SALISH KOOTENAI COLLEGE

DIVISION OF EDUCATION

STUDENT HANDBOOK

SKC Teacher Education Programs

Fall 2025



Table of Contents

WELCOME! ..... **III**

SALISH KOOTENAI COLLEGE EDUCATION PROGRAMS **1**

VISION STATEMENT 1

MISSION STATEMENT 1

PROGRAM PURPOSES 2

CONCEPTUAL FRAMEWORK **3**

ACADEMIC ADVISING **5**

Background Checks 6

ELEMENTARY EDUCATION **8**

OUTCOMES FOR EFFECTIVE TEACHERS 8

InTASC Standards 9

Professional Educator Preparation Program Standards (PEPPS) ARM 10.58.501 10

Teacher Education Program (TEP) Admission and Retention 11

Criteria for TEP Selection and Retention 11

Teacher Education Program (TEP) Degree Requirements 12

TEP Portfolio and Critical Assessments 12

More on Field Experiences and Clinical Practice 16

Student Teaching 19

Montana PreK-12 Licensure 21

EARLY CHILDHOOD EDUCATION **22**

Educational Outcomes of the Early Childhood Education Program 22

Early Childhood Education Portfolio Requirements 23

How to Participate in the ECE Classroom 26

Guidance of the Young Child 27

Nurturing Self-Control in Children 28

Teacher Observations 29

APPENDICES **30**

Appendix 1 - Tips for a Successful Field Experience 30
Appendix 2 - Lesson Plan Format example 31
Appendix 3 - Unit Plan Format example.....32
Appendix 4 – Faculty and Staff Directory 33
Appendix 5 - Common Education Acronyms and Terms 34
Appendix 6 - Professional Organizations and Useful Education Websites 35
Appendix 7 - Action Research Project Rubric – EDUC 495 36

SKC does not discriminate on the basis of race, ethnicity, national origin, sexual identification, gender, age, or disability, except as allowed by the Indian preference provision of the Civil Rights Act of 1964, as amended. Consistent with state and federal law, reasonable accommodation will be provided to persons with disabilities.

The SKC Director of Human Resources is responsible for coordinating the College's compliance with federal and state discrimination and sexual harassment laws, including Title II, Title VI, Title IX, and Section 504. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Director, Human Resources
58138 US Highway 93, Pablo, MT 59855
(406) 275-4977

WELCOME!

Dear Education Student,

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

Whether your major is in Early Childhood, Elementary, or Secondary Education, this handbook was designed to assist you. Please read through the material carefully and utilize the resources and information provided. Also, if you have any questions or concerns, please contact your education advisor or any education faculty.

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

Sincerely,



Douglas S. Ruhman,

Dean, Division of Education

Salish Kootenai College Education Programs

To fulfill its mission and vision, Salish Kootenai College has endeavored to create meaningful and substantive programs to improve the lives of Native people in our community and across the United States. Various programs at SKC have built a reputation for excellence, exhibiting both academic and cultural integrity. Over the last 47 years, SKC has grown to be one of the flagships of the tribal college system. By providing new opportunities for Native and non-Native learners, SKC has made substantial contributions to the well-being and livelihood of thousands of students.

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

"Promoting Diversity and Excellence in Education"

Vision Statement

The Education Division envisions a culturally revitalizing and sustaining teacher education program and curriculum supporting candidates' development through fostering learning communities that build on past experiences along with life goals. Culturally centered education supports the personal as well as professional development and success of SKC candidates, affording them greater life options and strengthening a sense of self and community.

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 sustaining learning communities.

Mission Statement

The professional education programs at Salish Kootenai College seek to support teacher candidates in making connections between their personal development and their professional

growth, in meaningful integration of cultural learning and in collaborative efforts toward the larger good for local and global communities. The critical areas of professional preparation that distinguish Salish Kootenai teacher education graduates include:

- Knowledge of Native American student context and best educational practices leading to developmentally and culturally appropriate pedagogy.
- Identification with Native American culture and community values imbedded in content and pedagogy.
- Commitment to meeting the needs of developmentally, ethnically and linguistically diverse learners.
- Commitment to reflective practices leading to personal and professional development.
- Development of collaborative relationships with mentoring teachers and peers organized into learning communities that promote application of knowledge, skills and dispositions in real settings.
- Strong evidence of effective communication, critical thinking, cultural understanding and citizenship.

Program Purposes

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

- Endowing education degrees that are culturally revitalizing and sustaining to the teacher candidates within the community served by SKC.
- Preparing candidates to be culturally competent and skilled educators.
- Preparing candidates to provide culturally congruent curriculum to Native American children as well as other diverse learners.

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

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

- Serving the profession and the community
- Providing quality instruction informed by current research and best practices

Central Principles and Beliefs of the Teacher Education Programs

Instruction and curriculum in the professional education programs are guided by central principles and beliefs that respect and reflect the rich, holistic perspectives of the Seliš, Qlispé, and Ksanka people.

A. Culturally revitalizing and sustaining instruction and curriculum will lead education to its promise of opportunity and equity.
B. Creating connections with the larger community promotes the construction of knowledge.
C. Reflective practice leads to the continuous flourishing of both teacher and student.
D. Each learner's uniqueness, when valued and invited in all its diverse forms, enriches the learning experience.
E. Demonstration and application of communication, critical thinking, cultural understanding, and the principles of citizenship cultivate teachers as community leaders.

Conceptual Framework

Statement of Philosophy and Professional Commitments

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

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

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

Commitment to the 4Cs of Salish Kootenai College

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

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

> *Communication is clear, respectful sharing of information guided by critical thinking and mindful consideration. Skilled communicators connect with people through spoken and written words that effectively convey content knowledge and individual values.*
>
> *Critical Thinking is a self-directed process for refining thought. Critical thinkers validate and reflect on their thinking, consider the validity of information sources, context, and multiple perspectives, and apply both logic and traditional understandings to make decisions.*
>
> *Cultural Understandings at SKC emphasize sustaining and perpetuating the living cultural traditions of the Séliš, Q̓ispé, and Ksanka peoples. This includes the tangible forms [places & artifacts] and intangible forms [language and ceremony]. Understanding these traditions helps students recognize the importance and necessity of cultural traditions to all people and their roles in intercultural relations.*
>
> *Citizenship includes informed and committed participation in the life of one's community at the local, national, and global levels. Citizens recognize and address community issues, apply ethical and legal knowledge and reasoning, and respect the rights of others.*

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

Teacher candidates are required to complete the *Transition to Professional Teaching Summer Seminar* as a requirement of entry into the Professional Education Program in Elementary Education. The emphasis of the summer institute is to further develop communication, cultural understanding, critical thinking and citizenship in teacher candidates. Candidates build on strategies that will enable them to successfully interact with peers, professional educators and community members.

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

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

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

Academic Advising

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

The Education Division Advisor is the first contact person for most prospective elementary education students. Students meet with the advisor quarterly and as needed to assess and problem solve student needs and progress in the curriculum. Students are referred to the SKC Counseling/Career Center or community resources for specific or personal needs. The advisor tracks student progress through grades, course completion and one-on-one student conferences. This information is recorded on the Elementary Education Advising Form. Advisors and instructors also refer students who are at risk of failing courses to the SKC Retention Officer. The College is committed to improving student retention rates. A full time retention coordinator works with faculty and counselors to monitor and track the academic progress and

course attendance of every student. When data indicates a problem, faculty, administrators, and counselors work together to find solutions. Solutions may include tutoring, counseling, childcare, food bank referral, emergency loans, or adjustments in studies, housing, or transportation. The Retention Officer also provides a variety of social, cultural, and recreational activities for Native American students and families.

Background Checks

Students pursuing a degree in education at Salish Kootenai College are required pass a comprehensive background check at various points during their program of study. Candidates are required to submit a background check as soon as possible after enrolling in an education program, and may have to submit an updated background check prior to student teaching. Background checks are required by many school districts and early childhood programs before candidates may have contact with students, and before the Montana Office of Public Instruction will issue licensure. In Montana, Early Childhood Education (ECED 0-8) students must also pass their background check for full enrollment in their degree program, but do not become licensed themselves; instead, their early learning center (employer) is licensed. Our procedure involves state and federal review, as well as Child Protective Services (CPS). These background checks (BGC) will be reviewed using the following procedure:

Procedure for the use of background check reports:

Who:

All students in courses requiring field experience and all student teachers

Procedures:

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

- If the student has no record for state, federal, and CPS, the Department Chair approves the candidate for full enrollment in their degree program. Prior to this, since no formal field experience hours are required in the initial term, students are provisionally enrolled until the BGC process is cleared.
- If a BGC comes back to SKC with a criminal record, the next step is for the appropriate licensing agency to review the record for its severity, recency, and impact on children and youth. For Early Childhood Education, that agency is the state child care licensor; for all other programs it is the Montana Office of Public Instruction. If this review approves the candidate, they may proceed with their program of study. If the candidate is not approved, they will be unable to continue in Division of Education programs; however, they may be advised into a program outside of Education that does not require a clear BGC.
- After the field experience or student teaching has started, any candidate may be removed from their assignment if an offense occurs during the quarter in which they are enrolled. As a minimum, candidates are required to report offenses to the Education Division Dean. The student advisor and Education Division Dean will determine the need for a meeting to discuss the circumstances of the offense. Considerations of all offenses will include severity, frequency, and how recently the offense occurred.

Appeals

Candidates may appeal decisions to the Academic Vice President. In addition, the instructor or the Education Division Dean may request the Academic Vice President to review any case.

Effect on Elementary/Secondary Licensure

The policies of Salish Kootenai College are designed to support the mission and goals of the Teacher Education Program. Acceptance or refusal to place students in the field due to a criminal record does not imply any knowledge of the candidate's ability to obtain a teaching license from the Montana Office of Public Instruction (OPI) or other employment possibilities. OPI will review candidate information, including background check data, ONLY as part of the licensing application process. Therefore, candidates with concerns about past issues recorded on background check reports should consult with Education Division personnel early in their program to establish their potential for future licensure.

Effect on Childcare Licensing Requirements

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

Background Check Process

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

1. Obtain a background check packet from the Education Division Administrative Assistant. This individual is also the background check administrator for our Division.
2. Fill out the forms in the packet. Some of these require notarization. The Admin. Asst. is also a notary public and can assist with this.
3. Work with the Admin. Asst. to secure an appointment with the SKC I.T. Dept. using their LiveScan system. Be sure to be ON TIME for this appointment. Your fingerprints can be taken digitally, and currently the Division will pay the fees for this BGC. In the event that the LiveScan system is unavailable, there are back-up methods for acquiring your fingerprints. See Education Division personnel for more information.
4. Prints will be submitted by the LiveScan team and are usually processed in about 1-2 weeks. Once results are received, they will be stored in the Division.

B. Storage, Sharing, and use of background checks:

Background check records are kept in an Education Division Office in a sealed envelope separate from the rest of a candidate's educational records. Candidates may view their background check by making arrangements with the Education Division.

These records are shared only according to the conditions of the Consent/Release Form, by written request of the candidate, or in accordance with an appropriate legal request. If the candidate wishes the background check to be shared outside of these conditions, they must sign a dissemination log with the Division, and do so on their own. Candidates may share their full BGC results with schools or educational agencies; however, more commonly, a "Volunteer/Field Work Determination" form can be provided by the Division which states that the check has been completed and is current, has cleared, and is stored securely at SKC. This form will work for most education entities as verification that the candidate's BGC is valid. Students complete a separate BG check with the MT Dept. of Justice exclusively for licensing purposes.

C. Other behavioral expectations:

Candidates are subject to all provisions of the SKC TEP Student Handbook during their program of study. They are expected to exhibit behavior appropriate to someone pursuing a career as a professional educator. If any legal infractions occur during the span of their teacher preparation program, it is required that candidates immediately report this to their Dept. Chair and the Dean of Education. Program and college personnel are available to help any candidate who feels they have a problem requiring assistance. Appropriate college personnel may suggest counseling or other assistance as necessary. Problems affecting the candidate's ability to perform the functions of a professional educator may delay or stop the candidate's progression through the education program.

Candidates will be provided with a "Division Expectations for Professional Dispositions" form (in an entry level course from their department) which they are required to sign, and which remains in their permanent files while attending SKC. This form states the expectations for professional dispositions that all teaching candidates are required to demonstrate, and outlines a process for remediation, in the event that it is needed. More information on this form can be provided from your instructor or Dept. Chair.

Elementary Education

Outcomes for Effective Teachers

Teacher preparation programs for Elementary Education majors must have a broad foundation in the sciences, humanities (including the arts) and social sciences. The aim is to prepare teachers to be able to optimally expand children's ability to grow and develop in all areas.

Expected candidate performance and program outcomes reflect the guiding principles and beliefs of the Elementary Education Teacher Education Program as well as best practices as defined by Interstate New Teacher Assessment and Support Consortium (InTASC) state Content Standards and the Montana Professional Educator Preparation Program Standards (PEPPS). Upon graduation from SKC, the beginning teacher will demonstrate evidence toward completion of the following outcomes related to teaching knowledge, skills, and dispositions. Knowledge is "knowing the content," "skills" represents the ability to perform using knowledge, and "dispositions" refer to the human qualities inherent to ethical and reflective teaching. SKC

candidates demonstrate professional entry-level competencies in the dispositions, skills and knowledge content areas indicated below:

InTASC Standards

The Learner and Learning

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.

Content

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 these aspects of 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.

Instructional Practice

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.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Professional Educator Preparation Program Standards (PEPPS) ARM 10.58.501

All programs require that candidates:

a) demonstrate understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, behavioral health continuum, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;

b) use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;

c) work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;

d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;

e) demonstrate understanding of 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;

f) use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making;

g) plan and implement individualized instruction that supports students of all cognitive abilities 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;

h) use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;

i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of candidate's choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;

j) interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;

k) engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and

l) demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.

Teacher Education Program (TEP) Admission and Retention

The education of a teacher is multi-faceted. It requires a demonstrated command of subject knowledge, appropriate character and dispositions, and teaching knowledge and skills (pedagogy) concurrent with the development of appropriate professional, behavioral, and social attributes (skills and dispositions) for successful teaching. This document clarifies the ways in which students of Salish Kootenai College are admitted to and progress through the Teacher Education Program (TEP) in the junior (Year 3) and senior (Year 4) levels of their degree program.

Criteria for TEP Selection and Retention

1. **Admission to the Teacher Education Program**—When the candidate meets the minimum requirements for admission to TEP (2.75 or higher GPA, and satisfactory completion of specific courses), she/he will then engage in an Initial TEP Stage 1 interview with faculty. Candidates will not be admitted to their upper division professional education courses until they have been admitted to the TEP by successfully completing EDUC 203, Foundations of Education with a grade of C or better, and pass the Initial TEP Stage 1 scoring rubric with a score of 70% or higher.

2. **Progress through the Professional Education Courses and Field Experiences—**After admission to the TEP, candidates begin Stage 2 of their program. During Stage 2, they complete the courses for their major and most of their professional education courses. In addition, they participate in a variety of field experiences in PreK-12 schools. Field experiences differ from student teaching in that the field experiences are directly tied to course content and instruction *prior* to student teaching. During field experiences in school settings, candidates have the opportunity to put teaching theory into practice. The field experiences provide candidates with the chance to practice instruction and assessment in a variety of contexts and to test their knowledge of both content and pedagogy. ***Current criminal background checks are required and must be passed for all field experiences***.

3. **Application and Approval for Student Teaching**—Certain requirements must be met by all students desiring to student teach: (1) maintenance of the same standards required for admission into the program including satisfactory clearance on a federal and state criminal background check, (2) successful completion of all required courses with a GPA of 2.75 or higher, and 3) successfully engaging in the Stage 2 Showcase event which demonstrates their progress as a teaching candidate.

   Student teaching (ST) will occupy one full instructional term and should be planned for accordingly by the teacher education candidate. **Candidates are NOT permitted to arrange their own student teaching placements**. The Division's Student Teaching Supervisor will make all ST arrangements with partnering schools, however candidates will have frequent communications with the Supervisor in advance regarding their preferences for ST placement.

Student teaching is limited to seniors who have completed all other coursework in their major. The ST application must be provided to the Student Teaching Supervisor no later than the end of classes two instructional terms prior to the intended ST term. If special services or accommodations (for a disability) are needed or required while student teaching, arrangements will be made with the Student Teaching Supervisor and the cooperating school. All student teachers must have a certificate of First Aid & CPR and pass a criminal background check.

Teacher Education Program (TEP) Degree Requirements

SKC's TEP program holds high expectations for candidates as evidenced by program requirements and degree plans that can be found in SKC's online catalog. SKC Education Division faculty, with input and advice from the Education Division Advisory Board, field teachers and administrators, have carefully chosen and revised the program requirements.

SKC Online Catalog Links:

Early Childhood Education (0-8)

Early Childhood Education Preschool – Grade 3 (P-3)

Elementary Education (K-8)

Elementary Education (K-8): Native Language Emphasis

Secondary Broadfield Science Education (5-12)

Secondary Mathematics Education (5-12)

Native Language Teacher Education

TEP Portfolio and Critical Assessments

Three Stages of the Teacher Education Program (TEP)

SKC considers teacher preparation an interactive learning process involving field experiences, close interactions with Division of Education faculty and field teachers, and the development of a professional teaching portfolio beginning in ECED 100 (Early Childhood Education) or EDUC 203 (all other programs) and culminating after student teaching.

Stage 1 begins with your first introductory education course and is documented with the scoring of your Initial TEP Conference- usually during the end of the sophomore year.

Stage 2 includes the upper division professional education coursework in years 3 and 4, your field experience practicum courses, and the Junior Showcase, in which you will assemble and share evidence of your growth as a pre-service teacher.

Stage 3 includes student teaching and the capstone course, EDUC 495, and the successful completion of a summative Final TEP Conference which is scored similar to the Initial Conference. Both the Initial and Final Conferences and the Junior Showcase are centered on the Division's "Five Central Beliefs" (refer to page 3).

Critical Assessments: Measures of Candidate Progress and Program Efficacy

Candidate progress in subsequent coursework is monitored by faculty and advisors using a Critical Assessments system outside of- and separate from- the candidates' portfolio. There are certain assignments in selected courses in the junior and senior years that are considered important indicators of teacher preparedness. These "critical assessment" scores are scaled uniformly, recorded, and are monitored and maintained by faculty and advisors in the Division throughout the remainder of the student's degree program. These records are organized around ten national teacher preparation standards called the InTASC Principles, and aligned with Montana's Professional Educator Preparation Program Standards - PEPPS (refer to pages 9-10 above).

This academic data not only serves as a record of ***candidate*** achievement and progress, but also as a measure of the effectiveness of the Division's ***programs***. Faculty and Division leadership use this information to guide program development, and to make needed ongoing changes in degree programs. For example... if numerous students were to score very low on a particular assignment, the department will need to reflect on whether the assignment is an appropriate tool for measuring that particular competency... it may need to be revised or replaced with a more appropriate assignment. This is one way the Division can use student data to inform its decisions and improve its programs.

THE CANDIDATE TEP PORTFOLIO: EVIDENCE OF TEACHER GROWTH

A candidate's TEP Portfolio is a collection of artifacts, evidence, and reflections documenting the candidate's accomplishments in the teaching field and is built around the Education Division's "Five Central Beliefs". It documents the development of knowledge, skills, and dispositions of evolving teacher candidates while showcasing their distinguished work. One of the most notable aspects of the newly revised TEP Portfolio is its relation to the unique competencies and personal life experiences of the candidate her/himself.

The educational portfolio is designed to provide evidence of the pedagogical skills and knowledge base of the accomplished pre-service teacher as well as his or her verbal and written communication skills critical to teaching and learning. Built around the Education Division's "Five Central Beliefs", the TEP portfolio process allows the candidate to organize and demonstrate knowledge, skills, and dispositions associated with teaching through leadership within a social constructivist framework. The portfolio is made up of documentation from the Initial Conference (Stage 1), self-selected artifacts associated with the Junior Showcase (Stage 2), and evidence of growth connected to an Action Research Project, student teaching, and the Final Conference (Stage 3).

Following completion of the program and student teaching, candidates are encouraged to reorganize the portfolio to showcase his or her strengths and accomplishments in preparation for interviewing for teaching positions.

The value of an educational portfolio is multidimensional:

Value to the Candidate

- Serves as a tool for continuous self-evaluation
- Serves as a way to ensure that the Five Central Beliefs are understood and applied in teaching
- Serves as a tool for defining areas of strength and weakness
- Serves as a vehicle for continuous reflection leading to improved instructional performance

- Serves as a valuable artifact during job interviews
- Provides a "go kit" of proven lessons, routines, and instructional strategies for thriving in the first years of teaching

Value to the Evaluators (College faculty, PreK-12 staff, and Clinical Supervisors)

- Offers an authentic, performance-based framework to judge the work of the candidate
- Shows areas of strength and weakness
- Provides opportunities to guide the student toward improved teaching

Value to the Teacher Education Program

- Provides critical feedback on the success of candidates
- Provides opportunities to assess the on-going strengths and challenges of the TEP and to provide remediation as needed
- Serves as a final evaluation of the College's efforts toward meeting program & state standards
- Serves as an assessment of the candidate's awareness and understanding of professional competencies

Tips for a Successful TEP Conference

1. Be well prepared. Neatness and organization make a good first impression. Make sure you are well acquainted with the Division's Five Central Beliefs and how they relate to high-quality teaching and learning.
2. Work with your faculty advisor the semesters before the TEP conference. Ask him or her to review the conference purpose and procedures ahead of time and give you feedback. Ask questions!
3. Dress and act professionally. Always be on time, as scheduled!
4. Prepare for your conference as you would for a job interview. Practice.
5. Be positive and confident in your work thus far and do not hesitate to demonstrate your performance in the areas of criteria. Sometimes you think you have nothing to show, when in reality, you have many subtle or relevant experiences that you might not otherwise think of. Talk about the areas with those who know you. This might help you brainstorm information that you could include in your portfolio and highlight during the conversation phase of the conference.
6. Talk to other candidates who were successful in the conference process.

TEP Requirements

Candidates typically enter TEP Stage 1 near the end of their sophomore year at SKC when they take EDUC 203, Foundations of Education. Transfer students must meet with a faculty advisor upon admission to SKC to discuss their application or entrance into the TEP. Additional admission requirements for transfer students are based upon previous academic work and timing of the application.

MINIMUM GENERAL REQUIREMENTS FOR STAGE 1 / ADMISSION INTO TEP

☐ Candidates meet grade and GPA requirements (2.75 or higher)

☐ Completed the core requirements for general education (all Y1 and Y2 courses)

☐ Completed 40 hours of supervised field experience (EDUC 175, 178)

☐ Completion of Initial Stage 1 TEP Conference w/ passing rubric score (70%+)

☐ Current CPR/First Aid certifications

☐ Completed and passed the background check procedures

Please note that you will not be able to register for any 300- or 400-level professional education courses until you have been admitted to the Teacher Education Program.

MINIMUM GENERAL REQUIREMENTS FOR STAGE 2: METHODS COURSES, FIELD PRACTICA, JUNIOR SHOWCASE

During **Stage 2**, on-going work on the teaching portfolio will occur in various professional education courses. While completing the coursework for Stage 2, the candidate will provide evidence of progress toward meeting program goals and present evidence and summaries of progress to peers, faculty, and others in the Junior Showcase, which typically occurs near the end of their junior year.

☐ Candidates maintain grade and GPA requirements (2.75 or higher)

☐ Completed 100+ hours (dep. on program) of supervised methods practica

☐ Completion of the Transition to Professional Teaching (TPT) Seminar

☐ Current CPR/First Aid certifications

☐ Participated in the Junior Showcase event

☐ Completed and passed background check

MINIMUM GENERAL REQUIREMENTS FOR STAGE 3: STUDENT TEACHING, ACTION RESEARCH, & FINAL CONFERENCE

Prior to Student Teaching

☐ A completed student teaching application packet with signature from the student's Faculty Advisor

☐ Student teaching placement request

☐ Complete all required program courses except Student Teaching and Capstone courses (EDUC 490, 495)

☐ 2.75 GPA in all courses with no grade lower than a 'C'

☐ Current state and federal background check or

☐ Current (update if needed) First Aid & CPR certification

At the end of Student Teaching:

☐ Successful completion of student teaching (min. 45 days / 360 hours)

☐ Successful evaluations by Cooperating Mentor Teacher and College Supervisor

☐ MACK form scored at 2.5 or higher

☐ Completion of EDUC 495 (capstone course, B or higher) including presentation of Action Research

☐ Successful completion and passing score on the Final Conference Scoring Rubric (70% +)

☐ For MT licensure: 3.0 GPA **or** passing composite score on PRAXIS II, **or** passing score on a Student Teaching Portfolio (Successful ST + passing Final Conference score + MACK + 2.75 or higher GPA)

More on Field Experiences and Clinical Practice

Salish Kootenai College's Education Division collaborates with the seven school districts across the Flathead Reservation, in addition to one BIA alternative school, the Lake County Superintendent, and the Confederated Salish & Kootenai Tribal Education Department in designing the overall elementary education curriculum including field experience and student teaching requirements in the program. The school district personnel, including administrators and supervising teachers, assist in the implementation and evaluation of these requirements with the goal of candidates developing and demonstrating the knowledge, skills, and dispositions necessary to help all PreK-12 students learn.

The SKC teacher candidates begin Field Experience in the spring of their first or second year in the program. This takes place early so that the teacher candidates experience various school environments at the very beginning of the program and they are more able to make a solid commitment to the profession at the start of their studies. Candidates are required to participate in more Field Experiences each year of the program. In fact, the minimum number of hours that candidates complete throughout the program includes 194 quarter hours of Field Experience and 360 quarter hours of Student Teaching. These experiences provide the opportunity for candidates to apply their knowledge, skills, and dispositions in a variety of settings. Student teaching is the culminating experience for SKC elementary education teacher candidates. The sequence of the courses that require Field Experience and Student Teaching is such that the candidates develop the competence necessary to enter the profession and manage their own K-8 classrooms as reflective critical thinkers and doers by way of continuing their journey as a life-long learner accessible to the success of all students in their future classrooms.

The following table summarizes the courses with Field Experience and Student Teaching requirements in ELEM. Below the table are details for the requirements of each course listed.

ELEMENTARY EDUCATION FIELD EXPERIENCE SUMMARY (VARIES BY PROGRAM)

Field Experience Course	Hours Req'd	Description / Activities Required	How documented/ Assessed	Outcome Ref.	School Contact Hours
EDUC 178	10	Observe, Reflect	EDUC178 Obsrv. Forms	1, 2, 3, 6, 9, 10	Pre-TEP: 40
EDUC 175	30	Develop / Implement Community / School Svc. Project	Project Summary and Presentation	6, 9, 10	
EDUC 305 EDUC 309	4 12	Observe, Analyze, Reflect	EDUC305 Tech Observ. Form, EDUC 309 Field Reflections	4, 6, 9	TEP: 116
EDUC 312	10	Observe, Analyze, Reflect, Teach	EDUC 312 Divers. Obsrv. Form	2, 3, 4, 6, 9	
EDUC 331 EDUC 337 EDUC 351 EDUC 355 EDUC 357 EDUC 361 EDUC 371 EDUC 391 EDUC 397	10 10 10 10 10 10 10 10 10	Observe, Assist, Teach lesson(s)	FE Methods Evaluation Form	All	
EDUC 490	360 (45 days)	Observe, Assist, Teach Lessons, units, independent teaching, reflection, analysis, research proj.	Portfolio artifacts Teacher evals (3) Coll. Supervisor evals (3)	All	Student Teaching: 360
			Total school contact hours:		**516**

Courses Requiring Field Experiences

EDUC 178: Exploratory Field Experience (10 hours)

EDUC 203: Foundations of Education

The candidates' first field experience is required in the EDUC 178 which is completed in tandem with EDUC 203 so that analysis of observed settings are made with peers and the campus instructor. The two courses are designed to be taught in conjunction with each other by a single instructor to integrate the observation and reflection which are critical to candidate's development in practices and philosophies. Candidates are encouraged to focus on K-8 regular classrooms for the majority of these 10 hours, but are also encouraged to include diverse settings such as Nkwusm (Salish immersion primary school), Two Eagle River School (an alternative Bureau of Indian Affairs grades 7-12 school), school board meetings, faculty events, trainings, preschools, high schools, special education settings, as well as other educational environments.

EDUC 175: Community Service Learning in Education (30 hours)

Candidates design and implement a community service project related to education. The 30 required hours are focused on community settings which serve the educational needs of children. Such settings include after-school programs, humane society, daycare centers, K-8 classrooms, and early childhood agencies. Sustainability is emphasized when students choose projects and the services which students have provided range from cultural enhancements (involving teachers on-site) and Native language development to tutoring, coordinating program activities and tutoring.

EDUC 305: Technology in the Elementary Classroom (Tech methods) (4 hours)

This course requires (2) two-hour observations of technology applications in K-12 (preferably K-8) contexts. Each observation must be in a different setting; for example, in one 2nd grade and one 8th grade. Written reflective essays are required and the instructor provides forms documenting the observations.

EDUC 309: Guiding Social Development and Classroom Management (12 hours)

This course includes 12 embedded field experience hours as follows: Students are placed in a K-4 or 5-8 classroom for three 2-hour observations of a master teacher modeling classroom management. Following this placement, student switch between elementary and middle school, depending on where they began. Written reflective essays are required and the instructor debriefs and discusses each observation with students on-site and in the classroom.

Teacher Education Program (TEP) Methods Courses: (10 hours each x 10 courses = 100 hours)

EDUC 312: Diversity Practicum

EDUC 331: Teaching Social Studies in the Elementary Classroom Practicum

EDUC 337: Introduction to Special Education (embedded practicum)

EDUC 351: PE Methods & Health Enhancement Practicum

EDUC 355: Integrated Literacy 2 Practicum

EDUC 357: Integrated Literacy 3 Practicum

EDUC 361: Teaching the Arts in the Elementary Classroom Practicum

EDUC 371: Teaching Math in the Elementary Classroom Practicum

EDUC 391: Teaching Science in the Elementary Classroom Practicum

EDUC 397: Teaching Secondary Math: Middle Grades (embedded practicum)

These methods course practica each have a requirement of 10 hours field experience in classroom settings. The planning, organization, and placements associated with these 10 hours are the responsibility of the accompanying methods course instructor, in concert with the Student Teaching Supervisor. Methods course field experiences may be completed in multiple classrooms or all in the same classroom, depending on course needs and classroom availability. Candidates are evaluated using a common methods course Field Experience evaluation rubric. The supervisory teacher conducts an evaluation of the student in the event the course instructor is not able to observe.

EDUC 490: Elementary Student Teaching (45 days x 8 hrs = 360 hours)

Since SKC is on the quarter system, students do their student teaching in a 10-week block. ST consists of no less than 45 days in the placement classroom; a "day" counting towards this total of 45 days must be equal to the cooperating mentor teacher's contracted hours and work schedule.

Student Teaching

Student teaching is characterized by collaboration, accountability, and an environment and practices associated with professional learning. As was noted above, candidates are required early in their degree program to engage in their first Field Experience, and requirements for observation and practice teaching continue throughout the program. Such experiences involve a wide array of opportunities besides K-8 regular classrooms; candidates are encouraged to experience diverse settings such as Nkʷusm (Salish language immersion school), Two Eagle River School (an alternative Bureau of Indian Affairs school, grades 8-12), school board meetings, faculty events, trainings, preschools, high schools, special education settings, and other educational environments.

Before entering the Student Teaching experience, candidates receive a student teaching packet, which includes an application to student teach, background check verification, personal information forms, and a student teaching handbook. The handbook is to contain all forms and assessment rubrics relevant to student teaching, as well as general information on clinical protocols and a recommended sequence of activities. Typically, candidates will have completed their application process for student teaching by Jan. 1st or the closest workday to that date. Student teaching (ST) will typically begin in late March or early April during spring quarter, and last until late May, just prior to the end of the K-12 school year (total of 45 days, min. 8 hrs each day). During the ST experience, candidates are required to conduct an Action Research project to include with their exit (Stage 3) portfolio. In the weeks prior to SKC graduation, candidates will participate in the capstone course, EDUC 495, to build their final Portfolio and complete and present their Action Research project to demonstrate competence in the professional roles for which they are preparing.

Overview of the Student Teaching (ST) Experience

Student teaching is a 360-hour carefully mentored teaching experience in a state accredited K-8 school setting. The typical student teaching experience lasts an entire quarter (ten weeks) of fulltime status (8 hour day and 5 day school week). Student teachers seeking elementary (K-8) licensure in Montana are required to complete a full time student teaching experience from a state-approved teacher preparation program. SKC's teacher education program is one of ten such programs in the state.

In most cases, candidates begin the first days of the ST experience observing and getting acquainted with students. As a student teacher becomes ready, teaching responsibilities are gradually increased. Although ST is individualized for each student teacher, it is expected that a student teacher plan, teach, and assess student learning during much of the student teaching time frame. Regular feedback is provided to the student teacher by the cooperating/mentor teacher and college supervisor.

Performance in student teaching is formally evaluated by the cooperating/mentor teacher at the start, middle, and end of a student teaching placement and similarly evaluated by the college supervisor. To successfully complete the student teaching experience, a student teacher must complete all student teaching assignments and requirements in a satisfactory manner. Student teaching in education programs at SKC is assessed with a traditional letter grade.

A Philosophy for Student Teaching

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

Goals of Student Teaching

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

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

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

- Public PreK-12 settings, including small, rural schools
- Private schools if properly accredited
- Alternative settings, as they meet program and accreditation requirements

Student Teaching Requirements

Candidates, their family, or friends **SHOULD NOT** approach school personnel about student teaching placements. Doing so may jeopardize your student teaching placement. ST placements are coordinated by the Student Teaching Supervisor (STS) once all required documentation and program requirements are met. Student Teaching should be the last requirement before degree completion.

All students will meet with the STS before placement will be attempted. At this meeting the student teaching application and all accompanying paperwork will be reviewed. The specific placement being sought will be discussed for appropriateness and potential availability.

Acceptance for placement is made by the school district on the basis of information they have on the day they complete the acceptance form. Situational changes may occur between that date and the date the candidate begins student teaching. An acceptance form is NOT binding. Changes in personnel, candidate status, or a change in administration are just some of the reasons a placement could be changed or denied

on short notice. If this occurs, the STS will work with the candidate to secure the next best placement available.

PLACEMENT RESTRICTIONS

Unless written approval is received from the STS for an exception, the following placement restrictions apply to all candidates:

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

APPLICATION PROCEDURES

Application Requirements-Please see the Student Teaching Checklist for complete application procedures.

- ☐ Application/Placement form
- ☐ 1-2 page writing sample (Your revised Education Philosophy paper from EDUC 203 or similar) (3 copies)
- ☐ Updated Resume (3 copies)
- ☐ Interview / pre-ST meeting with the STS
- ☐ Completed and current background check on file (must be valid throughout ST timeline)
- ☐ Current First Aid/CPR certification
- ☐ Attendance at all student teaching / senior meetings

Please note: Assignments are made ONLY by the STS. DO NOT attempt to make your own arrangements.

Montana PreK-12 Licensure

Licensure is the process of obtaining your teaching license. Licensure is not automatic with College graduation, and students must initiate the process with forms available from the Office of Public Instruction's TeachMT online portal. Candidates may register and create an account in TeachMT at any time prior to starting their license application; but since official transcripts showing program completion and Bachelor's degree earned are required for licensing, a license cannot be conveyed until after graduation. Any new regulations established or interpretations made during the effective dates of SKC's catalog will be made known to students in the program.

To teach out-of-state, contact the specific state's education agency for appropriate procedures and requirements. Licensure requirements vary among states, but SKC graduates usually find they are initially qualified to teach on a probationary status in states other than Montana, until certain requirements have been addressed.

SKC's bachelor's degrees in Early Childhood: P-3, Elementary, and Secondary education all prepare candidates for teaching licenses that are valid for working in Preschool through 12th grade in Montana.

Early Childhood Education

The philosophy of the Early Childhood Education program is based on the premise that the development of knowledgeable and competent professionals to work with young children, their families and other professionals is a continuous process.

The mission of our Early Childhood Education program is to graduate students 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.

The program is developed to ensure that students can integrate general knowledge and content knowledge to create meaningful experiences for young children and support families, develop awareness and sensitivity to issues of diversity in order to work in programs serving diverse populations of children, including those with disabilities, and develop skills to work collaboratively with community agencies and other professionals. These traits will be fostered and encouraged through coursework and field experience in which students can learn and practice new skills, and obtain feedback about their professional goals and growth.

Educational Outcomes of the Early Childhood Education Program

1. Students will apply knowledge of how children develop and learn in order to support and promote the holistic development of children from birth to age 8.
2. Students will apply cultural and linguistic knowledge to create environments, experiences and family relationships that affirm and respect diversity.
3. Students will plan and implement developmentally appropriate curriculum and instructional strategies based on knowledge of individual children, the community, and integrated curriculum goals and content.
4. Students will utilize positive individual and group guidance and problem solving techniques in order to foster positive social and emotional development in children from birth to age 8.
5. Students will establish and maintain physically and psychologically safe and healthy learning environments for children.
6. Students will demonstrate positive communication skills in order to establish and maintain positive, collaborative relationships with families and other professionals.
7. Students will utilize critical thinking skills in order to continue professional development and growth.

Each Early Childhood student is to create a portfolio representing their accomplishments and learning in regards to each of the ECED Outcomes (listed in the rubric below). For each outcome listed, the student is to submit at least 5 pieces of evidence documenting their work in each outcome area. *Refer to the "Portfolio Requirements" for information about what types of evidence to include in the portfolio.* Each

outcome must include a written description of the outcome with an explanation of how the student has met the outcome. Reflection forms are provided below for this documentation.

Early Childhood Education Portfolio Requirements

Outcome #1: Students will apply knowledge of how children develop and learn in order to support and promote the holistic development of children from birth to age 8.

Must contain:

1. 3 different types of written observations of children (ECED 130: Foundations of Development; EDUC 276 Teaching and Assessing Exceptional Learners; ECED 117: Creating a Learning Environment)
2. A written philosophy statement of how children learn (ECED 100 Intro to Early Ed and ECED 298: Early Childhood Practicum)
3. 1 lesson plan reflecting developmentally appropriate practices: how information in child development was applied to an activity or lesson with young children (ECED 130: Foundations of Development and ECED 298: Early Childhood Practicum)

Outcome #2: Students will apply cultural and linguistic knowledge to create environments, experiences and family relationships that affirm and respect diversity.

Must contain:

1. 2 sample lesson plans reflecting *developmentally and culturally relevant activities* for children with photos of you doing the activity with children (ECED 112 and 113: Early Childhood Curriculum)
2. 1 culturally relevant parent (take home) literacy activity (ECED 215: Language and Literacy)
3. A sample floor plan for an indoor environment for children (ECED 117: Creating A Learning Environment)
4. A sample floor plan for an outdoor environment for children (ECED 117: Creating A Learning Environment)

Outcome #3: Students will plan and implement developmentally appropriate curriculum and instructional strategies based on knowledge of individual children, the community, and integrated curriculum goals and content.

Must contain

1. **4 lesson plans that reflect an integrated curriculum approach: one theme with lessons that** address each of the following areas: math/science; sensory; motor – fine or gross; artistic expression - music, dance or art. (ECED 112/113: Early Childhood Curriculum 1 and 2; ECED 298: Early Childhood Practicum). Photos should be included that show you doing the activities with children.
2. 1 lesson plan that was modified to meet a child's IEP/IFSP goals (EDUC 276 Teaching and Assessing Exceptional Learners)

Outcome #4: Students will utilize positive individual and group guidance and problem solving techniques in order to foster positive social and emotional development in children from birth to age 8.

Must contain:

1. 1 poster that teaches children the steps for problem solving or a poster reflecting classroom expectations (ECED 103: Positive Guidance and Discipline)
2. 1 lesson plan that focuses on teaching social skills to children (EDUC 276 Teaching and Assessing Exceptional Learners)
3. 1 written plan that focuses on building a child's self-esteem (ECED 103: Positive Guidance and Discipline)
4. A written statement about the student's philosophy of guidance and discipline (ECED 103: Positive Guidance and Discipline)
5. A social story: a story written for children to teach a particular concept about social skills (ECED 215: Language and Literacy)

Outcome #5: Students will establish and maintain physically and psychologically safe and healthy learning environments for children.

Must contain:

1. 1 lesson plan on teaching a healthy practice to children (ECED 111: Health, Safety and Nutrition or ECED 112: Early Childhood Curriculum 1)
2. 1 lesson plan on teaching safety to children (ECED 111: Health, Safety and Nutrition or ECED 112: Early Childhood Curriculum 1)
3. 1 lesson plan on nutrition (ECED 111: Health, Safety and Nutrition or ECED 112: Early Childhood Curriculum 1)
4. A list of community, state or national resources and agencies that the student is knowledgeable on in regard to health, safety and social services (EDUC 175: Service Learning in Education)
5. An artistic creation (music, poetry, art) that depicts the student's feelings about a mental health issue or disability (EDUC 276 Teaching and Assessing Exceptional Learners)

Outcome #6: Students will demonstrate positive communication skills in order to establish and maintain positive, collaborative relationships with families and other professionals.

Must contain:

1. An agenda and description of a parent activity for a parent meeting with a photo (ECED 109: Meeting the Needs of Families)
2. A summary of a parent-teacher conference (ECED 109: Meeting the Needs of Families)
3. A summary of a home visit (ECED 109: Meeting the Needs of Families)
4. A photo of a parent bulletin board (ECED 109: Meeting the Needs of Families)

5. Documentation from an interview with a parent regarding a child's development and interests. This interview can be documented in a poster form with photos of the child or can be a written summary (EDUC 276: Teaching and Assessing Exceptional Learners; ECED 109: Meeting the Needs of Families)

Outcome #7: Students will engage in reflective practice and develop professional partnerships to advance the field of early childhood education.

Must contain:

1. 2 page written statement summarizing a self-evaluation with goals and progress (ECED 298: Early Childhood Practicum)
2. 3 sources documentation of continued professional development (e.g. membership to a professional organization, first aid card, attendance at an early childhood conference, etc.) (ECED 217: Management of Early Childhood Programs)
3. Documentation of a community involvement activity with a photo (EDUC 175: Service Learning in Education)
4. A professional resume' (ECED 298: Early Childhood Practicum)
5. An autobiographical statement (ECED 217: Management of Early Childhood Programs)

Early Childhood Portfolio Reflection Documentation

1. Write out the outcome as you see listed on the Student Portfolio Rubric.
2. In your own words, describe what this outcome means to you and why it is important in your teaching.
3. Describe the artifacts that you have included in each outcome and reflect on how they demonstrate your competence and quality of teaching in relation to the outcome.

How to Participate in the ECE Classroom

Quiet Reading	Join us! Sit on the rug, with a child, and read to us! When you feel comfortable, ask us what we think will happen next, or comment on the illustrations.
Movement/Music	Be a model! Encourage us to participate by dancing and singing yourself, and looking happy while you do it.
Plan-Do	As teachers introduce the day's activities, encourage us to pay attention to the choices. Redirect our attention, respond to disruptive children so that the teacher can keep going. Be award of the entire group of children. Help us to formulate and verbalize (when appropriate) not only where we are going, but what we hope to accomplish.
Learning Centers:	Be an "active learner" with us. Observe what we're doing; ask open-ended questions. Rather than making judgments about our "products," focus on the process we use, or find out how we feel about what we're doing. Be part of our group. Centers stay open for our entire activity period—lure us to your center! At the same time (yes, this id difficult) keep an eye out for conflict situations in other areas of the room where adult assistance may be necessary.
Clean Up:	It's our job to clean up—not yours! We don't mind help, but putting things away helps us learn responsibility and gives us a chance to practice our classification skills. Give us specific jobs and we'll be more successful. Cleaning up is not a choice—it's what we do before outdoor time.
Snack Time:	This is a social time when we practice appropriate social skills and language such as "please pass…", "thank-you," and not talking with our mouth full. We clean up our places after snack.
Outdoor Time:	This is a learning time too! We like you to play with us, not only watch us. Some of us are big enough for simple games. Encourage us to use our large muscles. Join us in dramatic play. We like it when you plan to bring extra materials outdoors, such as large blocks, bubbles, fire fighters hats, etc. If you think something we're doing is not safe, please let us know. Some things are only safe for bigger children, and others are not safe at all!

Say:	Don't Say:
Sit down when you slide	**Don't stand when you slide**
Dig in the sand.	**Don't throw the sand.**
Sit in the swing.	**Don't stand on the swing.**
Use both hands when you climb.	**You'll fall if you don't watch out.**
Climb down the ladder.	**Don't jump off the box.**
Throw the stick over the fence	**Don't play with the stick. You might hurt someone.**
Keep the puzzle on the table.	**Don't dump the puzzle pieces on the floor.**
Talk in a quiet voice.	**Don't shout.**
Wipe your hands on the towel.	**Don't put your hands on anything.**
Sit on your chair.	**Don't rock your chair.**
Move back on your rug so De can see too.	**Don't lean forward so other children can't see.**
Wipe your brush on the jar.	**Don't drip paint on the floor.**
It's time to go inside.	**Shall we go inside?**
Put an apron on.	**Don't you want to put an apron on?**
Drink out of your own glass.	**Don't bother the other children.**

- **Be brief, firm, and positive as you guide behavior.**
- **Speak in a calm, kind voice.**
- **Speak directly to the child, on his or her level.**
- **Allow the child to direct the conversation.**
- **Reflect back what the child is doing: "You are driving your car through the tunnel."**
- **Reflect back comments the child makes: "You like the color blue."**
- **Extend a child's conversation. CHILD: Water. YOU: The water is splashing up.**
- **Be honest.**

Nurturing Self-Control in Children

Children learn best through experiences. Teachers can arrange the learning environment to support positive cooperation and self-discipline in the following ways.

1) Have a variety of activities available.
2) Limit the number of children in each area of the room to avoid over-crowding and to allow for sufficient materials and opportunity for constructive interactions.
3) Use a ratio of adults to students below that recommended by the state.
4) Use positive language: "This is the way we use the paint brush."
5) Give praise for appropriate behavior: "I like the way John is sitting."
6) Be consistent with classroom rules.
7) If a child is having a problem cooperating, he or she is asked to go to another area of the room. "Peter, that is not the way we play in the sandbox. Please go play in the block area or find a puzzle to put together."

   Give the child a choice, either of which is compliance: "You can pick up your coat by yourself, or I will take your hand and help you pick it up." If the child doesn't comply on their own, put your hand on their hand, and physically guide them through the process. Often this touch will soften their attitude and they will complete the action on their own.

   If group behavior is a problem, close the area and direct the children to different areas in the rest of the room.

   If cleaning up is a problem, connect compliance with a positive action you are prepared to do. "We will go outside when the block area is clean," or "I will continue reading when it is quiet."
8) Sometimes just a touch on the shoulder can let a child know of your presence, and this will in turn put him or her back on task, such as listening at circle time.
9) If a child still has a problem after these methods, ask the child to sit on the thinking chair for an appropriate number of minutes (usually the number of minutes co-responds with the age of the child.) Or you may ask the child to remain in time-out until they think they are ready to play nicely.
10) If problems persist, plan a problem-solving session with the child and the head teacher. Long-term issues may require collaboration with parents in problem-solving. Children with consistent difficulties may need outside assistance such as counseling, with the permission of parents.
11) Any corporal punishment, hitting, abusive language, ridicule, harsh, humiliating, or frightening treatment is illegal.

Teacher Observations

Focus on strategies teachers are using that work! Fill in several examples for each observation. Observe during large group time, small group time, and transitional time.

Where are adults in relation to children?

What examples do you see of positive approaches, using children's names, listening to children?

What kinds of questions do teachers ask? How do they facilitate language development? Cognitive development? Physical development?

How do teachers give directions? Keep children's interest and attention?

How do teachers encourage independence and responsibility? Foster problem-solving skills?

How do teachers reinforce classroom guidelines? Redirect children?

What examples do you see of teachers modeling reading, writing, time concepts?

Appendices

Appendix 1 - Tips for a Successful Field Experience

- Learn the roles of school personnel, classroom routines, and learn school procedures
- When appropriate, assist in recess, hall supervision, bus duty, fire drill, and other procedures
- Always be busy working with students or your field teacher
- Be on time and professional--you will be required to sign in and out of the school
- Become familiar with the school media center, technology resources, curriculum guides, and instructional materials
- Ask your cooperating field teacher how s/he assesses student learning
- Ask your cooperating field teacher the role of the Montana OPI standards in teaching and learning
- Learn the students' names as soon as possible
- Communicate regularly with your cooperating field teacher but be sensitive to his/her time needs as well
- ALWAYS ask your cooperating field teacher to approve the lessons you will teach
- Organize your visits or your field day so you are prepared and productive
- Be flexible--everyday in the life of a teacher is a surprise
- Ask questions and rely on those answers to guide your success--take your field teacher's advice seriously and use it judiciously
- If possible, visit another classroom briefly to see another instructional style
- When possible, get to know the principal and explore his/her role as an instructional leader
- Maintain contact with your University mentor professor at least at the beginning and middle of your field experience

Appendix 2 - Lesson Plan Format example

Title: (Tell the name of the lesson)

Subject: (List the subject area of focus… i.e. Mathematics, Language Arts, etc.)

Lesson Topic: (Indicate the specific subtopic covered in the lesson… i.e. "addition of fractions")

Standards: (Include appropriate standards (State and National) & specific benchmarks.)

Grade & Learner Profile: (Define the audience for the lesson plan; i.e., 3rd grade, number of students, number of IEP students, number of males/females, etc.)

Differentiation: (Explain…How will you adapt the lesson for exceptional learners, or for learners at different developmental levels, multiple grade levels, or with diverse learning styles and multiple intelligences? Choose a specific example and explain what you will do to accommodate that individual or group of individuals. For example, what will you do to accommodate a lesson for a blind student, or for a gifted and talented student, or for someone with dyslexia?)

Objective/s: (What do you want students to know (concepts) and be able to do (skills)? Your objectives should relate directly to the standards/benchmarks you chose).

Materials Needed: (List resources, including references, web-pages, materials needed for your lesson)

Instructional sequence: (Explain the step-by-step instructional activities that will be completed)

Assessment: (How will you pre-assess student understanding? What assignments will the students complete that will demonstrate that EVERY student has met EVERY learning objective? How will you assess those assignments? Include your assessment rubrics, quiz, or other forms of assessment.)

Reflection: (If you taught the lesson, how did it go? For those who struggled with the concept taught, how will you remediate? If you have not taught this lesson yet, indicate this)

Appendix 3 - Unit Plan Format example

Focus of Unit: Subject of the unit.

Grade & Learner Profile: Define the audience for the unit; i.e., 3rd grade, number of students, number of IEP students, number of males/females, etc.

Standards & Benchmarks: Include appropriate standards (State and National) & specific benchmarks.

Resources: List resources needed for teaching the Unit.

Rationale & Background: 1) Why is it important to teach this material? How will it help the student later in life? (2) List some of the facts, knowledge, or skills you must know to be able to teach the lesson. The purpose of this section is to demonstrate that you know the concepts you are going to teach. (3) Include some resources (such as web pages or books) available for other teachers who may wish to teach this lesson. (4) What knowledge or skills must your students know before they are ready for these lessons.

Instructional Objectives: What concepts (knowledge) or skills do you want students to develop or attain? Align objectives with Standards & Benchmarks.

Differentiation: How will you adapt the lessons for exceptional learners, or for learners at different developmental levels, multiple grade levels, or with diverse learning styles and multiple intelligences? Choose specific examples and explain what you will do to accommodate that individual or individuals. For example, what will you do to accommodate a lesson for a blind student, or for a gifted and talented student, or for someone with dyslexia?

Instructional Sequence:

Provide the plan of instruction for each day of the unit. If the unit is to be interdisciplinary, incorporate at least two different subject areas (examples: math & science; literacy & social studies; art & science).

In at least one day of the unit, include a brief list of questions that you would use to engage students in thinking at higher levels of Bloom's taxonomy.

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Assessment: How will you pre-assess student understanding? What assignments will the students complete that will demonstrate that EVERY student has met EVERY learning objective? How will you assess those assignments? Include your assessment rubrics, quiz, or other forms of assessment.

Reflection: If you taught at least part of the unit, reflect on the following. What are your concerns about the unit? What do you think is the strongest part of the unit? What will you do to improve the unit the next time you teach it? How will you remediate students who struggled with the lessons?

Appendix 4 – Faculty and Staff Directory

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Appendix 5 - Common Education Acronyms and Terms

ARP	Action Research Project – Applied classroom research for teachers and teacher candidates
ELL	English Language Learners
ESL	English as a Second Language
ETS	Educational Testing Service
IEP	Individualized Education Plan (often associated with Special Education students)
INTASC	Interstate New Teacher Assessment and Support Consortium
NBPTS	National Board for Professional Teaching Standards
NCATE	National Council for Accreditation of Teacher Education
NEA	National Education Association
OPI	Montana Office of Public Instruction – located in Helena, MT; oversees all aspects of K-12 public education, including teacher preparation and licensure
PEPPS	Montana Professional Educator Preparation Program Standards and Procedures (modeled after INTASC Principles)
TEP	Teacher Education Program
STS	Student Teaching Supervisor, SKC Education Division
CMT	Cooperating Mentor/Teacher (the classroom teacher candidates student teach for)
CS	College Supervisor (the individual responsible for representing SKC during student teaching)

Appendix 6 - Professional Organizations and Useful Education Websites

Educational Testing Service (ETS) http://www.ets.org/

Montana Office of Public Instruction (OPI) http://www.opi.mt.gov/

Montana Content Standards: https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-NEW

Montana Education Employment Directory: https://opi.mt.gov/Educators/Licensure/Jobs-for-Teachers

NATIONAL PROFESSIONAL ORGANIZATIONS (MOST HAVE ESTABLISHED STANDARDS FOR TEACHERS)

National Association for the Education of Young Children http://www.naeyc.org/

The Association for Childhood Education International (ACEI): http://www.acei.org/

National Council for the Accreditation of Teacher Education (NCATE): http://www.ncate.org/

International Reading Association: http://www.reading.org/

National Association for Music Education: http://www.menc.org

National Council of Teachers of English: http://www.ncte.org/

National Council of Teachers of Mathematics (NCTM): www.nctm.org standards.nctm.org/

National Council for the Social Studies (NCSS): http://www.ncss.org/

National Standards for US History 5-12: http://www.sscnet.ucla.edu/nchs/standards

National Science Teachers Association: http://www.nsta.org/

National Science Education Standards http://newton.nap.edu/html/nses/

National Art Education Association: http://www.naea-reston.org/publications-list.html

MONTANA TEACHERS ASSOCIATIONS

Montana Association of Teachers of English Language Arts (MATELA): http://www.opi.state.mt.us/matela

Montana Council of Teachers of Mathematics http://www.montanamath.org/index.html

Montana Environmental Education Association http://www.montanaeea.org/

Montana Indian Education Association http://www.mtiea.org/

Montana Science Teachers Association http://www.opi.state.mt.us/msta/

Montana State Reading Council (MSRC): http://www.montanareads.org/

OTHER WEB-SITES OF INTEREST

Wong, Harry. *The First Days of School*. (A primer for new teachers) http://www.harrywong.com/

Beginning Teachers' Toolbox: http://www.inspiringteachers.com/

New Teachers: http://k-6educators.about.com/

Unit Plans: *http://www97.intel.com/en/ProjectDesign/UnitPlanIndex/GradeIndex/#top*

Appendix 7 - Action Research Project Rubric – EDUC 495

Carefully read through the instructions for the Action Research Project.

Criteria	Unacceptable 5	Developing 10	Proficient 15	Exemplary 20
Research questions **Total:**	No research questions are identified; or questions are not relevant to the field experience setting	Educational research question(s) are identified but they are not clearly related to each other; questions are relevant to the field experience setting	At least two, and no more than three, educational research questions are identified; the questions are clearly related to each other; and questions are relevant to the student teaching setting.	At least two, and no more than three, educational research questions are identified; the questions are clearly related to each other; questions are relevant to the student teaching setting, and demonstrate a deep understanding of the issues faced by today's schools.
Educational research sources **Total:**	Does not use any sources to connect the action research project to what educational research tells us about the questions.	Includes information from at least one knowledgeable education professional. Includes information from web pages or other sources, but sources are not reports of educational research, or sources are not clearly related to the research questions.	Includes information from at least one educational research report relevant to the questions; includes information from at least one knowledgeable education professional. All references are cited in the bibliography. Background is used to assist the individual in reflecting on the findings.	Includes information from at least two educational research reports relevant to the questions; includes information from at least two knowledgeable education professionals. All references are cited in the bibliography. Background is used to assist the individual in reflecting on the findings.
Data results **Total:**	Data results are not appropriately summarized in data tables. Data are minimally discussed in the narrative. Several grammar, punctuation, and spelling errors. Writing is not well organized and clear.	At least one source of data is cited in the data tables. Data results are summarized in the data tables. Data are discussed in the narrative. Only a few grammar, punctuation, and spelling errors. Writing is somewhat organized and clear with improvement needed.	At least two sources of data are cited in the data tables. Data results are summarized in the data tables. Data are discussed in the narrative. Educational theory or research is reflected upon in relationship to the data. No grammar, punctuation, or spelling errors. Writing is organized and clear.	At least four sources of data are cited in the data tables. Data results are summarized in the data tables. Data are discussed in the narrative. Educational theory or research is reflected upon in relationship to the data. No grammar, punctuation, or spelling errors. Writing is organized and clear.
Conclusions **Total:**	No conclusions are drawn or are not based on the data. Several grammar, punctuation, and spelling errors. Writing is not well organized and clear.	Conclusions are drawn from the data and background information, but conclusions are weakly supported by the data. Only a few grammar, punctuation, and spelling errors.	Conclusions are drawn from the data and background information. Conclusions are clearly supported by the data. Implications for teaching & learning are stated but may not be completely connected to the data. No grammar, punctuation, or spelling errors.	Conclusions are drawn from the data and background information. Conclusions are clearly supported by the data. Implications for teaching & learning are clearly stated and supported with the data. No grammar, punctuation, or spelling errors.