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OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

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Salish Kootenai College
State Accreditation Site Visit
October 22-25, 2017

State Exit Report

**Salish Kootenai College (SKC)
Educator Preparation Provider
October 22-25, 2017**



State Site Visitor Team Members:

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

Subchapter 3 – Initial Unit Standards

ARM	TITLE	STATUS	REPORT Page Number
10.58.311	INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE	Met	
10.58.312	INITIAL CLINICAL PARTNERSHIPS AND PRACTICE	Met w/Notation	
10.58.313	INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	Met	
10.58.314	INITIAL PROGRAM IMPACT	Met	
10.58.315	INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT	AFI	



Subchapter 5 – Initial Teaching Program Standards

ARM	TITLE	STATUS	REPORT Page Number
10.58.501	TEACHING STANDARDS	Met	
10.58.518	MATHEMATICS	Met	
10.58.522	SCIENCE BROADFIELD	Met	
10.58.531	EARLY CHILDHOOD EDUCATION	Met	
10.58.532	ELEMENTARY EDUCATION	Met	

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

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

Rationale:

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

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

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

Commendations

The SKC Division Data Analysis Report for 2014-2017 is exceptional, and the Division is commended for its thoroughness and its thoughtful summation.

Partnerships



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

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

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

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

The Team wishes to thank the SKC administration and faculty for a warm welcome and the comfortable work environments and hotel accommodations. From Sunday evening, to the conclusion of the site visit on Wednesday, October 25, staff, faculty, administrators, and candidates accommodated the Site Visitor Team's every request. A special thank you is extended to Dr. Amy Burland for her leadership and to her team for providing the necessary materials, organizing the visit, and the speedy and competent responses.

Thank you for your commitment to Montana education.



Definitions that pertain to this report:

Standard is Met: Regular accreditation for a period of seven years.

Standard is Met with Notation: Regular accreditation with minor deviations with most of the components of a standard met. This could involve incomplete items on the Institutional Report or clarification/corrections needed. As those items are rectified, the recommendation to the BPE will reflect the current and corrected status.

Area for Improvement: Standard is met with weakness. The site review team identified a weakness in the evidence for a standard or component. Area for Improvement should be remediated by the next accreditation cycle and progress toward improvement is reported annually through the annual report to the OPI/BPE. During the next accreditation review the EPP must demonstrate that the AFIs have been corrected. If the AFIs have not been corrected, a stipulation may be cited in the same area.

Stipulation: A standard or component is not met. The site visiting team identified a deficiency related to one or more components or the BPE standard. A stipulation is of sufficient severity that a standard may be determined to be unmet. A stipulation must be addressed within two years to retain accreditation.