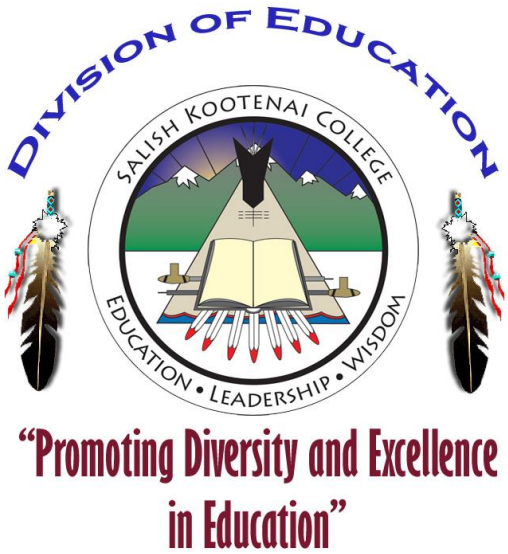


Student Handbook

SKC Teacher Education Programs

Fall 2017

Contents

WELCOME!

Dear Education Student,

The Education Division faculty wants to extend a big welcome to you! We appreciate your interest in our education programs and look forward to working with you on your journey to becoming a professional educator. Teaching is an awesome career choice and the education programs at SKC were carefully designed to assist you in becoming the best educator possible!

Whether your major is in Early Childhood, ECE:P-3, Elementary, or Secondary Education, this handbook was designed to assist you. Please read through the material carefully and utilize the resources and information provided. This Handbook will touch lightly upon many topics relevant to your SKC teacher education journey, but rest assured that we will be here to help guide your progress as you move through your program with attention to detail.

If you have any questions or concerns, please contact your Division of Education advisor or any education faculty.

Thanks again, and best wishes! You have chosen a noble career and we look forward to working with you!

Sincerely,

SKC Education Division Faculty and Staff

Amy J. Burland

Dr. Amy J. Burland,

Dean, SKC Division of Education

Kathie A. Maiers

Kathie Maiers

Administrative Assistant, SKC Division of Educati

"Promoting Diversity and Excellence in Education"

The Salish Kootenai College Education Programs

To fulfill its mission and vision, Salish Kootenai College has endeavored to create meaningful and substantive programs to improve the lives of Native people in our community and across the United States. Various programs at SKC have built a reputation for excellence, exhibiting both academic and cultural integrity. Over the last 40 years, SKC has grown to be one of the flagships of the tribal college system. By providing new opportunities for Native and non-Native learners, SKC has made substantial contributions to the well-being and livelihood of thousands of students.

An area of study that is most requested and one that SKC has had a deep interest in for many years is teacher education. In response to this interest, and the need for highly qualified teachers at every level, Salish Kootenai College has developed five accredited programs in education – associate's and bachelor's degree programs in **early childhood** (birth-age 8), Preschool to Grade 3 ("P-3"), **elementary** (grades K-8), as well as bachelor's degrees in secondary (grades 5-12) **science and mathematics** education. All of these programs are regionally accredited through the Northwest Commission on Colleges and Universities, and approved by the Montana Board of Public Education and the Office of Public Instruction. The ECE:P-3, elementary, and secondary science and math programs lead to licensure in their respective areas.

Institutional Organizational Framework

Each of the five degree programs mentioned above has a designated Program Chair, who oversees the program faculty and is responsible for its curricula and operations. The **early childhood** (birth to age 8) and **early childhood P-3** (ECE:P-3) programs have a single Chair who oversees both programs. All five of these teacher education programs exist under the 'umbrella' known as the "Division of Education" (DOE). The Division Dean acts as the central administrator for all five degree programs. Our faculty may have specific competencies in one area or another, but they frequently teach across multiple programs, as some classes are required by more than one degree program.

"Promoting Diversity and Excellence in Education"

SKC Division of Education Vision Statement

The SKC Education Division envisions a culturally responsive teacher education program and curriculum supporting candidates' development through fostering learning communities that build on past experiences along with students' aspirations. A culturally responsive education will support the personal as well as professional development and success of SKC candidates, affording them greater life options.

Furthermore, the Education Division envisions SKC teacher candidates will be culturally competent and skilled educators empowered to transform curriculum and instruction to address the developmental, linguistic and ethnic diversity of every child they teach; SKC teacher candidates as future professional educators, advocates, and leaders will empower the students they teach, expanding their life options through nurturing culturally responsive learning communities.

SKC Division of Education 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 indigenous student context and best educational practices leading to developmentally and culturally appropriate and sustaining pedagogy.
- Identification with Salish, Pend d'Oreille, and Kootenai 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 learners as well as other diverse populations.

SKC is located in a pristine rural setting in the Mission Mountains of western Montana. The faculty utilizes this unique environment to provide an education representative of social constructivist learning which includes the themes of: experiential learning, leadership, reflective practice, teaching through inquiry, and accountability to student learning. The faculty believes that learning is best facilitated for all students through active engagement and social interactions among and between candidates, faculty, students, and field teachers. To meet the needs of all learners, faculty in the Education Division are committed to the following:

- Experiential learning
- Diverse teaching styles and methods
- Research-based practice and instruction
- Multiple perspectives of learning
- Multiple measures of assessing learning
- Mentoring between and among students and faculty
- Carefully monitored field experiences and student teaching in diverse school settings
- Integrated content and pedagogy
- Use of technology as an instructional tool
- Development of a community of learners on campus and in field sites
- Serving the profession and the community

- Providing quality instruction informed by current research

Conceptual Framework for SKC's Teacher Education Programs

(This is an excerpt from the SKC Division of Education's full Conceptual Framework document. What is included here is intended as an overview, or summary of the CF's central points.)

Description of College

Salish Kootenai College (SKC) is located in scenic Pablo, Montana, at the center of the Flathead Indian Reservation. The Flathead Reservation is surrounded on the east, west and south by mountains. To the north is the majestic Flathead Lake, the largest natural freshwater lake west of the Mississippi and winding its way through the reservation from north to south is the lovely Flathead River. The Flathead Indian Reservation is home to the Confederated Salish and Kootenai Tribes. The tribes include the Bitterroot Salish, Pend d'Oreille, and Kootenai and this region is their aboriginal territory with land tenure from time immemorial (SPCC, 2003). The 1.317 million acre reservation is home to approximately 7,920 enrolled members of the Confederated Salish and Kootenai Tribes. Of this population, about 5,000 live on the reservation (Montana Office of Public Instruction Division of Indian Education, 2015).

Established in 1977, Salish Kootenai College enrolled 835 students in Fall 2016. Enrollment over the past 10 years averaged 1,089 students with a range from 1,175 to 785 driven by economic forces. The Northwest Association of Schools and Colleges granted initial accreditation to Salish Kootenai College in December, 1984; the most recent reaffirmed accreditation was in 2014. The first accredited bachelor's degree program at Salish Kootenai College was added in 1998. In 2017, SKC boasts 47 degree or certificate programs, with 18 of them full 4 year bachelor degrees.

Salish Kootenai College Vision Statement

Salish Kootenai College aspires to be the pre-eminent educational center of excellence for American Indian Students, grounded in the cultures of the Séliš, Ksanka and QÍispé people of the Flathead Nation. The college will empower students to improve the lives of their families and communities through research, leadership and service.

Salish Kootenai College Mission Statement

The mission of Salish Kootenai College is to provide quality post-secondary educational opportunities for American Indians, locally and from throughout the United States. The College will promote community and individual development and perpetuate the cultures of the Confederated Tribes of the Flathead Nation.

Salish Kootenai College Core Themes

Salish Kootenai College identifies four Core Themes that encompass the mission and vision of the College. The Core Themes provide a focus for all activities at SKC.

1. Provide Access to Higher Education for American Indians;

2. Maintain Quality Education for Workforce or Further Education;
3. Perpetuate the Cultures of Confederated Salish and Kootenai Peoples; and
4. Increase Individual and Community Capacity for Self-Reliance and Sustainability.

To fulfill its mission and vision, Salish Kootenai College has endeavored to create meaningful and substantive programs to improve the lives of Indigenous people on the Flathead Indian Reservation and across the United States. The Education Division is key to these efforts and currently offers the following degrees preparing future teachers from Early Childhood through High School.

- Early Childhood Education: (Birth to age 8, A.A. and B.S. Degrees)
- Early Childhood Education: P-3 (Preschool to Grade 3, A.A. and B.S. Degrees)
- Elementary Education (A.S. and B.S. Degrees)
- Secondary Science Education (B.S. Degree)
- Secondary Math Education (B.S. Degree)

Salish Kootenai College established teacher education programs to address the major concern in Indian education of the absence of qualified American Indian teachers particularly in schools that serve significant numbers of Indian students. A Montana Office of Public Instruction Report on American Indian Student Achievement (2016) reported the following demographics:

- "6.6% of Montana's total population is American Indian (2015 Census Estimate), made up mostly of the twelve tribal nations of Montana: Assiniboine, Blackfeet, Chippewa, Cree, Crow, Gros Ventre, Kootenai, Little Shell Tribe of Chippewa, Northern Cheyenne, Pend d'Oreille, Salish, Sioux
- For the 2015-2016 school year, there were 20,401 American Indian/Alaska Native students in Montana that report American Indian/Alaska Native as at least one of their races. The number of American Indian students in Montana is increasing every year. 14.0% of Montana's students are American Indian.
    - 44.9% or 9,151 of American Indian students attend a school physically located within a reservation with 55.1% or 11,250 located outside a reservation boundary." (Montana Office of Public Instruction, 2016)
- "The percentage of American Indian teachers in Montana has barely increased since the mid-1990s—rising from 1.9 percent in the 1995-1996 school year to 2.3 percent today." (Cummings, 2015)

How does this impact American Indian youth? It is well documented that instruction informed by children's home and community culture is critical to supporting a sense of belongingness that ultimately impacts academic achievement (Banks, 2002; Osterman, 2000). Educators who are from different cultural perspectives than the children they teach, "may render it difficult to "see" the cultural identities shaping the behaviors and achievement of their students" (Moore, 2004, a).

> "Research supports the idea that students, and especially minority students in poor communities, need teachers who grew up in similar circumstances. Thomas Dee, a professor of education at Stanford University, reanalyzed test score data from an experiment in Tennessee that randomly placed teachers with students. Focusing on black and white students, he found that students who were paired with a teacher of their own race performed significantly better on math and reading tests. Other research has shown that

minority students who have more minority teachers are more likely to have higher graduation rates and lower rates of suspensions and expulsions." (Cummings, 2015)

Salish Kootenai College has attempted to address the issue of too few qualified American Indian teachers and its academic and social ramifications for Indian youth through the provision of degree granting teacher preparation programs that provide culturally responsive teacher education curriculum to predominantly American Indian teacher candidates.

SKC Education Division Vision Statement

The Education Division envisions a culturally responsive teacher education program and curriculum supporting candidates' development through fostering learning communities that build on past experiences along with life dreams. A culturally responsive education will support the personal as well as professional development and success of SKC candidates, affording them greater life options.

Furthermore, the Education Division envisions SKC teacher candidates will be culturally competent and skilled educators empowered to transform curriculum and instruction to address the developmental, linguistic and ethnic diversity of every child they teach; SKC teacher candidates as future professional educators, advocates and leaders will empower the students they teach, expanding their life options through nurturing culturally responsive learning communities.

Salish Kootenai College Education Division 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 American Indian student context and best educational practices leading to developmentally and culturally appropriate pedagogy.
- Identification with American Indian 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:
- Developing 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 American Indian children as well as other diverse learners.

Central Principles and Beliefs of the Teacher Education Programs

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. Each learner's uniqueness, when valued and invited in all its diverse forms, enriches the learning community.
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 Conceptual Framework informs the teacher education curricula, evaluation and assessment, as well as classroom pedagogy, and faculty and administrative decisions. The education faculty members agreed upon these central principles and are committed to decision making based upon these beliefs.

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 Division's mission. The faculty recognizes and addresses the history of forced cultural assimilation through formal education- that oppressed many Indigenous 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.

Commitment to the 4Cs of Salish Kootenai College

The SKC 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 Division 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, and are articulated in all education program course syllabi.

One way that the "4Cs" are strengthened in your program of study is that all teacher candidates are required to complete the Transition to Professional Teaching Seminar as a requirement of entry into the Teacher Education Program in Elementary Education. The emphasis of the TPT 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 TPT is held each summer or fall prior to the junior year (Year 3). It is a comprehensive seminar-style gathering facilitated by mostly PreK-12 teachers, administrators, or others, and focuses on the skills and behaviors needed out in the field – that is, in real classrooms. The TPT helps orient TEP candidates to the realities, expectations, and professional practices that exist in schools… all built around SKC's 4Cs.

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).

Academic Advising

SKC Education students progress through their teacher training program with a high level of interaction with their instructors, advisors, and their K-12 mentors. Candidates remain in close contact with the SKC faculty through ongoing class discussions, email, phone contacts, 1-on-1 conferencing, and various communications media. All students in the program are assigned to a faculty advisor responsible for maintaining contact with the student on a regular basis and working with coordinating school personnel to ensure quality experiences for both the SKC student and the participating schools. In addition, SKC Education Division faculty conduct regular, periodic visits to students' field experience sites to confer, plan, and assess student progress. Education Division mentors provide individualized support and consultation on an as needed basis for coursework and portfolio development.

The Education Division Advisor is the first contact person for most prospective elementary education 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 SKC Counseling/Career Center or community resources for specific or personal needs. SKC also has a Student Success team that works to ensure that obstacles (both academic and non-academic) do not impede candidates' path to successful completion of their degree program. Faculty advisors track student progress through grades, course completion and one-on-one student conferences. This information is recorded on the Education Advising Form (degree plan). The College is committed to improving student retention rates. Student Success team members coordinate with faculty and counselors to monitor and track academic progress and course attendance of students who may appear to be struggling. When a problem occurs faculty, administrators, counselors, and Student Success team members work together to find solutions. Solutions may include tutoring, counseling, childcare, food bank referral, emergency loans, or adjustments in studies, housing, or transportation. The College is proactive in providing a variety of social, cultural, and recreational activities for students and families, including culturally rich activities.

Background Checks

Students pursuing a degree in education at Salish Kootenai College are required pass a comprehensive background check at various points during their program of study. Candidates are required to submit a background check as soon as possible after enrolling in an education program, and also must submit an updated background check prior to student teaching. Background checks are required by nearly all school districts and early childhood programs before candidates may have contact with students, and before the Montana Office of Public Instruction will issue licensure. Our procedure involves state and federal review, as well as Child Protective Services (CPS). These background checks will be reviewed using the following policy.

Policy for the use of background check reports:

Who has to have a background check?

All education students prior to participating in any field experience, practicum, community services or student teaching must have a background check current within two years on file with the Division of Education Department.

Procedures

After receipt of the background check, it is reviewed and approved by the following guidelines:

- If the student has no record for the state, federal and CPS check, the Division of Education Chair approves the candidate for placement.
- All offenses require a review with the Division of Education Chair. Some offenses may require approval from the school or program where the student is applying for placement.
- After the field experience or student teaching has started, any candidate may be removed from their assignment if knowledge of an offense occurs during the quarter in which they are enrolled. As a minimum, candidates are required to report offenses to the Division of Education Chair.

Considerations of all offenses will include severity, frequency, and how recently the offense occurred.

Appeals

Candidates may appeal their background check to the agency or authority from where the background check was received.

Effect on Elementary Licensure

Acceptance or refusal to place students in the field due to a criminal record does not imply any knowledge of the candidate's ability to obtain a teaching license from the Montana Office of Public Instruction (OPI) or other employment possibilities.

Effect on Child Care Licensing Requirements

Section 37.95.109 of the Montana Licensing Requirements for Child Day Care Centers states "Each caregiver, volunteer, support staff person or a person over the age of 18 residing in the home shall have a state criminal, child protective services/adult protective services and if applicable a tribal criminal and child protective services background check conducted. The state will not grant approval or licensure nor allow a license or registration approval if any director, caregiver, volunteer or support staff has been convicted by a court of competent jurisdiction of a felony or misdemeanor involving child abuse or neglect, spousal abuse, a crime against a child or children (including child pornography) or a crime involving violence, including rape, sexual assault or homicide, but not including other physical assault or battery. The state shall not grant approval nor allow a license or registration approval if any director, caregiver, volunteer or support staff person or a person over the age of 18 residing in the home has within the last 5 years been convicted by a court of competent jurisdiction of a felony or misdemeanor involving physical assault, battery or felony drug related offense."

Background Check Process:

A. **If you have a fingerprinted background check,** including state and federal, that is less than two years old AND the agency that requested the check will share the results with SKC, have a copy sent to:

Division of Education
Salish Kootenai College
P.O. Box 70

Pablo, MT 59855.

Montana school districts and the Office of Public Instruction have procedures for sharing background checks. If you are requesting your background check from a school district or other party, and they need a copy of these procedures, please contact the Division of Education at Salish Kootenai College, and the procedures can be provided.

You must read the SKC Division of Education Background Check Policy, sign the Consent/Release Forms and waiver, have them notarized and return them to the Division of Education Administrative Assistant.

B. If you do not have a current background check:

1. Obtain a background check packet from the Division of Education.
2. Read the Background Check Policy
3. Sign and notarize the Consent and Release Forms and waiver.
4. Have your fingerprints taken. Local sites where this can be done:
   a. SKC Division of Education, Pablo, MT
   b. CS&KT Vocational Rehabilitation Office, Division Street, Pablo, MT
   c. Tribal Law and Order, Division Street, Pablo, MT
   d. Lake County Sheriff's Office at 106 4th Avenue East Polson, MT
5. Return the following items to the SKC Division of Education:

   The completed fingerprint card

   The Consent and Release Forms with notarization and waiver

C. Storage and use of background checks:

Background check records are kept in the Division of Education Administrative Assistant's Office in a closed envelope in the student's file separate from the rest of a candidate's educational records. These checks are shared only according to the conditions of the Consent/Release Form, by written request of the candidate, or in accordance with an appropriate legal request. The candidate acknowledges and gives approval for SKC to share the results of the background check with any school district or early childhood program where the candidate may be placed as part of their program of study. The background checks are also shared with the Montana Office of Public Instruction as a part of the process for licensure.

D. Other behavioral expectations:

Candidates are subject to all provisions of the SKC Division of Education Student Handbook during their program of study. They are expected to exhibit behavior appropriate to someone pursuing a career as a professional educator. Program and college personnel are available to help any candidate who feels they have a problem requiring assistance. Appropriate college personnel may suggest counseling or other assistance as necessary. Problems affecting the candidate's ability to perform the functions of a professional educator may delay or stop the candidate's progression through the education program. **It is the students' responsibility to immediately report any offenses that occur between background checks to the Education Division Dean.**

Your Teacher Education Program (TEP) Structure

All of the Division of Education Teacher Education degree programs follow a similar structure, although coursework may vary considerably depending on your emphasis. For example, the courses in the elementary program involve many diverse content areas, since elementary teachers teach numerous subjects. The secondary mathematics sequence will, of course, emphasize math content, and so on. The basic structure of all of SKC's teacher education programs is as follows:

Year 1: General education courses (required by all SKC programs), some basic introductory teacher education courses.

Year 2: General education courses, more introductory educ.-related courses, including Foundations of Education (EDUC 203) and Exploratory Field Experiences (EDUC 178). ECED students take similar intro courses that are more specific to early education.

Year 3: Methods courses ("how to teach") and more advanced teacher education program (TEP) classes such as those dealing with classroom management, assessment, and other topics.

Year 4: More methods courses and field practicums, advanced classes that relay on teaching in the field, research classes, and student teaching.

Your TEP Portfolio and the InTASC Principles

Many teacher education students will take "Foundations of Education" (EDUC 203) toward the end of their second year in the program, though some may take this class earlier or later, depending on transfer credits and other factors. In this class, among many other things, you will begin to construct your TEP Portfolio. This is a collection of "artifacts"- some of which are previously graded assignments from courses, some of which are assembled by students from a variety of other sources. Just as an artist would assemble a portfolio of their best works, your TEP Portfolio will contain diverse examples of your strengths and abilities as a candidate.

Note: You may have noticed that in this Handbook, up to this point, we have used the terms "student" and "candidate" interchangeably. In fact, when you are in your first 2 years of teacher education, you are generally considered to be a 'student', as you would in any college program. However, upon officially entering the TEP program as a junior, you will thereafter be referred to as a "candidate", as in a candidate for licensure in professional teaching.

Teacher candidates will present their Portfolio for faculty review three times during their degree program: first as part of EDUC 203 or ECED 100 (Stage I), next in the senior year prior to student teaching (Stage II), and lastly at the end of their program of study, just before graduation (Stage III). SKC's TEP Portfolios used to be paper-based, wherein the artifacts inside were printouts placed in plastic covers, arranged sequentially and displayed in a 3-ring binder. More recently, the Division has transitioned to electronic portfolios instead of paper. ECE:P-3, Elementary, and Secondary candidates' TEP Portfolios* will be constructed around a short Introduction section which contains materials personally relevant to you (resume, letters of recommendation, etc.), and then ten distinct sections that represent the major competencies that all

teachers must exhibit. These ten competencies are known as the InTASC (Interstate Teachers Assessment and Support Consortium) Principles. The principles are shown here, along with selected indicators that break down the principles into more specific outcomes:

**Early Childhood Education students build their portfolios using other guidelines: see the section of the Handbook on Early Childhood Education for more detailed information on this.*

Note: Indicators are identified as addressing Performance (P), Knowledge (K), or Dispositions (D).

InTASC Principles and Their Selected Indicators

InTASC Principle 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.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. (P)

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning. (K)

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. (K)

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging. (K)

1(h,i) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. (D)

InTASC Principle 2 – Learner 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.

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (P)

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. (P)

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. (P)

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. (K)

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. (K)

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. (K)

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. (D)

2(n) The teacher makes learners feel valued and helps them learn to value each other. (D)

InTASC Principle 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.

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. (P)

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. (P)

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. (P)

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. (K)

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. (K)

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments. (D)

3(q,r) The teacher seeks to foster respectful communication among all members of the learning community. The teacher is a thoughtful and responsive listener and observer. (D)

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

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. (P)

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. (P)

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. (P)

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. (K)

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge. (K)

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field. (D)

InTASC Principle 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.

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). (P)

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. (P)

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. (K)

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work. (K)

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas. (D)

InTASC Principle 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.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. (P)

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. (K)

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals. (D)

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. (D)

InTASC Principle 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.

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. (P)

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. (P)

7(g) The teacher understands content and content standards and how these are organized in the curriculum. (K)

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses. (K)

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction. (D)

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances. (D)

InTASC Principle 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.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. (P)

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. (P)8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. (P)

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. (K)
8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships. (K)

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication. (D)

InTASC Principle 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.

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. (P)

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. (P)

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities. (K)

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. (D)

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. (D)

InTASC Principle 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.

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. (P)

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. (P)

10(h) The teacher uses and generates meaningful research on education issues and policies. (P)

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. (K)

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals. (D)

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning. (D)

Tips for Developing and Organizing the TEP Portfolio

1. Start your portfolio early. SAVE DIGITAL COPIES OF ALL YOUR WORK – BOTH IN EDUCATION COURSES AND YOUR GENERAL EDUCATION COURSES! You will need to submit documentation of your coursework in math, science, creative arts, communication and social

science. Read the requirements associated with each stage of the TEP. You will learn how to gather evidence for your digital portfolio in EDUC 203.

2. Be thorough. The more "acceptable" marks you receive in the early Stages, the better start you have for teaching and preparing a portfolio for job interviews. Review the criteria for the portfolio carefully and thoughtfully respond to each item. Write your goals carefully and with an emphasis on all you have yet to learn. You and the TEP interview committee will write additional goals after your interview to help you address areas of development in the quarters to come.
3. Starting with Stage I, develop a Table of Contents organized by InTASC Principles and put artifacts/evidence and assignments into each section periodically.
4. Carefully read the INTASC Principles. **Remember**, during Stages I and II, evidence that you are meeting the principles is a work in progress. Stage III is your final opportunity to demonstrate your ability to be a teacher.
5. Beginning in TEP Stage II, you will compose a Reflective Written Analysis (RWA) of each INTASC Principle. When you have ample examples of evidence you wish to use, write the RWA following the format. **The RWA acts as the introduction to each of the sections of your portfolio. Your portfolio is organized by INTASC Principles 1-10.**
6. Become familiar with the professional standards appropriate to your major and minors. Websites for the national professional organizations are included in Appendix R. You will be learning about these standards in EDUC 203 in terms of how they relate to curriculum development and professional issues in education. Further information about the use of the standards to guide instruction will be covered in your methods courses.
7. In EDUC 203 or before, assemble samples of your work, articles you have read, resources you are exploring and, when they fit, let them serve as evidence of your development—matching them to the InTASC Principles you are working toward accomplishing beginning with Stage I. Continue this process through Stages II and III. Save these samples electronically, or scan written samples. PDF or JPG files will work fine for your digital portfolio.
8. Study the charts which follow to better understand where the InTASC Principles will be introduced in each course and where they will be graded or assessed.
9. Prepare for your presentations/interviews. Meet with your academic advisor for support and suggestions prior to an interview.
10. Reconstruct your Table of Contents for each Stage. Follow the guidelines for the required contents with special attention to field experiences that involve the assessment of students. You will have opportunities to teach mini-lessons and small group lessons during field experiences.

<u>Always</u> assess what the students learned based on your <u>lesson objectives</u>.

You will have teaching evaluations, self-evaluations, student evaluations, and peer evaluations. Always make and keep copies of these evaluations in your portfolio.

Continue to research and reflect on the social constructivist model of teaching and learning which forms the philosophical core of the SKC Conceptual Framework.

Use conventional grammar, punctuation, and spelling. Teachers are models for children and your work must reflect excellence in communication. Be sure to get help with proofreading, and consider reading your work aloud to check for clarity.

Tips for a Successful TEP Interview

1. Be well prepared. Neatness and organization make a good first impression. Make sure your portfolio is neat in terms of organization / presentation and easy to navigate.
2. Work with your faculty advisor the semesters before the TEP interview. Ask him or her to review your portfolio ahead of time and give you feedback. Ask questions!
3. Dress and act professionally.
4. Prepare for presenting your portfolio as you would for preparing a speech. Practice.
5. Be positive and confident in your work thus far and do not be hesitate to demonstrate your performance in the areas of criteria. Sometimes you think you have nothing to show, when in reality, you have many subtle or relevant experiences that you might not otherwise think of. Talk about the areas with those who know you. This might help you brainstorm information that you could include in your portfolio and highlight during the conversation phase of the interview.
6. Talk to other candidates who were successful in the interview process

How do I figure out what artifacts I need for the Portfolio, and where they come from?

There are sections that follow in this handbook which are specific to the degree program in which you are enrolled (Elementary, Early Childhood, Secondary Science, etc.)

Within those sections are charts which indicate- course by course- what artifacts are required by each class, where they are to be placed in the Portfolio, and at what stage they will be reviewed. You will be guided through the Portfolio process by your instructors and advisors in the Division of Education. They can answer your portfolio questions. Don't be afraid to ask!

As stated earlier, you will create your initial Stage I Portfolio with your instructor's assistance and guidance during EDUC 203, or for early childhood students, ECED 100. Don't be concerned that the Portfolio is too big to handle… it's not! Not all these principles are addressed at every stage, and your instructors will assist you every step of the way. Rest assured that many, many candidates have successfully built and presented their portfolios over the years… and you will too!

At the end of your program of study in teacher education, all your skills and knowledge in these diverse areas will be represented in your Portfolio; proof to yourself, to SKC's Education Division, and to the state of Montana, that you are qualified and ready for a career as a professional educator.

Your Montana State Teaching License

Four of the five degree paths in SKC's Teacher Education Program lead to licensure with Montana's Office of Public Instruction: Early Childhood: P-3, Elementary, Secondary Science, and Secondary Mathematics. The Early Childhood Education (birth to age 8) program prepares students to be teacher-leaders in early learning centers, preschools, and childcare centers but does not lead to state licensure in Montana, as public schools do not serve children under the age of four.

In Montana, teachers acquire their teaching certification (now called a license) with one or more specific teaching areas identified. These are called "endorsements". For example, an elementary candidate applies for a **Class 2: Standard Teaching License**, and their endorsement (based on the college degree program they have completed) is Elementary Education, which allows them to teach any subject in grades Kindergarten through Grade 8. Similarly, a candidate graduating with their degree in secondary science education also receives a Class 2 Standard Teaching License, but with an endorsement in Broadfield Science. The license is the same, but the endorsement reflects the course of study they have chosen. It is very possible for a teacher to have more than one endorsement. Some teachers continue their schooling after their initial employment and have numerous endorsements. They might add, for example, a reading, special education, or technology endorsement. Some teachers pursue advanced degrees, such as a masters or even doctoral level coursework, and can then apply for a **Class 1: Professional Teaching License**. Most professional development can be accomplished while teaching, either during summer or online, one class at a time. SKC does not yet offer extra endorsements beyond its existing programs, but it may be possible in the future to add a special education or reading endorsement at SKC as programs progress. There has even been discussion about adding graduate-level master's programs leading to Principal or Superintendent Certification, but this is still in its earliest stages.

As a part of your senior year (Year 4), you will attend "senior meetings" as you prepare for student teaching and the final steps to licensure. Your faculty and advisors are knowledgeable about the procedures involved in licensing, and will help you prepare everything needed to complete your path to becoming a professional teacher (and securing your first teaching position).

What follows is an overview of each of the Division of Education's five degree programs.

Early Childhood Education Program

(Birth to Age 8)

- Associate of Arts Degree (A.A.)
  (93 credits)
- Bachelor of Science Degree (B.S.)
  (93 + 94 credits = 187 credits total)

Program Description

The mission of the Early Childhood Education (ECE) Program is to graduate teacher candidates who demonstrate competency in professional knowledge, skills, attitudes, and values concerning: child -development and the learning process; curriculum development and implementation; family and community relationships; assessment; and professionalism in order to effectively teach young children while involving the child's family and community.

Successful completion of specific coursework in the early childhood program can lead to a Specialized Permissive Competency in Early Childhood Education for those seeking Elementary licensure in Montana. This program is accredited by the Montana Board of Public Education.

Career Opportunities

Candidates who graduate with an Associate's Degree in Early Childhood Education are qualified to teach in programs for young children including Early Head Start, Head Start, childcare centers, family childcare homes, and in public schools as paraprofessionals. A.A. graduates often continue on to earn a Bachelor of Science Degree in Early Childhood Education preparing them to be professionals in the early childhood education field in such positions as lead educator, director or manager, and adult educator or trainer.

Student Learning 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 (NAEYC) Professional Standards for Preparing Early Childhood Practitioners. Bachelor of Science candidates will build upon the foundation of skills, dispositions and knowledge developed during participation in the A.A. degree.

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.

Program Requirements

Students must submit to a federal background check for the Early Childhood Education programs. Associate of Arts Degree: Students must receive a "C" or better in all required courses while maintaining an overall grade point average of 2.0 to graduate. Bachelor of Science Degree: Students must maintain a "B" average or better in all upper-level required education courses and a grade no lower than a "C" in all required courses. Students must maintain an overall 2.5 grade point average to graduate.

Courses required for ECE (and all programs) are periodically updated and modified, so students should refer to the current catalog for class listings and descriptions. Please note course pre-requisites and co-requisites.

How to Participate in the ECE Classroom

Quiet Reading
Join us! Sit on the rug, with a child, and read to us! When you feel comfortable, ask us what we think will happen next, or comment on the illustrations.

Movement/Music
Be a model! Encourage us to participate by dancing and singing yourself, and looking happy while you do it.

Plan-Do
As teachers introduce the day's activities, encourage us to pay attention to the choices. Redirect our attention, respond to disruptive children so that the teacher can keep going. Be award of the entire group of children. Help us to formulate and verbalize (when appropriate) not only where we are going, but what we hope to accomplish.

Learning Centers
Be an "active learner" with us. Observe what we're doing; ask open-ended questions. Rather than making judgments about our "products," focus on the process we use, or find out how we feel about what we're doing. Be part of our group. Centers stay open for our entire activity period—lure us to your center! At the same time (yes, this id difficult) keep an eye out for conflict situations in other areas of the room where adult assistance may be necessary.

Clean Up
It's our job to clean up—not yours! We don't mind help, but putting things away helps us learn responsibility and gives us a chance to practice our classification skills. Give us specific jobs and we'll be more successful. Cleaning up is not a choice—it's what we do before outdoor time.

Snack Time
This is a social time when we practice appropriate social skills and language such as "please pass…", "thank-you," and not talking with our mouth full. We clean up our places after snack.

Outdoor Time
This is a learning time too! We like you to play with us, not only watch us. Some of us are big enough for simple games. Encourage us to use our large muscles. Join us in dramatic play. We like it when you plan to bring extra materials outdoors, such as large blocks, bubbles, fire fighters hats, etc. If you think something we're doing is not safe, please let us know. Some things are only safe for bigger children, and others are not safe at all!

Early Childhood: P-3 Education Program

(PreK to Grade 3)

- Associate of Arts Degree (A.A.) (101 credits)
- Bachelor of Science Degree (B.S.)
  (101 in A.S. + 96 in B.S. = 197 credits total)

Program Description

The function of the Early Childhood Education: P-3 Program is to prepare and graduate teacher candidates who demonstrate professional competencies in teaching Preschool to Grade 3 students. This program was developed to meet the critical need for Highly Qualified Teachers who are licensed to teach in the early grades (age 3 to grade 3). The program's design and framework are built upon the standards from the National Association for the Education of Young Children, the InTASC Model Core Teaching Standards for teacher preparation, and the Montana Professional Preparation Program Standards (PEPPS, 2015). Key features of the program include an emphasis on culturally responsive education and multiple opportunities for practicum experiences in which teacher candidates participate in observing, teaching, and reflecting upon these experiences with young students. Graduates will be able to demonstrate knowledge of the content required for teaching early grades, as well as a strong foundation in child development and family/community engagement.

Career Opportunities

Candidates who graduate with an Associate Degree in Early Childhood Education: P-3, are qualified to teach as paraprofessionals in public school districts and in early childhood programs, including Head Start, childcare centers, and family childcare homes. A.A. graduates often continue in their program to earn a Bachelor of Science Degree in ECE: P-3. Completion of this degree with the successful completion of the licensure process for teaching P-3, qualifies one to teach in Pre-K to Grade 3 public school classrooms. Graduation with a bachelor degree in ECE: P-3 is not a guarantee of licensure. This program is accredited by the Montana Board of Public Education and the Office of Public Instruction. As more school districts in Montana offer preschool services, there will be an increasing need for teachers that possess the skills, knowledge, and dispositions needed for high quality teaching in this age group.

Student Learning Outcomes

Upon completion of the Bachelor of Science degree, candidates will demonstrate proficiency in the following principles (based on the InTASC Model Core -Teaching Standards):

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.

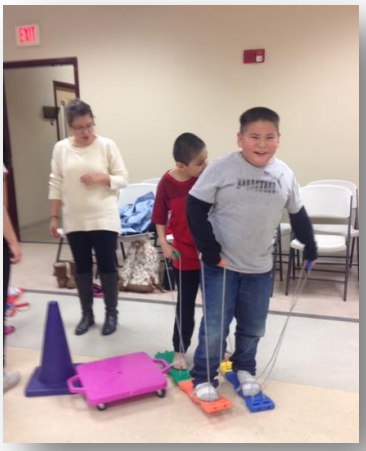
Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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.



Program Requirements

Students must submit fingerprints and process a federal background check for the ECE:P-3 Education program. Jurisdictions include state, federal, and CPS.

Associate Degree: Students must receive a "C" or better in all required courses while maintaining an overall grade point average of 3.0 to graduate.

Bachelor Degree: Students must earn a "C" or higher in all required education methods courses while maintaining a 3.0 GPA in these courses and an overall GPA of 2.5 to graduate.

Courses required for the ECE:P-3 program are periodically updated and modified, so students should refer to the current catalog for class listings and descriptions. Please note course pre-requisites and co-requisites.

P-3 Minor: (43 credits) SKC's Division of Education also offers a "Minor" in Early Childhood Education: P-3, in addition to the major program described above. The minor is available for the following scenarios:

> For current **Early Childhood Education majors** or Early Childhood Education graduates wishing to add a specialization for teaching preschool through Grade 3 children in public school settings. Successful completion of this minor may result in certification to teach in public classroom settings serving children age 3 to Grade 3, and is approved by Montana's Board of Public Education and OPI.
>
> For current **Elementary Education majors** or Elementary graduates wishing to add this specialization so they may teach in public preschool positions, or gain advanced competencies in working with PreK age children.

The course sequence for the P-3 minor is different for each of the two minor options detailed above. Check your current catalog for the most updated listing of these courses. In both cases, candidates must receive a "C" or better in all required courses, while maintaining a 2.75 or higher to graduate with the minor.

Declaring an Academic Minor

An academic minor requires at least 30 quarter credits of course work and at least 10 credits of upper-level courses. Students have the responsibility to know and satisfy all requirements for any declared minor.

The following policies are in place for students who wish to pursue an academic minor:

1. Students must be in good academic standing with an overall GPA of 2.0 to declare a minor.
2. A student must earn an overall GPA of at least 2.0 in the minor, including any departmental prerequisites necessary for the completion of the minor.
3. No course may be shared between the requirements of two minors, or between a minor and a certification or endorsement.
4. Courses that are part of a student's minor may meet the general education requirements for the student's major program requirements.
5. Students must be currently enrolled during the academic year in which a minor is awarded.
6. Students will have an advisor in both their academic major and academic minor.
7. Students who declare and complete an approved minor will receive a notation on their student transcript but the minor will not be listed on their transcript.

Procedures for Students:

1. Before declaring an academic minor, a student should meet with an advisor in the minor program to review requirements.
2. The "Declaration of Major and Minor Form" must be signed by the current major program advisor and a designated advisor from the minor program. The student submits the form to the registrar to have the minor entered on his or her record.
3. After completing the requirements for a minor, the student must complete a graduation application for both the Major and the Minor.

ECE: P-3 Teaching Portfolio

As in the other degree programs in the Division of Education, ECE: P-3 candidates will build, maintain, and present a Portfolio which highlights each candidate's unique accomplishments, and provides evidence of their success in the Program. Artifacts for this portfolio come mostly from coursework, and occasionally from life experiences. Candidate's present their Portfolios to faculty for evaluation at three stages: first upon completion of "Foundations of Education" (EDUC 203), next just prior to the start of student teaching, and finally just prior to graduation (following student teaching). What follows here is a listing of required artifacts for your P3 Portfolio, the courses they come from, and the Stage (1, 2, or 3) with which the artifact is associated.

ECE: P3 – TEP Portfolio Course/Artifact (Indicator) Chart

Course Name	**TEP Stage I Artifact** (Indicator)	**TEP Stage II Artifact** (Indicator)	**TEP Stage III Artifact** (Indicator)
ECED 103 *Positive Guidance & Discipline*	**Case Study Guidance Plan** (Pr. 1)		
ECED 103 *Positive Guidance & Discipline Lab*	**Instructor Observations** (Pr. 1)		
ECED 112 *Early Childhood Curriculum I*	**Written Lesson Plans** (Pr. 1)		
ECED 117 *Creating a Learning Environment*	**RWA InTASC Principle 3** (strengths related to principle) **Indoor/Outdoor Environmental Plan** (Pr. 2), (Pr. 3)		
ECED 209 *Meeting the Needs of Families*	**Family Resource Center Demonstration** (Pr. 2) **Parent Meeting/Family Night Reflection** (Pr. 10) **Parent Teacher Conference Reflection and Analysis** (Pr. 10)		

ECED 265 *Leadership & Professionalism in ECED*	**Case Study using the Code of Ethics** (Pr. 9) **Leadership and Professional Assessment and Goal Plan** (Pr. 10)		
ECED 299 *Early Childhood Practicum*	**Practicum Observations** (Pr. 3) **Self Evaluation and Goal Plan** (Pr. 9)		
ECED 305 *Social Studies & Young Children*		**4 Learning Plans with Background Knowledge in Social Studies** (Pr. 5)	
ECED 321 *Teaching Reading & Communication Arts in Early Grades*		**Instructor Observation of a Literacy Activity** (Pr. 5)	
ECED 330 *Partnerships and Collaborations*		**Child and Family Support Plan** (Pr. 10) **Self Assessment and Action Plan Regarding Collaboration Skills** (Pr. 10)	
ECED 335 *Technology & Early Childhood Education*		**A Written Analysis of the Developmentally Appropriate and Ethical use of Technology in an Early Childhood Classroom** (Pr. 8) **A Lesson Plan which has been modified to include technology** (Pr. 8)	
ECED 340 *Social-Emotional Growth & Socialization of Young Children*		**RWA InTASC Principle 3** (strengths related to principle) **Learning Plan to Promote Social Emotional Development** (Pr. 3) **Case Study & Behavioral Support Plan** (Pr. 3)	
ECED 360 *Creativity & Young Children*		**Creative Art Lesson** (Pr. 5)	
ECED375 *Fostering Physical Development in Young Children*		**4 Learning Plans that Support Physical Development** (Pr. 5)	
ECED 420 *Observation, Documentation & Assessment of*		**Comprehensive Child Study Project** (Pr. 6)	

Young Children			
ECED 421 *Curriculum Integration & Application in Early Grades I*		**Learning Plans** (Pr. 1) **Instructor Observations** (Pr. 1) **Lesson Plans** (Pr. 5) **Instructor Observations** (Pr. 5)	
ECED 451 *Curriculum Integration & Application in Early Grades II*		**RWA InTASC Principle 5** (strengths related to principle) **Learning Plans** (Pr. 1) **Instructor Observations** (Pr. 1)	
Self-Selected		**Lesson Plan including content standards** (Pr. 4)	
EDUC 203 *Foundations of Education*	**RWA InTASC Principle 2** (strengths related to principle) **RWA InTASC Principle 4** (strengths related to principle) **RWA InTASC Principle 9** (strengths related to principle) **RWA InTASC Principle 10** (strengths related to principle) **Experience w/Diversity Packet** (4 examples, Pr.2) (*Indicator* 2(j)) **Content Knowledge Samples** (Pr.4) *Indicator* 4(j) **Collective Bargaining Panel Reflection** (Pr.9) *Indicator* 9(j)		
EDUC 207 *Health Safety & Drug Awareness*		**Community-based Health Awareness Project** (Pr. 5)	
EDUC 240 *Human Growth & Development*	**RWA InTASC Principle 1** (strengths related to principle) **Philosophy Paper** (Pr.1)		
EDUC 250 *Educational Psychology*		**Social Constructivist Paper** (Pr.1)	
EDUC 307 *Curriculum, Planning, and Assessment*		**RWA InTASC Principle 6** (strengths related to principle) **RWA InTASC Principle 7** (strengths related to principle) **RWA InTASC Principle 8** (strengths related to principle) **Assessment folder** (Pr.6) *Indicator* 6(j)	

		Lesson Plan Using Research Based Strategies (Pr.7) *Indicators* 7(a), 7(k) **Written Lesson Plans Connected to the Montana Early Learning Standards & the Montana Content Standards** (Pr.7) *Indicators* 7(a), 7(k)	
EDUC 311 *Cultures, Diversity, and Educational Ethics*		**RWA InTASC Principle 2** (strengths related to principle) **Research Paper and Unit Plan of Montana Indian Tribe** (Pr.4) **Self Assessment** (Pr. 9) *Indicator* 9(e)	
EDUC 312 *Diversity Practicum*		**Reflection Paper on experiences with students with special abilities**. (Pr. 2)	
EDUC 337 *Introduction to Special Education for PreK-12th Grade*		**Differentiated Lesson Plan** (Pr.2, Pr. 7) **Self Assessment and Analysis** (Pr. 9)	
EDUC 340 *Introduction to Literacy Assessment and instruction*		**RMA Instructional Plan and Summary** (Pr.6) *Indicators* 6(g), 6(j), 6(r) **Written Letter to Parents** (Pr. 10) *Indicator* 10(d)	
EDUC 372 *Teaching Mathematics in the Early Grades*		**Lesson Plans** (Pr. 5) **Written Letter to Parents** (Pr. 10) *Indicator* 10(d)	
EDUC 390 *Teaching Science in the Elementary Classroom*		**Integrated Math/Science Unit Plan** (Pr.5)	
EDUC 490 *Student Teaching for Elementary and P-3 Education*			**MACK- Assess of content knowledge from student teaching** (Pr. 4) *Indicator* 4(a), 4(b), 4(r)
EDUC 495			**RWAs in all InTASC Principles (1-10) Addenda** (Reflection on how student teaching impacts candidates' understanding) **Revision of Teaching Philosophy Following Student Teaching** (Pr. 1) *Indicator* 1(b) & 1 (d) **Reflective Essay on instructing exceptional learners during student**

			teaching (Pr. 2) *Indicator* 2(b) **An artifact representing integration of technology into instruction** (Pr. 3) *Indicator* 3(g), 3(k) **Classroom Management Plan Addendum** (Pr. 3) *Indicator* 3(g), 3(k) **Final** GPA (Pr. 4) **A self-selected artifact representing critical thinking, creativity and collaborative problem solving** (Pr. 5) *Indicator* 5(d), 5(f), 5(m) **Assessment Folder updated to include student teaching Samples (a minimum of four)** (Pr. 6) *Indicator* 6(k),6(t) **A self-selected artifact representing instruction based upon student formative assessments** (Pr. 7) *Indicator* 7(d), 7(l), 7(q) **A lesson designed and taught during student teaching that reflects a variety of instructional approaches** (Pr. 8) *Indicator* 8(a), 8(g), 8(h), 8(k), 8(p) **Action Research Project** (Pr. 9) *Indicator* 9(c) **Teaching Implications from Action Research** (Pr. 10) *Indicator* 10(h) **Introductory letter sent to families during student teaching** (Pr. 10) *Indicator* 10(d)

Elementary Education

(K-8)

- Associate of Science Degree (A.S.) (100 credits)
- Bachelor of Science Degree (B.S) (100 + 97 = 197 credits total)

Program Description

The Elementary Education Program was developed in response to a need for Native American representation in public schools locally and nationally. 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.

Elementary Education at SKC is unique among the other Education Preparation Programs in Montana due to its small class sizes, its emphasis on honoring the unique cultural identity and languages of Montana's Native American tribal nations, its concentration on the implementation of Montana's Indian Education for All Act in all coursework, and its orientation to pedagogical models which are based on child-centered, social constructivist learning.

Career Opportunities

Associate degree graduates are prepared to work as paraprofessionals in public school districts or continue on to receive a Bachelor's Degree in Elementary Education. Bachelor degree graduates who qualify for licensure are eligible to teach all subjects in K-8 classrooms. Elementary graduates also obtain jobs in developing curriculum, tutoring, and mentoring. Some graduates in Elementary Education may elect to continue their education to pursue a graduate degree (such as a particular curriculum area, school leadership, or special education). At this time, SKC does not yet offer post-baccalaureate degree programs; therefore students would have to enroll in another institution that is accredited to offer these advanced degrees.

Upon successfully passing the Stage 1 TEP interview, candidates are then able to take upper-level courses (including methods courses). Bachelor Degree graduates are eligible for Elementary Education (K-8)

licensure in Montana after completion of specified requirements. Graduation with a bachelor degree in elementary education is not a guarantee of licensure; candidates still need to apply for their teaching license. Faculty and Advisors will assist senior level students in the procedures and documentation which leads to licensing. The Elementary Education program is accredited by the Montana Board of Public Education and OPI.

Field Experience in Elementary Education

Students enrolled in the Elementary Education (K-8) degree program spend considerable time out in the field, observing, assisting, and teaching in actual K-8 classrooms. In the earliest classes that require field observations, such as EDUC 178, students observe teachers in action, and reflect on children's' developmental levels and interactive behaviors. As students progress through the program, classroom visits become more involved, and the SKC students take on a partnership role alongside the classroom teacher. In most Year 3 and 4 methods courses, candidates are expected to plan, develop, and teach an original lesson in their host classroom. There are currently 11 courses in the junior and senior level elementary education degree plan that utilize a field experience component. Most of these require 10 documented hours of field experience each. In addition, there are a few courses early on in the program which require time with kids in classrooms. For student teaching, candidates must record a minimum of 45 full days in a focused field practicum with a cooperating mentor teacher. Altogether, elementary students will spend over 500 hours observing, assisting, and teaching in classrooms. What follows is a chart showing the elementary courses that require filed experiences:

FE Course	Hrs Req'd	Description / Activities Required	How documented/ Assessed	Outcome Ref.	School contact hours
EDUC 178	20	Observe, Reflect	EDUC178 Obsrv. Forms	All	Pre-TEP: 53.5
EDUC 240	3.5	Observe, Reflect 7 observations @ 30 min. ea.	EDUC240 Observ. Forms	1, 2, 3, 9	
EDUC 175	30	Develop / Implement Community / School Svc. Project	Project Summary and Presentation	5, 9, 10	
EDUC 305	4	Observe, Analyze, Reflect	EDUC 305 Tech Observ. Form	All	TEP: 109
EDUC 312	10	Observe, Analyze, Reflect, Teach	EDUC 312 Divers. Reflections	All	
EDUC 337 EDUC 331 EDUC 341 EDUC 351 EDUC 361 EDUC 371 EDUC 345	10 10 10 10 10 10 10	Observe, Assist, Teach lesson(s)	FE Methods Evaluation Form	All	

EDUC 391 EDUC 471	10 15				
EDUC 490	360 (45 days)	Observe, Assist, Teach Lessons, units, independent teaching, reflection, analysis, research proj.	Portfolio artifacts (mult.) Mentor teacher & Coll. Supervisor evals	All	Student Teaching: 360

Total: 522.5

Student Teaching Overview

For elementary majors, student teaching is completed as a 12 credit class (EDUC 490). This class does not technically "meet", as other classes do. Rather, it is accomplished as you complete your required 45 days in your classroom placement. In most cases, candidates complete the last of their regular courses in winter quarter of their senior year, just prior to spring student teaching. In those winter methods classes, you will most likely be doing some observations and teaching in the classroom in which you will be student teaching (this classroom is referred to as your 'placement'). This allows students to become familiar with the students, classroom, and mentor teacher they will be student teaching with before the start of ST. Some candidates will student teach instead in the fall or winter quarters, due to their unique circumstances and degree plan. In any case, all candidates who are student teaching will also enroll in EDUC 495, Reflective Practice and Research in Education, at the same time as student teaching. This class DOES meet weekly, usually in the late afternoon or evening after school. The 495 class is a place to debrief the week's student teaching experiences, and also work on their Action Research Project. The ARP is research on a topic the candidate selects that involves student learning outcomes with the ST placement class. More on this can be found in the Student Teaching Handbook, which can be accessed using the Division of Education website.

Student teaching runs for an entire quarter (10 weeks). As mentioned previously, candidates must be in their placement classroom for a minimum of 45 days. A "day" is understood to be any day that the regular classroom teacher is required to be at school; this includes PIR days, early releases, etc. Because schools and districts all have different schedules, the start and end time for each placement will have to be determined individually. It is recommended that candidates arrive earlier and remain later than their supervising teacher; this will help to convey to the teacher and school leadership that the candidate is taking ST seriously and endeavoring to do the best job possible.

Student teachers are evaluated three times by the Cooperating Mentor Teacher (CMT)… once a few weeks into the placement, again at the mid-point (around 5 weeks), and lastly just prior to the conclusion of ST. The College Supervisor (CS) is a liaison between SKC and the host school, and is also responsible for evaluating and coaching the student teacher. The CS also completes these same assessments, at around the same timeframe.

More detailed information regarding the student teaching process (including all forms and documents) are located in the **Student Teaching Handbook**. This resource can be accessed online using this path:

www.skc.edu >> Academics >> Bachelor Degrees >> Elementary Education >> Program Documents

Your Elementary TEP Portfolio

All candidates in the Division of Education at SKC keep and maintain a portfolio which highlights their academic achievements. The Elementary Portfolio is organized using the ten InTASC principles (see page 16), along with an initial "Introduction" section that houses the students' resume, letters of recommendation, transcripts, and other items. The initial portfolio is introduced in Foundations of Education (EDUC 203). At this time, candidates will build their "Stage 1" portfolio collection with the help of the course instructor. Many- but not all- of these artifacts will come from previous classes taken at SKC. The digital portfolio is built using the online "Schoology" platform. This electronic portfolio will be shared between the candidate and his/her SKC instructors. Students then present their Stage 1 portfolio to DoE faculty. Following the successful completion of Stage1, candidates may then proceed with the upper-level education courses in Years 3 and 4. Stage 2 is typically evaluated just prior to the start of student teaching, and the final Stage 3 interview is held around the time of graduation. Candidates will be provided with a checklist for each stage, to assist them in understanding which elements are required. The ten InTASC standards are detailed on pages 16-23 of this document.

Below is a chart which details the essential artifacts required in the Elementary Education program by course and Portfolio Stage:

Elementary Education – TEP Portfolio Course/Artifact (*Indicator*) Chart

Course Name	**TEP Stage I Artifact** (Indicator)	**TEP Stage II Artifact** (Indicator)	**TEP Stage III Artifact** (Indicator)
ECED 209 *Meeting the Needs of Families*	Parent Meeting Activity and Summary Packet (Pr. 1) *Indicator* 1(c)		
EDUC 175 *Community Service Learning in Education*	**Community Service Project Photo Essay** (Pr. 10) *Indicator* 10(n)		
EDUC 203 *Foundations of Education*	**RWA InTASC Principle 1** (strengths related to principle) **RWA InTASC Principle 2** (strengths related to principle) **RWA InTASC Principle 4** (strengths related to principle) **RWA InTASC Principle 9** (strengths related to principle) **RWA InTASC Principle 10** (strengths related to principle) **Experience w/Diversity Packet** (4 examples, Pr.2) *Indicator* 2(j) **Content Knowledge Samples** (Pr.4) *Indicator* 4(j)		

Course Name	**TEP Stage I Artifact** (Indicator)	**TEP Stage II Artifact** (Indicator)	**TEP Stage III Artifact** (Indicator)
	Teaching Philosophy (Pr.9) *Indicator* 9(n) **Collective Bargaining Panel Reflection** (Pr.9) *Indicator* 9(j)		
EDUC 235 *Introduction to Indian Education*	**Collaborative Final Project** (Pr.1) *Indicator* 1(g) **IEFA Resource Summary** (Pr. 2) *Indicator* 2(k)		
EDUC 240 Human Growth & Development	**Observation – Child Development Summary** (Pr.1) *Indicator* 1(e)		
EDUC 250 *Educational Psychology*		**Teaching Philosophy Revision** (Pr.1) *Indicator* 1(d)	
EDUC 300 *Language, Literacy, and Texts*		**Pen Pal Check List and Summary** (Pr.1) *Indicator* 1(i) **Read aloud lesson using children's literature** (Pr. 8) *Indicator* 8(m)	
EDUC 305 *Technology in the Elementary Classroom*		**Integrated Unit Plan** (Pr.3 and 8) *Indicator* 3(m), 8(o) **Digital Weekly Plan** (Pr.10) *Indicator* 10(g)	
EDUC 307 *Curriculum, Planning, and Assessment*		**RWA InTASC Principle 6** (strengths related to principle) **RWA InTASC Principle 7** (strengths related to principle) **RWA InTASC Principle 8** (strengths related to principle) **Assessment folder** (Pr.6) *Indicator* 6(j) **Lesson Plan Using Research Based Strategies** (Pr.7) *Indicators* 7(a), 7(k)	
EDUC 309 *Guiding Social Development and Classroom Management*		**RWA InTASC Principle 3** (strengths related to principle) **Cooperative Learning Lesson Plan** (Pr.3) *Indicator* 3(j) **Classroom Management Plan** (Pr. 3) *Indicator* 3(n), 3(p)	
EDUC 311 *Cultures, Diversity,*		**Research Paper and Unit Plan of Montana Indian Tribe** (Pr.4) *Indicator* 4(m)	

Course Name	**TEP Stage I Artifact** (Indicator)	**TEP Stage II Artifact** (Indicator)	**TEP Stage III Artifact** (Indicator)
and Educational Ethics		**Self Assessment** (Pr. 9) *Indicator* 9(e)	
EDUC 312 *Diversity Practicum*		**Reflection Paper on experiences with students with special abilities**. (Pr. 2) *Indicator* 2(b)	
EDUC 330 *Teaching Social Studies in the Elementary Classroom*		**RWA InTASC Principle 5** (strengths related to principle) **Social Studies Year-Long Timeline** (Pr.7) *Indicator* 7(g), 7(n)	
EDUC 337 *Introduction to Special Education for PreK-12th Grade*		**Differentiated Lesson Plan** (Pr.2 and 7) *Indicator* 2(h), 7(b)	
EDUC 340 *Introduction to Literacy Assessment and Instruction*		**RMA Instructional Plan and Summary** (Pr.6) *Indicators* 6(g), 6(j), 6(r) **Written Letter to Parents** (Pr. 10) *Indicator* 10(d)	
EDUC 345 *Reading Methods Practicum*		**Reflective Essay and Checklist from school visit** (Pr.4) *Indicator* 4(i)	
EDUC 361 *Teaching the Arts in the Elementary School Practicum*		**Creative Arts Lesson Plan and Observation** (Pr.5) *Indicator* 5(o)	
EDUC 372 *Teaching Mathematics in the Early Grades*		**Problem Solving Lesson Plan** (Pr. 3) *Indicator* 3(c) **Integrated Math/Science Unit Plan** (Pr.5) *Indicators* 5(a), 5(d), 5(h), 5(j), 5(m), 5(o) **Written Letter to Parents** (Pr. 10) *Indicator* 10(d)	
EDUC 390		**Integrated Math/Science Unit Plan** (Pr.5)	

Course Name	**TEP Stage I Artifact** (Indicator)	**TEP Stage II Artifact** (Indicator)	**TEP Stage III Artifact** (Indicator)
Teaching Science in the Elementary Classroom		*Indicators* 5(a), 5(d), 5(h), 5(j), 5(m), 5(o)	
EDUC 397 *Teaching Secondary Mathematics – Middle Grades*		**Integrated Math/Science Unit Plan** (Pr.5) *Indicators* 5(a), 5(d), 5(h), 5(j), 5(m), 5(o)	
EDUC 490 *Student Teaching for Elementary and P-3 Education*			**MACK- Assess of content knowledge from student teaching** *Indicator* 4(a), 4(b), 4(r) **Final CMT Student Teaching Evaluation Introduction section** **Letter of Reference from CMT** **Introduction section**
EDUC 495			**RWAs in all InTASC** Principles (1-10) Addenda *(Reflection on how student teaching impacts candidates' understanding)* **Revision of Teaching Philosophy Following Student Teaching** *Indicator* 1(b) & 1 (d) **Reflective Essay on instructing exceptional learners during student teaching** *Indicator* 2(b) **An artifact representing integration of technology into instruction** *Indicator* 3(g), 3(k) **Classroom Management Plan Addendum** *Indicator* 3(g), 3(k) **A self-selected artifact representing critical thinking, creativity and collaborative problem solving** Indicator 5(d), 5(f), 5(m)

Course Name	**TEP Stage I Artifact** (Indicator)	**TEP Stage II Artifact** (Indicator)	**TEP Stage III Artifact** (Indicator)
			Assessment Folder updated to include student teaching samples (a minimum of four) *Indicator* 6(k),6(t) **A self-selected artifact representing instruction based upon student formative assessments** *Indicator* 7(d), 7(l), 7(q) **A lesson designed and taught during student teaching that reflects a variety of instructional approaches** *Indicator* 8(a), 8(g), 8(h), 8(k), 8(p) **Action Research Project** *Indicator* 9(c) **Introductory letter sent to families during student teaching** *Indicator* 10(d)

Elementary Program Student Learning Outcomes

Upon completion of the Bachelor of Science degree in Elementary Education, candidates will demonstrate skills, dispositions and knowledge in relationship to the following principles (based on the InTASC Core Teaching Standards. To view the detailed indicators for each standard, see page 16. What follows is a list of the ten InTASC Principles that explain the outcomes assessed by the Elementary Education Program.

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.

Professional Behavior

SKC teacher candidates are required to exhibit dispositions and behaviors befitting a professional educator. Any actions that indicate the candidate may be unfit to work with children or perform in school settings will not be tolerated. Among these behaviors are the following:

- Substance abuse of any kind
- Inappropriate disclosure or breach of confidential information
- Inappropriate physical contact or communication including digital communication through social networks, texting or emailing with a student, peer, instructor, or school personnel
- Criminal activity

All education students must read the Division's "Expectations for Professional Dispositions" statement and sign its verification page, which is kept on file with the student's progress folder. In the case where a student / candidate has been documented as having an issue connected to any of the above behaviors, a written explanation will need to be kept in the student's individual progress folder, and a Remediation Action Plan will be initiated to help the student / candidate to correct the behavior. See Appendix C for this documentation. Students/candidates who persist with these behaviors and are unwilling or unable to make the necessary changes in their behaviors will be exited from any program within the Division of Education.

Secondary Science Education

(Grade 5 – 12)

- Bachelor of Science Secondary
- Science Education (BSSE) – Broadfield Science
  (199 credits)

Program Description

The goal of the Bachelor of Science in Secondary Science Education (BSSE) Broadfield Science degree is to prepare graduates for successful careers as -science teachers at the middle and high school levels. Graduates of the BSSE are qualified to apply for licensure as secondary Broadfield Science teachers in the state of Montana. The majority of the BSSE required coursework is in the natural and physical sciences, with additional coursework required in advanced math and education courses, along with the general education course -requirements. Graduates of the degree program will meet the state's academic requirements for highly qualified secondary broadfield science teachers, the most sought after science teaching license in Montana. Upon licensure, graduates are eligible to teach earth science, physics, physical -science, biology, chemistry and environmental -science in Montana's secondary schools. The program's -design emphasizes the development of teachers prepared to effectively meet the needs of middle and high school learners, particularly rural and American Indian learners. A key strength of the program is students' participation in substantive clinical experiences in which they spend significant amounts of time observing and working in the schools to help prepare them as professional educators. Graduates will have a solid grounding in Western and Native science content and perspectives as well as knowledge of how to use effective instructional methods and classroom management for supporting science learners.

Teacher Certification and Career Information

Currently there is a shortage of licensed secondary science teachers to fill the job vacancies in Montana and across the United States. Accredited schools in Montana are required to hire state licensed teachers in order to maintain their accreditation. Upon successful graduation from the BSSE degree program, graduates are eligible to apply for the Secondary Broadfield Science -teaching license with the Montana Office of Public -Instruction (www.opi.mt.gov). Once licensed by the state of Montana, teachers may be hired as science teachers in any public middle or high school in Montana. Licensure requirements may differ in other states; graduates should contact individual states of interest to determine their licensing procedures and requirements.

Accreditation

The SKC BSSE is fully accredited by the Montana Board of Public Education.

Program Objectives

In alignment with the objectives of the SKC -Division of Education the BSSE strives to meet the following program objectives.

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

2. Form and maintain collaborative partnerships (relationships) with grades 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 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

Student Learning Outcomes

Upon completion of the BSSE, the graduate will possess the following knowledge, skills and dispositions appropriate for secondary science teachers, which are based on the InTASC standards for teacher preparation.

Standard #1: Learner Development
The teacher candidate 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 candidate 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 candidate 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 candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher candidate 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 candidate 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 candidate 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 candidate 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 candidate 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 candidate 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.

Application and Admission to the BSSE

Teaching is a complex profession and requires dedication on the part of students who intend to become a teacher. The preparation of a teacher candidate to be an effective teacher is multi-faceted, requiring the assimilation of a wide range of knowledge, skills, and dispositions. Successful teachers must possess deep knowledge of learning theory and the content they will teach, proficiency in the effective use of an array of instructional methods and strategies, understanding of human development and psychology and their influence on learning and the classroom environment, and the appropriate character and dispositions of a professional educator. The SKC Teacher Education Program (TEP) is designed to enable teacher candidates to develop proficiency in all of these areas. The following paragraphs describe the application and progression of a teacher candidate through the TEP.

Steps in the Application Process

The BSSE is a part of the Teacher Education Program and, ideally, students should apply for admission to the BSSE during the first or second quarter of their sophomore year, however later application is allowed. The criteria, materials, and process for admission to the BSSE program are described below.

Transcripts Review and Submission

One of the first steps potential BSSE students must take in applying for the BSSE is to meet with the BSSE adviser to review your transcripts. Completion of at least 60 quarter or 40 semester college credits that are a part of the BSSE course program are required before students are eligible for formal admission into the program. Substitutions and transfers must be verified and accepted by the Salish Kootenai College Registrar. Prior to application, as a potential candidate, you must meet with Regina Sievert, the BSSE adviser, for a review of your transcripts (406-275-4780, wren_walkerrobbins@skc.edu). At this meeting the adviser and the student applicant will work together to determine the BSSE relevant credits already completed and to lay out a plan for completion of the rest of the BSSE program. As part of the BSSE application process, the student is required to submit official transcripts of all of college coursework to the BSSE office for inclusion in her/his student file.

BSSE TABE and Writing Assessment

The writing assessment required for admission to the BSSE consists of two parts, described below.

1. **TABE** - Minimum scores of 588 on the Language and Language Mechanics sections of the TABE at the D9 level are required for admission into the BSSE. Scores must be less than one year old. If a student does not have recent TABE scores that meet these requirements, she/he should make an appointment with the Adult Learning Center (406-275-4790 located on the west side of the SKC campus across from the Big Knife Building to take the relevant sections of the TABE. A copy of the TABE test scores should be submitted by the student with the other required application materials to the BSSE office.
2. **Writing Sample Assessment** - Also as part of the requirements for admission to the BSSE, students must complete and pass a Writing Sample Assessment (WSA) with a minimum score of "Proficient" before being formally accepted into the program. If a student does not have an SKC WSA score of "Proficient" or above that is less than one year old, they should contact the SKC Writing Center, located in the Michel Building, to make an appointment to complete the assessment. If a student scores below "Proficient" on the WSA, she/he may be advised to complete additional English courses to develop your writing skills before retaking the WSA and reapplying to the BSSE. Alternatively, she/he may be accepted conditionally into the BSSE but will be required to take a writing course during the current or next quarter of enrollment, after which she/he may retake the WSA. A copy of the WSA score should be submitted by the student with the BSSE application to the BSSE office.

Background Check

All students pursuing a BSSE degree at SKC are required to submit a federal, state, and Child Protective Services (CPS) background check prior to formal acceptance into the BSSE program. Background checks are required by many of the schools and districts where candidates will complete their BSSE field coursework. Further, the Montana Office of Public Instruction requires a background check from every applicant before it will issue an individual teacher license. Information regarding the background check requirements and submission process is provided below.

Process for Submitting a Background Check

A. **If the student has a background check** that is less than two years old AND the agency that has the background check on file will share the results with SKC, she/he may have a copy of the results sent to:

SKC Division of Education
P.O. Box 70
Pablo, MT 59855-0070

After requesting that the background check be sent to SKC, please read the Background Check Policy, sign the Consent and Release Form, have the form notarized, and send it to the SKC Education Department at the address given above. The Education Department office manager, Kathie Maiers, is an authorized notary and can notarize the form on site if it is brought by the student to the Division of Education office. The form is then securely kept in the student's confidential file in the Division of Education office.

B. **If the student does not have a current background check**, please complete the following steps:

1. Obtain a background check packet from Kathie Maiers, SKC Division of Education office manager (Kathie_Maiers@skc.edu, 406-275-4750), located in the Education Building on the SKC campus.
2. Read the Background Check Policies below and sign the Consent and Release Form.
3. Take the fingerprint card to a law enforcement agency and obtain a record of your fingerprints. Local agencies where this can be done:

   CS&K Tribes Law and Order, Division Street, Pablo, MT
   Lake County Sheriff's Office at 106 4th Avenue East Polson, MT.
   Open on Mondays or Fridays 1-4 P.M.
4. Return the following items to the SKC Division of Education office for inclusion in your confidential file:
   - The completed fingerprint card
   - The signed and notarized Consent and Release Form - The Division of Education office manager, Kathy Maiers, is an authorized notary and can notarize the form on site if brought by the student to her office in the Education Building.

SKC Education Department Background Check Policies

- The background check is reviewed by the dean of the SKC Divison of Education. If no offenses are identified on either the state or federal background check, the student can be recommended for acceptance into the BSSE.
- Any offenses identified require clearance from the dean of Education for admission into the BSSE. This may include offenses that come to the attention of the dean through means other than the background check. An example would be a court report in the newspaper showing an offense occurred after the background check was submitted. Considerations of all offenses will include severity, frequency, and how recently the offense occurred.
- Candidates may appeal their background check to the agency or authority from where the background check was received.
- Background check records are kept securely in the Education Office in a sealed envelope separate from the rest of the student's academic records. In signing and submitting a notarized Consent and Release form, the student gives permission to SKC to share the results of the background check with any school district where she/he may be placed as part of the program of study. The background checks may also be shared with the Montana Office of Public Instruction as a part of the process for licensure.

Other Behavioral Expectations

BSSE students are required to adhere to all of the provisions of the SKC Student Handbook during their program of study in the BSSE. BSSE students are expected to exhibit behavior appropriate for a person pursuing a career as a professional educator. Students are required to read, sign and adhere to the expectations laid out in the SKC Division of Education's document titled "Expectations for Professional Dispositions". Violation of the stated policies and expectations delineated in the previously named documents may result in a student's suspension, remediation, and/or termination from the SKC BSSE program. Program and college personnel are available to help any student requiring assistance. Appropriate college personnel may suggest counseling or other assistance as deemed necessary. Problems affecting a student's ability to perform the functions of a

professional teacher may delay or terminate her/his progression through the BSSE program. Students should submit a signed "Expectations for Professional Dispositions" form with the BSSE application.

Submitting the BSSE Application Packet

Once all of the required materials for application are prepared, please submit the entire packet to:

SKC-BSSE Program
P.O. Box 70
Pablo, MT 59855-0070

The BSSE department head will review applications and will be notify individual applicants as to whether she/he has been accepted into the BSSE Program within two weeks of the application submission. Incomplete applications will not be considered. The decision may be appealed to the dean of the Division of Education within two weeks after the student receives notification of the department head's decision.

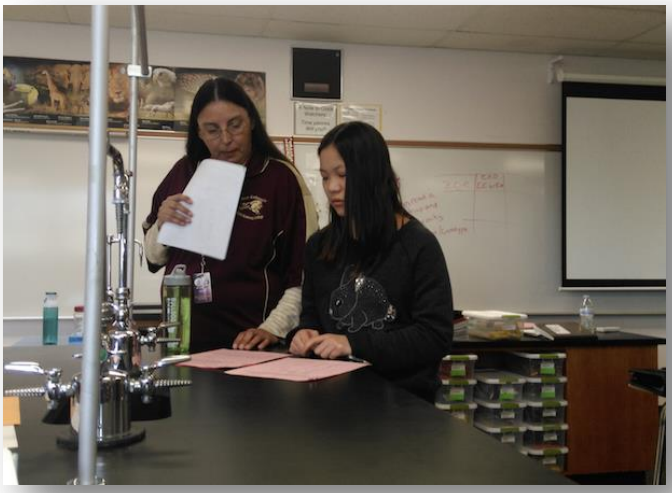
Program Requirements

Students may declare the BSSE as their major at any time after their acceptance into SKC as a student. They will then be assigned an advisor in the Department of Secondary Science Education. After fulfillment of the following criteria they will be provisionally accepted into the BSSE program.

- Successful completion, with a grade of "C" or above, of at least 60 college quarter credits (or 40 semester credits) that are part of the BSSE course program, including 24 quarter or 16 semester hours of BSSE required science and math courses.
- Successful completion, with a grade of "C" or above, of Math 100 or an equivalent course or test score as approved by the chair of the SKC -Mathematics Department
- Successful completion of the SKC ENGL 202 – English Composition II course with a grade of "C" or above. Transfer of credits from another institution as substitution for this course must be approved the the English Department chairperson
- Minimum cumulative GPA of 2.75 with no less than a "C" in all courses that are required for the BSSE degree
- Minimum score of 588 on TABE Language and Language Mechanics Tests at the D9 level or above A score of "Proficient" or above on the BSSE Writing Sample Assessment
- Approved state and federal background check, which are required for visiting or working in the K-12 schools
- Completion of the Transition to Professional Teaching (TPT) Professional Dispositions Seminar

Students' full admission to the BSSE is contingent on the preparation and submission of a TEP Stage I Portfolio (see below) and completion of an interview with the SKC Education Division faculty. Both the portfolio and the interview must be approved by the Education faculty.

To graduate from the BSSE, students must -attain at least a "B" in all Education courses at the 300 level or above and a minimum grade of "C" in all other BSSE required courses. Please contact the BSSE program director for more information on the program requirements.



Professional Behavior

SKC teacher candidates are required to exhibit dispositions and behaviors befitting a professional educator. Any actions that indicate the candidate may be unfit to work with children or perform in school -settings will not be tolerated. Among these behaviors are the following:

- Substance abuse of any kind
- Inappropriate disclosure or breach of confidential information
- Inappropriate physical contact or communication including digital communication through social networks, texting or emailing with a student, peer, instructor, or school personnel
- Criminal activity

BSSE Field Experiences and Clinical Practice

Salish Kootenai College Education Department collaborates with the seven public school districts located on the Flathead Reservation and Two Eagle River School, the Lake County Superintendent, and the Confederated Salish & Kootenai Tribal Education Department in designing the overall Secondary Science 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 students' clinical experiences with the goal of teacher candidates developing and demonstrating the knowledge, skills, and dispositions necessary to help all students learn. Field experiences occur throughout the BSSE degree program as part of numerous required courses, to enable BSSE students to gain a wide variety of experiences that contribute to their knowledge of secondary science teaching.

Field Practica

Field experiences, sometimes called practica, are experiences in secondary schools that allow BSSE students to observe, assist, and sometimes teach on a limited basis, in classrooms with experienced teachers. Such experiences also involve a wide array of other opportunities besides those found in typical grades 5-12 classrooms; candidates are encouraged to experience diverse settings such as Nkwusm (Salish Language Immersion Institute), Two Eagle River School (an alternative Bureau of Indian Affairs school, grades 7-12), school board meetings, faculty events, trainings, preschools, high schools, special education settings, and other educational environments.

Field experiences give BSSE students a window into the world of teaching and expose them to a variety of settings to allow them to gain a broad perspective of teaching. They begin early in the students' course of study, generally in their sophomore year when they enroll in EDUC 178 or EDUC 206, and continue throughout their years of coursework in the BSSE. Field experiences often have required assignments such as reflective journals and/or demonstration lessons that are taught by the student in the field placement classroom. The BSSE has a required 500 hours of field experiences that occur in the courses shown in the table below.

BSSE Field Experience Hours

Field Experience Course Number	Required Hours of Field Experience	Activities Required	How assessed and/or documented	Program Outcomes addressed	Total School Contact Hours
Pre TEP Field Hours					
EDUC 178	20	Observe, reflect	EDUC 178 Observation forms and reflective essays		70 hours
EDUC 240	10	Observe, reflect	EDUC 240 Observation forms and reflective essays		
EDUC 220	30	Develop and implement community service project	Project summary and presentation		
EDUC 206	10	Observe, reflect, assist	EDUC 206 Observation form and reflective essays		
TEP Field Hours					
EDUC 306	10	Observe, evaluate, analyze, reflect	EDUC 306 Observation form and reflective essays		70 hours
EDUC 312	10	Observe, analyze, reflect, teach	EDUC 312 Diversity Observation Form		
EDUC 277 EDUC 343 EDUC 394 EDUC 396	10 10 10 20	Observe, assist, teach lessons	Methods Field Experience Evaluation Form		
Student Teaching Hours					
EDUC 491	360 (45 days)	Observe, assist with teaching lessons and units, independent teaching, reflection, analysis, work on research project	Multiple portfolio artifacts, teacher evaluations (2), college supervisor evaluations (3)	All	Student Teaching 360
Total BSSE Field Hours					500

Student Teaching

Student teaching is characterized by collaboration, accountability, and a variety of authentic experiences associated with professional teaching and learning. Before entering the student teaching experience, teacher candidates meet with the BSSE Field Experience Director to discuss expectations and requirements for the

experience and to determine their preferred student teaching setting. At that time they also receive a set of student teaching materials including a background check verification and a copy of the BSSE Student Teaching Handbook. The handbook contains all forms and assessment rubrics required during student teaching, as well as general information on clinical protocols and a recommended sequence of activities with suggested timeline. Typically, teacher candidates complete the student teaching application process by the first week of the quarter preceding the student teaching experience. Student teaching requires a total of 45 days, with a minimum of eight hours per day. During the student teaching experience, candidates are required to design and conduct an Action Research project. The project culminates with a presentation to other students and Education faculty and is included in their Stage III TEP portfolio.

Overview of the Student Teaching (ST) Experience

Student teaching is a 360-hour carefully mentored teaching experience in an accredited 6-12 science classroom school setting. The typical student teaching experience lasts an entire quarter (ten weeks) of fulltime status (8 hours per day in a 5 day school week, or 10 hours per day in a 4 day week when applicable). Student teachers seeking Secondary Broadfield Science licensure in Montana are required to complete a full time student teaching experience arranged and assessed by a state-approved teacher preparation program.

In most cases, candidates begin the first days of the ST experience observing their supervising teacher's instruction, becoming familiar with the daily operation of the school and classroom and getting acquainted with students. As a student teacher is ready, teaching responsibilities are gradually increased. Although ST is individualized for each student teacher, it is expected that a student teacher will plan, teach, and assess student learning during much of the student teaching time frame. Regular feedback is provided to the student teacher by both the cooperating/mentor teacher and college supervisor.

Performance in student teaching is formally evaluated by both the cooperating/mentor teacher and college supervisor a minimum of three times, typically at the start, middle, and end of a student teaching placement. To successfully complete the student teaching experience, a student teacher must complete all student teaching assignments and requirements in a satisfactory manner. Student teaching in the Education Program at SKC is assessed with a traditional letter grade. Student teachers must attain a minimum grade of "B" to pass student teaching. Further, they must receive no less than a 3 on each of the InTASC standards on the student teaching evaluation form.

A Philosophy for Student Teaching

The faculty of the Teacher Education Program is committed to creating a community of teachers who are competent in their subject matter, pedagogical knowledge, and teaching skills. By developing their professional knowledge base and researching and reflecting on the connection between theory and experience, candidates realize that pedagogical decisions made by educators hold implications that extend well beyond traditional educational goals of individual student achievement. It is necessary for pre-service teachers to understand and accept their role in creating a community that recognizes and appreciates diversity and cultural understanding, as well as a community where individual members develop the content knowledge, skills, and dispositions needed to think critically, involve families, communicate effectively, and engage in responsible decision making.

Goals of Student Teaching

The goal of the ST experience is to prepare teachers who are competent in their subject matter, pedagogical knowledge and teaching dispositions. A planned, carefully supervised and mentored ST experience enables the student teacher to grow professionally as they seek certification and licensure with the state of Montana. The experience aims to foster the student teacher's growth and development as a beginning teacher. Collaboration and collegiality between the cooperating/mentor teacher, college supervisor, and student teacher are critical to a successful student teaching experience. Although the schedule for increasing teaching responsibilities during student teaching is individualized for each student teacher, it is expected that a student teacher will plan, teach, and assess student learning during a substantial portion of the student teaching experience.

Salish Kootenai College's Teacher Education Program (TEP) is a collaborative effort between SKC and appropriate educational settings. The TEP student teaching experience is the final, and one of the key phases, of the Teacher Education Program. This experience offers extensive opportunities for pre-professionals to refine and apply skills and broaden their knowledge base under the guidance of practicing 5-12 educators.

Student teaching opportunities are available in a wide variety of settings, depending on a candidate's teaching fields and qualifications. Settings include:

- Public grades 5-12 science classroom settings, including small, rural schools
- Private schools if properly accredited
- Alternative settings, if they meet program and accreditation requirements

Student Teaching Requirements

- Candidates, their family, or friends should not approach school personnel about student teaching placements. Doing so may jeopardize your student teaching placement. Student teaching placements are coordinated by the BSSE Field Experience Director.
- Student teaching should be the last requirement before degree completion.
- All catalog and program requirements must be met prior to student teaching.
- All candidates will meet with the BSSE Field Experience Director before placement will be attempted. At this meeting the student teaching paperwork, handbook and expectations will be reviewed. The specific placement being sought will be discussed for appropriateness and likely availability.

Acceptance for placement is made by the school district on the basis of information they have on the day they complete the acceptance form. Situational changes may occur between that date and the date the candidate begins student teaching. An acceptance form is NOT binding. Changes in personnel, candidate status, or a change in administration are just some of the reasons a placement could be changed or denied on short notice. If this occurs, the BSSE Director of Field Experiences will work with the candidate to secure the next best placement available. Denial of student teaching placement requests may be appealed to the Education Department.

Placement Restrictions

Unless written approval is received from the BSSE Field Experiences Director for an exception, the following placement restrictions apply to all candidates:

- Candidates may not request placement at a school or district where a relative is an administrator.
- Candidates should not request placement in buildings where parents, or other close relatives are employed or where their children are enrolled,
- Under no circumstances may a relative serve as a candidate's supervising teacher.
- Salish Kootenai College does not guarantee placement requests. We work with the educational settings to secure the best placements possible. As you are selecting possible requests, please keep in mind that you may have to travel farther than planned, or even move to another location to complete your assignment in the quarter you wish to student teach.

Student Teaching Application Procedures

Below you will find a list of items required for applying for Student Teaching:

- Student Teaching Placement form
- 1-2 page autobiography (3 copies)
- Updated resume (3 copies)
- Academic Data Sheet (3 copies)
- Meeting and interview with the BSSE Director
- Completed background check on file
- Current First Aid/CPR certification
- Attendance at all Student Teaching meetings

***** Please note: Placements are made only by the BSSE Director. Do not attempt to make your own arrangements!***

Tips for Successful Student Teaching…

Know Your School: Questions the Student Teacher Should Ask

Know the school district

1. Where are the central administrative offices?
2. Who is the superintendent: Are there other central administrators? Who are they and what do they do?
3. What is the extent of the school district? Does it include more than one community? Thewhole county?
4. When and where does the school board meet? Are teachers encouraged to attend school board meetings?
5. What services are provided to teachers by the central office? Is there a central media center? If so, how do you order materials?
6. Where are the other schools in the district?

Know your school building

1. Where is the principal's office (also counselor, custodian, school nurse, etc.)?
2. Where are the restrooms?
3. Where is the lounge or teacher's workroom?
4. What are the fire drill regulations? Other disaster drills?
5. Where do you go for supplies?
6. Are there rules for using materials and equipment?
7. Where is the cafeteria? Gymnasium? Music Room? Art Room? Library?
8. Are there designated parking areas for faculty/student teachers?

Know the faculty and staff

1. Who are the principal, counselor(s), librarian, special subject teachers, school nurse, custodian(s), school secretary, lunch room staff, and paraprofessionals?
2. Who are the teachers teaching at your grade level?
3. Do student teachers have duties such as playground duty, lunch duty, or detention duty?

Know the classroom

1. Where do I hang my coat?
2. Where are classroom materials stored?
3. What books are available for classroom use?
4. What about bulletin boards? What does the teacher use them for and how often are they usually changed?
5. Are there hall display spaces or bulletin boards for which your department or grade level will be responsible?

6. What does the custodian do and what is the teacher expected to do in terms of room maintenance?

Know the routines

1. What is the classroom schedule?
2. Who picks up the students from music or P.E. if they go to another class?
3. Are there hall or bus duties?
4. How does the teacher handle room duties?
5. How are papers handed out and returned?
6. How is attendance taken and reported?
7. ? Do you have to take a lunch count?

Know the school rules

1. Is there a school handbook containing rules and regulations?
2. If a student has to go to the office, do they need a pass?
3. What are the rules about absences and tardiness?
4. What are the discipline policies?

Adapted from Central Michigan University Handbook
https://www.cmich.edu/colleges/cmed/students/Pages/Student%20Handbook.aspx

Montana 5-12 Licensure

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 Division of Education. 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 in Secondary Science Education qualifies you for licensure valid for teaching grades 5 through 12 in Montana. The College sends recommendations for licensure to the Montana Office of Public Instruction once all requirements have been met by the candidate.

Secondary Mathematics Education

(Grade 5 – 12)

- Bachelor of Science Secondary
- Education-Mathematics (BSSEM)
  (189 credits)

Overview of the BSSEM

The goal of the Salish Kootenai College Bachelor of Science in Secondary Education – Mathematics (BSSEM) degree is to prepare graduates for successful careers as mathematics teachers at the middle and high school levels. The BSSEM is a rigorous degree program that meets Montana's academic requirements for preparing highly qualified secondary mathematics teachers. The program is aligned with the standards for mathematics teacher preparation established by the National Council of the Teachers of Mathematics – 2012 (NCTM – 2012), the Council of Chief State School Offices Interstate Teaching Assessment and Support Consortium (InTASC) Standards, and the Montana Professional Educator Preparation Program Standards (PEPPS). Upon licensure, graduates of the BSSEM will be certified to teach all levels of mathematics offered in Montana's middle and high schools. Students enrolled in the BSSEM complete a core set of courses that include mathematics, cultural studies, education theory and practice, and various other general education courses. Early on and throughout the program, BSSEM students engage in school-based field experiences in which they observe and work in secondary mathematics classrooms, thus providing the candidates with authentic insights into the mathematics teaching profession. BSSEM courses are centered on cultural competence and integrate culturally competent instructional practices and content. A team of instructors including tribal elders, tribal mathematics professionals, and SKC faculty collaborate in designing and teaching the BSSEM courses. Graduates will have a solid grounding in Western and Native mathematics content and perspectives as well as knowledge of how to use effective instructional methods for supporting diverse mathematics learners.

The BSSEM program is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and Montana Board of Public Education (MBPE). Its design reflects the conceptual framework and guiding principles and beliefs of the SKC Teacher Education Programs (TEP) as well as program outcomes based on the InTASC Standards which in turn align with both the Montana PEPPS and the NCTM – 2012 Standards for Secondary Mathematics Teacher Preparation. The program's intended outcomes are described below.

What's Special About this Program?

In addition to being the only secondary mathematics education degree program offered at a tribal college, SKC's Bachelor of Science in Secondary Education – Mathematics (BSSEM), the program has other unique features.

Students in SKC's BSSEM program take three different Teaching Secondary Mathematics "methods" courses. It is in these courses that students get the opportunity to examine multiple ways to teach mathematics to better serve diverse student populations. Each of these courses includes field experiences which allow students to work with current secondary math teachers. During these experiences, BSSEM students will observe, plan with, and teach with "real" teachers of mathematics to "real" students.

Additionally, BSSEM students get the opportunity to team-teach developmental mathematics courses with the SKC course instructor as an instructional intern. Students have the opportunity to plan and teach secondary math content under the direct mentoring of the course instructor.

Through these four field-experience courses, SKC students have more opportunities to develop and hone their teaching practices and skills than in most other secondary mathematics education preparation programs. All of this in an environment where student numbers are small enough for lots of individualized instruction.

Besides the unique course offerings, all secondary mathematics education students are encouraged to participate as paid tutors through various on-campus programs. So you not only get the chance to practice teaching, but you actually can earn money to help pay for college.

Program Outcomes and Assessment

Upon completion of the BSSEM, the graduate will possess the following knowledge, skills and dispositions appropriate for secondary mathematics teachers. Throughout the program you will be continually assessed on your progress achieving the outcomes and standards described as follows.

Outcome 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.
Outcome 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.

Outcome 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.

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

Outcome 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.

Outcome 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.

Outcome 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.

Outcome 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.

Outcome 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.

Outcome 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.

In addition to being the only secondary mathematics education degree program offered at a tribal college, SKC's Bachelor of Science in Secondary Education – Mathematics (BSSEM), the program has other unique features.

Students in SKC's BSSEM program take three different Teaching Secondary Mathematics "methods" courses. It is in these courses that students get the opportunity to examine multiple ways to teach mathematics to better serve diverse student populations. Each of these courses includes field experiences which allow students to work with current secondary math teachers. During these experiences, BSSEM students will observe, plan with, and teach with "real" teachers of mathematics to "real" students.

Additionally BSSEM students get the opportunity to team-teach developmental mathematics courses with the SKC course instructor as an instructional intern. Students have the opportunity to plan and teach secondary math content under the direct mentoring of the course instructor.

Through these four field-experience courses, SKC students have more opportunities to develop and hone their teaching practices and skills than in most other secondary mathematics education preparation programs. All of this in an environment where student numbers are small enough for lots of individualized instruction.

Besides the unique course offerings, all secondary mathematics education students are encouraged to participate as paid tutors through various on-campus programs. So you not only get the chance to practice teaching, but you actually can earn money to help pay for college.

Application and Admission to the BSSEM

Teaching is a complex profession and requires dedication on the part of students who intend to become a teacher. The preparation of a teacher candidate to be an effective teacher is multi-faceted, requiring the assimilation of a wide range of knowledge, skills, and dispositions. Successful teachers must possess deep knowledge of learning theory and the content they will teach, proficiency in the effective use of an array of instructional methods and strategies, understanding of human development and psychology and their influence on learning and the classroom environment, and the appropriate character and dispositions of a professional educator. The SKC Teacher Education Program (TEP) is designed to enable teacher candidates to develop proficiency in all of these areas. The following paragraphs describe the application and progression of a teacher candidate through the TEP.

Steps in the Application Process

The Bachelor of Science in Secondary Education – Mathematics (BSSEM) is a part of the TEP and, ideally, students should apply for admission to the BSSEM during the first or second quarter of their sophomore year, however later application is allowed. The application packet, criteria, and process for admission to the BSSEM program are described below.

See Appendix B for the Application for Admission to the BSSEM Program.

Letter of Application

Each potential BSSEM student must complete is a letter of application to the head of the BSSEM program. In this letter the student should indicate their desire to be considered for acceptance to SKC's TEP. Additionally, it should state why the applicant wants to become a teacher in general, a secondary mathematics teacher specifically, what personal qualifications the applicant feels will make him/her a quality educator, and what impact they see themselves potentially having on future students.

Transcripts

Potential BSSEM students must provide evidence that they meet the minimum math content and credit completion requirements of the program. Completion of at least 60 quarter or 40 semester college credits that are part of the BSSEM course program are required before students are eligible for formal admission into the program. These must include the mathematics content courses typically required in the first two years of SKC's Associate of Science in Mathematical Sciences (ASMS) degree. These courses can be found in the SKC Course Catalog. The overall GPA for these **60 quarter/40semester credits** must be at least 2.5 with no single course grade below 2.0. Substitutions and transfers must be verified and accepted by the Salish Kootenai College Registrar.

The **official** transcripts containing all college course work completed serves as evidence the applicant has met the minimum academic requirements for admission.

After acceptance to the program, the candidate must meet with the BSSEM program chair/adviser, for a review of your transcripts. At this meeting you will work with the adviser to determine the BSSEM relevant credits already completed and devise a plan for completion of the rest of the BSSEM program.

Background Check

All students pursuing a BSSEM degree at SKC are required to submit a federal, state, and Child Protective Services (CPS) background check prior to taking any education course in which school visitation is a component.

As part of the application packet the potential candidate is to supply confirmation that the required background check is in place and current (no more than 2 years old).

Background checks are required by many of the schools and districts where candidates will complete their BSSEM field coursework. Further, the Montana Office of Public Instruction requires a background check from every applicant before it will issue an individual teacher license. Information regarding the background check requirements and submission process is the same for all SKC Teacher Education Programs (see detailed info in other program sections).

Expectations for Professional Dispositions

BSSEM students are required to adhere to all of the provisions of the SKC Student Handbook and the SKC Secondary Education Student Handbook during their participation in the BSSEM program. BSSEM students are expected to exhibit behavior appropriate for a person pursuing a career as a professional educator.

As such, students are required to read, sign, and adhere to the expectations laid out in the SKC Division of Education's document titled "Expectations for Professional Dispositions". A signed copy of this document should be included in the application packet. See Appendix

Violation of the stated policies and expectations delineated in the previously named documents may result in a student's suspension, remediation, and/or termination from the SKC BSSEM program. Program and college personnel are available to help any student requiring assistance. Appropriate college personnel may suggest counseling or other assistance as deemed necessary. Problems affecting a student's ability to perform the functions of a professional teacher may delay or terminate her/his progression through the BSSEM program. Students should submit a signed "Expectations for Professional Dispositions" form with the BSSEM application.

Submitting the BSSEM Application Packet

Once all of the required materials for application are prepared, please submit the completed packet to:

Dr. Terry Souhrada
SKC-BSSEM Program Director
P.O. Box 70
Pablo, MT 59855-0070

The BSSEM director will review applications with input from other members of the SKC Division of Education as deemed necessary. Individual notification of acceptance or non-acceptance into the BSSEM Program will be made within two weeks of the application submission. Incomplete applications will not be considered. The decision may be appealed to the dean of the Division of Education within two weeks after the student receives notification of the BSSEM director's decision.

Application Packet Check List

The completed items listed below make up the SKC BSSEM/TEP Application packet. Failure to include all items listed will result in an incomplete application and will not be considered.

- ☐ Letter of Application
- ☐ Official Transcripts
- ☐ Background Check Verification
- ☐ Transition to Professional Teaching Seminar Attendance Verification
- ☐ Signed copy of the Expectations for Professional Dispositions
- ☐ Evidence of successful completion of the TEP I Portfolio Review and Interview process
- ☐ Application packet submitted to:

Dr. Terry Souhrada
SKC-BSSEM Program Director
P.O. Box 70
Pablo, MT 59855-0070

Program Requirements

All of SKC's teacher education programs employ innovative curricula that are based on social constructivist views of teaching and learning. Education and Mathematics faculty, with input and advice from tribal elders and professionals, the BSSEM Advisory Board, the BSSEM Steering Committee, and middle and high school mentor teachers and administrators, work together to carefully design and monitor the BSSEM program. SKC's BSSEM program holds high expectations for candidates as evidenced by the program requirements.

Refer to your SKC catalog for the most updated listing of courses and their sequence for the BSSEM Program.

BSSEM Teacher Education Program (TEP)
Portfolio Assessment System

The TEP Portfolio: A Continuous Assessment of Candidate Progress

SKC teacher preparation programs are designed as an interactive learning process involving field experiences, close interactions with the Education and Mathematics faculty and field teachers, and the development of the student's professional teaching portfolio.

An educational portfolio is a collection of artifacts, reflections and other forms of evidence that document your accomplishments as a developing teacher as you complete the BSSEM. It highlights your progressing proficiency in the teaching field and showcases your distinguished work. The educational

portfolio is designed to provide evidence of your pedagogical skills and content knowledge as an accomplished preservice teacher, as well as the verbal and written communication skills that are critical to teaching and learning. In alignment with the SKC conceptual framework, the TEP portfolio process allows you to organize and demonstrate knowledge, skills, and dispositions associated with teaching within a social constructivist framework. The portfolio provides you with the opportunity to assess your own learning throughout your progression through the BSSEM.

Compilation of the portfolio is a continuous, performance-based process completed in three stages. It is an important assessment tool used continuously throughout the teacher candidates' progression through the BSSEM for evaluating candidates' strengths and weaknesses in meeting the InTASC Principles. Selected artifacts serve as evidence of accomplishment that candidates include in their portfolio to highlight their performance and proficiency as a developing teacher. Choice of artifacts is a mixed process: Some items are required, others are chosen by the teacher candidate to fulfill guidelines provided by the BSSEM.

In each case these artifacts are to reflect the essential teacher competencies such as planning instruction based on deep knowledge of subject matter and how students learn. They should illustrate how you plan to use and have used a variety of instructional strategies and technologies to encourage student development of critical thinking and problem solving skills. The artifacts should also reflect the creation of a learning environment that encourages active, engaged learning, positive interaction, and self-motivation for all students.

The Three Stages of the TEP Portfolio

The TEP Portfolio process begins with a successful TEP interview in Stage I of the portfolio and culminates with a final interview and presentation of the Stage III portfolio after the completion of student teaching. The portfolio requirements reflect the InTASC Standards, the Montana PEPPS, and the NCTM – 2012 Standards for Secondary Mathematics Teacher Preparation. A more complete explanation of the three stages of the BSSEM portfolio follows. In the appendix to this handbook is a detailed description of the portfolio requirements for each of these three stages.

Stage I

Stage I begins with the student enrollment as a BSSEM major and is formally presented in EDUC 203 - Foundations of Education. You will be introduced to the portfolio and its process and will begin generating and collecting items (artifacts) for Stage I of the portfolio. Near the end of Stage I of the TEP, when you apply for acceptance to BSSEM program officially and after completing the general and portfolio compilation requirements, you present the portfolio during an interview with faculty members. The program faculty and Department Head assess and sign off on the portfolio based on this interview. This typically happens at the end of the sophomore year, most often concurrently with the completion of EDUC 203.

Stage II

Throughout Stage II of the process, students add artifacts from required upper division mathematics and education coursework. Stage II also includes a variety of field experiences. These

artifacts are to benchmark your progress in preparation for student teaching. Near the end of Stage II, your progress is assessed by an education faculty advisor. As part of this assessment you present your portfolio to the program faculty for review which includes an updated official transcript. The program faculty and the Department Head will assess and sign off on the portfolio, indicating whether or not you are ready to be admitted to student teaching.

Stage III

The final phase of the TEP, Stage III, occurs during the final quarter in the BSSEM program. This final stage is closely linked to student teaching and the capstone course known as EDUC 495 - Reflective Practice and Research in Education. At the end of Stage III you will present your portfolio for review and final evaluation during EDUC 495.

Your completed portfolio can serve as a powerful tool when you begin applying for your first full time teaching position. So following the completion of Stage III and student teaching, you may wish to reorganize your portfolio to showcase your strengths and accomplishments in preparation for applying for teaching positions.

Value of the TEP Portfolio

The value of an educational portfolio is multidimensional. It serves as an important indicator of student preparation for the field of education, not only to the teacher candidate, but also evaluators and the teacher education program itself.

Value to the Teacher Candidate

For the teacher candidate the TEP Portfolio process:

- provides a means for teacher candidates to continuously self-evaluate their status as developing secondary teachers and to use these insights to improve their skills and performance;
- serves as a way for teacher candidates to be sure that the InTASC Principles are met by allowing them to record goals, maintain a reflective narrative that assesses their progress toward meeting those goals, and identify strategies that will assist them in improving their teaching experiences;
- provides a forum for teacher candidates to track their learning experiences and accomplishments over time;
- serves as valuable documentation of their competency as an educator that can be presented to employers during job interviews.

Value to Evaluators (Professors, Classroom and College Supervisors)

For the evaluators the TEP Portfolio process:

- provides authentic, performance-based artifacts that enable assessment of teacher candidates' preparation as educators

- provides evidence of specific areas of strength and weakness in teacher candidates and in the program design and implementation
- provides formative feedback of teacher candidates' development that can serve as guidance for supervising classroom and college instructors in improving teacher candidates' growth

Value to the Teacher Education Program

For the Teacher Education Program the TEP Portfolio process:

- creates ongoing opportunities for the formative assessment of the effectiveness of the BSSEM and TEP and the quality of its teacher candidates;
- provides frequent and critical feedback on the BSSEM's success in meeting its program outcomes that can be used to guide future decisions about the program's design;
- serves as a summative evaluation of the BSSEM program's progress and success in meeting the guiding standards;
- serves as a summative evaluation of the BSSEM program's success in meeting the needs of its students and the field of mathematics education.

Secondary Mathematics Education – TEP Portfolio Course/Artifact (Indicator) Chart

Course Name	**TEP I Artifact** ***(Indicator*)***	**TEP II Artifact** ***(Indicator*)***	**TEP III Artifact** ***(Indicator*)***
EDUC 203	**RWA InTASC Principle 1** *(strengths related to principle)* **RWA InTASC Principle 2** *(strengths related to principle)* **Exper. w/Diversity Packet (4 examples)** *(Indicator 2(j))* **RWA InTASC Principle 4** *(strengths related to principle)* **Samples** - MATH 110-111 & MATH 201** *Indicator 4(j)* **RWA InTASC Principle 9** *(strengths related to principle)* **Panel Reflection** *Indicator 9(j)* **RWA InTASC Principle 10** (strengths related to principle)		
EDUC 210	**Math Teaching Philosophy** *(Indicator 1(d))* Math Teaching Philosophy *Indicator 9(n)*	**RWA InTASC Principle 3** *(strengths related to principle)* **Lesson Plan including IEFA** *Indicator 3(c)* **Reflect-self-select Instruct. Plan & indicator** ***Indicator** 4(n) – (or from EDUC 397 or 398)*	
EDUC 212		Reflect on Struggling Student Analysis/ Plan/Reassessment and Summary Indicator(s) 6(g), 6(j), 6(r)	
EDUC 221	**Community Service Project Photo Essay** *Indicator 10(n)*		
EDUC 235	**Collaborative Final Project** *(Indicator 1(g))* **Indian Ed. for All (IEFA) Resource Sum.** *Indicator 2(k)*		

Course Name	TEP I Artifact *(Indicator*)*	TEP II Artifact *(Indicator*)*	TEP III Artifact *(Indicator*)*
EDUC 240	**Observation – Child Develop. Summary** *(Indicator 1(e))*		
EDUC 307		**RWA InTASC Principle 5** *(strengths related to principle)* **RWA InTASC Principle 7** *(strengths related to principle)* **RWA InTASC Principle 8** *(strengths related to principle)* **Assessment folder** *Indicator 6(j)* **Math. Lesson Plan Using Res.-Based Strat.** *Indicator 7(a), 7(k*	
EDUC 308		**Lesson Plan Using Technology** *Indicator 3(m)* **Lesson Plan w/Technology** *Indicator 5(l)* **Lesson/Unit Plan Utilizing Tech. Project** *Indicator 8(o), 8(r)* **Tech. Project (include Weekly Planner)** *Indicator 10(g)*	
EDUC 311		**Res. Paper & Unit Plan on MT Ind. Tribe** *Indicator 4(m)* **Self Assessment** *Indicator 9(e)*	
EDUC 312		**Reflect. exper. w/stud. w/special abilities** *Indicator 2(b)*	
EDUC 313		**Classroom Management Plan** *Indicator 3(j), 3(n)*	
EDUC 337		**Differentiated Lesson Plan** *Indicator 2(h)* **Differentiated Lesson Plan** *Indicator 7(b)* **Self Assessment and Analysis** *Indicator 9(g*	
EDUC 342		**Authentic Literacy Lesson Plan** *Indicator 5(h)*	
EDUC 397		**Parent Letter "How Is Math Different."** Indicator 1(c) **Reflect on Intrdis. Unit w/IEFA & indicator** *Indicator 1(i) – (or from EDUC 398)* **Reflect on Int Unit Plan w/IEFA & indicator** *Indicator 3(p)* **Reflect-self-select Instruct. Plan & indicator** *Indicator 4(n) – (or from EDUC 210 or 398)* **Reflect on Intrdis. Unt w/IEFA & indicators**	

Course Name	TEP I Artifact *(Indicator*)*	TEP II Artifact *(Indicator*)*	TEP III Artifact *(Indicator*)*
		Indicators 5(a), 5(j) **Reflect on Intrdis. Unt w/IEFA & indicators** *Indicator 6(b)* **Reflect on Intrdis. Unt w/IEFA & indicators** *Indicator 7(o)* **Reflect on Intrdis. Unt w/IEFA & indicators** *Indicator 8(f), 8(i)* **Letter to Parents "How Math Is Different"** *Indicator 10(d)*	
EDUC 398		**Reflect on PLC participation and indicator** *Indicator 1(c)* **Reflect on changes in Ed. Philosophy from EDUC 210 to EDUC 397 to EDUC 398** *Indicator 1(d)* **Reflect on Unit Plan w/IEFA and indicator** *Indicator 1(i) – (or from EDUC 397*) **Reflect on Unit Plan w/IEFA and indicators** *Indicators 4(k), 4(m*) **Reflect-self-select Instruct. Plan & indicator** *Indicator 4(n) – (or from EDUC 210 or 397)* **Reflect on Strug. Stud. Plan and indicators** *Indicator(s) 6(g), 6(j), 6(r)* **Reflect on Unit Plan w/IEFA and indicators** *Indicators 7(n), 7(o)* **Reflect on Unit Plan w/IEFA and indicators** *Indicator 8(f) 8(i)*	
EDUC 495			**RWA InTASC Principle 1 Addendum** *(reflect how Stud. Teach. impacts undrstnd)* **RWA InTASC Principle 2 Addendum** *(reflect how Stud. Teach. impacts undrstnd)* **RWA InTASC Principle 3 Addendum** *(reflect how Stud. Teach. impacts undrstnd)* **RWA InTASC Principle 4 Addendum** *(reflect how Stud. Teach. impacts undrstnd)* **RWA InTASC Principle 5 Addendum** *(reflect how Stud. Teach. impacts undrstnd)* **RWA InTASC Principle 6 Addendum** *(reflect how Stud. Teach. impacts undrstnd)* **RWA InTASC Principle 7 Addendum** *(reflect how Stud. Teach. impacts undrstnd)* **RWA InTASC Principle 8 Addendum** *(reflect how Stud. Teach. impacts undrstnd*) **RWA InTASC Principle 9 Addendum** *(reflect how Stud. Teach. impacts undrstnd)*

Course Name	TEP I Artifact *(Indicator*)*	TEP II Artifact *(Indicator*)*	TEP III Artifact *(Indicator*)*
			RWA InTASC Principle 10 Addendum *(reflect how Stud. Teach. impacts undrstnd)* **Reflect on Ed. Phil. after Stud. Teach. & ind.** *Indicator 1(b) & 1 (d)* **Reflect on expers. w/stud. w/spec. abil.** *Indicator 2(b)* **Artifact showing integ. of tech. & instruct.** *Indicator 3(g), 3(k)* **Updated Classroom Management Plan** *Indicator 3(g), 3(k)* **MACK- Assess of content knowledge from student teaching.** *Indicator 4(a), 4(b), 4(r)* **Artifact showing stud. opp. for crit. think., creativity, and collab. problem solving** *Indicator 5(d), 5(f), 5(m)* **Updated Assess. Port. from stud. teach.** *Indicator 6(k),6(t)* **Artifact representing assess-based instruct.** *Indicator 7(d), 7(l), 7(q)* **Reflect on self-selected lesson/unit shows variety of instruct. approach & indicators**. *Indicator 8(a), 8(g), 8(h), 8(k), 8(p)* **Action Research Project** *Indicator 9(c)* **Introductory letter sent to families during Student Teaching** *Indicator 10(d)* **Action Research Project** *Indicator 10(h)*
MATH 110	**Samples** - MATH 110-** Indicator 4(j)		
MATH 111	**Samples** - MATH 111** *Indicator 4(j)*		
MATH 201	**Samples** - MATH 201** *Indicator 4(j)*		
MATH 241		**Reflect on Stats Project** and indicators** *Indicator(s) 5(j), 5(m)*	
MATH 350		**RWA InTASC Principle 5** *(strengths related to principle)* **Mathematical Modeling Project**** *Indicator 4(p)* **Reflect on Math. Mod. Proj. and**	

Course Name	TEP I Artifact *(Indicator*)*	TEP II Artifact *(Indicator*)*	TEP III Artifact *(Indicator*)*
		indicators *Indicator(s) 5(d), 5(j)*	
MATH 410		**Comparative Paper-Var. Geom. Perspect.** *Indicator 4(p)*	
MATH 420		**Reflect on Capstone Paper and indicator** *Indicator 4(o)*	

Associate of Science in Mathematical Sciences Program Assessment Plan

The table below indicates the proposed assessment plan for the Associate of Science in Mathematical Sciences (ASMS) degree program. Indicated are the program outcomes, courses in which those outcomes are met, the assessment instrument used to measure each outcome, and the expected level of achievement for student success.

These assessment instruments and expected level of achievement are also incorporated into the assessment plan for the Bachelor of Science in Secondary Education – Mathematics (BSSEM) degree program within that programs Teacher Evaluation Portfolio assessment.

Assessment Levels of Proficiency

Outcome	Courses Addr.	Assessment Tool	Expect. Achieve. Level
(1) understand the role of mathematics in western and Native societies past, present, and future	MATH 110 Calculus I MATH 112 Calculus III	pre-assess of role of math – three reflective essays post-assess of role of math – reflective essay	9 out of 12 pts. (75%) or higher 4 out of 5 pts. (80%) or higher
(2) model and analyze real-world phenomena mathematically	MATH 110 Calculus I MATH 223 Linear Algebra MATH 241 Statistics *MATH 350 Math Modeling	three group application projects course application project midterm and final exams midterm and final exams	10.5 out of 15 (70%) or higher 11 out of 15 (73%) or higher 70% or higher average 70% or higher average
(3) communicate mathematical ideas logically and to a wide variety of audiences both written and oral	MATH 110 Calculus I MATH 201 Intro to Abstract MATH 241 Statistics *MATH 350 Math Modeling *MATH 410 Geometry	art project (both) proof presentations end of quarter project (product analysis) – both oral & written three applied modeling projects (written) comparative paper on the various geometric perspectives	6 out of 8 (75%) or higher proficient rubric rating (2) on a rubric scale 0 – 3. 75% or higher (points vary) 18 out of 24 (75%) or higher proficient rubric rating (2) on a rubric scale 0 – 3.
(4) think critically and problem solve using mathematical ideas	MATH 112 Calculus III MATH 201 Intro to Abstract	final exam finite systems/abstract algebra group analysis	11 out of 15 (73%) or higher proficient rubric rating (2) on a rubric scale 0 – 3.
(5) demonstrate understanding of essential concepts of mathematics and	MATH 110 Calculus I MATH 223	final exam midterm and final exams	15 out of 20 (75%) or higher 70% or higher average

their interconnectedness	Linear Algebra MATH 235 Mult. Calculus *MATH 410 Geometry	midterm and final exams comparative paper on the various geometric perspectives	70% or higher average proficient rubric rating (2) on a rubric scale 0 – 3.
(6) access and solve quantitative problems using appropriate mathematical tools	MATH 111 Calculus II *MATH 350 Math Modeling	six programming assignments three applied modeling projects (written)	13 out of 18 (72%) or higher 18 out of 24 (75%) or higher

*NOTE: These mathematics courses are not currently part of the AS program, but are part of the BS program. As such are included in the mathematics department assessment and evaluation.

Transition to Professional Teaching Seminar (TPT)

This seminar is a requirement for applying for official acceptance to SKC's Teacher Education Program (TEP). It is offered each year and is typically taken just prior to the beginning of the third (junior) year of coursework, which marks the formal beginning of the TEP process. The SKC Education Department has established the Transition to Professional Teaching Seminar with the goal of providing candidates with the strategies and tools they need to successfully interact with peers, professional educators, and community members. One of the most important attributes of quality teacher preparation is the development of positive, professional dispositions. Educators and candidates must understand the subtleties of professional demeanor, effective conflict resolution, respectful practice, and professional presentation.

The TPT Seminar introduces four areas, or standards, for professional disposition, which are built on SKC's "4 Cs":

1. Culture and Diversity
2. Communication Skills
3. Critical Thinking and Problem Solving
4. Citizenship and Community Involvement

Field Experiences/Clinical Practice and Student Teaching

Salish Kootenai College Education Division collaborates with the seven public school districts located on the Flathead Reservation, Two Eagle River School (an alternative Bureau of Indian Affairs school housing grades 7-12), the Lake County Superintendent, and the Confederated Salish & Kootenai Tribal Education Department in designing the overall Secondary Mathematics Education curriculum. As part of the design, field experiences and student teaching are program requirements in the program. The school district personnel, including administrators and supervising teachers, assist in the implementation and evaluation of student clinical experiences, with the goal of teacher candidate development. They assist in the assessment of the teacher candidates' content and pedagogical knowledge, skills, and dispositions necessary to help all students learn.

Field experiences occur throughout the BSSEM degree program as part of numerous required courses, to enable BSSEM students to gain a wide variety of experiences that contribute to their knowledge of secondary mathematics teaching. Student teaching is the capstone of these student field experiences. It allows students to undertake the duties of a full time teacher under the supervision of mentor/cooperating teachers, school administrators, college supervisors, and program heads.

Field Experiences

Field experiences, sometimes called practicum (plural – practica), are student experiences in secondary schools. These experiences allow BSSEM students to observe, assist, and sometimes teach on a limited basis, in classrooms under the supervision of experienced teachers. Such experiences also involve a wide array of other opportunities besides those found in typical grades 5-12 classrooms. Candidates are encouraged to experience diverse settings such as Nkwusm (Salish Language Immersion Institute), Two Eagle River School, school board meetings, faculty events, trainings and professional development opportunities, preschools, high schools, special education settings, and other educational environments.

Field experiences give BSSEM students a window into the world of teaching and expose them to a variety of settings to allow them to gain a broad perspective of teaching. They begin early in the students' course of study, generally in their sophomore year when they enroll in EDUC 178 or EDUC 210, and continue throughout their years of coursework in the BSSEM program. Field experiences often have required assignments such as reflective journals and/or demonstration lessons that are taught by the students in a field placement classroom. The BSSEM degree program requires 530 hours of field experiences (including student teaching) that occur in the courses shown below:

Field Experience Course Number	Required Hours of Field Experience	Activities Required	How assessed and/or documented	Program Outcomes addressed	Total School Contact Hours
Pre TEP Field Hours					
EDUC 178	20	Observe, reflect	EDUC 178 Observation forms and reflective essays		70 hours
EDUC 240	10	Observe, reflect	EDUC 240 Observation forms and reflective essays		
EDUC 220	30	Develop/implement service project	Project summary and presentation		
EDUC 210	10	Observe, reflect, assist	EDUC 210 Observation form and reflective essays		
TEP Field Hours					
EDUC 306	10	Observe, evaluate, analyze, reflect	EDUC 306 Observation form and reflective essays		80 hours
EDUC 312	10	Observe, analyze, reflect, teach	EDUC 312 Diversity Observation Form		
NEW ED 276 EDUC 343 EDUC 397 EDUC 398 EDUC 399	10 10 10 10 20	Observe, reflect, assist, teach lessons	Methods Field Experience Evaluation Form		
Student Teaching Hours					
NEW Research Course	20	Observe, establish research question, begin action research			

EDUC 491	360 (45 days)	Observe, assist with teaching lessons and units, independent teaching, reflection, analysis, work on research project	Multiple portfolio artifacts, teacher evaluations (2), college supervisor evaluations (3)	All	Student Teaching 380
Total BSSEM Field Hours					530

Student Teaching in the BSSEM Program

Student teaching is characterized by collaboration, accountability, and a variety of authentic experiences associated with professional teaching and learning. Before entering the student teaching experience, teacher candidates meet with the BSSEM Field Experience Director to discuss expectations and requirements for the experience and to determine their preferred student teaching setting. At that time the teacher candidates also receive a set of student teaching materials including a background check verification and a copy of the BSSEM Student Teaching Handbook. The handbook contains all forms and assessment rubrics required during student teaching, as well as general information on clinical protocols and a recommended sequence of activities with suggested timeline. Typically, teacher candidates complete the student teaching application process by the first week of the quarter preceding the student teaching experience. Student teaching requires a total of 45 days, with a minimum of eight hours per day. During the student teaching experience, candidates are required to design and conduct an Action Research project. The project culminates with a presentation to other students and Education faculty and is included in their Stage III TEP portfolio.

Overview of the Student Teaching Experience

Student teaching is a 360-hour carefully mentored teaching experience in an accredited 5-12 mathematics classroom school setting. The typical student teaching experience lasts an entire quarter (ten weeks) of fulltime status (8 hours per day in a 5-day school week, or 10 hours per day in a 4-day week if the placement school follows this schedule). Student teachers seeking a Montana Class 2 Teaching License in Secondary Mathematics are required to complete a full time student teaching experience arranged and assessed by a state-approved teacher preparation program.

In most cases, candidates begin the first days of the student teaching experience observing their supervising teacher's instruction, becoming familiar with the daily operation of the school and classroom and getting acquainted with students. As a student teacher is ready, teaching responsibilities are gradually increased. Although student teaching is individualized for each student teacher, it is expected that a student teacher will plan, teach, and assess student learning during much of the student teaching time frame. Both the cooperating/mentor teacher and college supervisor provide regular feedback to the student teacher.

Performance in student teaching is formally evaluated by both the cooperating/mentor teacher and college supervisor a minimum of three times, typically at the start, middle, and end of a student teaching

placement. To successfully complete the student teaching experience, a student teacher must complete all student teaching assignments and requirements in a satisfactory manner. Student teaching in SKC's Teacher Education Program is assessed with a traditional letter grade. Student teachers must attain a minimum grade of "B" to pass student teaching. Further, they must receive no less than a 3 on each of the InTASC standards on the student teaching evaluation form.

A Philosophy for Student Teaching

The TEP faculty is committed to creating a community of teachers who are competent in their subject matter, pedagogical knowledge, and teaching skills. By developing their professional knowledge base and researching and reflecting on the connection between theory and experience, candidates realize that pedagogical decisions made by educators hold implications. These implications extend well beyond traditional educational goals of individual student achievement. It is necessary for preservice teachers to understand and accept their role in creating a community that recognizes and appreciates diversity and cultural understanding. Preservice teachers must also understand their role in a community where development of the content knowledge, skills, and dispositions needed to think critically, involve families, communicate effectively, and engage in responsible decision making is important within its individual members.

Goals of Student Teaching

The goal of the student teaching experience is to prepare teachers who are competent in their subject matter, pedagogical knowledge and teaching dispositions. A planned, carefully supervised and mentored student teaching experience enables the student teacher to grow professionally as they seek certification and licensure with the state of Montana. The experience aims to foster the student teacher's growth and development as a beginning teacher. Collaboration and collegiality between the cooperating/mentor teacher, college supervisor, and student teacher are critical to a successful student teaching experience. Although the schedule for increasing teaching responsibilities during student teaching is individualized for each student teacher, it is expected that a student teacher will plan, teach, and assess student learning during a substantial portion of the student teaching experience.

TEP is a collaborative effort between SKC and appropriate educational settings. The TEP student teaching experience is the final, and one of the key phases, of the TEP. This experience offers extensive opportunities for pre-professionals to broaden their knowledge base and refine and apply skills under the guidance of practicing 5-12 educators.

Student teaching opportunities are available in a wide variety of settings, depending on a candidate's teaching fields and qualifications. Settings can include grades 5-12 mathematics classroom settings in:

- small, rural public schools
- private schools if properly accredited

- alternative settings, if they meet program and accreditation requirements.

Student Teaching Requirements

Teaching candidates seeking student teaching placement must adhere to the following Student Teaching Requirements:

- Candidates, their family, or friends should not approach school personnel about student teaching placements. Doing so may jeopardize your student teaching placement as well as others in SKC's education programs. Student teaching placements are coordinated by the BSSEM Field Experience Director exclusively.
- Student teaching should be the last requirement addressed before degree completion. All other coursework, with the exception of EDUC 495 must be complete.
- All catalog and program requirements must be met prior to student teaching.
- A meeting with the BSSEM Field Experience Director is required of all teacher candidates before placement will be attempted. At this meeting the student teaching paperwork, handbook, and expectations will be reviewed. The specific placement being sought will be discussed for its appropriateness and likely availability.

Acceptance for placement is made by the school district. The basis of their decision is the information they have on the day they complete the acceptance form. Situational changes may occur between date of the school's acceptance and the date student teaching begins. An acceptance form is NOT binding. Changes in personnel, candidate status, or a change in administration are just some of the reasons a placement could be changed or denied on short notice. If this occurs, the BSSEM Director of Field Experiences will work with the candidate to secure the next best placement available. Denial of student teaching placement requests may be appealed to the SKC Education Division.

Placement Restrictions

Unless written approval is received from the BSSEM Field Experiences Director for an exception, the following placement restrictions apply to all candidates.

- Candidates may not request placement at a school or district where a relative is an administrator.
- Candidates should not request placement in buildings where parents, or other close relatives are employed or where their children are enrolled.
- Under no circumstances may a relative serve as a candidate's supervising teacher.
- SKC does not guarantee placement requests. We work with the educational settings to secure the best placements possible. As you are selecting possible requests, please keep in mind that you may have to travel farther than planned, or even move to another location to complete your assignment in the quarter you wish to student teach.

Student Teaching Application Procedures

Below you will find a list of items required for applying for Student Teaching.

- Student Teaching Placement form
- 1-2 page autobiography (3 copies)
- Updated resume (3 copies)
- Academic Data Sheet (3 copies)
- Meeting and interview with the SKC Director of Field Experiences
- Completed background check on file
- Current First Aid/CPR certification
- Attendance at all Student Teaching meetings

***** Please note: Student Teaching assignments are made only by the BSSEM Director***

Faculty Review of Student Behavior, Student Appeals, and Grievances

Candidates who have been admitted into teacher education programs must continue to meet all criteria that were required for admission throughout their course of study. Failure to maintain the standards of academic performance (including a 2.5 GPA) and/or failure to demonstrate skills, behavior, and dispositions specified by the teacher education program, including those outlined in the Education Division Expectations for Professional Dispositions may result in probationary status or dismissal from the program. Probationary status may include suspension of enrollment in teacher education courses.

Status Recommendations/Decisions

Individual faculty members who question the competency and/or behavior of a candidate related to any of the criteria for admission and retention or other relevant professional performance standards, as set forth by the Education Division including the Education Division Expectations for Professional Dispositions, must contact the Education Division Dean in writing within five (5) school days of the incident or reason for concern. If the Division Dean considers the concerns to be warranted, he/she will request a faculty review of the candidate's overall performance. The candidate will be informed of the review, and have the opportunity to meet with program faculty. This meeting must occur within seven (7) school days after receiving notification of the review. After a review of the information, the Division Dean may make a decision to recommend one of three (3) courses of action:

1. The candidate will be allowed to continue in the program based on the decision that the candidate's performance is satisfactory or above.
2. The candidate, due to poor or unsatisfactory performance, behavior, and/or disposition, will be assigned **probationary** status, which will result in the student being:
    - provided an appropriate written plan of action for remediating and/or correcting the identified deficiencies, **and**
    - given a timeline for satisfactorily completing the plan.

3. The candidate, due to failure to meet requirements of a prior plan of action for improvement or due to a serious act of unprofessional behavior or moral turpitude, will be dismissed from the teacher education program.

No later than three (3) school days after a decision has been made, the candidate will be informed of the recommendation and of the options available.

Probation Status and Appeals

When a candidate is placed on probation, the advisor and/or the department chair, with program faculty input, will develop a plan of action (Professional Disposition Remediation Plan) that identifies:

1. the area(s) of concern;
2. a remediation or corrective plan;
3. expectations for satisfactory performance;
4. a monitoring process, and
5. a timeline for each action and/or product.

The candidate will be informed of the possible impact of the probationary status on the candidate's scheduling of student teaching, program completion, and related events. The Professional Disposition Remediation Plan (PDRP) will be written and a copy provided to the candidate and to the Academic Vice President within two (2) calendar weeks or ten (10) school days of the probationary decision, whichever is earliest.

At the end of the probationary period that is specified in the PDRP faculty may recommend that the candidate's status be changed to satisfactorily completed, extended probationary (with an updated PDRP), or dismissed. When a candidate is recommended for dismissal from the teacher education, the Education Division Dean will notify the Academic Vice President and the candidate of the decision in writing within three (3) school days.

Dismissal Status and Appeals

The Dean and faculty of the Education Division strive at all times to apply appropriate criteria evenly, fairly, and in keeping with the best interest of the teacher candidate, the Teacher Education Program, and the College.

In the event that a candidate believes the Teacher Education Program has made an improper decision, he/she should first appeal directly to the Academic Vice President in writing within five (5) school days. If the Vice President for Academic Affairs accepts the appeal, he/she may solicit advice about the matter from the Education Division Dean.

The Vice President for Academic Affairs then creates a hearing committee consisting of faculty and administrators, and a hearing will be held to hear both sides of the case. The decision by the Vice President for Academic Affairs and this committee will be regarded as final.

Student Grievances

Salish Kootenai College is committed to building mutual respect among all constituents of the college community. This commitment includes students, faculty, staff, and administration alike. In all concerns about fair treatment, we seek to work together to understand and address those concerns without having to resort to formal grievance procedures. We recommend first talking with the individuals involved and working towards a mutually agreed upon solution.

When that is not possible, we are at all levels committed to a fair and reasonable resolution of issues through a formal grievance process guided by the information and documentation provided in the process. The SKC Student Handbook contains the most recent procedures and policies regarding formal grievance procedures. A file of all formal student grievances will be kept in the Division of Education Office by the Administrative Assistant. For those students enrolled in the teacher education programs at SKC filing a grievance must:

1. Submit the grievance in writing;
2. Submitted the grievance within ten (10) schools days to the Education Division Dean;
3. State how the grieved decision or action is unfair and harmful to the grievant and list the SKC policies or state or federal laws that have been violated, if known;
4. Name the respondent parties, the person(s) against whom the grievance is filed;
5. State how the respondents are responsible for the action or decision; and
6. State the requested remedy.

If the grievance is not resolved to the candidate's satisfaction, the candidate may file a written grievance to the Vice President of Academic Affairs. Procedures for this grievance follow the protocol for student appeals as described above.

If a student believes that he or she has been discriminated or retaliated against based upon race, ethnicity, religion, sex, age, national origin, or disability, the student should notify the SKC Office for Equal Opportunity. The Office for Equal Opportunity may discuss the issue with all parties and attempt to facilitate an informal resolution. The Office for Equal Opportunity shall make efforts to resolve the issue as soon as practical and shall maintain a record of all communications and documents. This record shall be kept confidential to the extent required and allowed by law.

Appendices Index and Links