Salish Kootenai College

Education Department Academic Program Review

**2011-2012**

Table of Contents

Executive Summary 3

Section 1: 4

Overview of Major Changes in the Education Department 2007-2012 4

Programmatic Changes 2007 to 2012 4

Staffing changes 2007-2012 5

Facility Changes 2007-2012 7

Enrollment and Graduate Data 8

Section II: 8

Access to Higher Education Opportunities for American Indians 8

Persistence and Retention Data 13

Efforts to Support Student Retention 15

Student Placement Rates 18

Section III: 19

Quality Education for Workforce and Transfer Preparation 19

Elementary Education 21

Early Childhood Education 22

Alignment of the Education Department 24

Goals to SKC Strategic Planning 24

Curriculum and Assessment 29

Faculty Data 37

Section IV: 54

Preservation and Dissemination of the Traditions and Languages of the Confederated Salish and Kootenai People 54

Section V: 55

Promote Individual and Community Capacity 55

Section VI: 57

Summary 57

# Executive Summary

On June 7, 2013, Cindy O’Dell, the chair of the Education Department presented the Education Program Review for 2011-2012 to the SKC Curriculum Committee. The report had been reviewed by three SKC faculty before the meeting; Matt Seeley, Donna Kotyk and Keith Renne presented their findings to the Curriculum Committee.

The faculty reviewers noted that from reading the Program Review, they were able to gain a better sense of and appreciation for the Education Department. Overall, the mission and vision of the Education Department supports the mission of Salish Kootenai College. The quality of the Education faculty and staff were apparent.

A recommendation was made to reference the context of Salish Kootenai College at the beginning of the document. There were questions regarding the addition of new programs, such as the special education endorsement, when there are currently workload issues. Cindy described the reason for the additional endorsements, which would require more personnel. It was also suggested to move the faculty data to an appendix to shorten the narrative. Matt Seeley suggested future discussions around the issue of mathematics and the struggle that many students have with learning math. The issue of retention was also discussed, particularly as the retention officer at SKC is leaving next year.

The Curriculum Committee supported the Education Program Review and the Education Department’s plans for the next three years, which are:

1. Build upon our educational offerings to include endorsements in special education, reading, and other areas as a need is indicated
2. Support student success through formalized testing, such as the MAP testing, with a system of case management established for those students who fail to make progress in the Department. We will continue our efforts in mentoring, tutoring and providing financial support through grants and other means
3. Increase our recruitment efforts, including the website, brochure, BigSky Pathways agreements, and 2+2 memoranda with TCUs.
4. Continue to provide high quality, culturally relevant educational experiences for teacher candidates in early childhood and elementary education

In summary, the process of conducting the Program Review is beneficial to the individual program and the College. Although rigorous and time consuming, the thoughtful analysis of what we are doing and where we are going is essential to building quality post-secondary programs.

# Section 1:

# Overview of Major Changes in the Education Department 2007-2012

## Programmatic Changes 2007 to 2012

In response to the interest and need for qualified Native American teachers for youth from birth through high school, SKC has developed three accredited programs in education – early childhood, elementary and broadfield science secondary education. All teacher education programs at SKC are accredited through the Northwest Commission on Colleges and Universities and the Montana Board of Public Education.

In 2007, the Education Department at Salish Kootenai College made significant changes to the early and elementary programs. The Elementary Education program became accredited by the Montana Board of Public Education, which allowed SKC to offer this degree plan independently from the 2+2 partnership with The University of Montana-Western. In 2008, an early childhood bachelor degree program was developed and approved by Northwest. This degree plan was developed to meet the degree requirements for early childhood teachers working at Head Start and Early Head Start, as mandated by federal guidelines. In 2010 the early childhood program became accredited by the Montana Board of Public Education as a Permissive Specialized Competency for elementary pre-service teachers who desire to teach grades Pre-K-3. The secondary broadfield science degree program was also accredited by the Montana Board of Public Education in 2010.

In 2009, the Education Department was awarded a grant from the Office of Indian Education (OIE) to partner with The University of Montana. The Endorsement Partnership Project sought to recruit, educate, and certify Native students in the areas of Educational Leadership and Special Education. To accomplish this goal, our project recruited 17 students in Special Education and 8 students in Educational Leadership. To date, we have graduated 8 students with an endorsement/master’s degree in special education, and 5 students with a master’s degree in Educational Leadership with certification in K-12 school administration.

Another OIE grant was awarded in 2010. The “Increasing the Capacity for Native American Educators in Montana” (ICNEM) project sought to recruit, educate, and certify Native students in the areas of Educational Leadership, Special Education, and Elementary Education. To accomplish this goal, our project recruited 27 students in Elementary Education, 6 students in Special Education and 12 students in Educational Leadership for a total of 45 participants. To date, this Project has graduated 3 students with an endorsement and master’s degree in Special Education, 1 student with a master’s degree in Educational Leadership with certification in K-12 school administration, and 12 students in Elementary Education for a total of 16 graduates. Although we did not yet reach our goal of having 35 students complete the project, we have 17 students who will be able to graduate next year with a Bachelor of Science in Elementary Education and 6 students who will graduate with a Master of Science in Educational Leadership. This will bring our total graduates to 39, which exceeds our original goal.

In 2012 another partnership grant was awarded to SKC to partner with the University of Montana-Western (UMW) for a special education endorsement for current Native American students, graduates, and teachers from across the state of Montana. This grant supports 15 elementary pre-service teachers and 10 special education endorsement seekers. In addition the support from this project and UMW will enhance the ability of SKC to develop a special education endorsement program independent of UMW, similar to our previous partnership for the elementary education program.

## Staffing changes 2007-2012

Since 2007, the leadership of the Education Department has remained consistent with Dr. Cindy O’Dell serving as Department Chair. New positions were added from 2009 to 2012 to support the development of new programs and grant-funded projects awarded to the Department. The Elementary Education faculty have also served the department for 10 years and more. Amy Burland, hired in 2001, Doug Ruhman, hired in 2002, and Cynthia Davey hired in 2003 comprise a consistent and professional group of teaching faculty with expertise in their subject areas.

In 2006 Linda Bone was hired as a faculty member and student mentor to support the elementary and early childhood programs. Linda brought expertise in kindergarten teaching, creative arts, and student mentoring to the department. In 2009, Merle Farrier was hired as the Project Coordinator for the Office of Indian Education grant. Dr. Farrier came to SKC with a wealth of teaching, administrative, and research experience with endorsements as a school psychologist and superintendent.

In 2010, Mary Rudolph was hired to support the newly developed Early Childhood Bachelor degree program. Mary has a master’s degree in Early Childhood and over 20 years of experience teaching young children. Also in 2010, Kathie Maiers was transferred to the Education Department as the Administrative Assistant. Kathie worked at SKC since 2001 in various departments supporting students, programs, and the administration.

Lastly, Echo Brown was hired in 2011 as the teaching support specialist under a grant funded by the Office of Indian Education. Echo is a graduate of the SKC Elementary program and taught for several years at N’Kwsum, the Salish language immersion school. Echo brings experience in language instruction and development, which she is able to utilize at the SKC Childcare Center and in the department for faculty and students. Kathie and Echo work together on student mentoring projects, which are funded by the Kellogg Foundation and the Center for Ethical Leadership. Their work and leadership have been critically important and supportive for both the students and faculty. Unfortunately for the Department, the grant under which Echo was hired is ending, and her position will not be continued for the 2013 school year.

The Education Department also utilizes the expertise of consistent community-based faculty (part-time instructors) who are also licensed educators employed at or retired from local public schools, such as James Rogers, who teaches online introductory science and geography courses; Patrick Danley who teaches geography in a face to face context and American Government online; Bonnie Barger, who teaches music methods; Brandon Ensley, who teaches music fundamentals; Helen Seimers, who taught Elementary Arts Methods; Tim Whaling who places and supervises elementary student teachers, and a cadre of cooperative mentor teachers for our students doing their student teaching or early childhood practicum courses. These instructors share expertise and specialized knowledge with our students, and also provide a vital connection to the K-12 schools. Much of the elementary curriculum requires students to gain practical experience in the PreK-12th grade setting; therefore, our partnerships with these schools are very important.

## Facility Changes 2007-2012

In August 2012, the Education Department moved into a new building, designed and built specifically for the department. This new 10,000 square foot building contains 4 classrooms with Promethean Boards and wireless internet, a student computer lab, a faculty resource/meeting room, a student work room and networking area, and office space for 9 faculty. Although the building was not built with enough office space for the entire department, the students and faculty are utilizing the entire building and enjoying the spaciousness and organization. The previous 3,000 square foot building was badly in need of repairs and was not large enough for the growth experienced by the department.

# Section II:

# Access to Higher Education Opportunities for American Indians

**ECED AA ENROLLMENT DATA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Fall 2012** |
| Total Students | 15 | 20 | 20 | 21 | 18 |
| **Ethnicity** | | | | | |
| American Indian | 11 | 10 | 13 | 14 | 11 |
| First Generation Descendent | 3 | 5 | 4 | 5 | 5 |
| Second Generation Descendent or Canadian First Nations |  | 3 |  | 1 |  |
| Hispanic |  |  | 1 | 1 | 1 |
| White | 1 | 2 | 2 |  | 1 |
| **Gender** | | | | | |
| Female |  | 15 | 20 | 17 | 17 |
| Male |  | 5 |  | 4 | 1 |
| **Full Time/Part Time** | | | | | |
| Full Time | 5 | 3 | 9 | 9 | 11 |
| Part Time | 10 | 17 | 11 | 12 | 7 |
| **Other Data** | | | | | |
| Average Age | - | 41 | 39 | 29 |  |
| First Generation College Student | - | - |  | 18 | 17 |
| **Permanent Residence** | | | | | |
| Flathead Reservation | 14 | 18 | 17 | 17 | 13 |
| Other Reservation | 1 | 2 | 2 | 2 | 4 |
| Montana, not reservation |  |  | 1 | 1 |  |
| Out of State, not reservation |  |  |  | 1 | 1 |

**ECED BS ENROLLMENT DATA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Fall 2012** |
| Total Students | 3 | 10 | 15 | 13 | 9 |
| **Ethnicity** | | | | | |
| American Indian | 1 | 3 | 7 | 7 | 5 |
| First Generation Descendent | 1 | 3 | 2 | 1 | 1 |
| Second Generation Descendent or Canadian First Nations | 1 |  | 3 | 2 | 2 |
| Hispanic |  |  |  |  |  |
| Pacific Islander |  |  |  |  |  |
| White |  | 4 | 3 | 3 | 1 |
| **Gender** | | | | | |
| Female | 3 | 9 | 13 | 13 | 8 |
| Male |  | 1 | 2 |  | 1 |
| **Full Time/Part Time** | | | | | |
| Full Time | 1 | 5 |  | 3 | 1 |
| Part Time | 2 | 5 | 15 | 10 | 8 |
| **Other Data** | | | | | |
| Average Age |  | 45 | 42 | 40 | 43 |
| First Generation College Student |  |  | 8 | 10 | 8 |
| **Permanent Residence** | | | | | |
| Flathead Reservation | 3 | 10 | 15 | 12 | 8 |
| Other Reservation |  |  |  | 1 | 1 |
| Montana, not reservation |  |  |  |  |  |
| Out of State, not reservation |  |  |  |  |  |

**ELEM AS ENROLLMENT DATA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Fall 2012** |
| Total Students | 47 | 52 | 42 | 45 | 48 |
| **Ethnicity** | | | | | |
| American Indian | 24 | 25 | 16 | 17 | 19 |
| First Generation Descendent | 7 | 4 | 6 | 8 | 2 |
| Second Generation Descendent or Canadian First Nations | 3 | 5 | 5 | 5 |  |
| Asian/Pacific Island | 2 | 2 |  |  |  |
| Hispanic |  |  | 1 |  | 2 |
| White | 11 | 16 | 14 | 15 | 7 |
| **Gender** | | | | | |
| Female |  | 49 | 28 | 34 | 35 |
| Male |  | 3 | 14 | 11 | 13 |
| **Full Time/Part Time** | | | | | |
| Full Time | 40 | 44 | 35 | 42 | 44 |
| Part Time | 7 | 8 | 7 | 3 | 4 |
| **Other Data** | | | | | |
| Average Age | - | - | 39 | 29 | 35 |
| First Generation College Student | - | - | 18 | 28 | 25 |
| **Permanent Residence** | | | | | |
| Flathead Reservation | 43 | 40 | 31 | 30 | 32 |
| Other Reservation | 3 | 12 | 8 | 11 | 12 |
| Montana, not reservation | 1 |  | 2 | 2 | 4 |
| Out of State, not reservation |  |  | 1 | 2 |  |

**ELEM BS ENROLLMENT DATA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Fall 2012** |
| Total Students | 11 | 21 | 32 | 21 | 18 |
| **Ethnicity** | | | | | |
| American Indian | 3 | 13 | 16 | 8 | 9 |
| First Generation Descendent | 5 | 2 | 6 | 5 |  |
| Second Generation Descendent or Canadian First Nations | 1 | 1 | 1 | 1 | 1 |
| Hispanic |  |  |  |  |  |
| Pacific Islander |  |  |  |  |  |
| White | 2 | 5 | 9 | 7 | 5 |
| **Gender** | | | | | |
| Female | 16 | 18 | 10 | 17 | 15 |
| Male | 5 | 3 | 3 | 4 | 3 |
| **Full Time/Part Time** | | | | | |
| Full Time | 10 | 19 | 24 | 15 | 18 |
| Part Time | 1 | 2 | 8 | 6 |  |
| **Other Data** | | | | | |
| Average Age | - | 45 | 42 | 33 | 43 |
| First Generation College Student | - | - | 8 | 13 | 12 |
| **Permanent Residence** | | | | | |
| Flathead Reservation | 10 | 14 | 21 | 13 | 9 |
| Other Reservation | 1 | 5 | 8 | 6 | 6 |
| Montana, not reservation |  | 2 |  | 2 | 3 |
| Out of State, not reservation |  |  | 3 |  |  |

**Analysis of Enrollment Data**

The enrollment data for 2008 to 2012 was presented to the Education Department faculty and staff and the following trends (both strengths and challenges) and strategies were discussed.

1. Overall, the Education Department has experienced a growth of 61% from 2008 to 2012. Our enrollment of American Indian students has remained somewhat consistent over the past 5 years for all degree programs (around 25% non-Indian and 75% American Indian).
2. Our enrollment of students from other Reservations has increased fairly consistently in all degree programs.
3. We enroll more female students, but our enrollment of male students in the early childhood and elementary associate degree programs experienced a steep increase in 2010 and 2011.
4. The average age of our students represents a high percentage of non-traditional students (over the age of 30). Therefore, our recruitment efforts need to focus more on high school students as the data is indicating this may be an untapped resource.
5. The majority of our elementary students are full time students (both degree programs), and the majority of early childhood students (both degree programs) are part-time. This is to be expected as the majority of early childhood students are early educators working in the field. Scheduling courses and other challenges in meeting the needs of this group of employed students is addressed in our strategic plan. Additionally, since this group of working students enrolls only part-time our graduation data in impacted.

**EARLY CHILDHOOD EDUCATION GRADUATION DATA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **2008-09** | **2009-10** | **2010-11** | **2011-12** | **Total Number** |
| # of graduates AA | 1 | 2 | 2 | 1 | **6** |
| # of graduates BS | - | 1 | 2 | 1 | **4** |
| Total graduates | 1 | 3 | 4 | 2 | **10** |
| Gender | | | | |  |
| Female |  | 3 | 4 | 2 | 9 |
| Male |  |  |  |  |  |
| Ethnicity | | | | |  |
| Enrolled/First Generation | 1 | 1 | 3 | 1 | 6 |
| Non Indian |  | 2 | 1 | 1 | 4 |

**ELEMENTARY EDUCATION GRADUATION DATA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **2008-09** | **2009-10** | **2010-11** | **2011-12** | **Total**  **Number** |
| # of graduates AS | 6 | 6 | 5 | 10 | **27** |
| # of graduates BS | 5 | 10 | 13 | 10 | **38** |
| Total graduates | 11 | 16 | 18 | 20 | **65** |
| Gender | | | | |  |
| Female |  | 14 | 18 | 17 | 53 |
| Male |  | 2 | 2 | 3 | 7 |
| Ethnicity | | | | |  |
| Enrolled/First Generation | 4 | 14 | 10 | 10 | 38 |
| Non Indian | 7 | 2 | 8 | 10 | 27 |

**Analysis of graduation data**

The graduation data for 2008 to 2012 was presented to the Education Department faculty and staff and the following trends (both strengths and challenges) and strategies were discussed.

1. In 2010 and 2011, the Education Department experienced a large number of non-Indian students graduating from the Elementary Education program, in both the AS and BS degrees. (44% and 50%). During these years, a co-hort of non-Indian paraprofessionals and non-licensed staff working in the local public schools enrolled at SKC to earn their bachelor degrees and obtain K-8 teaching certification. Since is it beneficial for SKC and the Education Department in particular to meet the needs of the community, we met the educational needs of the students enrolled in our program, regardless of their race. Also, since we were concerned about this data as a potential trend, we examined data for 2012-2013; the upcoming bachelor graduates in Elementary Education will be well over 50% American Indian (around 90%).
2. It is impressive that our Elementary Education bachelors degree program has graduated a total of 38 pre-service teachers since 2008.
3. Our graduation numbers for Early Childhood are low, but this is an important program in meeting the needs of those educators who teach our youngest children. Early childhood educators and caregivers often work as they enroll in courses to continue their degree plans. Many of our early childhood students are employed at Early Childhood Services, the Tribe’s Head Start and Early Head Start program. We continue to meet and coordinate our course offerings and schedules so that ECS staff can be supported while taking courses for their professional development. It is a federal Head Start mandate that all Head Start teachers have a bachelor’s degree in early childhood education by 2013; therefore, our program is assisting the Tribe’s Head Start program to meet this mandate. Approximately ten early childhood teachers/students are in the pipeline for graduation in two years.

## Persistence and Retention Data

Persistence is defined as the "desire and action of a student to stay within the system of higher education from beginning through degree completion" (Seidman, 2005, p. 14). Conversely, retention is the "ability of an institution to retain a student from admission through graduation" (Seidman, 2005, p. 14). The term, attrition is often used interchangeably with retention, and is defined as a "student who fails to reenroll at an institution in consecutive terms" (Seidman, 2005, p. 14). Ideally, the persistence rate would be 100%: students would continue, graduate, or change majors.

The persistence rates for the Education Department – Elementary and Early Childhood Education are as follows:

**Early Childhood Education Persistence Data**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Fall 2012** |
| **Early Childhood Education AA** | 15 | 20 | 20 | 21 | 30 |
| Continuing in Early Childhood AA | 6 | 6 | 9 | 8 |  |
| Graduated | 1 | 2 | 2 | 2 |  |
| Changed Majors, but enrolled at SKC | 0 | 1 | 1 | 2 |  |
| Continued to BS Early Childhood Ed | 2 | 1 | 1 | **1** |  |
| **Total persistence**  **(wo chg majors/ w chg majors)** |  | **45%/50%** | **60%/65%** | **52%/62%** |  |
| **Early Childhood BS** | 3 | 10 | 15 | 13 | 9 |
| **Graduated** | **0** | **1** | **2** | **2** |  |
| **Continuing in Early Childhood BS** | 2 | 4 | 6 | 9 |  |
| **Changed Majors but enrolled** | **0** | **1** | **1** | **0** |  |
| **Total persistence**  **(wo chg majors/ w chg majors)** | **67%** | **50%/60%** | **53%/60%** | **85%** |  |

\*Stopped Out one or more quarters

**Elementary Education Persistence Data**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Fall 2012** |
| **Elementary Education AS** | 47 | 52 | 42 | 45 | 48 |
| Continuing in Elementary Education AS | 13 | 22 | 20 | 19 |  |
| Graduated | 1 | 6 | 5 | 5 |  |
| Changed Majors, but enrolled at SKC | 1 | 2 | 5 | 7 |  |
| Continued to Elementary Ed BS | 22 | 11 | 2 | 2 |  |
| **Total persistence**  **(wo chg majors/ w chg majors)** | **66%/ 79%** |  | **64%/76%** | **58%/73%** |  |
| **Elementary Education BS** | 11 | 21 | 32 | 21 | 18 |
| **Graduated** | **0** | **9** | **13** | **10** |  |
| **Continuing in Elementary Ed BS** | **5** | **9** | **12** | **8** |  |
| **Changed Majors but enrolled** | **1** | **2** | **3** | **2** |  |
| **Total persistence**  **(wo chg majors/ w chg majors)** | **45%/56%** | **86%/95%** | **78%/88%** | **86%/95%** |  |

\*Stopped Out one or more quarters

**Analysis of persistence data**

The persistence data for 2008 to 2012 was presented to the Education Department faculty and staff and the following trends (both strengths and challenges) and strategies were discussed.

1. The persistence rates for both early childhood and elementary education are higher for students enrolled at the bachelor’s level. Often students at the associate’s level have not made a firm commitment to becoming a teacher and often withdraw from the program. The Department is also aware that some students do not continue with the program due to poor skills in mathematics. This roadblock is addressed through the supports outlined in the following section.



## Efforts to Support Student Retention

The foundational approach in the Education Department to increase retention and support student persistence is substantiated through the department’s Conceptual Framework, which promotes the importance of positive and professional relationships, culturally relevant instruction, reflective practice, cooperative learning opportunities, and teaching the 4 C’s. A summary of the most notable retention activities is provided below.

**Recruitment**

* We have coordinated recruitment visits to MT Tribal Colleges and high schools with the SKC Recruitment Office
* We have started 2+2 program alignments with 2 MT Tribal Colleges (Stone Child and Blackfeet Community College)
* We have promoted the College and education programs at community events and agencies, such as delivering presentations to PIR days with public schools, participating on state councils such as the Best Beginnings Advisory Council, the Certification, Practices, Standards Advisory Council, the Comprehensive System of Professional Development, and the State Consortium for Educator Effectiveness, and providing or coordinating professional development to local elementary and early childhood teachers.
* Department staff and faculty are involved in the recruitment activities at the SKC Career Fair.

**Academic Advising**

* The Education Advisor is the first contact person for most prospective elementary and early childhood students. Students meet with the advisor quarterly and as needed to assess and problem solve student needs and progress in the curriculum. Students are referred to the SKC Counseling Department or community resources for specific or personal needs.
* The advisor tracks student progress through grades, course completion and one-on-one student conferences. This information is recorded on the Elementary or Early Childhood Education Advising Form.
* Advisors and instructors also refer students who are risk of failing courses to the SKC Retention Officer. A full time retention coordinator works with faculty and counselors to monitor and track the academic progress and course attendance of every student. When data indicates a problem, faculty, administrators, and counselors work together to find solutions. Solutions may include tutoring, counseling, childcare, food bank, emergency loans, making adjustments in studies, housing, or transportation.

**Problem Identification, Remediation, and Academic Support**

* The department has created a Transition to Professional Teaching seminar and assessment process to provide students in their junior year with information on professionalism and expectations for behavior in the program, particularly during field work. The Department has also developed a statement, Education Department Expectations for Professional Dispositions, which outlines the appropriate behaviors for classroom conduct and the remediation policies designed to identify and remedy potential professional behavior problems and offer early intervention. When needed, students are referred for a Professional Disposition Remediation Plan or a Problem Solving Conference, depending on the severity and circumstances of the issue. The Department also has a policy on addressing serious behaviors and a process for student appeals, The Processes for Faculty Review of Student Behavior, Student Appeals, and Grievances.
* The department employs a part-time Peer Writing Specialist who provides writing support to students and a full-time Teaching Support Specialist to assist students in completing assignments, passing the Praxis exam (required for licensure), and making progress in their programs.
* Math Boot Camp is offered during the summer for students who have difficulties in this subject.
* Faculty members frequently coordinate with other instructors and find resources on campus if students need help.
* We often offer students extra time to complete courses with a grade change option.
* Instructors put textbooks on library reserve for students who cannot afford to purchase their own copy.

**Social Support and Student Engagement**

* We organize quarterly Teacher Education Mentorship Program activities to encourage networking and support building among all education students.
* Faculty and advisors act as advocates and offer ample emotional support and encouragement to students.
* We work closely with students with disabilities to accommodate their needs.
* The Education faculty believe that student participation in department decision-making enhances the educational program and facilitates the growth and development of colleagues as future teachers. Students are involved in advisory board meetings and provide input into the program through this formal method. Students are also encouraged to provide informal feedback to the program and have a process for handling complaints.

**Curriculum Content and Scheduling**

* The Department is responsive to students’ scheduling needs and often schedules courses accordingly. For example, students who work at Head Start often require courses on Fridays when they do not have children to teach. Also, students in the elementary program are often hired as teacher aids and courses that are online or late in the afternoon work best. While it is impossible to schedule every course for every student need, we do try to accommodate for student’s teaching schedules as possible.
* The Early Childhood faculty offer a student advising luncheon/meeting to allow these students the opportunity to come to campus to register for classes. This lunch is sponsored by our Kellogg funding for community collaboration and capacity building.
* We often offer directed studies for students who are off track, but use this as a last attempt.
* We match student teaching and practicum placements to student interests and skills and make accommodations as possible.
* All education faculty have built in culturally relevant experiential activities in their courses to ensure that the learning experiences are meaningful to students.

**Financial Support**

* The department applies for and receives funding from the Office of Indian Education to support qualified elementary Native students. The department also pays for all student background check investigations and first-time Praxis test fees.
* We encourage students to apply for scholarships and other types of aid.
* We offer a fee waiver through a Memorandum of Agreement with Early Childhood Services for Head Start and Early Head Start teachers.



## Student Placement Rates

**Employment Data for Elementary Education Bachelor Degree Students**

**2008-2009** SKC’s first elementary education bachelor degree graduates had 5 graduates; 5 of these graduates are employed in a full time teaching/education position; 3 of them continued their education and completed a master’s degree program (2 in special education and 1 in educational leadership).

**2009-2010** There were 10 graduates; 8 are working full time in education, and 2 we do not have information. 3 of the graduates have completed a special education endorsement program to become endorsed in special education; 1 of these students continued on to earn her master’s degree.

**2010-2011** There were 13 graduates; 8 are working full time in an education position; 2 are working as substitutes or paraprofessionals; 1 is working in a position outside of the field; 1 has continued her education in secondary science; and 1 is not known. 2 have started an endorsement program in special education.

**2011-2012** – 10 graduates; 8 have become employed in teaching positions; 2 are working as substitutes or paraprofessionals.

**Employment Data for Early Childhood Education Bachelor Degrees:**

**2009-2010** was the first year that SKC graduated students with a bachelor degree in Early Childhood with one student graduating. This student is self-employed operating her own preschool business.

**2010-2011** – there were 2 graduates with their bachelor’s degree- both are employed at the Early Childhood Services Head Start program on the CSKT reservation. Since these 2 graduates earned their bachelor degree in Early Childhood, they have been promoted within the Head Start program.

**2011-2012** There were 2 graduates; one was employed at the CS&KT Head Start program and received a promotion with her degree. The 2nd student has worked part-time at the SKC Childcare Center, and is applying for a full-time position at SKC’s Childcare center.

**Associate degree graduates** (AA or AS) in early childhood or elementary education typically continue on in their educational program to complete a bachelor’s degree. However, an associate degree often qualifies for employment as a para-professional (teacher’s aid) in public schools, private preschools, or Head Start programs.



# Section III:

# Quality Education for Workforce and Transfer Preparation

**Salish Kootenai College Education Department**

**Mission Statement**

The professional education programs at Salish Kootenai College seek to support teacher candidates in making connections between their personal development and their professional growth, in meaningful integration of cultural learning and in collaborative efforts toward the larger good for local and global communities. The critical areas of professional preparation that distinguish Salish Kootenai teacher education graduates include:

• Knowledge of Native American student context and best educational practices leading to developmentally and culturally appropriate pedagogy

• Identification with Native American culture and community values imbedded in content and pedagogy

• Commitment to meeting the needs of developmentally, ethnically and linguistically diverse learners

• Commitment to reflective practices leading to personal and professional development

• Development of collaborative relationships with mentoring teachers and peers organized into learning communities that promote application of knowledge, skills and dispositions in real settings

• Strong evidence of effective communication, critical thinking, cultural understanding and citizenship.

**Program Purposes**

The professional education programs function to meet three overarching purposes. These include:

• Endowing education degrees that are culturally responsive to the teacher candidates within the community served by SKC

• Preparing candidates to be culturally competent and skilled educators

• Preparing candidates to provide culturally responsive curriculum to Native American children as well as other diverse learners.

**Central Principles and Beliefs of the Teacher Education Department**

Instruction and curriculum in the professional education programs are guided by central principles and beliefs that respect and reflect the rich, holistic perspectives of the Salish, Pend d’Oreille and Kootenai people.

A. Culturally responsive instruction and curriculum will lead education to its promise of opportunity and equity

B. Learning communities foster the construction of knowledge

C. Reflective practice leads to professional development

D. The unique contribution, learning style and ability of each learner brings an opportunity for the learning community to become enriched

E. Effective communication, critical thinking, cultural understanding and citizenship are essential to effective teaching.

**Statement of Philosophy and Professional Commitments**

The teacher education programs at Salish Kootenai College are built upon central principles and beliefs that together form a framework reflective of SKC’s individual context, community and culture. The framework informs the teacher education curricula, evaluation and assessment, as well as faculty and administrative decisions. The education faculty members agreed upon these central principles and are committed to decision making based upon these beliefs.

The SKC faculty worked closely with the Education Department Advisory Board consisting of SKC teacher candidates, school administrators, community members, public school teachers, community Head Start representatives, and members of the Salish, Pend d’Oreille and Kootenai Tribal Culture Committees to identify the principles that are the foundation of the Education Department’s conceptual framework. Education faculty members are committed to representing the culture, ways of knowing, and best practices held by the community served by SKC as well as the professional education community. Furthermore, the Education Department is committed to seeking continuous input from the Tribal community and the professional education community regarding best practices. Thus the framework will be assessed regularly based on this input and revised as needed.

Philosophically, the education faculty members believe all learning occurs within an individual’s social, cultural and life contexts. Therefore, culturally responsive instruction, instruction that links students’ home and community culture to school culture, is at the heart of the Education Department’s mission. The faculty recognizes and addresses the history of forced cultural assimilation through formal education that oppressed many Native people through a commitment to provide equal educational opportunities for SKC teacher candidates empowering these candidates to provide equal educational opportunities for their future students. Hence, the faculty members promote socially just and democratic learning communities through culturally responsive instruction; the faculty believes that such learning communities will lead education to its promise of opportunity and equity for all.

**Program Objectives:**

1. Prepare candidates to be culturally competent and effective professional educators and leaders

2. Form and maintain collaborative partnerships (relationships) with Pre k-20 providers and education professionals

3. Promote cultural competence to advance respectful educational practices for all learners, with a particular focus on American Indian learners

4. Collaborate with the college, community, State, and Tribal entities to share professional development opportunities and resources

5. Conduct and support research to contribute to the knowledge base, improve educational practice and build individual and community capacity.

## Elementary Education



**Program Outcomes** Upon completion of the Bachelor of Science degree, candidates will demonstrate the skills, dispositions and knowledge in relationship to the following principles:

**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.

**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 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.

**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.

**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.



## Early Childhood Education

**Program Outcomes** Early Childhood Education Associate of Arts Degree and Bachelor of Science Degree candidates will demonstrate skills, dispositions and knowledge in relationship to the below listed National Association for the Education of Young Children Professional Standards for Preparing Early Childhood Practitioners. Bachelor of Science candidates will build upon the foundation skills, dispositions and knowledge developed during participation in the Associate of Arts Degree in Early Childhood Education.

**Standard 1. Promoting Child Development and Learning.** Candidates use their understanding of young children’s characteristics and needs, and multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

**Standard 2. Building Family and Community Relationships.** Candidates know about, understand, and value the importance of complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

**Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.** Candidates know about and understand the goals, benefits, 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.

**Standard 4. Using developmentally effective approaches to connect with children and families.** Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as foundation for their work with young children and families. Students know, understand, and use a wide variety of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

**Standard 5. Using content knowledge to build meaningful curriculum.** Candidates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources that deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula and promote comprehensive developmental and learning outcomes for every young child.

**Standard 6. Becoming a Professional.** Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They 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.



## Alignment of the Education Department

## Goals to SKC Strategic Planning

The following table summarizes the Education Department’s goals, activities, data, and next steps that are aligned to the College’s Core Themes.

**2012-2013 Strategic Plan Update for the Education Department**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goal | Who/How/When | Indicator | Data from 2011-2012 | Next Steps for 2012-2013 |
| **Core Theme 1: Provide Access to Higher Education for American Indians** | | | |  |
| Offer more endorsements with consideration of those requested and needed which include: Reading, SPED, Language Arts, and Native American Studies/Language. | The Department Chair will work with faculty to develop endorsement programs in Special Education and Reading during the 2012/2103 year.  The Department Chair will work with OPI on developing a state recognized endorsement in Native Studies. | Endorsement programs are accredited and operational with student enrollment sufficient for continued success.  A Native Studies endorsement is developed with standards and approved by  the MT Board of Education. | There is no data to report on this goal. | To meet this goal, the Education Department obtained funding from the Office of Indian Ed to partner with UMW to offer a special education endorsement.  UMW will assist SKC by having faculty co-teach courses.  The Department Chair will contact Sandra Bohem to  give input into the Native Studies endorsement. |
| Make adjustments and enhancements to the department website to make it more efficient and useful as a recruiting tool. | The Department Chair will work with all dept. faculty and the IT department during the 2012/2013 year. | The website contains accurate information.  Current students in the dept will be asked to provide feedback on the website.  If possible, the number of students of who enroll in the education department who indicate on their application that they learned about the program on the website. | 80% of the information on the current website is accurate and up-to-date.  An Education Department Facebook page was also developed and will be tracked for usage. | The Department Chair will work with all dept. faculty and the IT department during the 2012/2013 year to post current bio’s, pictures, forms and our assessment report. |
| Collaborate with Early Childhood Services to increase the enrollment of Head Start staff in AA and BS courses. | The Department Chair and Early Childhood faculty (Mary Rudolph) will meet with ECS throughout the year to problem solve and implement solutions to low enrollment. | The enrollment of ECS teachers in Early Childhood courses increases and becomes more stable. | There are currently 21 ECS staff taking classes. 12 are working towards an AA and 9 are working towards a BS. These numbers are up from last winter term (16 total). | The Department will make changes to the ECED course schedule after meeting with ECS. |
| **Core Theme 2: Maintain Quality Education for Workforce or Further Education** | | | |  |
| Coordinate with other Montana Tribal Colleges to align Associate Degree programs so that transfer students are better served. | The Department Chair will work with Monarch and Stone Child to develop a 2+2 opportunity for Stone Child’s pre-service teachers. | The curriculum between the 2 programs is better aligned to allow for a 2+2 transition to SKC; student enrollment from the Rocky Boy Reservation increases. | There are six students who are indicating an interest in the program and have an associates degree from Stone Child. | After developing the 2+2 agreement with Stone Child, our 2 programs will participate in a seminar funded by the Monarch Center to network with other TCU’s and assist them with the 2+2 process. |
| Implement a Teacher Education Mentorship Program which would provide peer mentoring activities and professional development opportunities to promote a sense of belonging and team building, and connect students to some of the issues around professional teaching. | The Department Administrative Assistant and the Department Student Mentor will develop a program to mentor students and create connect our teacher education programs with the local schools.  This work will consist of a newsletter, workshops for students, and ongoing mentoring and tutoring. | The number of students who persist and complete their degree increases from the current rate of 79% (average for all programs) to 95% .  Students are better prepared for practicum, student teaching and employment as indicated on assessment information from faculty and PreK-8 teachers. | Our current persistence rate is 84% for the Elementary Education program, 74% for the ECED program.  Data from our 2012 assessment report indicates that 61% of the top half of the 172 indicators assessed during student teaching were awarded by the supervising teachers, while 39% were awarded by the college supervisor. This finding shows that students are held to a level of formative rigor that prepares them well for what is expected in the field. | The Department Administrative Assistant and the Department Student Mentor will provide 4 gatherings for students and teachers and a monthly newsletter. Attendance and feedback will be monitored to determine the effectiveness of these activities. |
| Implement assessments and formal application procedures prior to a student’s enrollment in the Teacher Education Program at their sophomore/junior level in order to provide appropriate support and track growth. | The Department Chair, department faculty, and assessment coordinators will develop a plan for assessing student skills before admission to TEP.  An application has been developed and will be evaluated with the Field Coordinator/Licensure Official. | The Education Department is able to track each student’s academic progress and growth from the associate level to program completion of the bachelor degree. | No data is available on this goal. | Students will complete an application to apply for admission to the TEP.  MAP testing will be set up this year for implementation in 2013. |
| **Core Theme 3: Perpetuate the Cultures of Confederated Salish and Kootenai Peoples** | | | |  |
| Examine the need for language courses required in the AA, AS and BS degrees. | This requirement was added to the 2012 catalog and will be evaluated on how it enhances teacher preparation. The Department Chair will examine data on the courses such as course and program evaluations. | Our pre-service teachers are more informed on how to meet the language needs of their future students. | There is no data on this goal. | Seek feedback and course evaluations on the language requirement. |
| Develop Native language - education courses specifically for the Education Department on teaching Native languages. | The Department Chair will work with the NASD department and Echo Brown to offer informal workshops or courses on teaching and learning Native languages | Our pre-service teachers are more informed about the role of language and the needs of English language learners.  Increased collaboration between the ED and NASD Departments. | There is no data on this goal. | Cindy will meet and develop a plan for workshops to be offered in the spring of 2013. |
| **Core Theme 4: Increase Individual and Community Capacity for Self Reliance and Sustainability** | | | |  |
| Utilize Kellogg funding to provide leadership activities and professional development for the department and community. | The Department Administrative Assistant and the Department Student Mentor will provide 4 gatherings for students and teachers and a monthly newsletter. | Leadership opportunities are provided to students, faculty and the community to build the intellectual capital of the Teacher Education programs at SKC. | Two workshops were held in 2011/2012 with \_\_\_\_\_\_\_ students in attendance and 3 teachers from the local schools. | The Department Administrative Assistant and the Department Student Mentor will provide 4 gatherings for students and teachers and a monthly newsletter. Attendance and feedback will be monitored to determine the effectiveness of these activities. |
| Survey and offer professional development opportunities to local teachers, which enhance their knowledge and skills, inform them about the teacher education programs at SKC, and build relationships. | The Department Chair and faculty will offer professional development to PreK-12th grade teachers, as requested or needed. | Partnerships with local schools are enhanced which allow for placements of student teachers and field experiences in quality classrooms. | A Community Learning Exchange was held in June 2012 with 18 local PreK-8th grade teachers and students who participated in a 3 day national event around Native education. | The department will collaborate with Two Eagle River School to develop a plan for shared professional development.  The Education Advisory Board will be asked to provide ideas and support to assist the department in meeting this goal. |
| Complete and evaluate a Big Sky Pathway with 2 local schools for early childhood. | The agreements are in place for Pathways with Hot Springs and St. Ignatius schools. | Increased coordination between high school and college will assist students in applying to the education department and having a jump start on college coursework. An analysis of the increase in enrollment of ECED students from local high schools will be used to evaluate the agreements. | There is no data on this goal. | The Department Chair will contact the teachers in charge of these agreements and plan activities for the 2012-2013 year. |

**Executive summary of direct assessment results for Elementary Education**

## Curriculum and Assessment

It is the belief of the Education Department and the Elementary Education Program that no singular instrument, method, or approach can by itself provide a comprehensive or complete measure of student achievement. By placing value on multiple ways of assessing learning, we can gain more substantive knowledge about how both our candidates and our programs are progressing. Candidates are assessed throughout the Elementary Education program with varied opportunities for reflection and self-assessment. Student assessments and evaluations are based on multiple sources of data (portfolios, observed performance with K-8 students and families, papers, exams, etc.). The assessment process is designed to ensure that students demonstrate skills and knowledge of the 4 C’s: communication, critical thinking, cultural knowledge, and citizenship, in addition to meeting the standards and outcomes of the Elementary degrees.

The Montana Office of Public Instruction reviewed the SKC Education Department Assessment System and wrote this in their exit report (2010):

“**Assessment Aligned to Standard**: Salish Kootenai College’s (SKC) assessment system and Elementary Education program data are aligned to the Education Department conceptual framework and candidate knowledge, skills and dispositions. Candidates are assessed at three stages of the program: Admission to TEP; Professional Portfolio Requirements; and Student Teaching and TEP Portfolio. Following the 2007 Accreditation Review a fourth stage of data collection was added to assess performance of the program’s graduates in their teaching roles. **Evaluation**: Since the 2007 Accreditation Review of the Initial Elementary Education Program, careful thought and focused effort has gone into the creation of the current electronically based assessment system. This system has produced clear and sufficiently detailed baseline data to document strong performance of the program and its candidates” (OPI Exit Report, 2010).

For the 2012 school year, assessment data from multiple sources were analyzed to determine student growth and progress, program strengths and challenges, and improvements that need to be made to enhance student learning. It was noted that all students reached appropriate levels of achievement as assessed through portfolios, GPA’s and critical assignments in all areas except the MACK assessment. The MACK includes the Praxis II test, which is often a challenge for candidates seeking licensure. Although only one candidate did not meet this standard to become licensed, it is critical for our department to ensure all students are adequately supported with remediation as needed. The number of students who did not pass the MACK last year was also one.

The following changes to the Elementary AS and BS degree programs will be made to enhance student learning and assist the department with the assessment and outcome process:

1. The TEP Portfolio, application and assessment process will be updated to address new INTASC principles, and to ensure proper data points and assessments are analyzed and to better distinguish student skill levels throughout all 3 TEP stages.
2. An articulation agreement will be developed with at least one Montana TCU.
3. Endorsement areas in Reading and Special Education will be developed to enhance program offerings and opportunities for increased graduate employment.
4. A Teacher Education Mentorship Program will be implemented and evaluated to support candidates and provide information on skills needed for professional teaching careers.

**Executive summary of direct assessment results for Early Childhood Education**

It is the belief of the Education Department and the Early Childhood Education Program that no singular instrument, method, or approach can by itself provide a comprehensive or complete measure of student achievement. By placing value on multiple ways of assessing learning, we can gain more substantive knowledge about how both our candidates and our programs are progressing. Candidates are assessed throughout the Early Childhood Education program with varied opportunities for reflection and self-assessment. Student assessments and evaluations are based on multiple sources of data (portfolios, observed performance with K-8 students and families, papers, exams, etc.). The assessment process is designed to ensure that students demonstrate skills and knowledge of the 4 C’s: communication, critical thinking, cultural knowledge, and citizenship, in addition to meeting the standards and outcomes of the Early Childhood AA and BS degrees.

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The following changes to the Early Childhood AA and BS degree programs will be made to enhance student learning and assist the department with the assessment and outcome process:

1. The TEP Portfolio, application and assessment process will be updated to ensure proper data points and assessments are analyzed and to better distinguish student skill levels throughout all 3 TEP stages.

2. An Articulation agreement will be developed with at least one Montana TCU.

3. A Teacher Education Mentorship Program for Early Childhood students will be implemented and evaluated to support candidates and provide information on skills needed for professional teaching careers.

4. A Big Sky Pathways will be developed with measureable goals and activities to support both the high school teachers and the early childhood program.

**Executive Summary of Indirect Assessment Results for Early Childhood Education**

Course/instructor evaluations were used to provide information to the department from students about course and instructor satisfaction. Most all course/instructor evaluations are very positive. On the basis of these course evaluations, the following changes were suggested:

• More preparation and support are needed for the portfolios – helping students become informed early in their programs how to save work and organize it

• Some classes need to be scheduled to allow for in-depth class time (to meet for longer periods of time).

Another area of indirect assessment is provided to our program from local agencies and schools through our advisory board. As a result of feedback from these programs and our Board, we have started a Teacher Education Mentorship Program (TEMP) with funding from the Kellogg foundation and the Institute for Ethical Leadership. Through the IEL grant, workshops and seminars will be held to enhance our department’s work with local schools and agencies. Although the elementary program is a major emphasis at this time for the TEMP, other mentoring opportunities will be explored, such as offering Touchpoints for Early Childhood students.

**Executive Summary of Indirect Assessment Results for Elementary Education**

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Lastly, indirect assessment data/feedback was provided to the Education Department from the accreditation visit conducted by the Office of Public Instruction in April 2010. This accreditation report stated the following:

Through the materials provided and the interviews conducted during the current visit, the team was gratified to learn that SKC has not only addressed the assessment recommendations, but has also taken action on the other recommendations of the 2007 report. A recommendation to provide support for education candidates in developing their writing skills has resulted in the creation of a Writing Center for use by the entire campus. Additionally, the Elementary Education curriculum demonstrates increased focus on writing and communication in all the courses, and assessment of writing throughout the education program. The Transition to Professional Teaching program has been implemented to give candidates a clear understanding of professional expectations, and the newly written Student Handbook and Student Teaching Handbook are clear and thorough in communicating the program mission, goals and expectations to candidates and to clinical faculty. Program support has also increased with the addition of an administrative assistant and an instructional technologist to the Department of Education, as well as the previously noted Writing Center. For all of the above reasons, the team recommends to the Superintendent of Public Instruction that the Elementary Education program at Salish Kootenai College be moved from provisional approval to full approval.

On this visit the team also reviewed Salish-Kootenai College’s proposals for an endorsement program in Broadfield Science at the secondary level, and for an area of permissive specialized competency in Early Childhood Education as a minor for the Elementary Education program. The team recommends full approval for both to the Superintendent of Public Instruction.

Based on commentary from clinical faculty and candidates, the team continues to encourage Salish Kootenai College to monitor enrollments in all education programs as well as increased clinical and assessment demands to ensure that there is an appropriate work load and administrative support level for faculty delivering the programs (OPI Exit Report, 2010).

**The 4 Cs**

The Salish Kootenai College Board of Directors established the following as a guiding principle for the college:

Provide a learning environment in which students develop skills in effective communication, critical thinking, cultural understanding and citizenship.

The Board of Directors recognizes the importance of supporting the development of communication skills, critical thinking, cultural understanding and citizenship in all SKC students as a foundation for personal and professional development. The Education Department embraces this guiding principle and is committed to nurturing these skills and dispositions in teacher candidates.

Salish Kootenai College defines communication, critical thinking, cultural understanding and citizenship as follows:

*Communication*: Exchange and interpretation of information through a variety of context appropriate modalities to enhance understanding and build respectful connections.

*Critical Thinking*: A structured process for refining thought and making decisions. It engages context, multiple perspectives, and the individual mind/heart balance (spu’us). Critical thinkers strive for clarity, accuracy, articulation, thoroughness, relevance and fairness.

*Cultural Understanding*: The awareness of one’s own system of values, beliefs, traditions and history, and knowledge and respect for the systems of others, particularly those of American Indian Tribes, and specifically the Salish, Pend d’Oreille and Kootenai people.

*Citizenship*: Informed and committed participation in the life of one’s community at the local, national, and global level. We believe citizens recognize and address community issues, respect the rights of others, and work toward community improvement.

SKC faculty members are committed to nurturing strong communication skills, cultural understanding, critical thinking and citizenship in teacher candidates. The teacher education programs recognize these skills and dispositions as the four cornerstones to professional development. As such, SKC teacher educators are proficient in and model these skills and dispositions. As well, the opportunities to develop the four cornerstones are well integrated into the teacher education curriculum.

Teacher candidates are required to complete the *Transition to Professional Teaching Summer Seminar* as a requirement of entry into the Professional Education Program in Elementary Education. The emphasis of the summer institute is to further develop communication, cultural understanding, critical thinking and citizenship in teacher candidates. Candidates build on strategies that will enable them to successfully interact with peers, professional educators and community members. The self-assessment of dispositions, knowledge and skills is re-introduced during the candidates’ student teaching experiences. Our 2010 assessment analysis revealed a close correlation between the scores of the candidate and the student teaching cooperative mentor teacher. A detailed analysis of this assessment is included in the appendices.

One data point reflected in our Title 2 report in 2012, revealed that the elementary and secondary education student median GPAs were 3.39 at the time of acceptance into the program and 3.67 at the time of graduation. This increase of GPA can be related to the students’ increase of skills, particularly in the 4’Cs, which is emphasized throughout the students’ program.

Last, the faculty members employ social constructivist and constructivist teaching strategies that build on the four cornerstones of professional development. For example, class activities routinely consist of collaborative learning activities typical of social constructivist teaching practices that require learners to develop interpersonal skills and to link individual learning to the group learning process (Dewey, 1938/1997; Vygotsky, 1978). Other social constructivist instructional strategies used by the education faculty include: making instruction personally or socially meaningful to students, negotiating meanings with students through exploratory talk (Ormrod, J. E., 2006), class discussion, small-group collaboration, and valuing meaningful activity over correct answers (Wood et al, 1995).

**Candidate Knowledge, Skills and Dispositions Central Communication, Critical Thinking, Cultural Understanding and Citizenship**

* The candidate shows sensitivity to cultural diversity and seeks to understand the perspectives of others (disposition).
* The candidate promotes tolerance and diversity as positive attributes and applies these in learning experiences (disposition).
* The candidate creates opportunities to develop critical thinking skills by requiring students to use ideas, theories, and problem solving techniques and apply them to new situations (skill).
* The candidate communicates in ways that demonstrate sensitivity to cultural and gender differences (skill).
* The candidate appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among students, peers, and teachers (disposition).
* The candidate demonstrates an understanding of effective verbal and nonverbal communication by choosing language delivery techniques appropriate to the audience (disposition).
* The candidate demonstrates knowledge and use of appropriate spoken and written language conventions in teaching and learning settings (disposition).
* The candidate demonstrates knowledge and use of conflict resolution techniques, and is able to work through differences in a respectful and proactive manner (disposition).
* The candidate exhibits willingness to learn and interact with cultures and perspectives other than their own (disposition).

**Summary of changes in the Elementary Education program that have resulted from analysis of assessment data**

Conclusions that faculty members reached about student learning as a result of analysis of assessment results for AY 2011-2012:

• There is concern regarding students’ writing skills and the need for remediation, particularly for those students who transfer to SKC from other colleges with degrees.

• Although all students are reaching levels of expected performance, there is a need for more data points to distinguish those who are at level and those who are performing above level.

**Actions to improve student learning that the program will undertake in 2012-2013**

• Echo and Kathie will implement the Teacher Education Mentorship Program to address some of the student needs, particularly for soft skill development.

• The Education Department will track each student’s academic progress and growth from the associate level to program completion of the bachelor degree through assessment data, such as the Praxis score, and a formal application to TEP.

**Implications for department or college strategic planning and budgeting**

1. The Department is interested in offering additional endorsements in reading and special education for those who are being licensed in elementary or early education. Grant funding will be applied for as available. New degrees are being requested in Language Arts and Mathematics. A grant to develop a secondary mathematics degree was applied for from the National Science Foundation. If funded, this degree program will be developed in 2012-2013.
2. The Department will need to purchase new computers and furniture for the new Education Building.
3. Part-time instructors for early childhood need to be hired to teach courses not currently scheduled for existing faculty.
4. Articulation agreements with other Montana Tribal Colleges would assist those students transferring to SKC with AA/AS degrees.
5. High School pathways would assist the Department with better alignment of curriculum, would serve as a recruitment process, and would assist students in preparing for college work.

**Other assessments: description and results for the Elementary Education program**

Licensure is the process of obtaining a teaching certificate. Licensure is not automatic with college graduation, and candidates must initiate the process with forms available from the Education Department. Any new regulations established or interpretations made during the effective dates of SKC’s catalog will be made known to candidates in the program.

Licensure requirements vary among states but SKC graduates usually find they are initially qualified to teach in states other than Montana. To obtain licensure in another state, contact the specific state for appropriate procedures.

SKC’s Bachelor of Science Degree in Elementary Education qualifies one for licensure valid for teaching Kindergarten through 8th grade in Montana. The College sends recommendations for licensure to the Office of Public Instruction once all requirements have been met by the candidate.

**SKC and the Montana Assessment for Content Knowledge (MACK)**

Elementary teacher candidates in Montana must satisfy the content knowledge requirement of the Highly Qualified Teacher provisions of the No Child Left Behind Act with a minimum Content Knowledge Score (CKS) of 8 out of a possible 13 points in order to be recommended for licensure by a Montana teacher preparation accredited institution. Candidates scoring less than 8 or who score zero on any of the three areas will not be recommended for licensure. Candidates scoring a “one” in any of the three areas will be individually reviewed and may or may not be recommended for licensure.

The Montana Assessment for Content Knowledge (MACK) is used to calculate the score and show that the candidate has met the State and National Content Standards required in the field. The MACK includes 3 sections: Content Course Work GPA, Student Teaching Assessment Points, and PRAXIS II.

1. The Content Course Work GPA lists the specific courses of which grades are averaged to calculate the points scored for the content GPA.
2. Student Teaching Assessment Points are based on the student teaching assessment done by the Cooperating Mentor.
3. PRAXIS II Elementary Content Knowledge score is based on the candidate’s performance on the standardized PRAXIS II exam which is usually completed before student teaching.



## Faculty Data

There are eight full time faculty and staff in the Education Department and six community based (part-time) instructors who have provided consistent services to the Department. The following is a description of each Department member and his/her qualifications, professional development, and service to the College, community and to scholarship.

**Cindy O’Dell, EdD, Education Department Chair**

**Qualifications** Doctoral Degree in Educational Leadership; five years teaching experience with Pre-K-8th grade students; 4 years teaching experience with adults; experience in writing and administrating federal grants.

**Position Description** This position is responsible for the implementation and supervision of the Early Childhood Education and Elementary Education programs.

**Major Duties and Responsibilities**

1) Implement and update the Early Childhood Education AA and BS degree programs and the Elementary Education AS and BS degree programs

2) Teach Early Childhood Education and Elementary Education courses

3) Collect, analyze and report assessment data on Education students and programs (Early Childhood, Elementary and Secondary Science) to evaluate student learning, improve programs, and meet accreditation standards

4) Supervise faculty, staff and work study students in the Education Department to ensure an efficiently functioning department

5) Participate in SKC activities, meetings, professional development

opportunities and other duties as requested, such as the assessment committee 6) Maintain communication in department through weekly meetings, goal

setting, and informal contacts with staff.

7) Collaborate with other agencies and schools in the community and state

8) Fulfill responsibilities of the department chair including: syllabi review,

scheduling courses, book orders, attending meetings, preparing budgets,

evaluating department faculty/staff, preparing and submitting department

assessment reports, providing support and conflict resolution for students and faculty, and upholding accreditation status of programs.

9) Supervise and implement grant activities and prepare on-going reports and applications for: Title III Grant and the OIE grants for professional development

10) Recruit new students and inform the community about the program

11) Organize and supervise a departmental advisory board

12) Participate in professional organizations and community service

**Scholarship and Creativity** Cindy earned her doctoral degree in 2010 in Educational Leadership and continues to engage in professional development opportunities to build her skills and knowledge in teacher education. She attends conferences and workshops and uses this information for my classes and department activities.

**Service to College and Community** Cindy participates in multiple meetings and seminars and serves in various capacities on agency boards and organizations. This connection to local, state, and national agencies and councils is vital to the success of the Education Department. Teacher education programs must be knowledgeable about new resources, current issues, and have well developed relationships to advocate for the educational needs of all learners. The following is a list of her work for the past 2 years, and the hours of service to the college and community or professional development:

September 2011: Best Beginnings Advisory Council 16 hours of Professional Development (PD)

September 2011: Project REAL and Early Childhood PPD Meeting: 16 hours of PD

October 2011: Chair ECHEC meeting – 8 hours of PD

October 2011: Attended and chaired meeting for the MT Early Childhood Conference – 8 hours of PD/Community Service

October 2011: CSPAC Meeting: 8 hours of PD

November 2011: Ready to Learn – Community meeting: 4 hours of PD

December 2011: CSPD meeting: 2 hours of PD

January 2012: CSPD: 2 hours of PD

January 2012: Best Beginnings Advisory Council meeting: 16 hours of PD

January 2012: Dept of Ed Negotiated Rule Making: 24 hours of PD

January 2012: CSPAC: 8 hours of PD

February 2012: Attendance and chair of ECHEC meeting: 8 hours of PD

February 2012: Collaboration meetings with UM and UMW: 8 hours of PD

February 2012: Dept of Ed Neg Reg meeting: 24 hours of PD

February 2012: Dean’s Meeting – 2 hours of PD

March 2012: Wrote and submitted grant to OIE: 40 hours of PD

March 2012: Webinars and conference calls– 8 hours of PD

April 2012: DOE Neg Reg meeting and call: 28 hours of PD

April 2012: Presentation to IRIS: 24 hours of PD

April 2012: Attend and present at CSPAC – 8 hours of PD

April 2012: Present at Montana Librarian Conference – 8 hours of PD

May 2012: Attendance at the State Consortium for Educator Effectiveness (SCEE) national conference: 25 hours of PD. Participation in this state council includes monthly webinars, each 1.5 hours long. A total of 8 webinars were attended to date for a total of 12 hours of PD.

May 2012: Chair ECHEC meeting: 8 hours of PD

May 2012: Dean’s conference calls and meetings: 8 hours of PD

June 2012: SCEE Meeting: 8 hours of PD

June 2012: Home Visiting Meeting: 4 hours of PD

July 2012: Attendance at the CSPAC meeting: 8 hours of PD

July 2012: Attendance BBAC: 6 hours of PD

August 2012: MGSCP Meeting: 4 hours of PD

August 2012: CLE: 40 hours of PD

August 2012: Ready to Learn meeting: 2 hours of PD

September 2012: Project REAL and ECPPD Meeting: 16 hours of PD

September 2012: SCEE Conference call – 2 hours of PD

September 2012: CSPD Meeting in Missoula – 2 hours of PD

September 2012: Proctor exam for UM student – 2 hours of community service

September 2012: Webinar on Teacher Quality – 2 hours of PD

October 2012: Proctor exam for UM student – 4 hours of community service

October 2012: Attended and presented at the MT Early Child Conference – 8 hours

October 2012: CSPAC Meeting: 8 hours of PD

October 2012: Attended the local BBAC meeting for early childhood – 2 hours of PD

November 2012: Presentation on leadership to the SKC nursing department – 2 hours of community service

November 2012: Attended and presented at the OIE Project Directors meeting in DC: 8 hours of PD

November 2012: Attended the BBAC meeting in Helena – 16 hours of PD

December 2012: Proctor exam for UM student – 4 hours of community service

December 2012: Conference call on gifted education – 2 hours of PD

January 2013: Best Beginnings Advisory Council meeting: 16 hours of PD

January 2013: CSPAC: 8 hours of PD

January 2013: Attended Strength Based Coaching training – 16 hours of PD

February 2013: Attendance and chair of ECHEC meeting: 8 hours of PD

February 2013: Advisory Board Meeting – 2 hours of PD

February 2013: Proctored exam for UM student – 2 hours of community service

February 2013: Presented to Delta Kappa Gamma on CSPAC - 2 hours of community service/PD

March 2013: Webinars and conference calls for council of deans, BBAC, Title II reporting, and SCEE– 8 hours of PD

March 2013: Proctored exam for UM student – 2 hours of community service

April 2013: IRIS meeting and Early Childhood infusion – 8 hours of PD

April 2013: Attend and present at CSPAC – 8 hours of PD

April 2013: Attendance at the State Consortium for Educator Effectiveness (SCEE) national conference: 25 hours of PD.

May 2013: Collaborate with social work and psychology depts. to host Yale professor 8 hours of PD

May 2013: Coordinate and attend the Monarch seminar – 16 hours of PD

**Promotion of Cultural Understanding** Cindy stays current on tribal resources that assist the Education programs and students. Her dissertation research in 2010 was focused on teacher preparations programs at tribal colleges, and her work in this area has led to the beginning of a network among tribal college education programs.

This year, the department hosted a Community Learning Exchange, which was based on building cultural understanding. The Department faculty, staff and students learned from tribal leaders and educators on how to more effectively include and build cultural understanding in our courses.

Cindy is also aware of local cultural resources that build relationships and provide resources to the Department. For example, Germaine White from the CS&KT Natural Resources Department was asked to present to the education faculty on resources from her department that we can use in our courses. Her presentation and the resources she shared were amazing!

**Effectiveness** Cindy’s ability to manage the Education Department and over a million dollars of funding from national grants and foundations is evidence of her effectiveness and productivity. In addition, she builds positive relationships with students, faculty, and staff in and outside of the Education Department.

**Amy Burland, Ed.D. Education Department Instructor/Assessment Coordinator/Project Coordinator**

**Qualifications** The requirements for this position are a Bachelor’s Degree in Education and a Master’s Degree in education or a related field; five years experience teaching young children (pre-K to 8th grade); one year experience teaching or mentoring adults; and experience writing and evaluating lesson plans and developing educational curriculum The individual must also demonstrate knowledge of the theories and strategies involved in learning and instruction; computer skills such as spread sheets, data input, and word processing; knowledge of the behavior, customs and origins of the Salish and Kootenai Tribes and the mission and goals of Salish Kootenai College; knowledge of protecting people, data and property; the ability to work with individuals from diverse backgrounds; and the ability to communicate through written, spoken and visual media.

**Position Description** An Education Department Instructor is primarily responsible for developing, enhancing and teaching designated courses from the Education Department. In addition this position will be responsible for advising students in the selection of courses, and monitoring their progress with coursework and the TEP process; assisting with registration and paperwork; communicating regularly and as needed with SKC staff, administration and faculty; maintaining records and student files for students in the Education programs and participating on the SKC Education Advisory Board and other committees as needed.

The assessment coordinator is responsible for inputting student data into a data base, updating this information as needed and creating assessment reports from the data as needed.

The project coordinator is responsible for tracking, supporting and reporting student progress in grant funded projects.

**Major Duties and Responsibilities:**

Teach courses as assigned by the Education Department

* Develop and follow course syllabi in accordance with SKC guidelines
* Assess and document student learning
* Observe teacher candidates during lab and practicum experiences, document these observations, share them verbally and in writing with the candidates and track them over time to assess growth and progress

Maintain a minimum number of office hours as required by the college

* Fulfill the responsibilities of a student advisor
* Prepare designated students for the TEP interview and portfolio process and monitoring their progress as they complete all three phases of the TEP program;
* Advise students in the selection of courses and their progress with coursework;
* Assist with registration and paperwork;
* Communicate regularly and as needed with SKC staff, administration and faculty;
* Maintain records and student files for students in the Education program and assisting with a student data base;
* Participate on the SKC Education Advisory Board and other committees as needed.

Fulfill the responsibilities of the assessment coordinator

* Collect data from multiple sources on teacher candidates
* Input data into computer
* Run assessment reports as requested

Fulfill the responsibilities of project coordinator for the Indian Teacher Training Grant

* Accept and screen applicants for the program
* Monitor student progress and eligibility monthly, and submit requests for payment
* Coordinate the induction services for graduates
* Write and submit federal reports required for the project
* Write and submit future grants for funding as needed.

**Scholarship and Creativity**  Amy participates in various opportunities for professional development. She has earned her doctorate and uses her degree to improve our education programs.

**Service to the College and Community** Amy participates on various community boards and provides community service in multiple ways. She is an engaged community member who supports the local community, as well as the College. One such activity has been the delivery of the Good Behavior Games in local schools – promoting our department while providing a much needed service.

**Promotion of Cultural Understanding** Amy has been a leader in our department for her work with promoting cultural understanding. Amy has worked diligently on teaching Native Games and hosting a national conference on this topic.

**Effectiveness** Amy has helped to develop an assessment system that will provide meaningful information to improve the education department and programs. Amy’s work on our teacher preparation grants is superb! She is knowledgeable and on top of issues as soon as they arise. She responds quickly to federal requests for information. Amy provides quality instruction to education students enrolled in her courses. She is able to promote student learning in a positive way. Amy is very knowledgeable about the content for her courses.

**Cynthia Davey, Education Department Instructor/Literacy Field Experience Coordinator**

**Qualifications** The requirements for this position are a Bachelor’s Degree in Education and a Master’s Degree in education or a related field; five years experience teaching young children (pre-K to 8th grade); one year experience teaching or mentoring adults; and experience writing and evaluating lesson plans and developing educational curriculum The applicant must also demonstrate knowledge of the theories and strategies involved in learning and instruction; computer skills such as spread sheets, data input, and word processing; knowledge of the behavior, customs and origins of the Salish and Kootenai Tribes and the mission and goals of Salish Kootenai College; knowledge of protecting people, data and property; the ability to work with individuals from diverse backgrounds; and the ability to communicate through written, spoken and visual media.

**Position Description** An Education Department Instructor is primarily responsible for developing, enhancing and teaching designated courses from the Education Department. In addition this position will be responsible for advising students in the selection of courses, and monitoring their progress with coursework and the TEP process; assisting with registration and paperwork; communicating regularly and as needed with SKC staff, administration and faculty; maintaining records and student files for students in the Education programs and participating on the SKC Education Advisory Board and other committees as needed.

The K-8 Coordinator’s responsibilities include assisting teacher candidates with field work and practicum placements and supervision in K-8 schools, building positive relationships with area schools and teachers, and provide for collaborative opportunities between the Education Department and K-8 schools, classrooms and teachers.

**Major Responsibilities and Duties**

*Teach courses as assigned by the Education Department*

* Develop and follow course syllabi in accordance with SKC guidelines
* Assess and document student learning

*Maintain a minimum number of office hours as required by the college*

*Fulfill the responsibilities of a student advisor*

* Preparing designated students for the TEP interview and portfolio process and monitoring their progress as they complete all three phases of the TEP program
* Advising students in the selection of courses and their progress with coursework;
* Assisting with registration and paperwork;
* Communicating regularly and as needed with SKC staff, administration and faculty;
* Maintaining records and student files for students in the Education program and assisting with a student data base;
* Participating on the SKC Education Advisory Board and other committees as needed.

*Fulfill the responsibilities of a K-8 Coordinator*

* Assist teacher candidates with K-8 placements for field work
* Conduct outreach and public relations activities to build positive relationships with local schools, teachers and administrators.
* Observe teacher candidates during lab and practicum experiences as needed, document these observations, share them verbally and in writing with the candidates and track them over time to assess growth and progress.

**Scholarship and Creativity** Cynthia is engaged in multiple professional development opportunities, including her doctoral work. She is always very enthusiastic to attend trainings, conferences and workshops, and incorporates this new learning meaningfully into her courses.

**Service to the College and the Community** Cynthia participates in activities that support the College and the community, and represents the College well at these various events. Through such activities as the Pen Pal Project (a writing project with third grades students in Polson Elementary) and the CS Porter School Indian Education for All event, and through her observations and support of student field experiences, Cynthia builds positive relationships with teachers and school staff.

**Promotion of Cultural Understanding** Cynthia includes cultural resources and builds skills for teacher candidates to evaluate books and resources for bias. She has provided workshops at the national level on the topic of assessing books and resources for bias.

**Effectiveness** Cynthia has special expertise in language development and teaching reading, and literacy skills, which is critical for our teacher education program. Cynthia teaches all reading methods courses, a course on literacy assessment, a course on language, literacy and texts, courses on curriculum and assessment, and other communication arts courses. Cynthia provides high quality instruction consistently to education students in all of her courses. She exemplifies our guiding principles and is able to support students while holding them accountable for their learning. Cynthia ensures that she models best teaching practices and utilizes current research in her courses. She updates her courses regularly and is responsive to the students’ needs in her courses. Cynthia provides comprehensive advising to students to ensure that they are on track with their degree programs.

**Doug Ruhman, Education Department Instructor/TEP Coordinator/Licensure Specialist**

**Qualifications** The requirements for this position are a Bachelor’s Degree in Education and a Master’s Degree in education or a related field; five years experience teaching young children (pre-K to 8th grade); one year experience teaching or mentoring adults; and experience writing and evaluating lesson plans and developing educational curriculum The applicant must also demonstrate knowledge of the theories and strategies involved in learning and instruction; computer skills such as spread sheets, data input, and word processing; knowledge of the behavior, customs and origins of the Salish and Kootenai Tribes and the mission and goals of Salish Kootenai College; knowledge of protecting people, data and property; the ability to work with individuals from diverse backgrounds; and the ability to communicate through written, spoken and visual media.

**Position Description** An Education Department Instructor is primarily responsible for developing, enhancing and teaching designated courses for the Education Department. In addition this position will be responsible for advising students in the selection of courses, and monitoring their progress with coursework and the TEP process; assisting with registration and paperwork; communicating regularly and as needed with SKC staff, administration and faculty; maintaining records and student files for students in the Education programs and participating on the SKC Education Advisory Board and other committees as needed.

The TEP Coordinator/Licensure Specialist responsibilities include: collaborate with education faculty and staff in preparing teacher candidates for the TEP interview and portfolio process, and monitoring their progress as they complete all three phases of the TEP program; assist with the placement and overall management of student teaching placements; assist with and approve of student referrals for licensure.

**Major Duties and Responsibilities**

Teach courses as assigned by the Education Department

• Develop and follow course syllabi in accordance with SKC guidelines

• Assess and document student learning

Maintain a minimum number of office hours as required by the college

Fulfill the responsibilities of a student advisor

• Prepare designated students for the TEP interview and portfolio process and monitoring their progress as they complete all three phases of the TEP program;

• Advise students in the selection of courses and their progress with coursework;

• Assist with registration and paperwork;

• Communicate regularly and as needed with SKC staff, administration and faculty;

• Maintain records and student files for students in the Education program and assisting with a student data base;

• Participate on the SKC Education Advisory Board and other committees as needed.

Fulfill the responsibilities of the TEP Coordinator

• Prepare students for the TEP interview and portfolio process and monitoring their progress as they complete all three phases of the TEP program;

• Assist teacher candidates with student teaching placements and supervision

• Assist students with applications for licensure, including completion of forms and ensuring all documentation has been completed

**Scholarship and Creativity** Doug participates in professional development to enhance his knowledge in critical areas. He has identified targeted areas for growth and is self-motivated to take advantage of opportunities to support his goals. Doug participates in events at the local and state level to stay informed about licensure issues and educational resources.

**Service to the College and Community** Doug participates in multiple activities and events that build the College’s capacity and community connections. Doug organizes professional and meaningful events for the Education Department, such as the CS Porter School Indian Education for All annual gathering. Doug also took responsibility for our outreach to Piedmont College’s Education programs tour of our College and local area. A group of 8 education students and 2 faculty toured the area for a week to learn about local Native cultures and educational systems, and Doug ensured that this field experience was not only educational, but life changing.

**Promotion of Cultural Understanding** Doug is knowledgeable about cultural resources and uses these resources to promote student learning. Doug participates in cultural events to build knowledge and relationships.

**Effectiveness** Doug demonstrates teaching skills equivalent to a master level teacher. He models various pedagogical strategies that enhance student learning and inform pre-service teachers on how to utilize these methodologies, which are the philosophical tenets of our Education Department. Doug is knowledgeable and supportive of students regarding the process for successful TEP applications, completion, and licensure recommendations.

**Echo Brown, Teaching Support Specialist**

**Qualifications** The requirements for this position are a Bachelor’s Degree in Education, three years experience in teaching PreK-8th grade students, one year experience coaching or mentoring adults, familiarity with state and national standards in early childhood and elementary education, strong written, verbal and interpersonal communication skills, computer skills such as creating spread sheets, data input, and word processing, knowledge of protecting people, data and property, the ability to work with individuals from diverse backgrounds, and knowledge of the behavior, customs and origins of Salish and Kootenai Tribes and the mission and goals of Salish Kootenai College.

**Position Description** The Education Department Teaching Support Specialist’s basic function is to provide support and resources for pre-service and newly inducted teachers. This support consists of providing technical assistance in developing portfolios and lesson plans, providing individual feedback and resources that promote teacher growth and student learning, and meeting with participants regularly to provide individualized and group mentoring.

**Major Duties and Responsibilities**

Provide technical and emotional support to pre-service teachers by providing participants with individualized supports, and by providing mentorship to participants through feedback regarding progress and needs.

Provide technical and emotional support to newly inducted teachers by assisting participants in developing and implementing student lesson plans or utilizing other instructional supports, and by providing mentorship to participants through individualized feedback regarding progress and needs.

Collect data and information on participants’ growth, description of services provided and other information as requested by the Education Department Chair.

**Scholarship and Creativity** Echo participates in professional development opportunities to build her skills as a language instructor and student mentor. She is currently enrolled in a master’s program at the University of Montana in Educational Leadership.

**Service to the College and Community** Echo has skills in teaching Salish that are very valuable for the Education Department and College. Echo has been able to use these skills in teaching Salish at the SKC Childcare Center. Echo teaches basic Salish words to preschool children two times/week. Echo’s passion for the language is also a service to the community. Echo has created a language institute and has plans for increasing the number of Salish speakers. Echo’s talent and skills in this area are valuable for the perpetuation of the Salish language and culture.

**Promotion of Cultural Understanding** Echo is a valuable resource for the Education Department as a tribal member and as a fluent Salish speaker. Echo is generous with the Department and has shared language lessons and educational/cultural resources. Echo has taught courses for the Department and also includes strong cultural content in her courses. For example, while teaching an early childhood course on learning environments, Echo taught the students how to label the parts of the classroom in Salish and English.

**Effectiveness** Echo’s mentoring has been well received and valued by students and faculty in the Department, She has built strong relationships and students feel comfortable asking Echo for assistance with Praxis study skills, writing RWAs, or helping with other aspects of the portfolio assessment system.

**Kathie Maiers, Education Department Administrative Assistant/Grants Manager**

**Qualifications** The requirements for this position are a Bachelor’s Degree and five years experience working in an office environment. The applicant must also demonstrate computer skills such as spread sheets, data input, and word processing; must be knowledgeable about managing grant budgets and activities; must have knowledge of the behavior, customs and origins of the Salish and Kootenai Tribes and the mission and goals of Salish Kootenai College; must be knowledgeable of protecting people, data and property; must have the ability to work with individuals from diverse backgrounds, and the ability to communicate effectively through written, spoken and visual media.

**Position Description and Major Responsibilities** The Education Department’s Administrative Assistant/Grants Manager is responsible for general office and clerical work, and overall management of department grants including the following activities: monitoring department expenses and budgets; purchasing department resources within grant/funding parameters; reporting grant activities in collaboration with project directors and coordinators; communicating with faculty and students regarding grant activities and resources; supervising the IEL’s student mentor; inputting and tracking data on Elementary Education and Early Childhood Education students; completing and submitting paperwork for student files, including transfer, substitution and waiver forms for the registrar; assisting teacher candidates with background check investigations, including providing forms, submitting paperwork to the proper authorities, and following federal guidelines for disseminating and storing them; organizing and cataloging department resources and materials; conducting student recruitment efforts with department support; assisting department faculty with travel arrangements and professional development plans; maintaining public notary certification to provide thisservice for students and faculty; developing departmental public relations materials with input from department faculty; organizing the Education Department Advisory Board meetings and providing meeting minutes; attending and providing written documentation for education department meetings; maintaining a positive work environment; and other office duties as assigned.

**Scholarship and Creativity** Kathie participates in continued professional development to enhance her skills in office work and grants management. Kathie uses the information she gains to support the Education Department faculty and students. In addition, Kathie is a creative person and is able to model creative thinking for our Department.

**Service to the College and Community** Kathie maintains very positive and productive relationships within the College and for the community. Kathie engages in many activities and participates in events, such as the Career Fair and Health Fair. Kathie’s work with various agencies and schools is always a welcome addition to her work at SKC as Kathie represents the department and college well. Kathie assists the education department in building and maintaining professional, working relationships with our community partners. Kathie is also a good problem solver who is aware of the needs of our students and faculty, and works to find solutions when needed.

**Promotion of Cultural Understanding** Kathie has been a part of the local community for most of her life and lives a life of cultural understanding. Kathie has promoted cultural understanding through her daily support of students and faculty, and through the Department’s cultural event with the Center for Ethical Leadership and the Institute for Ethical Leadership. Kathie was a major planner and host for this national gathering at SKC in the summer of 2012.

**Effectiveness** Kathie is very organized, professional and efficient in her work. She is always positive and supportive towards all departmental staff and faculty. She consistently follows through with all requests in a timely and professional manner. Kathie’s skills on the computer are very strong and allow her to complete tasks effectively. Kathie also demonstrates positive and professional interpersonal skills with other staff and faculty on campus. Kathie represents our department well in all regards. Kathie has taken on new responsibilities for the Department and is a leader for the Department’s work on the IEL grant.

**Linda Bone, Education Department Faculty/SKC Childcare Center Supervisor/Student Mentor**

**Qualifications** The requirements for this position are a Bachelor’s Degree in Education and a Master’s Degree in education or a related field; five years experience teaching young children (pre-K to 8th grade); one year experience teaching or mentoring adults; and experience writing and evaluating lesson plans and developing educational curriculum The applicant must also demonstrate knowledge of the theories and strategies involved in learning and instruction; computer skills such as spread sheets, data input, and word processing; knowledge of the behavior, customs and origins of the Salish and Kootenai Tribes and the mission and goals of Salish Kootenai College; knowledge of protecting people, data and property; the ability to work with individuals from diverse backgrounds; and the ability to communicate through written, spoken and visual media.

**Position Description** The Instructor/Mentor is responsible for teaching designated courses for the Education Department. In addition this position provides individualized support and mentoring for Education students. This support consists of providing technical assistance in developing portfolios and lesson plans, providing individual feedback and resources that promote student growth, and meeting with Education students as needed to build student success. This position is also responsible for advising students in the selection of courses, and monitoring their progress with coursework and the TEP process; assisting with registration and paperwork; communicating regularly and as needed with SKC staff, administration and faculty; maintaining records and student files for students in the Education programs and participating on the SKC Education Advisory Board and other committees as needed.

This position is also responsible for supervising the SKC Child Care Center Director and is a liaison for the Department and the SKC Child Care Center staff.

**Major Duties and Responsibilities**

Teach courses as assigned by the Education Department

• Develop and follow course syllabi in accordance with SKC guidelines

• Assess and document student learning

• Observe students during lab and practicum experiences, document these observations, share them verbally and in writing with the students and track them over time to assess students’ growth and progress

Maintain a minimum number of office hours as required by the college

Fulfill the responsibilities of a student mentor

• Provide technical assistance with portfolio development

• Assist students with lesson plans

• Provide individualized feedback to students regarding progress and needs

Fulfill the responsibilities of a student advisor

• Prepare designated students for the TEP interview and portfolio process and monitoring their progress as they complete all three phases of the TEP program;

• Advise students in the selection of courses and their progress with coursework;

• Assisting with registration and paperwork;

• Communicating regularly and as needed with SKC staff, administration and faculty;

• Maintaining records and student files for students in the Education program and assisting with a student data base;

• Participate on the SKC Education Advisory Board and other committees as needed.

Supervise and support the Child Care Center Director

• Consult on a weekly basis with the Child Care Director regarding daily operations and long term needs

• Assist the Director with accreditation and other needs as identified by the Director or Education Department Chair

• Communicate any problems, issues or needs with the Education Department Chair or other SKC administrator as needed.

This position is responsible for the supervision of the SKC Child Care Center Director. These responsibilities include:

• Consult on a weekly basis with the Child Care Director regarding daily operations and long term needs

• Assist the Director with ordering supplies and materials

• Communicate any problems, issues or needs with the Education Department Chair or other SKC administrator as needed

• Coordinate volunteers and education students working at the Child Care Center

• Provide the Director with ongoing feedback on job performance

**•** Assist the Director with managing the Child Care budget

• Provide technical assistance to the Child Care Center regarding accreditation, licensure, etc.

**Scholarship and Creativity** Linda participates in various professional development opportunities and is a passionate about being a life-long learner. Associate degree in Early Childhood, guide and support students through their portfolios and exit interviews

**Service to the College and Community** Linda is involved in various community events that support the Education Department’s mission. Linda is a member of Delta Kappa Gamma, an education group for teachers who conduct service projects to enhance community awareness of the importance of education in local communities. Linda attends and participates in multiple local celebrations and college activities to ensure the Department is represented.

**Promotion of Cultural Understanding** Linda participates in cultural events and courses to enhance her knowledge of the tribes and local cultures. Linda participates in the HOPA Mountain program, providing books for newborns through the local hospitals and coordinating 2 gifting programs/year through the SKC library.

**Effectiveness** Linda devotes much time and energy to creating positive learning experiences for her students. She has enhanced her knowledge regarding college instruction, available resources for teaching early childhood courses, and how to hold students accountable. Linda is a strong supporter of student retention.

**Mary Rudolph, Education Department Faculty/Early Childhood Field Coordinator**

**Qualifications** The requirements for this position are a Bachelor’s Degree in Education and a Master’s Degree in education or a related field; five years experience teaching young children (pre-K to 8th grade); one year experience teaching or mentoring adults; and experience writing and evaluating lesson plans and developing educational curriculum The applicant must also demonstrate knowledge of the theories and strategies involved in learning and instruction; computer skills such as spread sheets, data input, and word processing; knowledge of the behavior, customs and origins of the Salish and Kootenai Tribes and the mission and goals of Salish Kootenai College; knowledge of protecting people, data and property; the ability to work with individuals from diverse backgrounds; and the ability to communicate through written, spoken and visual media.

**Position Description** An Education Department Instructor is primarily responsible for developing, enhancing and teaching designated courses from the Education Department. In addition this position will be responsible for advising students in the selection of courses, and monitoring their progress with coursework and the TEP process; assisting with registration and paperwork; communicating regularly and as needed with SKC staff, administration and faculty; maintaining records and student files for students in the Education programs and participating on the SKC Education Advisory Board and other committees as needed.

The Early Childhood Field Coordinator’s responsibilities include assisting teacher candidates with field work and practicum placements and supervision in early childhood programs, including Head Start, Early Head Start, local child care centers, and preschools; building positive relationships with potential placement sites; and providing for collaborative opportunities between the Education Department and early childhood programs, classrooms and teachers.

**Major Duties and Responsibilities**

Teach courses as assigned by the Education Department

• Develop and follow course syllabi in accordance with SKC guidelines

• Assess and document student learning

Maintain a minimum number of office hours as required by the college

Fulfill the responsibilities of a student advisor

• Prepare designated students for the TEP interview and portfolio process and monitoring their progress as they complete all three phases of the TEP program;

• Advise students in the selection of courses and their progress with coursework;

• Assist with registration and paperwork, including outreach to ECS;

• Communicate regularly and as needed with SKC staff, administration and faculty;

• Maintain records and student files for students in the Education program and assisting with a student data base;

• Participate on the SKC Education Advisory Board and other committees as needed.

Fulfill the responsibilities of an Early Childhood Field Coordinator

• Assist teacher candidates with early childhood placements for field work

• Conduct outreach and public relations activities to build positive relationships with local early childhood programs and teachers

• Observe teacher candidates during lab and practicum experiences as needed, document these observations, share them verbally and in writing with the candidates and track them over time to assess growth and progress.

**Scholarship and Creativity** Mary is a life-long learner who engages in professional development to enhance her skills and knowledge. Mary uses this new knowledge to improve upon her courses and teaching skills.

**Service to the College and Community** Mary devotes much time to support students outside of the classroom. Mary is professional and represents SKC well in her partnerships and networking with other professionals. Mary is building a great reputation at the state level for her work in early childhood.

**Promotion of Cultural Understanding** Mary consistently seeks ways to incorporate culture into the content and instruction of her courses. Mary utilizes guest speakers, students’ knowledge, and other materials as a tool for promoting cultural understanding. Mary has taken advantage of opportunities to learn more about the cultures of the local tribes.

**Effectiveness** Mary utilizes a variety of teaching strategies that create meaningful learning experiences for all her students. Mary is a master-level teacher who models appropriate teaching techniques while ensuring that pre-service teachers learn the content. Mary’s learning environment is visually and cognitively stimulating and engaging.

**Merle Farrier, Ed.D, Project Coordinator/Graduate Student Advisor**

**Qualifications** Doctoral Degree in Education (PhD or EdD), Five years experience in teaching adults with knowledge of teaching and the methods involved in learning and instruction; Three years of supervision or leadership experience; Three years of experience working with graduate students (both advising and instruction); Experience in managing federal or state grants; Experience in collecting and managing program data; Experience developing curriculum and courses for education including on-line courses; Familiarity with standards in higher education; Knowledge of special education and educational administration; Strong written, verbal and interpersonal communication skills; Knowledge of the behavior, customs and origins of Salish and Kootenai Tribes and the mission and goals of Salish Kootenai College.

**Position Description** The Project Coordinator/Academic Advisor for SKC partnership projects and grants will ensure overall management of these teacher training grants. The position will provide individual academic advising to program participants in a coordinated effort with partnering faculty and staff.

**Major Duties and Responsibilities**

• Coordinate recruitment, orientation, enrollment, advising and induction services for students along with performing the necessary record keeping for the program

• Meet with and advise project participants individually in order to keep abreast of their status

• Coordinate any tutoring or support in preparing for the GRE, admission paperwork or application for tuition waivers

• Teach online and face-to-face courses as requested each term

• Coordinate and track professional development activities for project inductees

• Be responsible for communication among all collaborators

• Complete and submit all required documentation for the project including evaluation and quarterly reports.

**Scholarship and Creativity** Merle has done an exceptional job of establishing the procedures and policies that guide students and administrators regarding our partnership grants. In addition, he has used these policies and procedures to successfully recruit, orient, and assist students in enrolling in the project and a program of study at The U of M, and UMW. Merle’s reputation and hard work have assisted the project in recruiting Indian students around the state who are now enrolled in a special education endorsement or educational leadership program at The U of M and UMW.

**Service to the College and Community** Merle is proactive regarding communication challenges with our partnering institution. He provides updates in a timely manner and is professional in all of his correspondence with faculty, staff and students. Merle supports the mission of the College and provides assistance when asked. For example, he taught two courses for the psychology department last year, as he has valuable skills and knowledge as a school psychologist. In addition, Merle is often called upon for assistance with statistical problems. Merle provides critically valuable guidance to the Department for our assessment reports.

**Promotion of Cultural Understanding** Merle has lived much of his life on the Reservation and is aware of the local tribal cultures. On Merle’s last course evaluation, he received high marks (5 out of 7 students scored his work in this area as a 4, which is the highest ranking) or his ability to design his course to help the students improve their understanding of Native American cultures and the local reservation community.

# Section IV:

# Preservation and Dissemination of the Traditions and Languages of the Confederated Salish and Kootenai People

**Effectiveness**  Merle is an incredibly valuable resource to the college and the Education Department. He is very conscientious about his work and completes all tasks in a professional manner. Merle communicates well with everyone in the department and with our Project partners, and is regarded highly by all department faculty and staff. The Education Department is a better place because of the level of professionalism, positive attitude, and work ethics demonstrated by Merle. It is a pleasure to work with Merle who is devoted to education, and willingly shares his expertise with all.

**Education Department Faculty and Staff Analysis**

It is a goal of the Education Department to increase the number of Native American faculty and staff. To meet this goal, we have created post-baccalaureate programs to assist our former graduates and other Native educators from around the state to engage in master’s degree programs. We have also hired an elementary and early childhood SKC graduate, Echo Brown, a Salish tribal member, to mentor her and build her skills in teaching adults. Although Echo’s position is not being renewed because of budget cuts, Echo will remain connected to the Education Department through specialized consulting contracts.

It is noteworthy that all Education Department faculty are licensed educators in Montana. We have years of teaching experience individually and as a group, which are essential in helping our students connect coursework to real classroom experiences.

The Education Department faculty and staff are a professionally dedicated group who strive to improve education for each and every learner.

**Summary of department engagement in this component of institutional mission**

The following description is a summary of the goals, activities data, and evaluation of the Education Department’s fulfillment of the core theme: Preservation and Dissemination of the Traditions and Languages of the Confederated Salish and Kootenai Peoples. In addition to this summary, information for each faculty and staff member of the Education Department on his or her work in promoting cultural understanding is described in the section on Faculty Data.

Goal 1: Examine the need for language courses required in the AA, AS and BS degrees.

Activities, Data and Evaluation: The requirement for an NASL course was added to the 2012 catalog and will be evaluated on how it enhances teacher preparation. The Department Chair will examine data on the courses such as course and program evaluations. The objective is for our pre-service teachers to be more informed on how to meet the language needs of their future students.

Goal 2: Develop Native language - education courses specifically for the Education Department on teaching Native languages. T

Activities, Data, and Evaluation: The activities planned to meet this goal are for the Department Chair to work with the NASD department and Echo Brown to offer informal workshops or courses on teaching and learning Native languages. The objective is for our pre-service teachers to be more informed about the role of language and the needs of English language learners, and to increase collaboration between the ED and NASD Departments.

# Section V:

# Promote Individual and Community Capacity

**Department service to the community**

The Education Department has very close ties and relationships with the community. The ability for our students to do field experience in Pre-K to 8th grade settings requires diligence to the relationships with these schools and agencies. The Education Department collaborates with the seven school districts across the Flathead Reservation, in addition to one BIA alternative school, the Lake County Superintendent, and the Confederated Salish & Kootenai Tribal Education Department in designing the overall elementary education curriculum including field experience and student teaching requirements in the program. The school district personnel, including administrators and supervising teachers, assist in the implementation and evaluation of these requirements with the goal of candidates developing and demonstrating the knowledge, skills, and dispositions necessary to help all students learn. In addition, the Department also collaborates with the Confederated Salish & Kootenai Tribes Head Start Program along with private early childhood programs throughout the reservation.

Integral Program Components:

SKC teacher candidates begin Field Experience in the spring of their first or second year in the program. This takes place early so that the teacher candidates experience various school environments at the very beginning of the program and they are more able to make a solid commitment to the profession at the start of their studies. Candidates are required to participate in more Field Experiences each year of the program. In fact, the minimum number of hours that candidates complete throughout the program includes 154 hours of Field Experience and 360 hours of Student Teaching. These experiences provide the opportunity for candidates to apply their knowledge, skills, and dispositions in a variety of settings. Student teaching is the culminating experience for SKC elementary education teacher candidates. The sequence of the courses that require Field Experience and Student Teaching is such that the candidates develop the competence necessary to enter the profession and manage their own K-8 classrooms as reflective critical thinkers and doers by way of continuing their journey as a life-long learner accessible to the success of all candidates in their future classrooms.

In addition to the work with Pre-K schools, the goals, activities, data, and evaluation of the Education Department’s fulfillment of the core theme: Promoting Individual and Community Capacity is included in the section of this report under our strategic planning (page 24 and 25).



# Section VI:

# Summary

**Summary of program strengths**

* We have strong cohorts in the Education programs; the cohorts are more cohesive and there is more collaboration among students
* Students are getting jobs and our program is building a reputation with public schools from their experience with us and with our students
* Special Ed Endorsement through the partnership with UMW is offering more choices and employment opportunities for our students and will provide assistance to our Department to create an accredited Special Education endorsement program
* Numbers are increasing in both elementary and early childhood
* Accreditation and support at the state level is strong and helps our program
* Our education department is a P-20 system, which provides more choices to students for career and employment opportunities
* Our department receives backing and support from the Administration
* Our Advisory Board gives guidance and support
* Diversity and experiences of faculty & staff is a strength
* There is support for professional growth/development for faculty and staff
* State, national and community contacts & networks are building our department’s capacity and reputation
* Culture and Critical thinking are strong in students

**Summary of program weaknesses or areas for improvement**

The following concerns and challenges have been discussed at Department meetings. Based on both our strengths and challenges, we developed our strategic plan. The areas on which to concentrate are:

* Funding and availability of grant writers: our Department depends on grant funding to support student and faculty costs. However, the increased workload required to write and manage multiple grants is challenging.
* Recruitment: We have a need to increase our recruitment efforts, focused on graduating high school seniors, but have not had time to devote to this activity.
* Work load issues: everyone feels the increased expectations relative to workloads as the Department continues to grow. It was advised to keep a close eye on the workload of faculty and staff as a recommendation from OPI at their accreditation visit
* Writing and other remedial skills, and behavioral concerns of some of our students: our Department struggles with a few students who have low skills, poor attendance, and other behaviors that prevent them from succeeding in college coursework.

**Program priorities for the next three years**

1. Build upon our educational offerings to include endorsements in special education, reading, and other areas as a need is indicated
2. Support student success through formalized testing, such as the MAP testing, with a system of case management established for those students who fail to make progress in the Department. We will continue our efforts in mentoring, tutoring and providing financial support through grants and other means
3. Increase our recruitment efforts, including the website, brochure, BigSky Pathways agreements, and 2+2 memoranda with TCUs.
4. Continue to provide high quality, culturally relevant educational experiences for teacher candidates in early childhood and elementary education

References

Seidman, A. (2005). *Minority student retention: Resources for practitioners.* Retrieved from http://www.cscsr.org/docs/MinorityStudentRetentionResourcesfor

Practitioners2006.pdf.