>The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</i> ◆ <i>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i> ◆ <i>The teachers uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.</i> ◆ <i>The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</i> <p><u>Principal Competency: 5</u></p> <ul style="list-style-type: none"> ◆ <i>Knowledge and skills to implement various organizational configurations including preschool and middle school.</i>

ACEI Standards: 1, 3

◆ *Candidates know, understand, and use the major concepts, principles, theories and research related to development of children and young adolescents to construct learning opportunities that support individual student's development, acquisition of knowledge, and motivation.*

◆ *Candidates understand how students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.*

CEC Standards: 2, 3, 5, 7

◆ *Special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN.*

◆ *Special educators understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. This understanding provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning experiences.*

◆ *Special educators actively*

<p><i>create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement. They help their general education colleagues integrate individuals with ELN in general education environments and engage them in meaningful learning activities and interactions.</i></p> <p>◆ <i>Individualized decision-making and instruction is at the center of special education practice. Special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.</i></p>		
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Goal IV
To provide opportunities for reflection and forecasting that will positively effect student learning

Core Belief: (9)
◆ *Learning is a lifelong process.*

Dispositions: (5, 6)
◆ *The teacher/administrator candidate is a reflective and forecasting practitioner and values continual professional development based on studies and or research*
◆ *The teacher/administrator views multi assessment procedures as a means of monitoring their teaching methodologies and of tailoring standards and curriculum for the learner.*

INTASC/NAEYC/ACEI/CEC	ELCC	SD Administrative Rule
<p><u>INTASC Standards: 8, 9</u> ◆ <i>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the</i></p>	<p><u>Standard: 7</u> ◆ <i>Substantial, sustained, standards-based experiences in real settings that are planned and guided</i></p>	<p><u>24:53:04:06 Candidate Knowledge and Skills: 8, 9</u> ◆ <i>The teacher understands and uses formal and informal assessment strategies to</i></p>

<p><i>continuous intellectual, social, and physical development of the learner.</i></p> <p>◆ <i>The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.</i></p> <p><u>NAEYC Standards: 3, 5</u></p> <p>◆ <i>Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.</i></p> <p>◆ <i>Candidates are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.</i></p> <p><u>ACEI Standards: 4, 5</u></p> <p>◆ <i>Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development.</i></p> <p>◆ <i>Candidates are aware of and reflect on their practice in light of research on teaching and resources available for</i></p>	<p><i>cooperatively by university and school district personnel for graduate credit.</i></p>	<p><i>evaluate and ensure the continuous intellectual, social, and physical development of students.</i></p> <p>◆ <i>The teacher evaluates continually the effects of the teacher's choices and actions on others, including students, parents, and other professionals in the learning community. The teacher actively seeks out opportunities to grow professionally.</i></p> <p><u>Principal Competencies: 4, 7</u></p> <p>◆ <i>Knowledge and skills in developing and implementing an effective staff selection, evaluation, and development process.</i></p> <p>◆ <i>Identifying and utilizing the strengths of individual staff members.</i></p>
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professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

CEC Standards: 8, 9

◆ *Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN and to identify supports and adaptations required for individuals with ELN to access and benefit from the general curriculum.*

◆ *Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice, actively planning and engaging in activities that foster their professional growth and keep them current with evidence-based best practices.*

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