

Salish Kootenai College  
Early Childhood Education, Early Childhood P-3, and  
Elementary Education Programs

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Academic Program Review

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# Academic Program Review

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## Introduction

By design, all programs in the Education Division are tightly focused on the mission and vision of Salish Kootenai College. The development of future teachers, especially American Indian teachers who are masters of the art of teaching and also deeply knowledgeable of the cultures, languages, and homeland of the Séliš, Ksanka and Q'íispé peoples is central to all instructional decisions, both individual and collective, within the Education Division.

## 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 Q'íispé 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 postsecondary 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.

## Education Division and the SKC Mission and Vision

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

- Early Childhood Education (A.A. and B.S. Degrees)
- Early Childhood Education: P-3 (A.A. and B.S. Degrees)
- Elementary Education (A.S. and B.S. Degrees)
- Secondary Science Education (B.S. Degree)
- Secondary Math Education (A.S.M.S. and B.S. Degrees)
- Native Language Teacher Education (A.S. Degree)

Salish Kootenai College established teacher education programs to address the major concern in Indigenous education of the absence of qualified American Indian teachers particularly in schools that serve significant numbers of Indigenous 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 1995 to 2.3 percent today.” (Cummings, 2015) The Montana Office of Public Instruction notes that in the 2015-2016 academic year currently there were 10,334 licensed teachers working in Montana. By extrapolation, American Indian identified teachers are estimated at only 238. (Montana Office of Public Instruction, 2016)
- On the Flathead Reservation alone, in the 1980s, there were only three American Indian teachers serving in the seven public school districts (Ruhman, 2017).

The effectiveness of the Education Division in meeting this critical need can be measured in many ways, but one of note is the record of 100% placement of our graduates seeking fulltime teaching positions in public schools or early childhood centers. In addition, there is a high frequency of SKC teaching candidates being recruited and contracted, *before* completing the final student teaching term prior to licensure. The Division is proud of the record of our graduates as teachers of excellence and also as change agents within their schools.

### Program Status

Following we present summative enrollment data of the Education Division as a whole, broken down by program. Looking at enrollment trends, it is important to recognize that as our programs have multiplied over time. A pattern of innovation, with additional degrees with unique specializations, has emerged since our last academic program review.

Each time a degree path is added, it potentially divides our numbers, however our overall enrollment remains robust, with students seeking degrees and teaching endorsements that most closely match their areas of interest and the age of students they most enjoy teaching.

Overall, our enrollment is about 120 today, with a new flight of 23 future teachers entering through our new SLED program seeking to become Native Language Teachers! Not counted in our numbers are individuals in the process of completing degrees in Math and Broadfield Science with intent of entering the Secondary Programs in those areas.

### Current and Historical Enrollment

Major	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Early Childhood Education (AA)	62	42	32	15	20	20	21	18	28	25	19	16	18	14
Early Childhood Education (BS)			21	11	21	32	21	18	27	19	12	5	15	11
Early Childhood P:3 (AA)	New Program Fall 2015										0	12	14	13
Early Childhood P:3 (BS)	New Program Fall 2015										10	12	14	12
Elementary Education (AS)	40	32	58	47	52	42	45	48	40	36	19	33	16	23
Elementary Education (BS)			21	11	21	32	21	18	27	28	16	9	30	16
Totals	102	74	132	84	114	114	108	102	122	108	76	87	107	89

### Current and Historic Enrollment Status of Secondary Programs and New and Innovative Programs in Division

Major	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
Secondary Math (B.S.)	New Program Fall of 2014										1	1	2	4	4
Secondary Science (Broadfield) (B.S.)	New Program Fall of 2010					10	15	14	12	8	10	11	4	3	
Native Language Teacher Education (A.S.)	New Program Fall of 2018													23	
Totals														30	

### General Education Courses Taught by Education Division Faculty

The Education Division Faculty have a long history of teaching General Education Courses and the Division also provides courses cross listed as requirements by other departments across campus. The following are currently taught by Division Faculty:

Dr. Wren Walker-Robbins

- BIO101
- BIO102
- IDST 101 (Seminar)

Dr. Michael Munson

- NASD 405
- NASD 225
- NASD 271
- SCID233 (pending admin approval)
- SCID253 (pending admin approval)
- SCID273 (pending admin approval)

Dr. Heather Bleeker

- DVSP 075 Developmental Math

- MA 100 College Algebra

Ms. Ann Stone

- IDST 101 (Seminar)

#### Education Courses Included in Other Programs

Ms. Kathie Maiers

- EDUC 207 Health Safety and Drug Awareness (now required in the new Health Promotion Practices A.S.)

#### Student Credits Generated by Education Division

##### *Early Childhood Education*

- Associate of Arts Degree (A.A.) (93 credits)
- Bachelor of Science Degree (B.S.) (93 + 97 credits = 190 credits total)

##### *Early Childhood P-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)

##### *Elementary Education*

- Associate of Science Degree (A.S.) (100 credits)
- Bachelor of Science Degree (B.S.) (100 + 94 = 194 credits total)

#### Program Curricula

In spring of 2018 revisions were presented to the Curriculum Committee to modify Early Childhood, P-3 and Elementary degree programs. At that time the Curriculum Committee reviewed and approved the degree program revisions, including the General Education requirements. Therefore, our Associate and Bachelor degrees are in full compliance with the Colleges General Education Requirements.

#### General Education Requirements by Program and Degree

Program	Category, GenEd Requirements	Credits	Year /Quarter
ECED, AA	Gen, IDST 101	3	1/F
ECED, AA	NASD, NASD 101	3	1/ S
ECED, AA	NASD, NAS OPEN ELECTIVE	3	1/F,W,&S
ECED, AA	COMM, ENGL 101	3	1/F
ECED, AA	COMM, ENGL 201 & SPCH 100	3 + 3	1/W & S
ECED, AA	FAH, Humanities Intro Course	3	1/S
ECED, AA	FAH, Fine Arts Elective/Humanities List	3	2/S
ECED, AA	MATH, MATH 132	5	2/F
ECED, AA	SCIENCE, SCID 233	4	2/F

ECED, AA	Social Science, Soc. Stud Intro List	5	2/W
ECED P-3, AA	Gen, IDST 101	3	1/F or W
ECED P-3, AA	NASD, NASD 101	3	1/ W
ECED P-3, AA	NASD, NAS OPEN ELECTIVE	3	1/F or W
ECED P-3, AA	COMM, ENGL 101	3	1/F
ECED P-3, AA	COMM, ENGL 201 & SPCH 100	3 + 3	1/W & S
ECED P-3, AA	FAH, Humanities Intro Course	3	1/S
ECED P-3, AA	FAH, Fine Arts Elective/Humanities List	3	2/S
ECED P-3, AA	MATH, MATH 132	5	2/F
ECED P-3, AA	SCIENCE, SCID 233 and 253	4 + 4	2/F & W
ECED P-3, AA	Social Science, Soc. Stud Intro List	5	1/S
Elem, AS	Gen, IDST 101	3	1/F
Elem, AS	NASD, NASD 101	3	1/ F
Elem, AS	NASD, NAS OPEN ELECTIVE	3	1/F
Elem, AS	COMM, ENGL 101	3	1/F
Elem, AS	COMM, ENGL 201 & SPCH 100	3 +3	1/W & S
Elem, AS	FAH, Humanities Intro Course	3	1/F
Elem, AS	FAH, Fine Arts Elective/Humanities List	3	1/S
Elem, AS	MATH, MATH 132, MATH 133, MATH 134	5+5+5	2/F, W, S
Elem, AS	SCIENCE, SCID 233 & 253 & 273	4+4+4	2/F, W, S
Elem, AS	Social Science, Soc. Stud Intro List	5	1/W
<b>Bachelor Degree General Education Requirements for Each Education Program</b>			
ECED, P-3, Elem.	Communication, EDUC 321	3	3/W
ECED, P-3, *Elem.	Cultural Understanding, EDUC 235	3	3/W, *2/W
ECED, P-3, & Elem.	Critical Thinking/Research, EDUC 471 & 495	3+2	4/W &S
ECED, P-3, & Elem.	Citizenship, EDUC 311 & EDUC 312	3+1	3/S

### Early Childhood Education

- Associate of Arts Degree (A.A.) (93 credits)
- Bachelor of Science Degree (B.S.) (93 + 97 credits = 190 credits total)

### Program Description

The mission of the Early Childhood Education 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.

After meeting specified requirements as outlined in the Education Department Student Handbook, candidates may enroll in the Early Childhood Teacher Education Program (ECTEP) for third and fourth year courses.

### 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 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 Associate of Arts Degree in Early Childhood Education.

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

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

**Standard 3:** Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

**Standard 4:** Using Developmentally Effective Approaches to Connect with Children and Families. Candidates understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings

within which teaching and learning occur. They understand and use positive relationships and supportive interactions as foundation for their work with young children and families. Students know, understand, and use a wide variety of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

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

**Standard 6:** Becoming a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

### 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.

### Curriculum Early Childhood Education A.S. and B.S. Degrees

#### Fall (First Year)

<a href="#">ECED100</a>	Introduction to Early Childhood Education	2
<a href="#">ECED111</a>	Safety, Health and Nutrition in Early Childhood Education	2
<a href="#">HPED125</a>	First Aid/CPR	1
<a href="#">IDST101</a>	SKC Seminar	3
ELECTIVE	NASL Elective I	3
ELECTIVE	<a href="#">Humanities Intro General Education from List</a>	3
<b>Total Credit Hours:</b>		<b>14</b>

*Winter (First Year)*

<a href="#">ECED103</a>	Positive Guidance and Discipline	3
<a href="#">ECED104</a>	Positive Guidance and Discipline Lab	3
<a href="#">ECED117</a>	Creating a Learning Environment	2
<a href="#">ENGL101</a>	English Composition I	3
<a href="#">ECED230</a>	Infant Toddler Caregiving	3
ELECTIVE	NASL Elective II	3
<b>Total Credit Hours:</b>		<b>17</b>

*Spring (First Year)*

<a href="#">ECED235</a>	Infant Toddler Caregiving II	3
<a href="#">ENGL202</a>	English Composition II	3
<a href="#">NASD101</a>	History of Indians in the United States	3
<a href="#">SPCH100</a>	Basic Communications	3
ELECTIVE	NASL Elective III	3
<b>Total Credit Hours:</b>		<b>15</b>

*Fall (Second Year)*

<a href="#">ECED112</a>	Early Childhood Curriculum 1	3
<a href="#">EDUC240</a>	Human Growth and Development	4
<a href="#">MATH132</a>	Mathematics for K-8 Teachers I	5
<a href="#">SCID233</a>	Integrated Perspectives in Science for Educators 1	4
<b>Total Credit Hours:</b>		<b>16</b>

*Winter (Second Year)*

<a href="#">ECED209</a>	Meeting the Needs of Families	3
<a href="#">ECED113</a>	Early Childhood Curriculum 2	3
<a href="#">ECED106</a>	Early Childhood Curriculum Lab	3
ELECTIVE	<a href="#">Social Science General Education from List</a>	5
<b>Total Credit Hours:</b>		<b>14</b>

[ECED 106](#): (embed service learning)

*Spring (Second Year)*

<a href="#">ECED265</a>	Leadership and Professionalism in Early Childhood Education	4
<a href="#">ECED298</a>	Early Childhood Practicum	6
<a href="#">EDUC115</a>	Computers in Education	3
ELECTIVE	<a href="#">Fine Arts Humanities General Education from List</a>	3
<b>Total Credit Hours:</b>		<b>16</b>

*[EDUC 115](#): This course may be challenged by passing a computer competency exam*

TOTAL CREDIT HOURS: 92

*Fall (Third Year)*

<a href="#">EDUC250</a>	Educational Psychology	3
<a href="#">ECED330</a>	Partnerships and Collaboration	3
<a href="#">ECED315</a>	Literacy and Language in the Early Childhood Classroom	3
ELECTIVE	Open 3 cr	3
ELECTIVE	<a href="#">Native American Studies Advanced General Education from List</a>	3
<b>Total Credit Hours:</b>		<b>15</b>

*Winter (Third Year)*

<a href="#">EDUC235</a>	Introduction to Indian Education	3
<a href="#">EDUC321</a>	Research Writing in Education	3
<a href="#">EDUC337</a>	Introduction to Special Education	5
<a href="#">ECED345</a>	English Speakers of Other Languages: Educational Theory and Practice	3
<a href="#">SCID253</a>	Integrated Perspectives in Science for Educators 2	4
<b>Total Credit Hours:</b>		<b>18</b>

*[EDUC 321](#) meets the general education requirement for an upper division critical thinking/research course.*

*Spring (Third Year)*

<a href="#">EDUC311</a>	Cultures, Diversity and Educational Ethics	3
<a href="#">EDUC312</a>	Diversity in Education Practicum	1
<a href="#">ECED335</a>	Technology and Early Childhood Education	3

<a href="#">ECED370</a>	Supporting Cognitive Development through Math and Science	5
ELECTIVE	Native American Studies General Education Open	3
<b>Total Credit Hours:</b>		<b>15</b>

[EDUC 311](#) meets general education requirement of a course to meet the Citizenship competency.

#### *Fall (Fourth Year)*

<a href="#">ECED420</a>	Observation, Documentation and Assessment of Young Children	5
<a href="#">ECED375</a>	Fostering Physical Development in Young Children	2
<a href="#">ECED305</a>	Social Studies and Young Children	3
<a href="#">SCWK470</a>	Working with Children and Families at Risk	3
<b>Total Credit Hours:</b>		<b>13</b>

#### *Winter (Fourth Year)*

<a href="#">ECED425</a>	Mentoring and Coaching	4
<a href="#">ECED360</a>	Creativity and Young Children	4
<a href="#">EDUC471</a>	Action Research In Education	3
<a href="#">ECED340</a>	Social-Emotional Growth and Socialization of Young Children	5
<b>Total Credit Hours:</b>		<b>16</b>

#### *Spring (Fourth Year)*

<a href="#">EDUC495</a>	Reflective Practice and Research in Education	2
<a href="#">ECED498</a>	Early Childhood Advanced Practicum	15
<b>Total Credit Hours:</b>		<b>17</b>

TOTAL CREDIT HOURS: 186

**(92 from A.A. + 94 in 3rd and 4th Year)**

#### Early Childhood P-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 classrooms. See the Education Division Student Handbook for a detailed description of program and licensure requirements. 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.

### **Student Learning Outcomes**

Upon completion of the Bachelor of Science degree, candidates will demonstrate the skills, dispositions and knowledge in relationship to 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.

**Requirements**

Students must submit to a federal background check and fingerprinting for the Early Childhood Education P-3 Program.

Associate 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 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.

**Curriculum Early Childhood P-3 A.S. and B.S. Degrees*****Fall (First Year)***

<a href="#">ECED100</a>	Introduction to Early Childhood Education	2
<a href="#">EDUC240</a>	Human Growth and Development	4
<a href="#">ENGL101</a>	English Composition I	3
<a href="#">HPED125</a>	First Aid/CPR	1

<a href="#">IDST101</a>	SKC Seminar	3
ELECTIVE	<a href="#">Humanities Intro General Education from List</a>	3
<b>Total Credit Hours:</b>		<b>16</b>

*Winter (First Year)*

<a href="#">ECED103</a>	Positive Guidance and Discipline	3
<a href="#">ECED104</a>	Positive Guidance and Discipline Lab	3
<a href="#">ECED117</a>	Creating a Learning Environment	2
<a href="#">ENGL202</a>	English Composition II	3
<a href="#">MUSC101</a>	Music Fundamentals	3
<a href="#">SPCH100</a>	Basic Communications	3
<b>Total Credit Hours:</b>		<b>17</b>

*[MUSC 101](#): This course may be challenged by passing a competency exam*

*Spring (First Year)*

<a href="#">EDUC115</a>	Computers in Education	3
<a href="#">ECED261</a>	Social Science Content For Early Learning	3
<a href="#">NASD101</a>	History of Indians in the United States	3
ELECTIVE	<a href="#">Social Science General Education from List</a>	5
<b>Total Credit Hours:</b>		<b>14</b>

*[EDUC 115](#): This course may be challenged by passing a competency exam*

*Fall (Second Year)*

<a href="#">ECED112</a>	Early Childhood Curriculum 1	3
<a href="#">EDUC250</a>	Educational Psychology	3
<a href="#">MATH132</a>	Mathematics for K-8 Teachers I	5
<a href="#">SCID233</a>	Integrated Perspectives in Science for Educators 1	4
ELECTIVE	Native American Studies, or NASL	3
<b>Total Credit Hours:</b>		<b>18</b>

*Winter (Second Year)*

<a href="#">ECED209</a>	Meeting the Needs of Families	3
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<a href="#">ECED113</a>	Early Childhood Curriculum 2	3
<a href="#">ECED106</a>	Early Childhood Curriculum Lab	3
<a href="#">MATH133</a>	Mathematics for K-8 Teachers II	5
<a href="#">SCID253</a>	Integrated Perspectives in Science for Educators 2	4
<b>Total Credit Hours:</b>		<b>18</b>

Note: [ECED 106](#) includes embedded Service Learning requirement

#### *Spring (Second Year)*

<a href="#">ECED299</a>	Early Childhood Fieldwork and Practicum	4
<a href="#">ECED265</a>	Leadership and Professionalism in Early Childhood Education	4
<a href="#">EDUC203</a>	Foundations of Education	5
<a href="#">MATH134</a>	Mathematics for K-8 Teachers III	5
<b>Total Credit Hours:</b>		<b>18</b>

TOTAL CREDIT HOURS: 101

#### *Fall (Third Year)*

<a href="#">ECED315</a>	Literacy and Language in the Early Childhood Classroom	3
<a href="#">ECED330</a>	Partnerships and Collaboration	3
<a href="#">ECED375</a>	Fostering Physical Development in Young Children	2
<a href="#">EDUC307</a>	Curriculum, Planning and Assessment	4
<a href="#">EDUC352</a>	Integrated Literacy 1: Selecting, Using & Responding to Texts	4
<b>Total Credit Hours:</b>		<b>16</b>

#### *Winter (Third Year)*

<a href="#">EDUC235</a>	Introduction to Indian Education	3
<a href="#">EDUC321</a>	Research Writing in Education	3
<a href="#">EDUC337</a>	Introduction to Special Education	5
<a href="#">ECED340</a>	Social-Emotional Growth and Socialization of Young Children	5
<b>Total Credit Hours:</b>		<b>16</b>

#### *Spring (Third Year)*

<a href="#">EDUC207</a>	Health, Safety and Drug Awareness	3
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<a href="#">EDUC311</a>	Cultures, Diversity and Educational Ethics	3
<a href="#">EDUC312</a>	Diversity in Education Practicum	1
<a href="#">ECED335</a>	Technology and Early Childhood Education	3
<a href="#">EDUC354</a>	Integrated Literacy 2: Meeting Individual Needs Through the Teaching and Learning Cycle	4
<a href="#">EDUC355</a>	Integrated Literacy 2 Practicum	1
<b>Total Credit Hours:</b>		<b>15</b>

*[EDUC 311](#) meets the general education requirement of a course that includes the Citizenship competency.*

#### *Fall (Fourth Year)*

<a href="#">ECED420</a>	Observation, Documentation and Assessment of Young Children	5
<a href="#">EDUC372</a>	Teaching Math in the Early Grades	3
<a href="#">ECED421</a>	Curriculum Integration and Application In Early Grades I	3
<a href="#">ECED305</a>	Social Studies and Young Children	3
<a href="#">EDUC356</a>	Integrated Literacy 3: Designing Literacy Experiences in the Classroom	4
<b>Total Credit Hours:</b>		<b>18</b>

#### *Winter (Fourth Year)*

<a href="#">EDUC390</a>	Teaching Science in the Elementary Classroom	4
<a href="#">ECED360</a>	Creativity and Young Children	4
<a href="#">HPED125</a>	First Aid/CPR	1
<a href="#">EDUC471</a>	Action Research In Education	3
<a href="#">ECED451</a>	Curriculum Integration and Application In Early Grades II	3
<b>Total Credit Hours:</b>		<b>15</b>

#### *Spring (Fourth Year)*

<a href="#">EDUC490</a>	Student Teaching for Elementary Education	12
<a href="#">EDUC495</a>	Reflective Practice and Research in Education	2
<b>Total Credit Hours:</b>		<b>14</b>

TOTAL CREDIT HOURS: 195

### Elementary Education

- Associate of Science Degree (A.S.) (100 credits)
- Bachelor of Science Degree (B.S) (100 + 94 = 194 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.

Montana has ten institutions of higher education that offer licensure-targeting bachelor's degrees in Elementary Education. We feel there are several characteristics which help to define SKC's Elementary Education (EE) program as distinct among the state-approved and regionally accredited educator preparation programs (EPPs) in our state. Among these are:

- 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 Program History

Our EE program has evolved significantly over the last 15 years since its inception. Beginning in 2004 with the formation of the SKC Education Department, the College had a "2+2" arrangement with the University of Montana-Western, in which students completed a 2-year Associate's degree fully at SKC, then continued on in their third and fourth year as UM-W students, yet taking their classes wholly at our Pablo campus. In this arrangement, students were taught by a combination of UM-W and SKC faculty and did not have to attend the UM-W campus in Dillon, MT.

Increasingly however, it became clear that our unique student population would be best served with SKC's own program, and this was accomplished with the Montana Board of Public Education and the MT Office of Public Instruction's approval of SKC's Elementary Education degree program in 2007. Our first EE graduates walked in June of 2008.

Montana's Board of Public Education and Office of Public Instruction (OPI) granted provisional approval to SKC's Elementary Education degree program in 2007, and returned for a complete program review in 2010 once graduate data became available. This was a very favorable review and full approval was granted. OPI returned in 2017 to conduct its next full review (including newly developed P-3 Program and Secondary Education), and as noted elsewhere in this report, all requirements were met. The next full review of the EE program will be held in 2024.

### Noteworthy Changes

Since the previous (2012) Academic Program Review, the EE program has grown and changed significantly. Beginning in the fall of 2012, the Education Department moved into its own new facility, the Evelyn Stevenson Building, located on the east campus. In 2014, given the distinct degree tracks that were emerging, the Department reorganized into the Education Division. Despite several changes in personnel, the leadership of SKC's EE program has remained relatively stable; Dr. Amy Burland (working in SKC teacher education since 2001) held the position of Elementary Dept. Chair from 2013-2017, and Doug Ruhman (in SKC teacher education since 2002) assumed this position from 2017 to the present. The Elementary program has continued to be the largest of the Division's teacher education degree tracks. A new initiative, Native Language Teacher Education, is now emerging. In time, students enrolled in the Salish Language Educator Development (SLED) program may continue on as upper-level teaching candidates in the Early Childhood P-3 and/or Elementary programs.

### 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 in K-8 classrooms. Elementary graduates also obtain jobs in developing curriculum, tutoring, and mentoring.

After meeting specified requirements, students may enroll in the Teacher Education Program (TEP) for third and fourth year courses. Requirements for acceptance into the TEP are outlined in the Education Department Student Handbook.

Bachelor Degree graduates are eligible for Elementary Education licensure in Montana after completion of specified requirements. See the TEP Student Handbook for a description of these requirements. Graduation with a bachelor degree in Elementary Education is not a guarantee of licensure; however the Elementary Dept. Chair works with candidates to facilitate their license application process. The Elementary Education program is accredited by the Montana Board of Public Education and reviewed, monitored, and approved by the Montana Office of Public Instruction.

### Student Learning Outcomes

Upon completion of the Bachelor of Science degree, candidates will demonstrate the skills, dispositions and knowledge in relationship to 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.

**Requirements**

Students must submit to a federal background check and fingerprinting for the Elementary Education program.

Associate 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 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.

### Curriculum Elementary Education A.S. and B.S. Degrees

#### *Fall (First Year)*

<a href="#">ENGL101</a>	English Composition I	3
<a href="#">HPED125</a>	First Aid/CPR	1
<a href="#">HMNT101</a>	Introduction to Humanities	3
<a href="#">IDST101</a>	SKC Seminar	3
<a href="#">NASD101</a>	History of Indians in the United States	3
ELECTIVE	Native American Studies, or NASL	3
<b>Total Credit Hours:</b>		<b>16</b>

#### *Winter (First Year)*

<a href="#">ENGL202</a>	English Composition II	3
<a href="#">MUSC101</a>	Music Fundamentals	3
<a href="#">POLS100</a>	American Government	5
ELECTIVE	<a href="#">Social Science General Education from List</a>	5
<b>Total Credit Hours:</b>		<b>16</b>

[MUSC 101](#): may be challenged

#### *Spring (First Year)*

<a href="#">EDUC115</a>	Computers in Education	3
<a href="#">GEOG100</a>	Introduction to Geography	5
<a href="#">SPCH100</a>	Basic Communications	3
ELECTIVE	NASL Elective I	3
<a href="#">ARTD111</a>	Fundamentals of Art and Design	3
	OR	
<a href="#">ARTD140</a>	Introduction to Studio Arts	3
	OR	

<a href="#">ARTD109</a>	Self-Expression through the Arts	3
<b>Total Credit Hours:</b>		<b>17</b>

*[EDUC 115](#): may be challenged*

*Fall (Second Year)*

<a href="#">ECED315</a>	Literacy and Language in the Early Childhood Classroom	3
<a href="#">EDUC240</a>	Human Growth and Development	4
<a href="#">MATH132</a>	Mathematics for K-8 Teachers I	5
<a href="#">SCID233</a>	Integrated Perspectives in Science for Educators 1	4
<b>Total Credit Hours:</b>		<b>16</b>

*Winter (Second Year)*

<a href="#">EDUC235</a>	Introduction to Indian Education	3
<a href="#">EDUC175</a>	Community Service Learning in Education	2
<a href="#">ECED209</a>	Meeting the Needs of Families	3
<a href="#">MATH133</a>	Mathematics for K-8 Teachers II	5
<a href="#">SCID253</a>	Integrated Perspectives in Science for Educators 2	4
<b>Total Credit Hours:</b>		<b>17</b>

*Spring (Second Year)*

<a href="#">EDUC178</a>	Exploratory Field Experience	1
<a href="#">EDUC203</a>	Foundations of Education	5
<a href="#">EDUC207</a>	Health, Safety and Drug Awareness	3
<a href="#">MATH134</a>	Mathematics for K-8 Teachers III	5
<a href="#">SCID273</a>	Integrated Perspectives in Science for Educators 3	4
<b>Total Credit Hours:</b>		<b>18</b>

TOTAL CREDIT HOURS: 100

*Fall (Third Year)*

<a href="#">EDUC250</a>	Educational Psychology	3
<a href="#">EDUC305</a>	Technology in the Elementary Classroom	4
<a href="#">EDUC307</a>	Curriculum, Planning and Assessment	4

<a href="#">EDUC352</a>	Integrated Literacy 1: Selecting, Using & Responding to Texts	4
<b>Total Credit Hours:</b>		<b>15</b>

*Winter (Third Year)*

<a href="#">EDUC309</a>	Guiding Social Development and Classroom Management	4
<a href="#">EDUC321</a>	Research Writing in Education	3
<a href="#">EDUC330</a>	Teaching Social Studies in the Elementary Classroom	4
<a href="#">EDUC331</a>	Teaching Social Studies Practicum	1
<a href="#">EDUC337</a>	Introduction to Special Education	5
<b>Total Credit Hours:</b>		<b>17</b>

*[EDUC 321](#) meets the general education requirements for upper division writing courses emphasizing Communication and Critical Thinking/Research.*

*Spring (Third Year)*

<a href="#">EDUC311</a>	Cultures, Diversity and Educational Ethics	3
<a href="#">EDUC312</a>	Diversity in Education Practicum	1
<a href="#">EDUC354</a>	Integrated Literacy 2: Meeting Individual Needs Through the Teaching and Learning Cycle	4
<a href="#">EDUC355</a>	Integrated Literacy 2 Practicum	1
<a href="#">EDUC365</a>	Music for Elementary Teachers	3
ELECTIVE	NASL or Open Elective	3
<b>Total Credit Hours:</b>		<b>15</b>

*[EDUC 311](#) meets the general education requirement for a Native American Studies Advanced course and meets the requirement for an upper division course emphasizing Citizenship.*

*Fall (Fourth Year)*

<a href="#">EDUC360</a>	Teaching the Arts in the Elementary School	3
<a href="#">EDUC361</a>	Teaching Arts in the Elementary School Practicum	1
<a href="#">EDUC371</a>	Teaching Mathematics in the Elementary School Practicum	1
<a href="#">EDUC372</a>	Teaching Math in the Early Grades	3
<a href="#">EDUC356</a>	Integrated Literacy 3: Designing Literacy Experiences in the Classroom	4
<a href="#">EDUC357</a>	Integrated Literacy 3 Practicum	1

ELECTIVE	NASL or Open Elective	3
<b>Total Credit Hours:</b>		<b>16</b>

*Winter (Fourth Year)*

<a href="#">EDUC350</a>	Physical Education and Health Enhancement	4
<a href="#">EDUC351</a>	Physical Education and Health Enhancement Practicum	1
<a href="#">EDUC397</a>	Teaching Secondary Math in the Middle Grades	3
<a href="#">EDUC390</a>	Teaching Science in the Elementary Classroom	4
<a href="#">EDUC391</a>	Teaching Science in the Elementary Classroom Practicum	1
<a href="#">HPED125</a>	First Aid/CPR	1
<a href="#">EDUC471</a>	Action Research In Education	3
<b>Total Credit Hours:</b>		<b>17</b>

*Spring (Fourth Year)*

<a href="#">EDUC490</a>	Student Teaching for Elementary Education	12
<a href="#">EDUC495</a>	Reflective Practice and Research in Education	2
<b>Total Credit Hours:</b>		<b>14</b>

Total Credit Hours: 94

TOTAL B.S. CREDIT HOURS: 194

**Education Division Accreditation**

Throughout the Spring, Summer, and Fall of 2017 the entire Education Division Faculty prepared for a comprehensive accreditation review of the SKC Educator Preparation Programs. This review resulted in continuing accreditation as part of a seven year cycle. Our review Team consisted of the following:

*State Site Visitor Team Members:*

Dr. Mary Susan Fishbaugh, Team Chair; MSU Billings Dean of Education Department

Dr. Janet Thomson, Great Falls School District Retired Curriculum Specialist

Dr. Robert Stansberry, Carroll College Dean of Education Department

Dr. Linda Vrooman Peterson, Montana Office of Public Instruction State Consultant

The following is quoted from their findings as summarized by Dr. Linda Voorman Peterson in the OPI Exit Report dated October, 2017.

“From October 22-25, 2017, a State Site Visitor Team (Team) conducted an accreditation review of the Educator Preparation Provider (EPP) at Salish Kootenai College (SKC) on its campus in Pablo, Montana. The review was facilitated by the Office of Public Instruction (OPI) on behalf of the Montana Board of Public Education (BPE). The State Accreditation Site Review verifies that SKC’s Institutional Report (IR) meets Montana Professional Educator Preparation Provider Standards. The Team reviewed documents, examined data, and observed campus classes. The Team interviewed SKC faculty and staff, local, and regional school administrators and teachers, community partners, university clinical practice supervisors, cooperating teachers, and candidates at various stages in their educator preparation progress from admission to the program through program completion.”

#### Findings Summarized from Accreditation Review October, 2017

Arm	Title	Status
10.58.311	Initial Content And Pedagogical Knowledge	Met
10.58.312	Initial Clinical Partnerships And Practice	Met W/Notation
10.58.313	Initial Candidate Quality, Recruitment, And Selectivity	Met
10.58.314	Initial Program Impact	Met
10.58.315	Initial Provider Quality Assurance And Continuous Improvement	AFI (Area for Improvement)

Arm	Title	Status
10.58.501	Teaching Standards	Met
10.58.518	Mathematics	Met
10.58.522	Science Broadfield	Met
10.58.531	Early Childhood Education	Met
10.58.532	Elementary Education	Met

Of the ten areas under review, eight were met fully, one area was met with notation and one area was determined to be in need of improvement. Details regarding the findings follow, however a moment none of us will soon forget occurred during our exit interview with our accreditation team. With much emotion, they commended the division faculty, and in her remarks, Dr. Mary Susan Fishbaugh said that the three days they spent with us, our students and our collaborating partners left her feeling like she was now leaving Hogwarts School of Magic. At our final review in a presentation before the Board of Public Education by Amy Burland with Tammy Elser, this sentiment was reiterated by Dr. Mary Susan Fishbaugh, Team Chair, who commended the SKC Division of Education as a unique program of excellence in educator preparation.

Areas for Improvement (AFI) for ARM 10.58.315 (e) and (f) are listed below.

**“AFI: (e)** ensures that measures of completer impact of P-12 learning and development are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction.

**Rationale:** Data have not been shared “widely, and acted upon in decision making...” to date. The EPP has plans for reestablishing the Advisory Council, stabilizing its membership, and scheduling three meetings per academic year.”

*This recommendation has been fully acted upon with three meetings per year focused on sharing and building collaborative plans with our partners via the Division Advisory Council. Other outreach and community-based efforts include the multi-year collaboration with SQCC and Nkwsun and others in the Salish speaking world via SLED, FRESH (Flathead Reservation Educator Support Hub), FIRST (Flathead Indian Reservation Science Teachers) and BRAIDS (a Native Youth Community Partnership funded by OIE offering in-service teacher professional development P-12 across all Flathead Reservation Schools.)The Education Division also documents all meetings via minutes and makes them available through our shared Schoology management platform.*

**“AFI: (f)** assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider are involved in program evaluation, improvement, and identification of models of excellence.

**Rationale:** Involvement is frequent and ongoing, but informal. Some program changes have been made at the suggestion of stakeholders, but were not based on shared assessment data.”

*Again, formalization of all these efforts is ongoing and data is being used to guide program additions and changes.*

**“Commendations:** The SKC Division Data Analysis Report for 2014-2017 is exceptional, and the division is to be commended for its thoroughness and its thoughtful summation.

**Partnerships:** We commend the strong connection between the SKC Education Division and the other programs on campus. There is clearly a strong collaboration across the units of the college.

**Faculty:** The SKC faculty have strong, effective collaborations across programs and with the P- 12 community. All the school administrators and community partners were highly complementary of their relationships with the SKC Education Division.

**College & Career Ready Standards:** The Math Education faculty member has made it his goal to assure that both preservice and in-service teachers are well prepared to teach full understanding of math concepts. As he began his position, he offered area educators in-service to learn the new pedagogies in the Montana Math Content Standards so that they would be prepared to serve as cooperating teachers for future clinical practice candidates.

The Science Education faculty member has developed learning communities of candidates and in-service teachers.

***Culturally Responsive Instruction:*** SKC Education Division is exceptional in its implementation of Culturally Responsive Instruction. The dedication to Native American culture attracts and retains students, pervades the program, and enriches the preparation of future educators.”

### Curriculum Review

In Spring Quarter of the 2017-2018 academic year, the Division implemented several substantial revisions to its Early Childhood, Early Childhood P-3, and Elementary degree programs. These revisions were presented and discussed at Curriculum Committee meetings and approved in May 2018. These changes included several courses being moved to other, more appropriate quarters based on pre-requisites and seasonal timing.

Particularly noteworthy were the re-tooling of both the science content courses and the literacy development courses which impacted aspects of all three programs reviewed herein. The science content courses were revised to be reoriented around the seasonal rounds of the Séliš, Q̄ispé, and Ksanka peoples, and the integrated science concepts that are inherently associated with traditional and contemporary indigenous lifeways and beliefs.

The literacy development courses were rebuilt to align more sequentially with each other, to include a more comprehensive focus on early literacy skill development, and a clearer emphasis on research-based approaches and best practices with regard to literacy.

There are several changes we would like to emphasize.

1. A three course series in science content has been fully indigenized and is now SCDI233, 253 and 273 *Integrated Perspectives in Science for Educators* 1, 2 and 3 anchoring the sophomore year for future teachers in the Elementary Education Program. These courses are also proposed as future General Education Courses meeting science requirement. The rationale for this change is to more closely match and reflect tribal knowledge and values in alignment with the SKC Vision and Mission and also the teachings of elders. In this three part series, SKC future teaching candidates experience integrated science that follows the seasonal round of the Séliš, Ksanka and Q̄ispé and is informed by their cultural values and epistemology. Courses underwent significant redesign involving a team of professors and community members who met in the Summer of 2018 to create a comprehensive plan. Since these courses are important to effective future teaching, as well as preparedness for the science portion of the required Praxis content knowledge exam, significant attention was placed on aligning the revised course content to existing science concepts and practices. Courses are currently being co-taught in collaboration with a cultural resource expert Tim Ryan, who is also a master of many traditional Séliš and Q̄ispé technologies. This focus has also led to many other innovations related to indigenous STEM that continue to inform all programs with a special emphasis under a newly funded grant including early childhood STEM. (A before and after comparison of two syllabi is presented in [Appendix A.](#))
2. The literacy course sequence for Elementary Education and P-3 has been completely revised and strengthened, resulting in a four course sequence that assures all graduates are

well prepared to teach literacy in PreK-3<sup>rd</sup> grade. This is a central skill required of all K-8 teachers and the course sequence from ECED 315 to EDUC 352, EDUC 354/355 and EDUC 356/357 teaches a clear, coherent, developmental and research-based sequence of literacy routines in the context of essential conditions for literacy development. Graduates have advanced capacity to evaluate and remediate programs assigned to them; advocate for more effective, engaging and culturally responsive literacy practices; as well as the capacity to vet the plethora of stereotypical and biased resources and canned programs often purchased for use in schools. Syllabi for all courses in the series have been extensively revised to include additional cultural content, models of best practice, and sound research. Alignment to the 4C's is extensive. (A before and after comparison of 2 syllabi is presented in [Appendix B.](#))

While the above modifications were extensive, they do not substitute for our regular individual and internal review and renewal of our course offerings. For all faculty in the Division, this is ongoing and cyclical. Our goal is to stay abreast of current research and best practice in a thoughtful and ongoing way. Toward that end, all faculty participate regularly in national professional development in their areas of expertise – as both contributing partners, presenters, and participants.

Our ongoing work also includes being informed by our students. The cohort graduating in 2017 participated during their senior year in a series of Brown Bag lunches hosted every Wednesday following the 2016 election. These meetings provided robust input into what worked, what was not working and students' expectations for indigenous education models. The result was the SCID science series and many revisions looking more closely at how culture is manifest in all our classes. Michael Munson and Tammy Elser stepped up to work on Professional Development Committee and agreed to provide Spring 2017 PD on pervasive integration of culture across campus. Dean Nicholai agreed to co-present in this session providing cross department collaboration.

It is self-evident that the Teacher Education Program embraces *Indian Education for All*, 20-1-501, MCA, Office of Public Instruction, Montana. The seven Essential Understandings Regarding Montana Indians are explicitly covered in required American Indian Studies and cultural courses such as: NASD 101, History of Indians in the US, EDUC 235, Introduction to American Indian Education, EDUC 311, Cultures, Diversity and Educational Ethics and EDUC 321 Research Writing in Education. In addition, three elective credits in the area of American Indian Studies - Fine Arts are required. This content is also integrated throughout methods courses and is embedded in the literacy strand (EDUC 352, 354, 356) with core texts including selected IEFA Model Teaching Units and the following:

- Cajune, J. (2011). *Montana Tribal Histories: Educators Resource Guide and Companion DVD*. Helena: Montana Office of Public Instruction Indian Education for All Division. Retrieved from <http://opi.mt.gov/pdf/IndianEd/Resources/11TribalHistoriesRG.pdf>
- Division of Indian Education. (2015). *Montana Tribes: Their Histories and Locations*. Helena, Montana: Montana Office of Public Instruction. Retrieved from <http://opi.mt.gov/pdf/IndianEd/Resources/MTIndiansHistoryLocation.pdf>

- Elser, T. (2010). *The framework: A practical guide for Montana teachers and administrators implementing Indian education for all*. Helena, MT: Montana Office of Public Instruction. Retrieved from [http://opi.mt.gov/pdf/IndianEd/Resources/Framework\\_ImplementationGuide\\_IEFA.pdf](http://opi.mt.gov/pdf/IndianEd/Resources/Framework_ImplementationGuide_IEFA.pdf)
- Juneau, S., Fleming, W., & Foster, L. (2013). *History and Foundation of American Indian Education*. Helena: Montana Office of Public Instruction Indian Education for All Division. Retrieved from [http://opi.mt.gov/pdf/IndianEd/Resources/History\\_FoundationAmindianEd.pdf](http://opi.mt.gov/pdf/IndianEd/Resources/History_FoundationAmindianEd.pdf)
- Montana Office of Public Instruction. (2010). *Essential Understandings Regarding Montana Indians*. Retrieved January 9, 2012, from <http://opi.mt.gov/pdf/indianed/resources/essentialunderstandings.pdf>

Syllabi revision, text selection and refinement of assignments and course activities occur on a quarterly basis. (See Appendices A Science and B Literacy)

SKC Division students attended the IEFA Best Practices Conference and the Salish Conference in Spokane and left feeling like their education, informed by indigenous perspectives and national models of best practice was state of the art and above what many in-service teachers experience in the field.

### 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.

### Recruitment of American Indian Students (Core Theme 1)

In the period from 2004 to 2014, SKC's teacher education programs constituted the only bachelor's level educator preparation programs found within Montana's seven tribal colleges, though each of these institutions offered Associate's level teaching programs. Consequently, the Division of Education had little competition for Native candidates seeking to attend a tribal college in order to pursue their teaching credential. As the number of students in SKC's Early Childhood and Elementary Education programs continued to be relatively strong- in fact, at capacity, there were minimal recruitment efforts in those programs until 2014. Beginning in that year, with Stone Child College's partnership with SKC that eventually led to SCC establishing their own independent bachelor's program in Elementary Education, and Blackfeet Community College's partnership with UM-Western in a similar capacity, SKC's status as the only tribal college in Montana to offer licensable 4 year programs in education has changed. Since 2016, the Division has engaged in revitalized efforts to recruit new students through a variety of initiatives and activities:

***AIGC Partnership*** - the Division has entered into a formal partnership with the American Indian Graduate Center, located in Albuquerque, NM for networking and assistance with recruitment efforts in all its programs. AIGC is involved in numerous national events that are connected to the promotion of tribal colleges as high-quality institutions for American Indian students.

***Website development and redesign*** - Since 2015, the Division has invested considerable time in revising and improving its website, with increased emphasis on the recruitment of new education candidates in all its programs. Currently, a team of 5 Education Division faculty and staff are meeting regularly to plan and implement a complete overhaul of the Division website with a focus on recruiting new pre-service education candidates.

***Montana OPI HUB Courses*** - Division of Education faculty have designed and implemented 8 courses for the OPI Teacher HUB, a collection of professional development courses and workshops for teachers across Montana. Each of these courses utilizes expertise and resources stemming from the best practices developed and followed in the College's teacher education programs. Each of these many networking experiences reflects robust and cutting-edge knowledge, skills, and dispositions associated with SKC's teacher education programs, and provides an impact on recruitment efforts. On any given day, about 500 professional educators globally are enrolled in these HUB courses branded to SKC via BRAIDS. Some of these courses are being used by other EPP programs as extensions of their coursework for pre-service teacher education candidates across the state. Our ongoing partnership with OPI by formal MOU has been very fruitful.

***Dual Enrollment Activities*** - Division staff and faculty have been involved in supporting and networking with the STEM Academy program, which involves local high school students in classes at SKC. The Division has also worked with Dennis LaBonty (SKC Business faculty) to assist in presenting to area youth about careers in teaching, and about SKC's DoE specifically. BRAIDS, a Native Youth Community Partnership Project in the Education Division, is actively engaged with both Dual Enrollment and STEM Academy programs seeking strategies to fill gaps that may negatively impact enrollment. Toward that end, BRAIDS now funds safe, reliable transportation from Arlee to Pablo daily for STEM Academy Students and others breaking down one critical barrier. Discussions are underway to break down another barrier associated with English requirements for HS Juniors and Seniors by seeking or developing additional concurrent dual enrollment offerings in early morning hours thus ending a conflict that has kept some interested students from enrolling in the STEM Academy. The goal would be dual enrollment courses offered in the feeding high schools that meets for English 3 or 4 graduation requirements and also SKC Gen Ed Composition requirements.

***C.S. Porter Partnership*** - As a facet of EDUC 235, Introduction to Indian Education, Division faculty have designed and implemented onsite field studies to introduce indigenous Missoula area students in grades 6-8 to the benefits of attending a tribal college, as well as providing insights about career pathways that can be attained through SKC's teacher education programs, as well as others.

***BRAIDS Native Youth Community Partnership*** -BRAIDS is a collaborative project that includes all includes all public schools on the Flathead Reservation and also all Confederated Salish and Kootenai Tribes Early Childhood Centers (Head Start). In partnership with the Tribal Education Department of the Confederated Salish & Kootenai Tribes (CSKT), the University of

Montana Broader Impacts Group, and the Montana Office of Public Instruction, BRAIDS focuses on providing in-service teachers across the entire Flathead Reservation with professional development intended to increase the college and career preparation of AI students Pre-K-12 in the following areas:

- disciplinary literacy
- STEM
- mindsets and non-cognitive skills

All professional development must include emphasis on culturally responsive, sustaining and revitalizing practices and most are designed to be delivered within K-12 schools face to face, online, and in summer institutes and local and state conferences or institutes. Every opportunity to interface with teachers in the field is a recruitment opportunity for SKC. We continue to work to leverage our unprecedented access and exposure to get the message out about our Education Division Degrees and Programs, and also promote all 54 degrees and certificates currently offered by SKC.

**SLED** - Salish Kootenai College (SKC), and our community partner entities (i.e. Nk<sup>w</sup>usm Salish Language School, Séliš-Qlispé Culture Committee (SQCC), etc.), have committed to collaborate to implement the Salish Language Educator Development (SLED) Program, which will result in a pipeline producing five graduates each year for a total of 20 individuals upon completion of the sixth year of program implementation. Following successful completion of the Intensive Salish Language (ISL) and Native Language Teacher Education (NLTE) components of the program, graduates will be highly qualified in both Salish language and effective teaching strategies in order to better meet the demand for highly qualified Salish language teachers throughout the Flathead Reservation and surrounding areas.

We are thrilled to report that through partnerships and word of mouth, interest and commitment toward revitalizing and perpetuating the language and culture, and becoming highly qualified Salish language educators, has more than doubled our expectations in the first year. We currently serve twenty-three SLED candidates, from three cohorts, who aim to earn their Class 7 Certifications and/or an A.S. in NLTE to better meet our community education needs. We are excited to say, also, that SKC's President Boham has committed to tuition waivers for SLED specific coursework taken by the candidates enrolled within this first year, until the completion of the third year, in which they will graduate.

#### **Retention of American Indian Students (Core Theme 1)**

“Indigenous communities understand that the essential continuity of the community is carried within each individual, thereby making each individual important, valuable, and needed in the perpetuation of the life of the community. There is a place for everyone –the child, the adult, the elderly, the physically impaired, the ‘two-spirit’ people. Each person has something to offer, a special gift, and thereby is allowed to participate to one extent or another in the life of the community.” (Cajete, 2015, p.33)

The goal of the SKC Teacher Education Programs and the Education Division overall is to develop highly effective educators who will not only thrive in their careers, but also transform the schools in which they are employed, creating Indigenous communities of practice that transform the lives and educational outcomes of American Indian children. Our process for supporting both

our current students and our recent graduates in the early years of their careers actually begins with their admission into the Bachelor's degree program, just after completing their Associate Degrees. At the point of admission to the Teacher Education Program, candidates begin a multifaceted set of field experiences to create a seamless bridge into professional teaching.

The Division of Education has instituted several mechanisms to assist in retaining and supporting students in its teacher education programs.

*Transition to Professional Teaching (TPT) Seminar* - Each fall, junior-level education students begin working in local schools with greater frequency. To help these students adjust to the expectations and realities of public education, the Division has implemented this 2 to 3 evening seminar that is co-facilitated by current professional educators. This helps teaching candidates transition smoothly into the more advanced stages of their teacher preparation program, and gives them exposure to networks of teachers and administrators with whom they may later work.

*Division Brown Bag Lunches* - in Fall quarter of the 2016-17 academic year, the Division received a request from senior students to meet on a regular basis and share ideas and strategies with faculty about trends in professional teaching, particularly in light of changes that were occurring in the political realm at the state and national levels. This proved to be impactful in terms of its original purpose, but also in building stronger relationships between students and faculty. In time, this recurring informal forum provided the faculty with great insights about program needs, and built trust and collegiality among candidates and their faculty.

*Sweetgrass2016 and iSTEM 2018* - The Division has established and maintained a program funded through the U.S. Department of Education which offers considerable financial support for Native American students seeking teaching degrees at SKC. NA teacher candidates that participate in this program sign a payback agreement that underlines the obligation to teach in a school that serves a significant number of Native American students after they complete their training and attain licensure. This allows students to attend college full time, without a reliance on employment income, until they finish their program and secure a teaching position. If certain requirements are met, graduates are not required to pay back these funds.

*F.R.E.S.H.* - Beginning in the academic year 2018-2019, Division faculty established the Flathead Reservation Educator Support Hub (FRESH), a gathering of new teachers and mentor teachers meeting monthly for dinner and strategizing ways to support local educators with the challenges they face in their induction year and beyond. Although the purpose of this group has been to support employed teachers, program faculty have invited pre-service teacher candidates in its programs to attend as well. Besides offering useful tips to teacher success, this also conveys to junior and senior-level candidates the concept that the Division will continue to support its graduates even after graduation. This program has been very well received, and the Division plans on extending its involvement with pre-service candidates to a greater degree in future years.

### **Quality of Educational Programs (Core Theme 2)**

We invite the review team to see the comparative syllabi presented in Appendix A and B and the data report on student outcomes in Appendix C in addition to our program descriptions found above. Evidence of quality and a commitment of continuous improvement is strong across all three programs.

**Assessment of Student Learning (Core Theme 2)**

Appendix C provides a detailed analysis of student outcomes on multiple measures including internal in the form of our TEP I, II, and III system and survey data on various measures, as well as external data on measures like the PRAXIS. It is a comprehensive report that is updated annually and also shared with our Division Advisory Board. Provided below are just a few of the student outcome measures we monitor and regularly report and analyze.

**Teacher Education Program (TEP) Portfolios and Interviews**

The TEP portfolio is evidence to SKC faculty that a teacher candidate has achieved the requirements for successful completion of education program requirements. Candidates are assessed via portfolio review at three stages of their education program. Candidates’ writing skills are assessed within the portfolio, as well as teaching knowledge, skills and dispositions. Evidence of accomplishment is linked to the artifacts that the candidate selects to highlight his or her development and performance in the Teacher Education Program. The portfolio is a continuous, performance-based process, and is the assessment tool for evaluating candidates’ strengths and weaknesses throughout the program.

Near the end of **Stage I** of the TEP, when the student applying for TEP candidacy has completed the general and portfolio requirements, the candidate presents the portfolio during an interview with a 2-member faculty team. The program faculty and Department Chair sign off on the portfolio, indicating whether or not the candidate is ready to be formally admitted to the TEP.

Near the end of **Stage II** and completion of all coursework except those during student teaching, candidate progress is re-assessed by a 2-member faculty team. The candidate’s progress will have been benchmarked throughout Stage II in designated professional education courses. Stage II also includes a variety of field experiences. As in Stage I, the program faculty and the Department Chair sign off on the portfolio, indicating whether or not the candidate is ready to be admitted to student teaching.

**Stage III** is the final phase and is closely linked to student teaching and the capstone course, [EDUC 495](#). At the end of Stage III, the candidate will present his or her portfolio for review and final evaluation during [EDUC 495](#). In addition to providing evidence of successful completion of program requirements at the end of Student Teaching, the Stage III portfolio includes self-reflections, action research, and lesson plans developed and taught during student teaching.

Table 2 below offers a focus on the actual amount of data collected and more importantly, highlights the subsequent quality of the respondents’ performance on the assessments with respect to the corresponding InTASC Standard.

***Overall Distribution of TEP assessments qualifiers per InTASC standard.***

**Table 1: InTASC Standards by Frequency and Percentage of Qualifiers**

Standard	Total # Data Pts	Exemplary (3)	Proficient (2)	Developing (1)	Exemplary Proficient (2+3)
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<b>InTASC 1</b>	372	34	309	29	92%
<b>InTASC 2</b>	282	32	236	14	95%
<b>InTASC 3</b>	384	79	216	89	77%
<b>InTASC 4</b>	380	42	310	28	93%
<b>InTASC 5</b>	284	40	219	25	91%
<b>InTASC 6</b>	205	31	158	16	92%
<b>InTASC 7</b>	251	25	205	21	92%
<b>InTASC 8</b>	236	38	176	22	91%
<b>InTASC 9</b>	352	42	275	35	90%
<b>InTASC 10</b>	269	26	203	40	85%
<b>Totals</b>	<b>3,015</b>	<b>389</b>	<b>2,307</b>	<b>319</b>	<b>90%</b>
<b>Percentages</b>		<b>13%</b>	<b>77%</b>	<b>11%</b>	<b>90%</b>

The 3,015 InTASC data points were generated in three stages by a total of 101 indicators which were used to form scores for 46 assessment categories or factors some of which are discussed later in this section. The average number of students/candidates being assessed was 26 per TEP assessment, which provided a range of data points for each individual standard from 205 points to a high of 384 points.

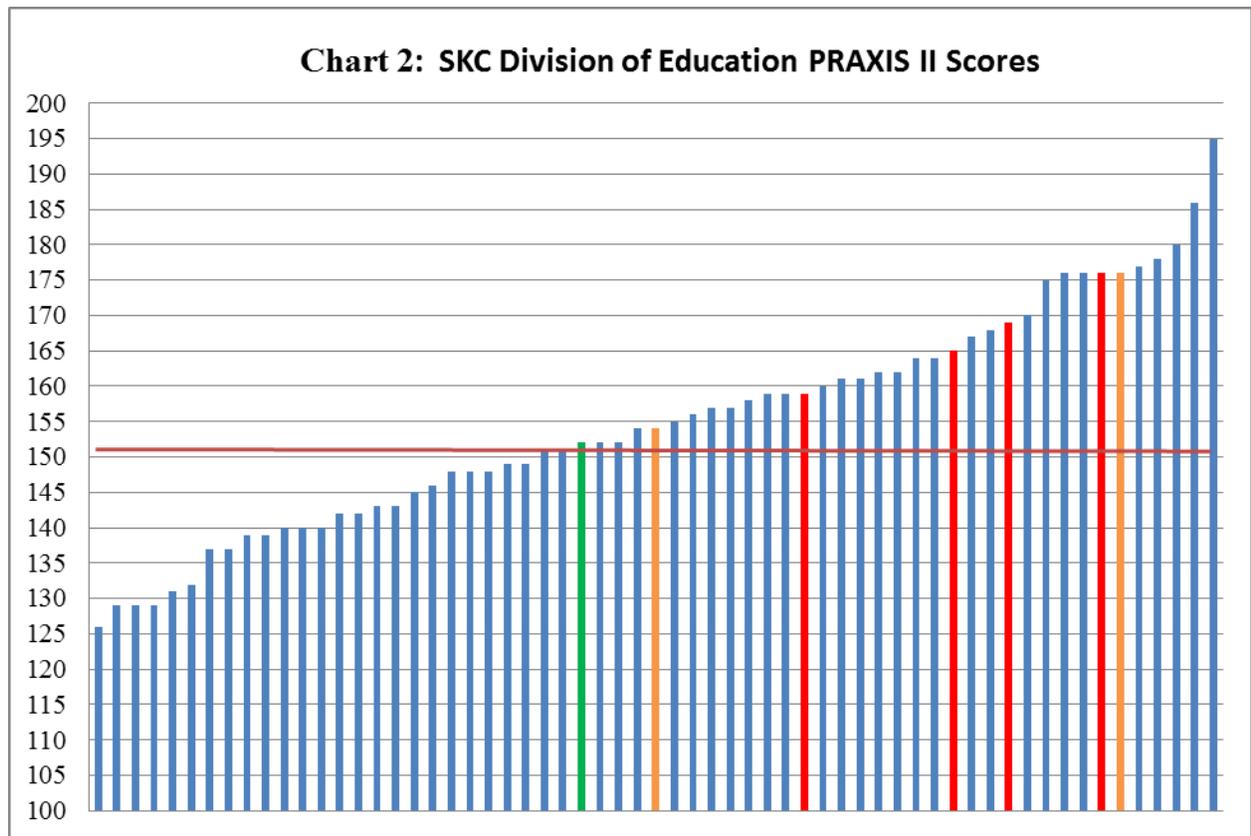
Included in Table 2 is a distribution across all 10 of the InTASC Standards of the Exemplary, Proficient; and Developing qualifiers that generated the 3,015 data points. To further clarify these ratings, the core qualifier is Proficient and the other qualifiers are based upon the meaning of proficient. Proficient etymologically means “to succeed.” When a student/candidate has been scored with a 2, it is the judgment of the rater that the person has been *successful* in demonstrating the stated expectations of the assessment.

## PRAXIS II

The PRAXIS II is an assessment constructed by the Educational Testing Service (ETS). The PRAXIS II is the name, not acronym, of a commonly used test for licensure and certification throughout the nation. The PRAXIS II, with some exceptions, assigns a score of 100 to the lowest score and 200 to the highest and linearly divides the score assignments proportionally between. In general, the scale is interval but not ratio given it does not have a true zero. This is to say, there is in general the same distance between equal intervals on the PRAXIS II score scale, but the scores do not lend themselves to ratio relationships.

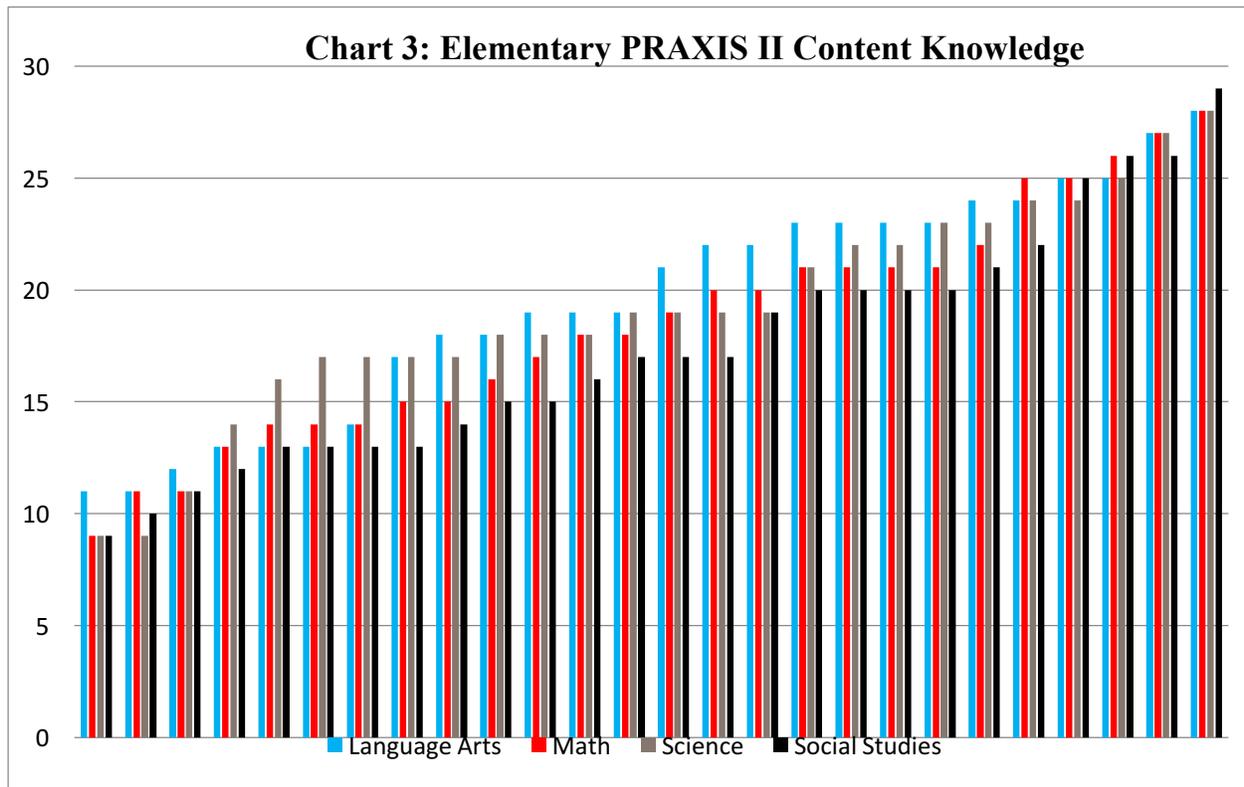
Passing the PRAXIS II is a common requirement for the Elementary and Secondary programs in the Division of Education prior to licensure. However, the scores are not easily compared across programs given each program has its own unique assessment depending upon academic content and level of licensure thereof.

The Chart following presents the available PRAXIS II scores received during the 2014 to 2017 time period from 61 students across all four departments.



The elementary scores are in blue, the math score is in green, the P-3 is in red, and the science scores are in orange. The red horizontal bar represents the 50<sup>th</sup> percentile, which is the approximate level necessary to pass the PRAXIS II. Scores falling less than 123 do not receive any MACK points; scores between 123 and 138 are scaled as 1 MACK point; 139 to 153 receive 2 MACK points; 154-180 receive 3 MACK points, and 181 to 200 are assigned 4 MACK points. A score of 181 is at the 95<sup>th</sup> percentile, so a candidate requires a score having a rank at the 95 percentile or higher in order to receive all four points.

A score of 140 is still within the average range (25<sup>th</sup> percentile) but receives 2 MACK points. It would be very difficult for any candidate retaking the PRAXIS II to go from a score of 140 (2 MACK Points) to 154, the lowest PRAXIS II score that receives 3 MACK points. As can be seen in Chart 2, there are seven candidates with scores within that range who could possibly bump up to 3 MACK points, but it is very difficult to go from the 25<sup>th</sup> percentile to the 50<sup>th</sup> percentile on a nationally normed test.



The above chart reflects the four elementary content areas from the PRAXIS II scaled scores. The mathematical procedures used by ETS to scale these scores is not clear; however, the scores across content areas within the elementary domain are comparable given the apparent maximum scaled score is 30 for all four content areas, but each content area is normed differently meaning a scaled score of 15 in math may not be lower than a scaled score of 23 in Social Studies. These scores are sorted according to the lowest score to the highest score for Language Arts, math, science, and Social Studies. The appearance of the chart shows that in general, Language Arts and science tend to be the highest of the four scores *within* each ranking while Social Studies tends to be the lowest score for each candidate with the interesting exception that when the highest score in all four content areas are compared, Social Studies wins! One of the primary takeaways from this chart is to note the instruction in all four areas was strong enough for some of the students to score very well. Additionally, the average scaled scores are 20, 19, 19, and 17 respectively, suggesting one area of academic opportunity is not dominated by a single content area nor is the least academic opportunity identified apart from the others. A possible explanation for the low scores is there may be some misalignment with ETS expected content knowledge and what is taught in a tribal college having a vision and mission somewhat different than the typical four-year college. Another interesting finding is that the mean percentage of students below the average for each content area is 47% with only a deviation from the average mean of 5% points among the four content area averages. Again, this consistency indicates a very consistent quality of instruction across all content areas while a mean of the content averages of 47% (two of the four were exactly 50%) is consistent with scaled scores wherein by design half of the population of scores is above and half is below the mean.

**External Feedback for Program Improvement (Core Theme 2)**

A diverse group of stakeholders in the Flathead Reservation education community gather at Salish Kootenai College quarterly to guide and inform the ongoing efforts of the Education Division. Established in 2002, group membership changes from time to time but always includes teachers and administrators from area schools, tribal education personnel, and other local and county education officials. Our faculty, also listed below, participate in all Board meetings in order to more deeply understand the needs in our community specific to our goal of providing highly prepared teachers for P-12 classrooms.

Currently the Education Division Advisory Board (EDAB) consists of the following members:

Chaney Bell	Salish and Pend d'Oreille Culture Committee
Arlene Bigby	Kicking Horse Job Corps
Molly Billedeaux	Polson Teacher
Sandra Boham	SKC President
Amy Burland	Dean of Education Division
Miranda Burland	Tribal Education Department Liaison
Terry Cable	St. Ignatius Public Schools Teacher
Jeanne Christopher	Director of CSKT Early Childhood Services
LeighAnn Courville	Director of Early Learning Center, SKC
Rhonda Crowl	Cherry Valley School Principal
Manda Davis	Early Childhood Faculty
Tom DiGiallanardo	Polson Curriculum Director
Carrie Drye	Co-Coordinator, BRAIDS Native Youth Community Partnership
Dan Durglo	Vice President of Academic Affairs, SKC
Tammy Elser	Elementary Education Faculty, Principal Investigator BRAIDS
Tim Finkbeiner	Polson Middle School Principal
Ryan Fisher	Pablo Elementary Principal
Doris Gainan	CSKT Early Childhood Services
Joan Graham	Curriculum Director Ronan Public Schools
Don Holst	Principal Arlee Public Schools
Donna Johnson	Hot Springs Public School Teacher
Sibley Ligas	Arlee Public Schools Teacher
Kathie Maiers	Administrative Assistant Education Division
Caroline McDonald	School Board Chair, Polson School District
Alice Oechsli	Retired, Vice President of Academic Affairs, SKC
Doug Ruhman	Chair and Faculty, Elementary Education

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Joyce Silverthorne	Co-Coordinator, BRAIDS Native Youth Community Partnership
Heather Bleeker	Director of Secondary Mathematics Teacher Preparation
Frank Sucha	Former Ronan Public Schools Teacher (retired)
Wren Walker Robbins	Chair Secondary Teacher Preparation
Ann Stone	College Student Teacher SKC Supervisor

This group serves in a mentoring capacity, assisting, guiding, and informing the Education Division faculty and leadership as it continues to build and refine its initiatives and its academic programs. Through its diversity and high level of expertise, the Board offers unique perspectives that greatly enhance the department's potential for the successful implementation of its goals.

The Advisory Board is composed of leaders in the educational community which includes former candidates (graduates), classroom teachers, principals, school superintendents, county education officials, cultural experts, and tribal government officials. This extraordinary group provides insight and direction for the Education Division as it refines and improves its educational offerings and field experiences.

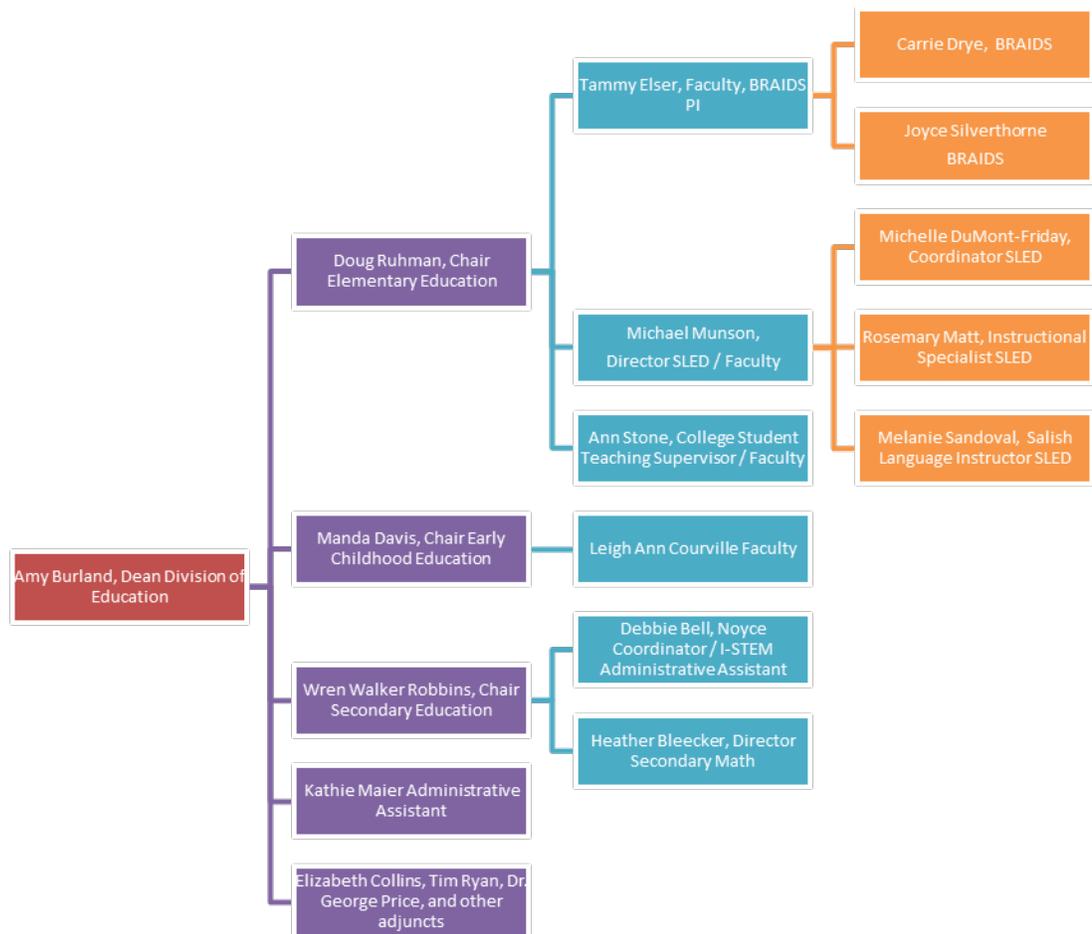
In addition to this Advisory Board serving the entire Division, there are other groups that convene regularly to inform or participate in other critical division initiatives. Advisory Council for BRAIDS meets monthly during the academic year. The Advisory Board for SLED meets several times a year and includes representatives from the Salish speaking world across the Northwest. Our partners support and inform us via FRESH and FIRST as well.

Appendix C has additional information on how feedback is used related to student outcomes in the field.

### **Qualifications and Experience of Faculty (Core Theme 2)**

The education faculty at Salish Kootenai College brings unique contributions and strengths to the Education Division and to Salish Kootenai College as a whole. The faculty is diverse in their skills, expertise, education, gender and experiences. Furthermore, faculty actively serve and nurture relationships in the P-12 schools in which our candidates conduct their field experiences and where many will one day be employed. Education faculty members have taught and worked in Polson, Charlo, Ronan, Dixon, and Arlee elementary schools and with Reservation schools such as Head Start and the BIA funded Two Eagle River School. Faculty provide professional development for in-service teachers across the reservation and throughout Montana in their areas of expertise. As a result, SKC Education Division faculty members are familiar with community needs, and can create meaningful educational experiences for our teacher candidates through their associations and relationships.

All education faculty members hold a master's degree and five of them earned doctorates. All faculty members participate in scholarship activities through faculty development groups devoted to research and integration of the 4C's. The following faculty narratives describe the particular expertise that each faculty member brings to the education programs at SKC. In addition to the qualifications of the education faculty, information about each faculty member's scholarship activities and participation in professional development is included.



**Dr. Amy Burland** earned a Bachelor of Science Degree in Elementary Education with a minor in Child Development and Family Relations from Minnesota State University Moorhead. Dr. Burland holds a Master of Education Degree in Elementary Education Administration from the University of North Dakota, Grand Forks and a Doctorate in Curriculum and Instruction with an emphasis in K-8 mathematics instruction from the University of Montana, Missoula.

In May 2017, Amy stepped up to serve as the Dean of the Education Division after serving as the Elementary and Early Childhood Department Head and instructor for the previous 3 years. She began her work at SKC as an adjunct instructor and moved on to full-time in December 2001 as part of a faculty team that researched and designed a pre-service elementary teacher education program under a Title III project with the goal of establishing the first SKC bachelor degree in education. The efforts of that project and the overall team became SKC’s Education Department which has grown to become the Education Division that houses five bachelor degree programs including Early Childhood, Early Childhood P-3, Elementary, Secondary Mathematics, and Secondary Broad Science.

Before coming to SKC, Dr. Burland worked in rural education for over 15 years as a pre-K-8 teacher and principal. The last eight of those years were on the Flathead Indian Reservation, starting as a Head Start teacher for a year followed by working in the public schools. During this

time, Amy also served as a program coordinator for discretionary school reform projects with an emphasis on working with indigenous families in support of their children's education. She wrote and managed federal discretionary grants for technology, comprehensive school improvement, and school construction projects.

Since coming to SKC, Amy serves on a number of committees involving program review and assessment with faculty peers. In addition, she has served on the Institutional Review Board for the past 10 years and continues in this capacity. As the Dean of the SKC Education Division, Amy is an active member of the Montana Higher Education Consortium, Symposium for Montana Mathematics Teaching, and participates on the Montana Council of Deans of Education. As part of her current position, she manages federal and state funded grant projects that include:

- The Office of Indian Education Professional Development Project for preparing Indigenous pre-K-12 teachers to complete their bachelor's degree, become licensed and teach with the goal of increasing the number of indigenous teachers teaching indigenous students and in doing so, increase the academic achievement for all students.
- The American Indian College Fund For the Wisdom of the Children: Early Childhood STEM Initiative which focuses on building the capacity of Early Childhood teacher preparation programs in teaching science, technology, engineering, and mathematics. As part of this project, the science content courses for Early Childhood, P-3, and Elementary teacher candidates has been redesigned within the framework of the Séliš, Q̓lispé, and Ksanka peoples' seasonal round.
- Annual Early Childhood Native Language Summit sponsored by the American Indian College Fund in partnership with the National American Indian / Alaska Native Head Start Collaboration Office and the Division of Education. The first summit took place in 2018 and continues annually to bring together Native language directors and their teachers from across Montana to share their teaching methods and learn from each other about language revitalization efforts.
- The American Indian College Fund Restorative Teachings Project that provides Special Olympics Teacher Training and Native American Traditional Games Certification to pre-service and service educators with the expertise and experience to integrate the games into their academic curriculum for Pre-K-grade 12 students.
- The NASA MUREP Educator Institute: Excellence in STEM Education Project which introduces pre-service teachers to STEM through the new generation science standards and integration of Montana Mathematics Common Core and engineering standards and experience in developing lessons to use in their future classrooms.
- The Preschool Development Grant offered through the state of Montana to provide tuition, fees and books for early childhood teachers who are employed in an early childhood setting.

- EarlyEdU Alliance, a higher education collaboration of state and federal agencies and philanthropic organizations whose purpose is to increase access and affordability of higher education opportunities for early childhood teachers.

Amy has been involved with revitalizing Native Games since she first became certified through the International Traditional Games Society in 2010. Since then she has secured funding to host numerous trainings at SKC that make the certification accessible to education students, SKC faculty, and Flathead Reservation teachers. She incorporates the games into the methods courses that she teaches including EDUC 350 Physical Education and Health Enhancement and EDUC 372 Teaching Math in the Early Grades. In addition, she works one-on-one with teachers and student teachers who facilitate the games for pre-K-12 students throughout the Flathead Reservation. She also coordinates student Native Games facilitators for various community events all in the interest of promoting the games as a way of embedding Indigenous cultures and community values into curriculum.

Locally and in other areas in the state, she provides training to pre-K-5 teachers on integrating Indian Education for All into Early Learner Mathematics and Common Core Mathematics Practice Standards. She has also coached pre-K-8 teachers on the PAX Good Behavior Game, a suicide prevention program aimed at supporting students to develop self-regulation skills and emotional balance. She works with the PAXIS Good Behavior Game organization to host the annual Indigenous PAX Gathering on the SKC Campus. This event brings together Native American students and teachers from all across the United States and Canada to share their work with PAX.

Lastly, the SKC Early and Elementary faculty are working with the immersion pre-K and elementary schools on incorporating a Native Language Teaching program into the Education Bachelor Degree programs to support the language preservation efforts for the Salish-Pend d'Oreille and Kootenai Tribes.

**Douglas Ruhman** has a Bachelor of Science Degree in Elementary Education from the University of Montana and a Master of Education Degree with an Educational Technology endorsement from Lesley University. Doug taught in several environmental science education programs prior to receiving his Bachelor's Degree in 1988. He was a Watkins Scholar, designing a supplemental elementary science program that traveled to various Missoula elementary schools teaching hands-on environmental science lessons to 2nd and 4th graders.

Doug began teaching in a 4th grade classroom on the Flathead Indian Reservation, and worked as a teacher, whole language specialist, technology coordinator, and staff development designer on the Reservation for 15 years prior to coming to SKC. Doug has been involved in curriculum design and selection committees in the areas of science, technology, and language arts. While still a classroom teacher, Doug helped to design and implement a comprehensive classroom civics/economics program for his school, which later was adopted by other schools on the Reservation.

In 1999 Doug received the Outstanding Educator Award from the Confederated Salish and Kootenai Tribes for his work in teaching about the Flathead River Ecosystem. He completed his

Master's Degree in Educational Technology from Lesley University while working as Technology Coordinator, teacher, and staff development specialist for the Charlo School District.

Mr. Ruhman began working at Salish Kootenai College as faculty in the Elementary Education program in the summer of 2002, and has been involved in several outreach projects with Reservation youth since that time, including being the site evaluator for the Kellogg Leadership for Community Change project, a joint program of SKC and the Ronan School District. This project's goals sought to on empower American Indian youth, encourage academic excellence, and reduce the dropout rate among Indigenous learners.

Doug teaches education courses in science, technology, social studies, classroom management, foundations of education, and other topics. Doug's regular instructional practices include frequent use of digital media, including audio, video, and web-based learning. He also utilizes small group collaborative learning, and group problem solving. Doug is a constructivist facilitator, and often has students work in teams to produce and present learning experiences that demonstrate growth in understanding based on prior knowledge. In addition, Doug has served on faculty development focus groups dealing with student engagement in online learning, cultural competency, and the implementation of active learning techniques. He has attended national and regional conferences on technology education, distance education, generational poverty, community leadership, and teaching and learning at minority-serving institutions, among other topics.

Mr. Ruhman has also been closely involved in facilitating and supervising field experience placements as the SKC Teacher Education Program Coordinator. In this capacity, Doug networked with local K-8 school leadership and coordinated with cooperating teachers and administrators to ensure continued positive relations with school partners. In cooperation with the Education Division Dean, Cindy O'Dell, Doug developed a "Transition to Professional Teaching" seminar/ program component, with an accompanying Professional Teaching Dispositions assessment rubric that formally addresses and assesses teaching dispositions. Doug was (and still is) involved in the development of this and several other facets of the Teacher Education Program at SKC.

Doug has been very involved in learning, teaching and advocating for the awareness and preservation of Salish, Kootenai, and Pend d'Oreille cultures and languages. As a faculty member, he has completed several courses in American Indian Studies; currently pursuing an Associate's Degree in American Indian Studies from SKC. He has completed 3 sequential college courses in Salish language, and has incorporated aspects of native language in all his classes at SKC. Doug has also developed and implemented a key course for SKC, EDUC 235 Introduction to Indian Education. This class seeks to expose candidates in all education programs to issues surrounding Indian Education law, history, politics, pedagogy, and policy. This course is also offered to local K-12 educators for professional development, and has been expanded as a general education elective, and remains a requirement for all SKC education students.

Mr. Ruhman has served SKC in several work groups and committees, including chairing the annual Martin Luther King, Jr. Celebration Week committee, chairing the Community Service Day committee, and representing faculty on the President's Advisory Council for two

consecutive years. Doug was the recipient of a Fulbright-Hays Scholarship which resulted in a cultural study abroad in China during the summer of 2009. Several new components of his classes incorporated elements of learning from this experience. He was selected as the recipient of the American Indian College Fund Faculty Member of the Year Award in 2014.

Doug has networked and collaborated with P-12 staff and administration throughout his years at SKC. As TEP Coordinator, he has worked to establish field placements, and has advocated for students during interactions with schools. Doug has also recruited teachers to attend SKC courses, especially courses in native culture. He has collaborated and worked with staff / faculty at several other higher education institutions in programs and initiatives aimed at improving student / candidate learning. These other institutions include UM-Missoula, UM-Western, Turtle Mountain Community College, Clark-Atlanta University, and the University of Chicago-Illinois. Doug was selected as the Department Chair for Elementary Education in the summer of 2017.

Mr. Ruhman is currently researching and evaluating doctoral programs of study, and has expressed research interests which include the involvement of American Indian males in elementary education programs, the transformative effect of technology in the American Indian learner, and the efficacy of instructional approaches to Indian Education for All in Montana classrooms.

**Dr. Michael Marie Munson**, who is Sqelix<sup>w</sup> (Séliš/Bitterroot Salish & Qlispé/Upper Pend d'Oreille) and white, attributes at least part of her passion for Indigenous education to her background—her parents and yaya, especially. She was raised off the reservation in Missoula and was often the ‘white girl’ when she went back to the reservation for community events. When in Missoula, in school, she was called the ‘Indian’ girl’, among other racial slurs.

Michael attended the University of Montana (UM) for her Bachelors in Elementary Education with a minor in Native American Studies and an emphasis in Science. During her undergraduate program, Michael co-founded the WaYaWa American Indian Education Student Association, served as a student representative of a number of committees, and earned both the Outstanding Student Leader and Diversity awards. As a middle school teacher at Hellgate Elementary, Michael wanted to contribute to the newly funded Indian Education for All (IEFA) efforts by working to improve understanding and lessening biases between the two communities in which she was a part – Native and non.

As a result, Michael solicited the partnership of two of her education professors, which led into her master’s project at the University of Montana. For this project, Michael served as facilitator, co-author, and piloted the resulting collaborative curriculum between her collaborators and the Confederated Salish and Kootenai Tribes’ (CSKT) Education Department, as well as the Séliš-Qlispé Culture Committee (SQCC, formerly the Salish-Pend d'Oreille Culture Committee/SPCC). The resulting curriculum, entitled *PlaceNames: Building Worldviews Using Traditional Cultures and Google Earth*, is focused on “building cross-cultural relationships between traditional Bitterroot Salish-Pend d'Oreille worldviews and science using Google Earth and tribal culture”. Through *PlaceNames*, “students explore their “sense of place” and come to know the seasonal round that frames a Salish-Pend d'Oreille worldview” (Blank, Crews, & Munson, 2009). Upon graduating with a Master’s in Curriculum and Instruction, focusing on Indian Education and Science, Michael served communities, schools, teachers and students throughout Montana in her roles as Indian Education Implementation Specialist and American Indian Student Achievement

Specialist with the Montana Office of Public Instruction. During this time, the PlaceNames curriculum was distributed and adopted by school districts throughout the state of Montana and in Alberta, Canada.

Michael's first two years towards the completion of her doctoral degree focusing on Indigenous Education, was within the Justice and Social Inquiry doctoral program within the School of Social Transformation at Arizona State University. During those years, she also served the Center for Indian Education as Resource Group Leader for the Four Corners Teacher Preparation Project. Upon transferring into the Indian Leadership Education and Development (I LEAD) program at Montana State University, a more appropriate doctoral program for her goals, she served as an Indigenous Leadership Facilitator for the I LEAD project to co-facilitate Indigenous Leadership within the program and earned the Dennis & Phyllis Washington Native American Graduate Fellowship for two years. Since returning home to Montana to study, and to her reservation specifically, Michael has: served multiple terms on the Montana Indian Education Association's (MIEA) board; volunteered with Nk<sup>w</sup>usm Salish Language Immersion School and The Salish Institute; become a facilitator in training for The Center for Courage and Renewal; and, interned with Montana GEAR UP, The White House Initiative on American Indian/Alaska Native Education, and, with Dr. Sandra Boham while she was the Vice President of Academic Affairs at Salish Kootenai College.

Throughout her Doctorate of Education, Michael collaborated with the SQCC and SQCC's Elder Advisory Council to investigate the perceptions Sqelix<sup>w</sup> Elders, and their children and grandchildren hold regarding education for Séliš and Qlispé children and youth of The Confederated Salish and Kootenai Tribes (CSKT). These conversations have guided the necessary aspects of an education that we hope will: strengthen Sqelix<sup>w</sup> identity; reclaim and revitalize Sqelix<sup>w</sup> language and culture; preserve tribal sovereignty; and, provide a foundation for our Sqelix<sup>w</sup> children and youth who will lead The Confederated Salish and Kootenai Tribes in development and self-determination.

Michael's work at Salish Kootenai College began as the Coordinator for the *Pacific Northwest Circle of Success: Mentoring Opportunities in STEM* (PNW-COSMOS) NSF AGEP Sub-Grant. She has and is continuing to serve as faculty bridging the Native American Studies Department and Tribal Governance and Administration program, the Elementary Education and Bachelor of Secondary Science Education programs. Michael has sat on the Professional Development and Strategic Planning Committees, and currently serves on SKC's Institutional Review Board. As faculty at Salish Kootenai College, Michael earned the distinction of being the 2016-2017 recipient of the American Indian College Fund's (AICF) Mellon Faculty Career Enhancement (Ph.D.) Fellowship. With support from AICF, mentors and supervisors at SKC, her doctoral committee at MSU and Massey University in New Zealand, and her family, friends, and community, Michael was awarded her Doctorate of Education in Educational Leadership in December of 2017. Her dissertation was entitled Nk<sup>w</sup>uwilš: Becoming One Through Sqelix<sup>w</sup> Education.

Michael is thrilled to have the opportunity to lead Salish Kootenai College's efforts in a collaborative and community-initiated project called The Salish Language Educator Development (SLED) program. In 2016, Nk<sup>w</sup>usm Salish Language School approached Salish Kootenai College's Division of Education to request support for a program aimed at quickly and adequately

preparing individuals as highly skilled Salish language speakers and effective educators in Sqelix<sup>w</sup> from birth through adulthood. Dr. Munson is excited to report that as a result of the hard work, enthusiasm, community need, and partnerships with the SQCC Apprentice Program, Nk<sup>w</sup>usm, and our numerous community partners, the SLED team has established and received accreditation for Certificate of Completion and Associates Degree programs which are being successfully implemented, enrolled and are supporting 22 candidates, and are continuing collaborations on possible expansions to meet the needs of our extended Salish and Kootenai language revitalization allies.

As one can see, Dr. Munson's life work focuses on two specific goals: 1) improving education for and about American Indian people and students in Montana; and, 2) working with our tribal communities to build education systems aimed at language, culture, and identity revitalization that contribute to academic and life success, leadership, agency and tribal development. Michael's research interests relate to the inclusion of language, culture, identity, and high community- and culturally-based expectations within Indigenous community schools, tribal colleges and Indigenous Education policy. Throughout her 37 years of life thus far, Michael has: been author, co-author, or oversaw the publication of at least 26 articles, state-wide reports, funded grants, or curriculum projects that have been peer reviewed and/or distributed and adopted by districts throughout Montana and the Canadian Province of Alberta; given at least 65 presentations at events and conferences at the community, state, national and international levels; coordinated several state-wide American-Indian youth leadership events; and, overseen the dissemination and coordination of a number grants pertaining to Indian Education for All, Indian Student Achievement, Indigenous and Tribally-Specific Research Methodologies, and a number of other topics. Michael is also thrilled to say she is a mother of a little girl who brings her joy in every aspect of life and inspires her to work harder in her efforts, as well as the partner of a man who shares her values, goals, and beliefs.

**Michelle DuMont-Friday**, who is multiethnic including Spokane Salish, Umatilla, and Chippewa Cree, has focused her career in education working within culturally and linguistically diverse communities in both urban and rural settings. She has centered her work on improving student engagement and educational outcomes for students from diverse backgrounds, specifically American Indians, Latinos, and dual language learners. Her focus is to build positive, inclusive school and classroom climates, to increase parental and community engagement, and to utilize instructional strategies, approaches, and methodologies that value and honor home language, culture, and identity.

Michelle earned her Bachelor of Arts in Political Science and Ethnic Studies from the University of Colorado at Boulder. Before earning her graduate degree, Michelle worked in education in Colorado programs with Upward Bound, the Department of Indian Education, AmeriCorps, and with Intercambio de Comunidades focusing on increasing student academic success, student coaching/mentoring, increasing parental and community involvement, and reducing both linguistic and cultural barriers. Michelle earned her Master of Science in Education through the Bueno Center for Multicultural Education in Instruction and Curriculum, Professional Teaching License, and a Linguistically Diverse Endorsement from the University of Colorado at Boulder.

Prior to accepting the Salish Language Educator Development (SLED) Program Coordinator position, Michelle worked as a School Grant Manager for Montana GEAR UP (Gaining Early

Awareness and Readiness for Undergraduate Programs) in the Office of the Commissioner of Higher Education. This position brought her back home to Montana. Michelle worked with eastern Montana middle and high schools (schools that border or who are located on a Montana Indian Reservation) to implement programmatic goals in an effort to increase rigorous student opportunities and to provide funding for services aimed to prepare students for college and career. Prior to coming back home to Montana, Michelle taught fifth grade and second grade for Adams County School District 14 in Commerce City, Colorado. As the transitional English Language Acquisition teacher, Michelle had the great opportunity to teach dual language learners. Dedicated to working with students from diverse backgrounds, Michelle was chosen as a district wide Global Learner to integrate technology in the classroom to increase student engagement and to provide access to content and curriculum for dual language learners. Michelle is fully trained in Sheltered Instruction Observation Protocol (SIOP). Michelle coached student teachers to work in urban, high needs districts with large dual language populations. Before beginning her teaching career, Michelle completed graduate coursework in the summer teaching English in Mexico to second graders with her graduate program in Puebla, Mexico.

**Rosemary Matt**, (Salish/Pend d'Oreille) has a Master of Arts in Educational Leadership from the University of Northern Colorado and a Bachelor of Science in Education, major in Mathematics and minor in Sociology from Montana State University-Billings.

Ms. Matt started her professional career in 2001 as a Mathematics Teacher at St. Charles Mission School in Pryor, Montana as a summer school teacher. She then taught mathematics and study skills at Billings West High School in Billings, MT. Both of these experiences gave her different perspectives on educational systems from an urban setting to a rural reservation private Catholic School. Although both were good experiences, she had a strong desire to move home and work with youth in her home tribal community, which was the original reason she became a teacher.

In 2002, she was employed as an Instructor with Salish Kootenai College Upward Bound (SKC UB) program. As a former SKC UB student this was a wonderful opportunity. During her time at Upward Bound she was able to connect with students and support them in their educational journeys. She was also able to bring relevant math and social studies curriculum and content to her students during the summer program component. This position included a chance to grow professionally as she was able to learn about the federal grant reporting and writing process. During this time, she also was a teacher for the Ronan School District 21 st Century Community After School program with their computer aided education credit recovery program for students who weren't able to attend school on a regular schedule or just needed extra credits to graduate.

In the Fall of 2006, the Upward Bound Director strongly encouraged Ms. Matt to apply for the SKC Youth Empowerment Director position and she was hired. This program served at-risk Native American middle school youth on the reservation and provided a variety of services to these youth including academic enrichment, cultural activities and wellness. This was an amazing opportunity to support local youth in their dreams and build resiliency.

In the summer of 2007, Ms. Matt started her Master of Arts in Educational Leadership and it was a perfect fit for her. As she had grown professionally, and learned the importance of good educational leadership, she found herself in these roles. Rosie has managed many programs, projects and grants throughout the years, including Administration for Native American grants, testing programs, wellness projects and scholarship programs.

As the SKC Youth Empowerment Project was finishing its last year, Ms. Matt was offered a position at Nk<sup>w</sup>usm. She has worked at Nk<sup>w</sup>usm for ten years as a Curriculum Director, School Director, Grant Project Director, Consultant and Financial Officer. During this time, she has helped produce Salish Language Children's Books, a Salish Language Oral Proficiency Assessment, Curriculum Guides, Adult Salish Language Curriculum and various other curriculum materials. Ms. Matt has come to fully understand the importance and urgency of Salish Language Revitalization programs and quality teacher education programs. Over the past ten years that she has been involved in Salish Language revitalization efforts, she has had the opportunity to develop meaningful relationships and partnerships with other language programs.

Ms. Matt is first and foremost a daughter, aunt and mother of two brilliant young men. She is an active member of her tribal community, serving on non-profit boards, language steering committees, a Basketball club volunteer, Indian Education Committee, UNITY Advisor, Salish Institute founder and Board Vice-Chair. Her personal and professional goals are greatly aligned as she continues to build relevant educational experiences and positive supportive youth programming that help restore the Salish and Pend d'Oreille culture, language and values.

**Melanie Sandoval** was born and raised on the Flathead Indian Reservation to Salish and Navajo parents. Her mother took her to a Salish language college class when she was twelve years old. This experience inspired her to begin a lifelong journey to learn and teach Salish Language. Melanie graduated from high school from Two Eagle River School where she had the opportunity to be around elders. After that, she graduated from Salish Kootenai College with an Associate degree in Native American Studies. Knowing that she wanted to teach language, she also earned a Bachelor degree in Elementary Education from the University of Montana.

Melanie taught at the Saint Ignatius Public School until her and a small group established the Nk<sup>w</sup>usm Salish Language School in Arlee, Montana. She worked there for many years as a teacher for preschool to adult ages. Next, she worked at Early Childhood Services as a Cultural Specialist before moving on to the Salish Kootenai College where she is currently the Salish Language Instructor for the Salish Language Education Development (SLED) Program.

**Leigh Ann Courville** earned her Bachelor of Elementary Education with an emphasis in Early Childhood from Western Montana College and an Associate in Early Childhood in Dillon, Montana (now University of Montana Western) and a Masters of Education in Curriculum and Instruction from University of Montana, Missoula.

Leigh Ann has worked at SKC since September 2013. Starting as an Assistant Director/Lead Teacher at the campus Early Learning Center where she provided support in the administration of a high quality program and moving into the Director position at the Early Learning Center in 2014. In this position managing day-to-day operations of the center and the Transitions grant coordinator. This included oversight of implementation of High Scope Curriculum, grant funding and childcare budget. During this time the center moved from a STARS to Quality level 2 program to a level 4 program. She joined the SKC Education department Fall of 2018 and teaches classes in early childhood and child development and serves as a supervisor to the Early Learning Center on campus and link to the Education department.

Leigh Ann has been in the field of early childhood education for about 24 years and that work has been in Montana and Alaska and included tribal Head Start and Early Head Start program teacher and site coordinator, Early Childhood Specialist and trainer for Alaska's CCR&R

(child care resource and referral), administrator/teacher in bi-lingual Montessori program, family child care, and substitute in public schools.

She brings a passion for the field of early childhood and the value of culture and place and its role in early education.

**Dr. Heather Bleecker** is the head of the Secondary Math Education Department at Salish Kootenai College. She has 13 years of experience in mathematics education. Heather joined the SKC faculty in September of 2018 and serves as an instructor in both the Mathematics Department and Division of Education.

Heather taught high school mathematics in Long Beach, California and Polson, Montana. She holds a National Board Certification in Adolescent and Young Adulthood Mathematics and is an HP Prime Ambassador. Heather has served as an adjunct professor for the University of South Dakota.

Most recently, Heather was a research associate and project manager at the University of Michigan for an NSF grant studying geometry instruction at the undergraduate level for instructors preparing future secondary mathematics teachers.

Her research interests include studying mathematics teachers' perceptions of teaching competencies.

**Carrie Drye** has a Bachelor of Science Degree in Elementary Education from Rocky Mountain College in Billings and a Master of Bilingual/Education Degree from Eastern Montana College (MSU-B) created and offered resulting from collaboration with Salish Kootenai College. Ms. Drye joined Salish Kootenai College in February, 2017 after retiring from teaching in the public schools. She was hired to act as the co-coordinator of the BRAIDS grant, an NYCP grant from the OIE. To this position she brings a wealth of practical K-12 knowledge from a classroom teacher's perspective on the Flathead Reservation.

Carrie taught primary grades on the Flathead Reservation for more than 30 years. She taught third grade, kindergarten, and supported all K-3 teachers as a Literacy Specialist in a technology integrated writing lab. For decades, she provided robust academic after school support and summer school programs to children in K-5<sup>th</sup> grade and was instrumental in supporting arts integration with annual theatre performances and residencies with the Missoula Children's Theatre.

Ms. Drye is trained in Reading Intervention (modeled after Reading Recovery –the highly successful model created in New Zealand by Marie Clay successfully serving Maori children) and provided one-on-one intensive remediation for 1st grade students for more than 10 years. In this capacity, she also served intermediate students who were struggling with English language literacy, adapting Reading Intervention for students at Nkwusum Salish Immersion School. The topic of her Master's capstone project was the creation of comprehensible input for teaching and learning Salish language modeling from contemporary predictable English early reading books. She has been active in presenting on culturally integrated practice, non-cognitive factors in student success, and she has produced materials for Indian Education for All at the local and state level. Carrie worked for OPI as a liaison between the state and the superintendents in Northwest Region.

Carrie's work as a Literacy Specialist team teaching across grades K-3 in the literacy lab, as a Reading Intervention Teacher, and as an afterschool and summer school program provider expanding these two efforts were uniquely instrumental in Arlee closing the achievement gap between American Indian children and their non-Indian peers.

Within the Education Division, students have already learned that Carrie is a wealth of support for our candidates as they develop expertise in teaching emergent children how to read and write. She supported six students in their analysis of children's running records, eagerly providing coaching, insights, and tips; conferring with them on student case studies to support instructional plans. In addition, Carrie was instrumental supporting one of our candidates as she sought to develop a bibliotherapy picture book set for P-3 children to support them through times of trauma, including the suicide of a loved one. While her assignment in the Division is not directly instructional at this time, you can bet the faculty of both the Early Child Education and Elementary Education programs, along with our teacher candidates, will call on Carrie for support.

**Joyce Silverthorne** joined the SKC faculty in the Education Division in February 2017 as a part time grant coordinator focusing on partnerships supporting college and career ready Indian youth. Joyce compiled the original catalog for initial accreditation and was on the faculty for two additional accreditation reviews. She developed and ran a unique program in Native American Language teacher education from 1990 to 1996.

Ms. Silverthorne earned M.Ed. in Education Administration, a B.A., Business Education with a minor in Native American Studies (NAS) from the University of Montana. The emphasis of 40 years work in 7-12 and higher education are on broadfield business, NAS, native language acquisition, and Montana Indian Education for All. She taught five years at Two Eagle River School and sixteen years at Salish Kootenai College. She completed a M.Ed. in Education Administration with Secondary Education emphasis, and course work and candidacy for a Ph. d. At Gonzaga University in Spokane, WA. Joyce served as the Tribal Education Director for CSKT, and as the Director of the Office of Indian Education at the Department of Education in Washington, D. C.

Joyce has worked in Montana and nationally as an educational consultant. She served as a school board member for TERS, a Foundation Board member for SKC, and a presenter for numerous education entities locally and nationally. Joyce was a Gubernatorial appointee to the Montana Board of Public Education for ten years. During this tenure, the Class Seven American Indian Language and Culture Specialist was established. In an equity suit by school districts against the State of Montana, she testified on behalf of Indian education and the implementation of 1972 Constitutional Education Language. The success of this suit established the Indian Education for All in Montana. As a Gonzaga University doctoral student, she wrote a published chapter in "Teaching Indigenous Languages".

Joyce served as the Director for the CSKT Tribal Education Department and was part of the founding process for the Tribal Education Department National Assembly, a group of tribal directors whose offices oversee lifetime education activities for American Indian tribes in their respective reservation communities. This organization has been visible and active in national activities for Indian youth and tribal interests. She was also a US Presidential appointee to the National Advisory Council on Indian Education from 2006 to 2008. When Denise Juneau was

elected to the Superintendent of the Office of Public Instruction, Joyce served as the Pre-school through 20 Advisor for the first term. This position provided broad experience in Montana and regional education issues.

The position of Director of the Office of Indian Education (OIE) was served by acting and short-term hires for almost 8.5 years. When the position came open, Joyce applied and was hired. This is a “hard to fill” position requiring skill in education with an emphasis on Indian education to implement American Indian treaty responsibility in accordance with the Elementary and Secondary Education Act. OIE administers the Indian Education formula program to over 1300 grantees annually, Discretionary programs in Professional Development and Demonstration programs, and National Activities in Indian Education which now includes two more discretionary programs. In addition to administration, the office conducts rules and regulation revision and development.

In addition, she has taken on the role of Part time Coordinator for the SKC BRAIDS Native Youth Community Partnership grant from the OIE. This comprehensive grant is developing ever expanding partnerships across the Flathead Indian Reservation and the State of Montana in service of American Indian children. Partners include the CKST Tribal Education Department, Two Eagle River School, and the University of Montana “Spectrum Program”. Three of seven reservation school districts are recipient sites for BRAIDS activities in professional development, STEM activities, and cultural responsive education.

**Kathie Maiers** has a Bachelor of Arts Degree in Human Services from Salish Kootenai College and is currently enrolled in a Master of Student Affairs in Higher Education Program at Colorado State University. Ms. Maiers joined Salish Kootenai College in January 2000 as a GEAR UP Coordinator and Tutor. Since then she has served Salish Kootenai College as an Upward Bound and Gear Up Assistant Director, Executive Administrative Assistant to the Academic Vice President, and as the Division of Education Administrative Assistant.

Kathie works closely with students enrolled in the Division of Education pre-service teacher programs as an instructor, advisor and mentor. She developed and implemented a pre-service teacher mentorship program to connect teacher candidates with community and professional educators as a way to foster professional relationships and build resources. This work motivated her to enroll in a graduate program that focuses on student affairs in higher education.

Ms. Maiers is organized, professional, and efficient in her work with the Division of Education on the grants that the Division of Education has been awarded from the Department of Education, Department of Health and Human Services, the Kellogg Foundation, the Foundation for Ethical Leadership, the National Science Foundation, the American Indian College Fund, and many others. She collaboratively assists with grant reports by providing and submitting accurate and timely information.

Kathie was recognized as the 2006 Exemplary Employee for Salish Kootenai College and recently was inducted to the Colorado State University Pinnacle Honor Society in May 2017.

Ms. Maiers is an active staff member on campus, serving on the Presidential Advisory Committee, Campus Emergency Response Team, Office Professions Advisory Board, Benefit Committee, and the Safety Committee. In addition to her SKC assignments, Kathie serves as a Notary for the State of Montana, and is certified to process and capture ink fingerprints for the Montana Department of Justice.

Kathie enriches her life with her love of nature. She spends her free time hiking, fishing, hunting, and camping with her family and friends.

**Dr. Wren Walker Robbins**, Ph.D. is Director of the SKC Bachelor in Secondary Science Education program where she oversees the program, develops curriculum, and teaches literacy and methods classes in the program. She also recruits, advises, and supervises the clinical experiences for all secondary science students. Her primary role is to support, inspire, and mentor students for success in the program. Her door and heart are always open.

She received a Bachelor of Science in biology from MSU-Billings, and holds a Ph.D. in Cell Biology from The University of New Mexico. Wren has completed research fellowships at Harvard Medical School and The University of New Mexico Medical School. She has spent most of her career as a college faculty member in science and science education departments, working with students from a variety of different cultural backgrounds in New Mexico, New York and North Dakota. During her career she has published and presented numerous scientific and educational papers.

Her early career focused mainly on scientific pursuits in medicine; however, her experience as a Native academic and learner began pulling her to explore the intersections of Indigenous and Western scientific traditions, and then to develop an understanding of methods that can be used to teach science in ways that honor both intellectual traditions; ways that invite all diverse learners into the circle of science.

In 2007 she helped develop the *Native Ways of Knowing* secondary science program at Turtle Mountain Community College. During that time she learned a good deal about living in a reservation community and how to support Native science education students to succeed in a rigorous program of study leading to teacher licensure. Her awareness of systemic barriers that face students of color continued to grow during her time at Turtle Mountain as she watched how Native students were expected to check their identities and beliefs at the doors of science classrooms. This strengthened her resolve to develop instructional models and methods that actively invited students and their cultures into STEM classrooms.

In 2010 she joined the Teacher Professional Development Group at the Science Museum of Minnesota where she worked with colleagues to develop the Multicultural Understanding of Science Education [MUSE] framework for equity and access in STEM education. The framework helps teachers in diverse classrooms focus on: 1] documenting disparities by synthesizing current data, 2] exploring their own [often unexamined] beliefs about learners, 3] curriculum and pedagogy, 4] reconstructing the nature and culture of science, 5] identity, and 6] community. During her four years at the museum she worked with hundreds of STEM educators through teacher professional programs specifically designed to address academic achievement disparities in public and private schools. During that time she also began integrating her own Indigenous traditions [knowledge, methods, and ceremony] into her work with students and teachers.

After she left the Science Museum she founded Changing Communities Consulting to weave together programs that would bring educational and scientific organizations together with underserved communities of color they intend to serve. In the nexus of these partnerships, work to support collaborative initiatives, in circle, that led to the design and implementation of equitable and meaningful programs. These are win-win situations because the programs developed in this manner are appreciated and useful for the communities they intend to serve, and because of this

the organizations have well-used, sustainable programming that meets their needs. Changing Communities Consulting worked with a variety of organizations including NASA and the University of Minnesota to develop scientific research internships for Native undergraduate students. Research experiences that actively invited Native students to include their identities, traditions, and communities in the research they did.

Wren is also a Sequoyah Fellow for the American Indians Society for Engineering and Science [AISES] and former president of the North Star AISES Alliance & Professional Chapter [NSAAP]. In her tenure as president of NSAAP she directed programs that supported and mentored Native STEM students from across the Midwest; helping them navigate pathways that honored their aspirations to become STEM professionals, while at the same time, honored their experience as Native students.

Wren is a Two-Spirit woman of Mohawk ancestry whose familial roots reside on both sides of the conquest of the Americas. She is a Pipe Carrier and Sundancer. Like many who are part of this legacy, her traditions pass down to her through fragmented lenses. What she discovers as she uncovers traditional knowledge and synthesizes the diverse parts of her own identity inspires her to rethink science; it offers a map to revitalize science as it operates within diverse classrooms and in a world just beginning to recognize its many cultural traditions.

**Ann Stone** is the SKC Student Teaching Supervisor and also Faculty in the Education Division. As a teacher in Alaska, she designed a cross-cultural photojournalism project between indigenous schools in Alaska and New South Wales, Australia that focused on cultural identity and emphasized the importance of digital citizenship. She also designed, practiced and assessed standard-based STEM lessons in English and science that feature a holistic and constructivist approach to language, teacher-student reciprocity and empowerment through interactive participation and instructional conversations. Ann works with the NASA EPDC (Education Professional Development Collaborative) and pre-service teachers at SKC to design STEM lessons that implement NASA resources and culturally responsive instructional strategies. She holds a Bachelor's Degree from the University of Montana and a Master's Degree in Teaching from the University of Alaska Southeast.

**Debbie Bell** has lived on the Flathead Indian Reservation 57 years and a majority of those years was in Pablo. Debbie has Six children and twenty-four grandchildren. She has earned a Master of Arts in Administration and Curriculum from Gonzaga University, Bachelor of Arts in Human Services Rehabilitation and Early Childhood Education Certificate from Salish Kootenai College. Debbie joined the SKC family team in 1986 and the Division of Education family team in 2018. Debbie's passion is working with students assisting with their educational goals, advising and guiding them to resources in hopes they have a successful positive learning experiences; with very few curves on their educational endeavor journey path. Debbie also enjoys teaching Human Potential Seminar a course within the psychology department.

**Charles Bertsch** began teaching as an Adjunct Professor at SKC in 2013 after a 35 year career as an elementary educator. His extensive background teaching science, music and math in the intermediate grades have made him a treasured instructor for our SKC teaching candidates. Beginning his career teaching 6<sup>th</sup> grade science in Hardin, Charles soon moved to serve as a 5<sup>th</sup> grade teacher in Thompson Falls for 11 years and then on to Polson where he taught for 23 more

years. This depth of experience in local schools as well as reservation school have strengthened SKC connections to our school partners and enhanced the experiences of SKC students.

As a fifth grade teacher in the Polson Middle School Charles sponsored several after school programs. One of those programs was a Lego Robotics club. Students learned how to build and program a Lego Robotic module. Four robotic members from his first group presented a workshop to 25 area reservation teachers. One of those presenters became the club's instructor when he was in the seventh grade and continued as the program's instructor until he graduated from high school.

Another after school program Charles sponsored was a math club designed to provide additional instruction to students who had difficulty with math. Students would focus on math applications with science. They also created math games that they would share with students in the primary grades. This club also sponsored a family math extravaganza for the Polson community.

Music education is an enduring passion of Mr. Bertsch. A favorite after school club he sponsored was the recorder club. Club members learned to play the sopranino, soprano, alto, tenor, and bass recorders, as well as the melodica and a variety of percussion instruments. They performed at most of the schools on the reservation. They performed several concerts a year for the Evergreen Rest Home, St Luke's Rest Home, and St. Joseph Assisted Living Home. They played for a state talented and gifted conference, the Polson Rotary Club, the Polson News Network Television Program, and a host of other schools in Western Montana.

As a fifth grade teacher Charles class would organize a yearly science activity day that they would share with the primary students at Dixon and Dayton. Many of the lessons were culturally based and all of the activities with hand-on and inquiry based. The class also partnered with a first grade classroom in Polson where a fifth grade student would partner up with a first grade student. Each spring the fifth grade students would create a bird curriculum that they would teach to their learning partner. The first and fifth grade students would end the bird project by taking a field trip to the Montana Waterfowl Foundation.

When teaching in Polson Charles was the leader in the school's development with the science and math curriculum. Charles was a mentor to new teachers in the Polson Middle School and involved with the Salish Kootenai College Rural Systemic Initiative where teachers on the reservation met to develop culturally competent standards bases math and science lessons.

After retiring from public education Charles starting working part time at the Salish Kootenai College as an education instructor. For three years Charles supervised student teacher for Western States Governors University and taught elementary music and science at the Mission Valley Academy. Charles is still involved with presenting science workshops for teachers and presenting music and science programs for students. Charles Bertsch has been awarded 2016 Salish Kootenai College Educator of the Year, 2008 Presidential Award for Excellence in Math and Science Teaching and was named 2004 Polson School District #23 Teacher of the Year.

**Manda Davis** received a Bachelor of Arts Degree in Psychology and English Literature from Willamette University in 1999. While attending Willamette, Manda worked at Fairview Mental Hospital as a research assistant and as an Applied Behavior Analysis treatment specialist for young children with Autism. Upon graduation, she returned home to the Flathead Valley where she received her Early Childhood Montessori Teaching Certificate. In 2001, Manda completed the certification for Montessori Elementary Teacher Training in Woodinville, Washington and

returned to Kalispell to help establish a public Montessori program for grades K-3 at Helena Flats School. She has over 15 years' experience teaching in Montessori classrooms, both public and private, with children ages 2 through 12 and is currently a teacher trainer for the Montana Montessori Teacher Training Institute.

In 2006, Ms. Davis received a Master's Degree in Curriculum and Instruction with an emphasis in Early Childhood Special Education from the University of Montana. She then went on to Columbia University's Teacher's College as a Doctoral candidate in Early Childhood Education where she taught Master's Degree level classes in "inclusive practices and curriculum differentiation in early childhood education." Manda has an insatiable love of learning and is thrilled to be working with pre-service and experienced teachers on the Flathead Reservation.

Manda began teaching at Salish Kootenai College in January of 2017, where she currently serves as Department Head for Early Childhood Education. She teaches classes in leadership and professionalism, coaching and mentoring, meeting the needs of families, and supporting cognitive development in math, science, and literacy. She and her two sons recently participated in the Native Games certification clinic organized by the International Traditional Games Society at SKC and has a passion for working with pre-service and established teachers to host Native Game tournaments on the Flathead Reservation. Manda currently collaborates with Dr. Amy Burland and Kathie Maiers on a Restorative Teachings Grant established by the American Indian College Fund that fuses the Special Olympics Montana Young Athletes Program curriculum with the Traditional Games curriculum so that all children can participate in Native Games events.

Ms. Davis is a member of the National Association for the Education of Young Children, the Division for Early Childhood of the Council for Exceptional Children, the American Montessori Society, and the Montana Early Childhood Higher Education Consortium. Manda is delighted to join the faculty at SKC and particularly enjoys working with the dedicated teachers at the Head Start programs on the Flathead Reservation where excellence and innovation in early childhood education happens every day.

**Dr. Tammy Elser** was delighted to join the SKC faculty in the Education Division in December 2016 as a full time instructor focusing on literacy and Indian Education. Previous teaching assignments include integrated literacy, curriculum foundations, and multicultural education courses for the University of Montana; and content area reading and classroom management for SKC.

Dr. Elser earned her Ed.D. in Curriculum and Instruction, preceded by an M.Ed. in Guidance and Counseling, a B.A., English, a B.A. in Drama and A. A. emphasizing social work, all from the University of Montana. The emphasis of her doctorate and 35 years work in K-12 and higher education are on literacy, language acquisition and bilingual education, multicultural education and Indian Education for All. She taught, and designed and directed Federal Programs on the Flathead Reservation for 25 years, with three at Two Eagle River School and twenty-two years in the Arlee Public Schools. In Arlee, she developed the only comprehensive approach to literacy instruction to close the achievement gap between American Indian children and their non-Indian peers and sustained it for many years.

Through her educational consulting firm, *Insight Educational Services, Inc.*, Tammy has worked nationally as an educational consultant. Recent work for Montana Office of Public Instruction include writing *The Framework: A Practical Guide for Montana Teachers and Administrators*

*Implementing Indian Education for All*, and development of seven curricula integrating *Indian Education for All* content into the communication arts while promoting 21<sup>st</sup> century skills. Under contract with Confederated Salish and Kootenai Tribes, Dr. Elser developed two comprehensive and innovative curriculums integrating across content areas, emphasizing environmental science. *Fire on the Land* and *Explore the River*, distributed to classrooms across Montana, fulfill the Common Core Literacy Standards for Science and History as well as the Next Generation Science Standards.

She has developed curriculum for the Smithsonian National Museum of the American Indian associated with their Treaties Exhibit and protocols for NASA supporting climate science education. In addition, a textbook review was provided for Pearson publishing supporting Montana specific content in a 4<sup>th</sup> grade Geography text.

Professional development in higher education in the recent past include contracts with Creighton University providing professional development for five American Indian Catholic Mission Schools and a plenary session for STEM professors in minority serving institutions for the American Association of Colleges and Universities.

Over the last decade, Dr. Elser conducted classroom observations in over 520 P-12 classrooms examining technology integration and best practices. Her K-12 work focuses on practical, classroom-level supports, transforming teaching and learning. Literacy, curriculum integration and best practices in support of rigorous educational expectations are her enduring passions and the focus of about 40 days of teacher professional development each year.

At SKC Dr. Elser has the delight to be redesigning the literacy strand for P-3 and Elementary Education majors and is working on the redesign of the foundations curriculum course (EDUC 307, Curriculum, Planning and Assessment) and a course on Indian Education (EDUC 235) required in all programs. In addition, she has taken on the role of Principle Investigator for a Native Youth Community Partnership grant (BRAIDS) from the Office of Indian Education, developing ever expanding partnerships across the Flathead Reservation and the State in service of American Indian children and their teachers.

### Place-based and Culturally Sustaining and Revitalizing Curriculum (Core Theme 3)

#### *Salish Kootenai College Education Division Vision Statement*

The Education Division envisions a culturally responsive teacher education program and curriculum supporting candidates' development by fostering learning communities that build on past experiences and connect to students' 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 Indigenous Students contexts and best educational practices leading to developmentally and culturally appropriate pedagogy.
- Identification with Indigenous cultures 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 performance, knowledge, 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 Indigenous Children as well as other diverse learners.

### *Central Principles and Beliefs of the Teacher Education Division*

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.

### *Theory Supporting Division Central Principles*

Cajete (1994) suggested a number of elements that characterize Indigenous education processes. He proposed that these elements characterize Indigenous education wherever and however it has been expressed. “They (the common elements) are like the living stones, the “Inyan” as the Lakota term it, that animate and support the expressions of Indigenous education” (Cajete, 1994, p. 29). The following elements characterize Indigenous education:

- *Integration and interconnectedness are universal traits of its contexts and processes.*
- *Its processes adhere to the principle of mutual reciprocity between humans and all other things.*
- *It recognizes that learning is seeing the whole through the parts.*
- *Indigenous thinking emphasizes seeing things comprehensively: seeing things through and through.*
- *Indigenous thinking unfolds with an authentic context of community and nature.*

(Cajete, 1994, pp. 29-32)

In a similar way the Salish and Pend d’Oreille Culture Committee articulated their cultural values for purposes of framing two tribally developed science curricula as follows:

#### *An Integrated Whole*

*For thousands of years, the Salish, Pend d’Oreille, and Kootenai ways of life were a complete and unified whole. The cultural values held by tribal people, and the way they lived upon the land and with each other, were parts of an integrated whole.*

*At the center of those ways of life stood two great pillars -- a deeply spiritual relationship of respect with the land, water, plants, and animals; and tribalism - a way of living closely and in community with one another. In both areas, tribal ways of life held at their center a sense of reciprocity – of giving as much as one takes or receives, whether from the earth or from each other.*

#### *Tribal Cultural Values for a Tribal Way of Life*

*The natural world and spiritual world are inseparable. Animals and plants are respected. They were here before us and help us. Natural and cultural resources are valued and maintained by never taking more than one needs, never failing to leave something for others, and never wasting anything. In this way there will always be help for future generations.*

*We value the privilege to hunt, fish, and gather foods and medicines. We also value traditional song, dance, games and ceremony. We value the art and material cultures that are all part of the traditional cycle of life.*

*We value, honor and respect our elders and ancestors and love our children ensuring continuation of languages, histories and cultures.*

(White and SPCC, 2009)

These values are the foundations of culturally responsive instruction leading to both opportunity and equity. They frame specific content, contexts, and concepts that are integrated throughout instruction.

The works of Dr. James Banks (2007,2013) were used to support integration of Indian Education for All into instruction at all levels and in all content areas in Montana. Dr. Banks defines five dimensions, or areas, for multicultural education: 1) content integration, 2) the knowledge construction process, 3) prejudice reduction, 4) equity pedagogy, and, 5) an empowering school culture and social structure. Each will be discussed in some detail associated with SKC Education Division Core Beliefs and they are all tightly interrelated. In relation to culturally responsive instruction and curriculum, content integration is emphasized.

SKC Education Division recognizes that implementation of *Indian Education for All* is aligned with and part of our mission. One task that would seem straight forward in relation to culturally responsive practice is adding content about Montana tribes to our teacher preparation curriculum. As stated in the *Framework for Indian Education for All Implementation*, the task seems straightforward until contemplating the following questions. What content? Whose history, culture and language? Defined by whom? What is actually meant by the term integration? As pre-service teacher educators, we grapple with these big questions and continue to immerse ourselves in study of the 12 Montana tribes (Elser, 2010). The process of integration, however, demands new approaches to instruction and curriculum design, and the associated preparation of future classroom teachers. Toward that end, syllabi are being continually renewed in fulfillment of MCA 10.58.501 (our Montana Teaching Standards) and MCA 20.1.501 (*Indian Education for All*.)

Bronfenbrenner (1977) suggested that no person can be understood in isolation; understanding the developing person comes from studying their unique social and cultural contexts and the dynamic systems within and between these contexts. Bronfenbrenner proposed an ecological-systems approach to the study of development. For example, he suggested that just as a scientist might study an organism through studying the ecology of the organism, the interrelationship between the organism and its environment, human development should also be examined through studying all of the systems that surround the development of each child (Berger, 2006; Bronfenbrenner & Morris, 1998).

Berger (2006, p. 27) further described Bronfenbrenner's Ecological-Systems Approach to studying human development:

*Among the systems that Bronfenbrenner described were Microsystems (elements of the person's immediate surroundings, such as family and peer group), exosystems (such local institutions as school and church), macrosystems (the larger social setting, including cultural values, economic policies, and political processes), and chronosystems (the historical context). A fifth system, the*



*mesosystem, involves the connections between Microsystems; for example, the home-school mesosystem includes all the communication processes (letters home, parent-teacher conferences, phone calls back, back-to-school nights) between a child's parents and teachers.*

Bronfenbrenner's Ecological-Systems Approach for studying human development (Bronfenbrenner & Morris, 1998) is reflected, expanded and transformed by Dr. Gregory Cajete, who poses the question, "What are the 'ecologies' of Indigenous education?" Answering in part, "Throughout Indigenous education is an implicit understanding that a balance, rhythm, and universal meaning pervade all things, and all play a part in them." (Cajete, 2015, p.11) This profound understanding reflects Salish, Kootenai and Pend d'Oreille holistic ways of knowing and thinking.

Bronfenbrenner's Ecological-Systems Approach (Bronfenbrenner & Morris, 1998) which suggests that understanding the developing person comes from studying their unique social and cultural contexts and the dynamic systems within and between these contexts, provides an incomplete, but compelling vision of connectedness. Cajete (2015), and Elders of Confederated Salish and Kootenai Tribes (SPCC, 2009) complete this circle providing the Indigenous holistic approach to learning; these ways of knowing suggest that human development and learning cannot be separated from the many systems along with the interactions between systems that make up a person's whole life context. This includes kinship and relatedness with the earth and natural world.

The most recent curriculum and program changes that demonstrate the dimensional multi-cultural components embedded throughout the Early Childhood and Elementary programs include:

The SCID three course sequence for science content that provides the SKC future teaching candidates experience with integrated science that follows the seasonal round of the Séliš, Ksanka and Q'ispé and is informed by their cultural values and epistemology (see Appendix A for syllabi).

The redesign of the language arts and literacy courses provide engaging and culturally responsive literacy practices; as well as the capacity to vet the plethora of stereotypical and biased resources and canned programs often purchased for use in schools (see Appendix B for syllabi).

Newly hired part-time faculty that include Tim Ryan and Dr. George Price. Tim Ryan serves as a cultural specialist who assists in the science course sequence and throughout the Division for community outreach. Dr. Price is a renowned multi-cultural professor who serves as an adjunct faculty member for the EDUC 311 Diversity and Educational Ethics. He is also a guest speaker for courses that incorporate Indigenous food sovereignty and hosts visits at his organic farm outside of Dixon.

Division faculty, Amy Burland, Tammy Elser, Wren Walker-Robbins, and Michael Munson have been working together in tandem with SKC administration and the SKC Division of Natural Resources to develop an Education Graduate Program. The developing Education Masters design has indigenous research as its core for all scholars and branches out for specific studies in Literacy, Language and Culture, and STEM.

The addition of the Salish Language Educators Development (SLED) project is the fruit of a multi-year collaboration with Nkwusm, Salish Culture Committee and Head Start for the

revitalization of Native Languages on the Flathead Reservation. In addition, Doug Ruhman has been working with Head Start teachers to develop technological tools for language acquisition for early learners. In addition, Division faculty have enrolled in Salish Language courses.

These are but a few of the most recent examples of the Division's commitment and dedication to our Vision and Mission for the SKC teacher education programs. That Vision is to take students who enroll in the program from where they are and guide them into becoming (see page 55):

“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.”

#### **Engaging Community through Service, Research, Grants, Projects (Core Theme 4)**

Education Division faculty participate in service, research, grants and projects extensively. Current grant programs, all involving some level of community outreach (BRAIDS is ALL community outreach and service!) are extensive and ongoing including:

- Support With Engaging Education: Teacher Growth for Reservation and Small Schools – A collaborative model for Indian teacher education (SWEETGRASS) (Office of Indian Education – United States Department of Education, 2016-2020)
- Indigenous STEM in Teacher Education (iSTEM) (Office of Indian Education – United States Department of Education, 2018-2022)
- Salish Language Educator Development (SLED) (Administration for Native Americans, United States Office of Health and Human Services, 2018-2021)
- Braiding Resources to Increase College and Career Readiness of American Indian Students (BRAIDS) (Office of Indian Education – United States Department of Education, 2016-2019)
- Noyce (National Science Foundation, 2018-2022)
- Our Peoples Timeline: Community STEM Education Season by Season (OPT) (American Indian College Fund, 2018-2020)
- Indigenous Visionaries (American Indian College Fund, 2017-2019)
- Montana Early Childhood Native Language Summit (American Indian College Fund, 2019)

At SKC we believe learning occurs in a richly social context and that the social construction of knowledge is central to the development of the learner and also reciprocal, where learners together create a collective and supportive community. This community nests in the context of the larger cultural community. Our learning community is nurtured by, and in turn seeks to nurture, this rich cultural context.

#### ***Tribal Traditional Values***

Essential to Indigenous life-ways is a sense of community and relatedness to each other and all of creation. Salish and Pend d'Oreille elders expressed it as follows and also the reciprocity that underpins sense of community in very tangible and concrete ways.

*At the center of those ways of life stood two great pillars -- a deeply spiritual relationship of respect with the land, water, plants, and animals; and tribalism - a way of living closely and in community with one another. In both areas, tribal ways of life held at their center a sense of reciprocity – of giving as much as one takes or receives, whether from the earth or from each other. (White and SPCC, 2009)*

The significance of community to learning for Indigenous Peoples' has been recently reaffirmed in a ground breaking work by Dr. Gregory Cajete.

*Learning goes on within a community. Learning by sharing experiences and reflecting on them in community helps us understand what we are learning as well as see the learning process in wider contexts. A group offers as many ways of seeing, hearing, feeling, and understanding as there are group members. We realize that we can learn from others' experiences and perspectives. Experiences in groups also show us our own and others' biases and how our understanding may have been limited. We see that sometimes people do not know how to receive or use real innovation; many times people do not know how to recognize real teachers or real lessons. We learn that a community can either reinforce an important teaching or pose obstacles to bringing its true message home. As the Tohono O'odaham phrase it, only "when all the people see the light shining at the same time and in the same way" can a group truly progress on a path of knowledge. (Cajete, 2015, p.45)*

Kohn (1996) defines school communities as, "a place in which students feel cared about and encouraged to care about each other" (p. 101). He goes on to say that,

*They (students) experience a sense of being valued and respected; the children matter to one another and to the teacher. They have come to think in the plural: they feel connected to each other; they are part of an "us." And, as a result of all this, they feel safe in their classes, not only physically but emotionally (p. 101).*

Kohn (1996) suggested that learning communities are essential to supporting the development of people of any age as, "students need to feel safe in order to take intellectual risks; they must be comfortable before they can venture into the realm of discomfort. Few things stifle creativity like the fear of being judged or humiliated"(p. 102). He further suggested, "If you want academic excellence, you have to attend to how people feel about school and about each other" (Kohn, 1996, p. 103).

### **Engaging in Planning and Institutional Mission Fulfillment**

Faculty and staff participate in a wide variety of planning and institutional activities. Within the Division, the faculty creates annual strategic plans focusing efforts over each academic year. Beyond, our record of participation across campus is self-evident.

### **Contribution to SKC through Committee Work and Other Contributions**

Dr. Amy Burland

- Institutional Review Board (IRB) (2018-present)
- Graduate programs working group (2019)
- Presentations at Flathead Reservation PIR Day (multiple years)

- Early Mathematics Professional Development Facilitator (2018-2019)
- Secured funding and coordination for Montana Early Childhood Native Language Summit (2017 to present)
- Annual Indigenous Pax Gathering coordinator and presenter (2015- present)
- Early Mathematics Professional Development and Indian Education for All to local and state pre-K-5 teachers (2018-2019)
- Native Games Professional Development to local pre-service and in-service teachers (2010-present)
- National Presentations on American Indian College Fund projects including:
  - Restorative Teachings (incorporating Native Games into MT Special Olympics curriculum), Denver, CO (2017 & 2018).
  - For the Wisdom of the Children Early Childhood STEM Initiative – Our People’s Timeline (building STEM into early childhood education teacher training). National American Indian Education Conference (NAIE), Hartford, CT (2018); and Early Childhood Education Funders Workshop, Minneapolis, MN (2019);
- Montana Early Childhood Tribal Language Summit, Early Childhood Education Funders Workshop, Minneapolis, MN (2019)
- National Presentations for EarlyEdU: Making Early Childhood Higher Education Accessible; National American Indian Education (NAIE), Hartford, CT (2018).
- SKC State Representative for:
  - Montana Council of Deans (2017-present)
  - Rural Schools Initiative (2017-present)

#### Doug Ruhman

- M. L. King, Jr. Celebration Week Committee (Chair)
- Community Service Day Committee (Chair)
- 4Cs / Citizenship Committee (2018-19, Chair)
- Academic Advising Work Group (2013-2015)
- Faculty Handbook Committee (2014-2016)
- Academic Program Reviews (several)
- Presentations at Faculty Inservice (several)
- Presentations at Flathead Res. PIR Day (multiple years)
- Volunteer, SKC Harvest Dinner Event (multiple years)
- Montana OPI Praxis Working Committee (5 years)
- Montana Higher Education Consortium
- Building Emergency Coordinator (2016-2019)

#### Kathie Maiers

- CERT Team,

- Building Emergency Coordinator
- Women for Wellness

Manda Davis

- SKC Scholarship Committee
- MT Committee for 2019 revision of MELS
- NAYC Professional Standards Committee

Carrie Drye

- M. L. King, Jr. Celebration Week Committee
- Women for Wellness
- Community Service Day
- STEM Academy Advisory Council

Tammy Elser

- Institutional Review Board (IRB) (2018-present)
- Graduate programs working group (2019)
- Professional Development Committee (2017)
- Presentation at Faculty In-service (Spring 2017)
- Presentations at Flathead Res. PIR Day (multiple years)
- Presentations at Best Practices Conference OPI (multiple years)
- Collaborative professional development events (TED, OPI, Others 4 to 8 times annually)
- In-service professional development provider - all Flathead Reservation Schools (4 to 8 sessions annually)

All faculty in the division participate in multiple committees and also provide community service. Omission here is only due to time constraints to get all information from each faculty member.

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**Appendix A Curriculum Revision in Science Transition from SCID210 to SCID233**

**Prior Course SCID210**

**Current Course SCID 233**

**Appendix B Curriculum Revision in Literacy Transition from EDUC300 to EDUC352**

**Prior Course EDUC300**

**Current Course EDUC352**

**Appendix C Curriculum Revision in Science Transition from SCID210 to SCID233**