**2020-2021 Annual Plan for Division of Education**

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| **Goals from 2019-2020**(What did you hope to accomplish over the LAST year?) | **Indicator**(How DID you measure whether the department achieved the goal?) | **Results** (from 2019-2020) | **Analysis**(Goal MetORGoal retained/revised for 2020-2021) |
| **Core Theme One: Provide Access to Higher Education for American Indians (e.g. student recruitment and retention)** |
| Develop a 2+2 Agreement with other tribal colleges and address the Division’s capacity to implement them | MOU (Articulation Agreements) with a TCU(All faculty) | Substantial progress was made in this objective. Doug and Amy worked with CDKC and FVCC on finalizing Elementary and ECED Articulation Agreements (MOUs). Heather and Wren worked with FVCC, BFCC and CDKC on Secondary science and Math agreements. Several new programs are in place and ready for students for the 2020-21 acad. year. | Met and ongoing.For 2020-21: explore similar arrangements with other tribal colleges within and outside of MT (NWIC?)Considerations: The DOE needs to address:* capacity (human and other resources) to provide programs online
* capacity to provide programs on-site
* capacity to provided blended approaches
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| Maintain the department website and Facebook page, and develop a brochure for each Division program.  | Website and recruitment materials produced.(Wren, Debbie, Doug, and other DOE staff and faculty) | Recruiting efforts ramped up in 19-20 prior to the campus COVID closure. Rack cards (rather than brochures) were created and produced for all degree programs, as well as for the DOE itself. Double-page small posters (Flyers) were produced for each degree program. Facebook pages were edited and used frequently throughout the 19-20 year. | Goal is met but will be ongoing. Website revisions, including new content, will be added at the start of the school year. Considerations:* Each department will review web content and navigation, and make a plan for needed modifications to send to Mike Lozar.
* Another (2nd) review process can be established in April, in advance of the next admissions cycle.
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| Investigate options for accredited C&I master’s degree and/or Ed Leadership master’s degree. Work with administration and Stacey Sherwin to move forward on at least one accreditation area by submitting the prospectus for approval from Northwest. | Approval from Board and NWCCUWren and Tammy have agreed to be leads on this effort. Doug and others are assisting | Considerable time and effort was invested in this goal, resulting in a completed Needs Survey administered in Spring 19-20. A team was formed and met regularly throughout the year and in summer 2020. Architecture and primary content of the Master’s Program has been revised and established to include literacy and ISTEM strands of study. Currently seeking funding sources. | Goal is retained and includes conducting more research into potential funding sources including NSF and EEIC. Following this, we will be seeking approval from the SKC Board, NWCCU, and lastly, MBPE/OPI. The Division hopes to begin offering the program in Summer 2022. |
| Recruit 5 to 10 students for the Salish Language Educator Development project and get classes underway for the recruits. This also involves getting staff hired for the project. | Staff and faculty hires and participants enrolled in Education course sequence. Curriculum Committee approval and Northwest accreditation.(Michael Munson and Rosie Matt) | Rosie Matt came on in 2019-20 as a coordinator in the NLTE program. Student numbers were mostly retained in 19-20. NLTE will replace SLED as the program identifier, to accommodate for possible future language teaching initiatives. Bridge programs to ELEM and P3, as well as a Bachelors sequence have been explored, as staff from both NLTE and regular education programs have met regularly to develop these options. | MetStudent numbers in NLTE have exceeded expectations. As a result, the program has grown to the point where it has evolved to be its own department. NLTE will transition to its new location in the B. Mathias Building. |
| Recruit 8 students for the I-STEM Project. | Student participants commit through payback agreements, progress reports, and continual progress toward bachelor’s degree in P3, Elementary, Math or Science. (Debbie, Wren, Amy) | In academic year 2019-20, the Division was able to add only 3 new students to the I-STEM program. Lower than expected student numbers and the COVID-19 closure impacted efforts to expand the program. | Goal is not met, but is retained. The Division will seek to add more students to I-STEM, with the condition that they are able to complete their program by the end of the 2021-2022 academic year. |
| Integrate the EarlyEDU Coaching Companion video reflection capabilities into practicum courses in Early Childhood, P-3, and Elementary courses not only as an improvement to students’ reflection of their teaching but also as a step in coordinating distance learners. | Analysis at the end of each quarter and adjustments made. (Amy, Manda, Leigh Ann). | The advent of advanced, low-cost, and easily accessible video editing tools supplanted Coaching Companion during 2019-2020. This was influenced in part by the sudden reliance on digital tools forced by the pandemic, as many similar tools were made available for learners and instructors. Consequently, the Coaching Companion program fell into disuse among our faculty and students. | Goal not met. This goal will be removed from the DOE Annual Plan in the 2021-22 report. |
| **NEW Goals for 2020-2021** | **How WILL you measure achievement of the goal?** |  |  |
| **Mission Objective 1: Student Access and Success** |
| Develop short recruitment / introduction videos for faculty members, each degree program, and whole Division. These can be used in multiple settings and for different purposes, including NSO, online courses, and recruiting efforts. | Each program will store an edited video introduction their degree and its course plan of no more than 3 minutes in a shared Google Drive folder (Dept. Heads). Each faculty member will create an “introduction video” of 30 sec. to 1 minute, also stored in a shared Drive folder (DOE faculty). A short overview (up to 3 min) of the Division will be completed and stored in the shared drive (Amy). |  |  |
| Reorganize and revise content in DOE website to reflect organizational changes in the DOE. | The DOE website will be current to reflect program and personnel changes. A website review process will be established once early in fall quarter, and then a second time in April, prior to the spring/summer admissions cycle.(Wren, Debbie, Doug, others. Mike Lozar) |  |  |
|  | The Division will engage in SKC’s Preview Day by hosting information sessions and answering inquiries from the audience. | Preview Day will be held on October 14, 2020. Departments will host both synchronous and asynchronous video-based sessions to address inquiries from prospective students.  |  |  |
|  | Division staff are working with CSKT ECS to develop a career path that feeds into our degree system; this may involve ECS employees and senior high school students. | Amy, Manda, and Leigh Ann continue to meet with CSKT/ECS staff to coordinate CDA program. Program specifics to be finalized by the start of Winter quarter 20-21. |  |   |
|  | The Division is collaborating with the SKC Recruiter to develop new print and digital materials | Regular and ongoing meetings with recruiter to coordinate videos, print, and digital materials to promote SKC as a viable education option for prospective students. (Debbie Bell) |  |  |
| **Core Theme Two: Maintain Quality Education for Workforce or Further Education (e.g. improving the quality of academic programs, courses, providing internships or other work-based learning, improving faculty knowledge/skills in their discipline)** |
|  | Update and revise the "SKC Book", with all our field experience policies (including the new color-coding name badge system) and documentation. | All partnering schools will have copies of the revised SKC Book.(Doug) | Doug revised and printed the laminated “At A Glance” cards and included these in the revised Books. Ronan, Pablo, and Polson books were distributed. | Goal retained. Although most local schools received the updated SKC Books, some districts did not; this still needs to be completed.**Considerations:*** Updates are needed to reflect Division changes for 20-21, including student teacher [ST] evaluation, personnel changes, etc.
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|  | The Flathead Reservation Educator Support Hub (FRESH) induction plan to welcome and support new teachers to the profession as well as those new to the Reservation would be implemented.  | Meeting minutes and participant feedback will be tracked and used as topics for upcoming monthly meetings. Participant logs and contact information will be shared electronically. (Doug and Wren) | In the FRESH initiative’s second year, 2019-20: Monthly meetings were held. Each meeting involved 15 to 20 new and experienced teachers from school districts throughout the Flathead Reservation. Written and verbal feedback suggested the FRESH meetings were highly valued and were beneficial in terms of supporting and retaining new teachers and strengthening partnerships between SKC and schools. In addition, Frank Sucha was hired in Jan. – March to follow up with graduates and FRESH participants, to gather surveyed feedback and data on completers, and offer assistance to new teachers. On-campus meetings were suspended due to the COVID-19 closure in March, April, and May 2020. | Goal is met and ongoing.FRESH will continue as the central Induction Plan for the Division. For 20-21, FRESH will begin in an online/virtual format for Sept-Nov. After the new year, possible shift back to F2F meetings may be considered. The Division will expand FRESH to its graduate / new teacher population in other Tribal communities through online platforms. |
|  | Faculty as a whole will develop a deeper understanding of indigenous research methodologies and work to incorporate that same understanding into student action research projects.  | All Division faculty will participate in shared readings on indigenous research and meet throughout the school year to revise the EDUC 471 /495 action research project template to be inclusive of indigenous research.Meeting minutes and revised student action research template to be implemented in EDUC 471 and EDUC 495, the revision will be reflected in the student action research projects. (Ann, Wren, Tammy, Doug) | Faculty and staff met weekly Sept. through Feb. to discuss shared readings. This work was successful in sharing a knowledge base in indigenous research and its methodologies across the Division, and even occasionally included some SKC faculty from other programs. Work was interrupted with the COVID-19 closure. Revisions to the 471/495 templates were not completed but are still forthcoming. | Partially met and ongoing. Division staff and faculty wish to continue its exploration of indigenous research methodologies in online formats (perhaps including the IRC podcast), and will strive to make recorded sessions available to all who are interested. |
|  | Devise a system for students to access their TEP portfolio or an employment application version upon graduation. | Investigate portfolio website or Google folder possibilities for graduates to access for employment applications.(Doug, Ann, Heather, Wren) | Ann Stone worked with seniors to create individual web-based professional portfolios that can be easily accessed and maintained, even after teaching positions have been secured. | Goal is partially met and ongoing.**Considerations:**DOE faculty and staff are exploring a migration away from Schoology as an archive for DOE and student portfolio documentation, possibly to be replaced with shared Google Suite drives. These drives may more easily be accessed and shared with students’ records after leaving SKC. |
|  | Review and update Teacher Education Preparation (TEP) portfolio system. Primarily looking at the Reflective Written Analysis (RWA’s), changing TEP II interview to a community showcase, and revise overall framework of portfolio forms (crosswalk between Danielson Teacher Evaluation and InTASC Teacher Prep. Standards. | Updated Portfolio system forms and procedures.**Committee reports.**\*RWA Revision Committee:Ann, Doug, & Tammy\*TEP II change Committee:Heather, Doug, Ann, Wren\*TEP System Committee:Wren, Michael, Ann, Doug, Tammy, Amy | In 2019-2020 a decision was made to replace InTASC standards with DOE Central Beliefs. A crosswalk of these CBs with InTASC and Danielson is partially completed, as is an update and revision of the CBs themselves. New, relocated, or revised artifacts will be indicated in all programs’ portfolio requirements. RWAs were modified to be more student-centric, and renamed “Reflections of Central Beliefs”. Committees met throughout the year but progress on this goal was interrupted by the COVID-19 closure. | Goal Partially met. The TEP Committee will resume its work, meeting weekly or biweekly beginning in 2020-2021, with the goal of having the revised TEP assessment/portfolio system in place prior to the start of the 2021-2022 academic year. In addition, efforts will be made to connect the revised assessment system based on the DOE’s Central Beliefs with the Early Childhood Education program’s NAEYC standards in 2020-21. |
|  | Revise the Student Teacher Evaluation tool based on feedback from supervising teachers and college supervisors. Work will involve looking at Danielson Teacher Evaluation form and current form. | Revised Student Teacher Evaluation forms.Committee:Ann, Wren, Doug, Heather(Ann was willing to take a lead role in this effort.) | Ann completed a detailed analysis of the ST evaluation instrument. Based on feedback from other institutions and mentor teachers, it was reconfigured it to include both InTASC and Danielson indicators. Ann also made the document much more user-friendly by converting it to a digital, “fillable form”-based layout.  | Goal was met, but is ongoing. As more work is completed in the changeover to the Central Beliefs as the basis for the DOE assessment system, additional modification may be needed. This should be in place prior to the start of the 2021-2022 academic year. |
|  | Review and revise the ECED and Elementary “Minor”/”Bridge for P3 State Licensure. | Revised Course Plan for each Minor(Manda, Leigh Ann, & Amy) | Action on the ECED/P3 “minors” were completed and approved in Curriculum Committee. Terminology was changed from “minor/bridge” to “endorsement”. A new endorsement program was developed for P3 to ELEM. This was developed and approved by Curriculum Committee. (Doug) | Goal was met. |
|  | **NEW Goals for 2020-2021** | **How WILL you measure achievement of the goal?** |  |  |
| **Mission Objective 2: Quality Education** |
|  | Utilize CAEP4 / Case Study Committee work to implement focus groups as a part of our self study, and devise ways that data will be used for overall program improvement. | Design, plan, and implement focus groups / talking circles in Ronan and Browning for teachers who have graduated from SKC’s DOE. Collect and compile data, and prepare analysis for OPI / MT BPE as a tool for accreditation review. |  |  |
| **Core Theme Three: Perpetuate the Cultures of Confederated Salish and Kootenai Peoples (e.g. integrating culturally appropriate teaching strategies, cultural material, bringing in speakers, integrating IEFA)** |
|  | Incorporation of Native language into curriculum by learning more about the opportunities and materials available to educators. *Honor Mali Matt’s request to share her work with faculty, students and educators throughout the Reservation.* | Assignment revisions and student samples, meeting minutes, resource lists, and other artifacts and examples..(all of Division) | Several assignments were modified to include elements of language; for example, in EDUC 309, Salish language phrases were incorporated into students’ classroom management plans. The DOE compiled lists of Salish language learning materials to provide as gifts to new teachers, as well as to graduating seniors. The Elementary program’s main degree plan was modified to include 2 required local Native language courses. In addition, a new Elementary degree plan was developed with a Native Language Emphasis, incorporating expanded requirements for Native language learning. Both of these program changes were presented at Curriculum Committee and approved unanimously. Mali Matt was asked to present to FRESH participants and share Salish language resources in February. This session was attended by both K-12 teachers and SKC students and respondents indicated it was very well received. A list of language resources, including both print and digital materials from Nkʷusm was compiled for future use by PreK-12 teachers and for SKC education students. (Doug) | Goal is partially met, and ongoing. More work needs to be done to include Native languages in programs and their curricula throughout the Division. |
| **NEW Goals for 2020-2021** | **How WILL you measure achievement of the goal?** |  |  |
| **Mission Objective 3: Cultural Perpetuation** |
|  | Redesign student portfolios around the DOE Central Beliefs, which include principles centered on cultural sustaining and revitalizing practices, as well as student diversity and individual identity. | SKC’s Division of Education will have established its revised student portfolio and program assessment system anchored to the Central Beliefs prior to the start of the 2021-2022 academic year. |  |  |
|  | Resume Committee work relative to OPI’s third tier of program self-study (Case Study for CAEP Standard 4) with an emphasis on culturally sustaining and revitalizing practices and integration of IEFA into graduates’ teaching practice. | Completion of case study/focus group work in Ronan and Browning centering on culturally sustaining and revitalizing practices and integration of IEFA into graduates’ teaching practice. (Case Study Committee) |  |  |
|  | The Division will engage in a partnership with the Flathead Reservation’s Tribal Education Council (incl. IECs from schools and reps from both CCs).  | Division faculty will network with the TEC, and report back to staff and faculty with regard to initiatives that may impact DOE programs. (Wren serves as Secretary for this group) |  |  |
|  | Create more partnerships specific to the inclusion of Native languages and cultures into our instruction across all programs in the Division. | The Division will increase its utilization of local cultural practitioners and language speakers in its curriculum, augment the inclusion of language into professional development delivered to K-12 teachers, and more purposefully include language in its own organizational processes. |  |  |
| **Core Theme Four: Increase Individual and Community Capacity for Self-Reliance and Sustainability (e.g. teaching students life or academic success skills, reaching out to the community)** |
|  | Revise dual enrollment courses – from the current offering of EDUC 240 100 level courses that would be a better fit.  | Course development and agreements with the high schools. Involves Leigh Ann, Ann, and Terry Cable (St. Ignatius cooperating teacher). | No action was taken on this goal. | Goal not yet met, but retained. Due to changes in school delivery methods resulting from COVID-19, progress on dual enrollment has currently been suspended. The Division will seek to restore dual enrollment efforts once is determined to be feasible. |
|  | Survey and offer professional development opportunities to local teachers, which will serve to enhance their knowledge and skills, inform them about the teacher education programs at SKC, and build relationships. | Professional development opportunity summer schedule and PLC schedules. (Amy, Tammy, others) | PLCs were held through the secondary programs – both math and science. BRAIDS provided language arts development and student motivation trainings for K-12 teachers. The MT AEYC Conference was held on the SKC campus with a focus on IEFA. DOE faculty presented on literacy, Native language, historical perspectives on indigenous STEM, and early childhood STEM connections. SKC’s Early Learning Center was featured as a breakout session highlighting indigenous teaching practices and culturally sustaining learning environments. | Goal is met, and is ongoing.  |
|  | The Flathead Reservation Educator Support Hub (FRESH) is an induction model that will continue to be implemented.  Its purpose is to welcome and support new teachers to the profession as well as those new to the Reservation, to mentor new teachers, and build lasting networks of support between veteran and novice teaching professionals across multiple school districts on the Flathead Reservation.  | Meeting minutes and participant feedback will be tracked and used as topics for upcoming monthly meetings. Participant logs and contact information will be shared electronically.(Doug and Wren) | Monthly meetings were held. Each meeting involved 15 to 20 new and experienced teachers from school districts throughout the Flathead Reservation. Written and verbal feedback suggested the FRESH meetings were highly valued and were beneficial in terms of supporting and retaining new teachers and strengthening partnerships between SKC and schools.Students in the senior cohort were invited and some participated, although the number of seniors was much smaller and participation was interrupted by the COVID closure. | Goal is met.FRESH will continue as the central Induction Plan for the Division as a way to support our graduates and partner with schools. FRESH will begin the 2020-2021 school year in an online/virtual environment but hopes to return to in-person gatherings if possible, as the year progresses. |
| **NEW Goals for 2020-2021** | **How WILL you measure achievement of the goal?** |  |  |
| **Mission Objective 4: Community Impact through Research and Service** |
|  | Reinstate follow-up induction services and data gathering for new teachers (New teachers who are SKC graduates) | Completion of one-on-one follow up with new teachers from 2019 and 2020 as evidenced by completed responses to new teacher survey. (Frank Sucha) |  |  |
|  | Research to understand how our graduates are impacting instruction related to Indian Education for All [IEFA] and culturally sustaining/revitalizing practice in schools. | The Division will use a mixed-media case study analysis to determine our graduates’ ability to implement culturally sustaining and perpetuating instruction in their classrooms. This will involve study/focus group work in Ronan and Browning centering on culturally sustaining and revitalizing practices and integration of IEFA into graduates’ teaching practice. This work will be analyzed in a report that will be utilized in the Division’s Self-Study phase of its state accreditation. (Case Study Committee) |  |  |
|  | Development of graduate coursework that builds teachers’ understanding and ability to utilize indigenous research methods through action research in their classrooms. | The first phase of instruction (first “bookend”) for the master’s program will focus on research methods and will be developed prior to the start of the 2021-2022 academic year. |  |  |
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**Budget Implications:**

* The Division has been approved to add one additional faculty position (1.0 FTE) to serve the Elementary Education degree program. This position will assist the Division in many ways; teaching courses currently addressed with adjuncts and DOE department heads, helping with student advising, and assisting with committee work will allow more time and resources for completing several of the initiatives detailed in this report.
* Division of Education staff are currently actively researching funding sources for its proposed C&I/Master’s program.
* “2+2” agreements with other colleges has the potential to increase SKC’s overall student population, likely including positive impacts in its Indian Student Count (ISC). The potential increased enrollment impact on the Division is as yet unknown, but needs to be monitored as this may increase student numbers and therefore faculty workload.
* The funding source that supported the Division’s FRESH teacher induction initiative came to an end in March 2020. Therefore, a new funding source will need to be explored if the group were to return to on-campus meetings in 2020-2021. Until that time, the program can continue in a virtual format with no financial need.
* The Division’s CAEP4 / Case Study Committee work will require travel to Browning in order to facilitate the currently planned focus groups using a “talking circle” strategy. Some degree of travel may be required for this work, and should be explored soon, at the beginning of the year.