



**Montana Advisory Council on Indian Education**  
**May 5, 2021**  
**Agenda – Informational Session**

[Zoom Link](#)

**Meeting ID 986 8172 6474**

**Password 287555**

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Mission: To provide for more effective and meaningful participation by Indian people in planning, implementation, and administration of relevant educational services and programs under the authority of local school boards.

- |   |            |
|---|------------|
| <b>Item 1: Call to order:</b>   | 9:00 a.m.  |
| ❖ Welcome - Jennifer Smith, Chairperson   |            |
| ❖ Roll Call   |            |
| ❖ Pledge of Allegiance  |            |
| <br>  |            |
| <b>Item 2: Approval of Minutes</b>  | 9:10 a.m.  |
| ❖ April 7, 2021, Minutes  |            |
| <br>  |            |
| <b>Item 3: Ex-Officio Reports (10 minutes each)</b>                               | 9:20 a.m.  |
| ❖ Superintendent of Public Instruction – Elsie Arntzen                            |            |
| ❖ Montana University System – Angela McLean                                       |            |
| <br>  |            |
| <b>Item 4: American Indian Education Administrative Reports (10 minutes each)</b> | 9:40 a.m.  |
| ❖ Tribal Relations and Resiliency Unit Report- Don Wetzel                         |            |
| ❖ Indian Student Achievement Unit Report- Lona Running Wolf                       |            |
| ❖ Indian Education for All Unit Report- Zach Hawkins                              |            |
| <br>  |            |
| Break   | 10:15 a.m. |
| <br>  |            |
| <b>Item 5: Informational Presentation</b>   | 10:30 a.m. |
| ❖ Historical Trauma – Lona Running Wolf   |            |
| ❖ ACLU Report on Disparate Discipline – Lona Running Wolf                         |            |
| <br>  |            |
| <b>Item 8: Public comment</b>   | 11:30 p.m. |
- This is an opportunity for any member of the audience to bring to the attention of the Council questions or relevant comments concerning matters not on the agenda. Please note that the

Council is bound by ethical practice, bylaws, and Montana statutes. The Council may not take any action on matters brought to the attention of the Council during the public comment portion of the meeting unless specific notice of that matter is included in a properly noticed agenda. Therefore, in the Open Agenda portion of the meeting, the Council will not discuss or take any action, but may refer a matter presented to a future agenda. The following criteria exist for the public comments.

- The public may not discuss items on the current agenda at this time.
- The public may only discuss matters within jurisdiction of the Council.
- No action may be taken on a matter raised during the open agenda.
- The public may not comment in a boisterous, disorderly, hostile, or aggressive manner.
- Each member of the public may address the Council once.

**Item 10: Adjournment**

11:45 p.m.

Times are approximate.

Next MACIE Meeting June 9, 2021

**ITEM 2 MACIE AGENDA  
INFORMATIONAL SESSION  
APPROVAL OF MINUTES**

- ❖ Handout 2.1
  - Draft April 7, 2021 minutes



MACIE MEETING  
April 7, 2021  
Draft Minutes

Members Present

Yancey Beston	Montana Indian School Boards Caucus
Dugan Coburn	Urban – Great Falls
Jason Cummins	Class 7
Michael Dolson (Alternate)	Confederated Salish and Kootenai Tribes
Harold Dusty Bull	Blackfeet Tribe
Megan Gourneau	Fort Peck Tribes
Jordann Forster	Montana Federation of Public Employees
Melissa Hammett	Urban – Missoula
Iris Killeagle	Little Shell Tribe
Richard Littlebear	Tribal Colleges
Jeremy MacDonald	School Administrators of Montana
Angela McLean	Montana University System
Lona Running Wolf	Office of Public Instruction
Voyd St. Pierre	Chippewa Cree Tribe
Jennifer Smith	Urban – Billings

Office of Public Instruction

Pat Armstrong	Don Wetzel
Durand Bear Medicine	
Joan Franke	Todd Hanson

Guests

McCall Flynn	Board of Public Education
Lea Whitford	

Members Absent

Joe Arrowtop	Montana Indian Education Association
Dawn Bishop-Moore	Indian Impact Schools of Montana
Norma Bixby	Northern Cheyenne Tribe
Rodney Bird	Bureau of Indian Education
Ellie Bundy	Confederated Salish and Kootenai Tribes

The Montana Advisory Council on Indian Education (MACIE) meeting was called to order at 9:04 a.m. by Chairperson Jennifer Smith. The Pledge of Allegiance was said, and roll call was taken. New member Susie Hedalen was introduced.

Minutes

The minutes from the February 10, 2021, meeting were reviewed. Jason Cummins indicated the information regarding improvement efforts (page 2, paragraph 8) needs to be changed to indicate that both statements are not generally addressed. The “and” should be changed to “nor do they address.”

Jordann Forster motioned to approve the minutes as amended. Melissa Hammett seconded the motion. A vote was taken, and the minutes were approved as amended by all.

## Old Business

### ➤ MACIE Members' Community Concerns

Jennifer Smith reviewed the list of concerns MACIE members brought from their community.

Of particular note are the following:

- Need to review what is being done regarding suicide prevention efforts in communities.
- Disparate discipline report by the ACLU will be sent out to MACIE members and a presentation on this will be done at the next meeting.
- At Crow Agency School, for students who were in the dual immersion classroom, their literacy scores were 27% higher than those not in dual immersion.
- For culturally relevant teacher training, the Office of the Commissioner of Higher Education (OCHE) office was approached, and MACIE was directed to the Council of Deans. The work that is now being done will be on a future agenda.
- Jason Cummins feels culturally relevant teaching is different than Indian Education for All (IEFA). He feels it is teaching from the communities' culture frame of reference instead of white, middle class culture.
- Historical trauma knowledge could possibly be included in Chapter 58, Educator Preparation Standards.
- The American Indian Student Achievement (AISA) Unit presented to the Little River Institute (MSU Northern) regarding university level curriculum and coursework, relationships, and capacity building around programming to identify impacts of generational trauma that have an historical point of origin. There is a model being developed regarding this issue. This will be presented at a future meeting.
- Have a group work on cultural relevant curriculum.
- Lona Running Wolf indicated the data from the research project AISA is conducting so far does not indicate a difference in systemic racism between on-reservation and off-reservation schools. This question will be further explored in the survey part of the project.
- There are currently three ways to determine if a student at the university level is American Indian: self-identify on the application process; present Indian Health Services card in lieu of other insurance; or apply for and receive the Indian Tuition Waiver.
- Teachers and administrators misinterpret behaviors in students of a different race or, if of the same background, give the student the benefit of the doubt.
- MACIE and the American Indian and Minority Achievement (AIMA) Council should get together maybe in fall.
- Refresher needed for MACIE members on the Essential Understandings.
- Fiscal literacy should include financial literacy and should include what that specifically looks like in a reservation community.

These community concerns from MACIE members were used as priorities to develop the MACIE goals. There will be a report from the Office of Public Instruction (OPI) in approximately June/July on what is being done to build programming and structure around the MACIE goals.

## ➤ Language Committee Update

Jason Cummings presented a position statement with attachment regarding the protections for usage of Native American languages in schools. The fourth paragraph and the bullet points are specifically what would be asked of OPI and BPE (Board of Public Education).

We, the members of the Montana Advisory Council on Indian Education (MACIE), recommend and advise that the Office of Public Instruction and Board of Public Education address this lack of awareness by informing and preparing educators in the area of the legal protections of Native American languages as well as the other issues previously mentioned that are present in the intersection of school law and Indian law by:

- Providing professional development for trustees, superintendents, principals, and staff.
- Addressing these specific issues in teacher and principal preparation programs.
- Providing support around developing school-based policy and procedures.
- This emphasis is reflected in a review and possible revision to current licensure requirement as well as accreditation.

McCall Flynn indicated this could be included in the chapter 55 and 58 (licensure and teacher prep).

The fourth bullet should say requirements instead of requirement. Also there needs to be punctuation cleanup for the entire statement.

Jennifer Smith indicated this is needed as non-Native administrators and teachers are not allowing students to speak their Native languages.

Michael Dolson moved to adopt the position statement on the Native American language protections. Jordann Lankford seconded with the amendments and punctuation clean up. A vote was taken, and it was approved by all.

A committee regarding the other issues, specifically the regalia and graduation issue, was formed. Those on the committee are Jordann Lankford, Jason Cummins, Harold Dusty Bull, and Megan Gourneau, along with Susie Hedalen, Lona Running and Todd Hansen as technical support.

### Update to the Constitution

Todd Hanson provided possible changes to the constitution and bylaws to add a student representative. This could be shared by more than one student so there would be consistent participation and attendance.

Jordann Lankford said maybe there could be a student representative from a reservation and one from an urban area. It was decided this would be the change to bring forth for voting.

There was also discussion regarding staggering terms.

Mr. Hanson's proposal included discussion regarding the funding of a scholarship as an incentive for participation. This would probably need to be funded through an outside entity with MACIE being the award committee.

This proposal will be voted on at the next working meeting.

Public Comment

There was no public comment.

The meeting adjourned at 11:23 a.m.

## ITEM 3 MACIE AGENDA INFORMATIONAL SESSION EX-OFFICIO REPORTS

- ❖ **Superintendent of Public Instruction – Elsie Arntzen**
  
- ❖ **Montana University System – Angela McLean**
  - Handout 3.3
    - Presentation Summary

# Montana Advisory Council on Indian Education

## Ex-officio and Indian Education Units Presentation Summaries

\_\_\_\_\_ May 5, 2021 \_\_\_\_\_ (date) Meeting

Due: This form, along with attachments, is due three weeks before informational session meeting (see page three). Please email to Joan Franke (jfranke@mt.gov)

Presentation	I will plan to deliver a short update on what is happening with the AIMA Council and our work during the Ex Officio report section of the agenda.
Presenter	Angela McLean
Position Title	Director of American Indian and Minority Achievement and K-12 Partnerships
Overview/Talking Points for Presentation	Update on AIMA Council Work
Requested Decision	None
Issue(s) Related to MACIE Goals  See second page for list of goals	
Recommendation(s)	None

Ex-officio reports are allocated five minutes and Indian Education Units reports are allocated ten minutes on the agenda.



## ITEM 4 MACIE AGENDA INFORMATIONAL SESSION AMERICAN INDIAN EDUCATION ADMINISTRATIVE REPORTS

### ❖ Tribal Relations & Resiliency Unit

- Handout 4.1
  - Presentation Summary

### ❖ Indian Student Achievement Unit Report

- Handout 4.2
  - Presentation Summary

### ❖ Indian Education for All Unit Report

- Handout 4.3
  - Presentation Summary with handouts
    - Building Your IEFA Mindset Facilitated Hub Course Final Report
    - Montana's Science Standards 501: IEFA and Equity Report
    - How to Use the Framework: A Practical Guide to Implementing IEFA Report

# Montana Advisory Council on Indian Education

## Ex-officio and Indian Education Units Presentation Summaries

May 5, 2021 (date) Meeting

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Presentation	TRR Update
Presenter	Donnie Wetzel, Jr.
Position Title	Tribal Liaison/TRR Director
Overview/Talking Points for Presentation	Updates on Consultation, Tribal Leaders, Youth Leaders with emphasis on Council of Deans work.
Requested Decision	None
Issue(s) Related to MACIE Goals  See second page for list of goals	Goal 3: Integration of Culture
Recommendation(s)	None

Ex-officio reports are allocated five minutes and Indian Education Units reports are allocated ten minutes on the agenda.



# Montana Advisory Council on Indian Education

## Ex-officio and Indian Education Units Presentation Summaries

\_\_\_\_\_ May \_\_5\_\_\_\_\_ Meeting

Presentation	AISA's work at improving graduation rates of American Indian students Boost Grant
Presenter	Dan McGee
Position Title	American Indian Student Achievement Data and Administration Specialist
Overview/Talking Points for Presentation	1. Introduce Grant 2. Overview of district support
Requested Decision	None
Issue(s) Related to MACIE Goals  See second page for list of goals	Possible goal 1: MACIE will advocate for and alongside communities, families, parents, and school systems that serve NA/AI student populations with the intent of recognizing the impact of historical trauma while promoting efforts to ensure safe, secure, and stable educational environments where students and parents feel welcome and supported.
Recommendation(s)	No recommendations, just an informational update on AISA work
Handouts	No handouts

Ex-officio and Indian Education Units reports are allocated ten minutes on the agenda.



# Montana Advisory Council on Indian Education

## Ex-officio and Indian Education Units Presentation Summaries

\_\_\_\_\_ May \_\_5\_\_\_\_\_ Meeting

Presentation	<p>Indian Education for All</p> <ul style="list-style-type: none"> <li>- Building Your IEFA Mindset Hub Course Final Report and Plan for Future Series</li> <li>- How to Use the Framework</li> </ul>
Presenter	Jennifer Stadum and Zach Hawkins
Position Title	<p>Indian Education Specialist          Indian Education for All Unit Director</p>
Overview/Talking Points for Presentation	<p>Reporting out successes of the courses and content as it pertains to:</p> <p>Goal 2: MACIE will encourage the adoption of school-based programing which addresses the presence of systemic racism and the associated disparate discipline of NA/AI students in public schools, with the intent of supporting efforts focused on exploring the impact these conditions have upon student achievement.</p> <p>Goal 3: MACIE will act as an advocate for the meaningful integration of culture and indigenous language in Montana schools by promoting the adoption of culturally relevant curriculum and instruction in support of the expression of NA/AI student self-identity and self-actualization.</p> <p>The course was transformative, so much so, that Curriculum, Standards, and Instruction, the unit overseeing the Teacher Learning Hub, has requested that we create a series of Hub courses. These courses will be facilitated by Jordann Forster and Miranda Murray.</p>
Requested Decision	None
<p>Issue(s) Related to MACIE Goals</p> <p>See second page for list of goals</p>	See above



Recommendation(s)	None
Handouts	<ol style="list-style-type: none"><li>1. Building Your IEFA Mindset Facilitated Hub Couse Final Report</li><li>2. Montana’s Science Standards 501: IEFA and Equity Report</li><li>3. How to Use the Framework: A Practical Guide for Implementing IEFA Report</li></ol>

Ex-officio and Indian Education Units reports are allocated ten minutes on the agenda.

## Building Your IEFA Mindset Facilitated Hub Course Final Report

### Summary:

- Quality of content was rated extremely high by course participants, both those who completed the course and those who did not complete the course.
- Amount of content was too much for one course. This combined with COVID-related course withdrawals led to lower completion rate. CSI (unit managing the Teacher Learning Hub) suggested breaking course into a series of three facilitated Hub Courses:
  1. What Culturally Responsive Teaching Is And How To Apply It
  2. Unpacking The Essential Understandings
  3. A Deeper Dive Into Unpacking And Integrating The Essential Understandings
- Content already created:
  - Culturally Responsive Teaching content is already created via the Building Your IEFA Mindset Facilitated Hub Course (by Melissa Tovaas and Kim Quigley)
  - Unpacking the Essential Understandings content already created with Unpacking the Essential Understandings Live Webinar Series (by Jordann Lankford Forster and Miranda Murray)
  - Essential Understandings Deeper Dive content already created with the Deeper Dive live Workshop Series (by Jordann Lankford Forster and Miranda Murray)
- Proposal:
  - Indigenize content and utilize existing content to create a series of three Hub courses
  - Courses would be created by Melissa Tovaas of School Services of Montana, Jordann Lankford Forster, and Miranda Murray. Jordann and Miranda would be the facilitators.
  - First course to be designed and ready to open by spring of 2022; second course by fall of 2022; and third course no later than winter of 2022/2023.
  - Hub course and recordings of the Unpacking the Essential Understandings and Deeper Dive Series would replace the live webinars offered since fall of 2020.

### Building Your IEFA Mindset Facilitated Hub Course Data

#### User Ratings (max rating of 4.0)

Area	This Course	Facilitated Course Average (July – Oct)
Overall Satisfaction	3.67	3.63
Content	3.67	3.63
Engagement	3.24	3.37
How much you will apply	3.29	3.40
Beginning enrollment	32	15.1
Completion %	65.63%	70.0%

#### User Comments:

The beginning of the course started off great. I enjoyed reading the first few chapters of the book and was excited to learn more about how to help students in the classroom. The assignments took a long time to complete and were very vague which made them challenging to complete...I feel the focus on the content needs to be paired down. Either focus just on the book and being a culturally responsive teacher OR just focus on the Essential Standards. The assignment with the EU's could have just been a 15 credit class on its own.

I enjoyed this class very much and will recommend it to others. Thanks again!



Indian Education for All Unit

opi.mt.gov Montana Office of Public Instruction

This course was such a great resource. I enjoyed the live panel we had at the second live session. The books and readings that we did went along great with what we were learning. Thank you!

The content and facilitators/guest speakers were excellent. However, I feel like we could have easily focused JUST on the book, or the EUs. There was too much work that just skimmed the surface...I would have loved to REALLY dive deep into the book, OR the EUs; making the work with one or the other more meaningful.

The course was exceptionally well designed. I feel like I have been a culturally responsive teacher without knowing the term, but I realize that I need to be a more thoughtful and thorough planner concerning the essential understandings regarding Montana Indians. The curriculum planner is especially helpful for me as a teacher to plan and implement the EU's next year. The course text *Culturally Responsive Teaching and The Brain* by Zaretta Hammond opened my eyes and mind into analyzing how deep culture affects learning and that I need to better align essential questions to essential understandings to maximize students' learning.

Loved this class! I had no idea OPI had so many useful and informative resources and instructors and materials for us.

#### **Stats on Series 2: Unpacking the Essential Understandings Webinars with Jordann and Miranda**

- 6 live sessions; final live session 05/05 – all sessions recorded and published on OPI IEFA webpage with renewal units available
- 146 registrants; averaging 75 participants per live session
- Sample of feedback from last live session on EU 5: Federal Policy Periods (this level of feedback is typical after every session – it is so inspiring):
  - This session provided some great connections between Native experiences in the reservation, removal, and relocation periods and civil rights issues faced by African American people throughout U.S. history, i.e. segregated housing in northern cities. It is also shocking but sadly not surprising to learn about the voter suppression that has historically taken place among Native people. "History don't repeat itself, but it sure does rhyme!"
  - Honestly, almost all of this information was new to me. Every time period was super new information to me. The only thing I was familiar with is the subject of boarding schools. Biggest takeaways are just having conversations with students. I love the resources as well! This was so great!!
  - I learned so much tonight about the federal policy periods. There are some that get more attention than others, not just in our classrooms, but also in professional development as well. For example, in our district, we are realizing that our teachers spend a lot of time covering pre-contact, early colonialism, Trail of Tears, and the boarding school era, but our students aren't learning much about other policy periods. However, if I think back to a lot of the IEFA trainings I have attended, those are the topics that tend to get covered heavily, so perhaps they are the topics teachers feel most comfortable with. I got a lot of ideas tonight for ways to cover some of the lesser-studied policy periods.

#### **Stats on The Essential Understandings Deeper Dive Series with Jordann and Miranda**

- 6 live sessions; final live session 05/12 – all sessions recorded, but not published on OPI IEFA webpage as the future use of these recordings has not been solidified yet – will most likely be

offering them as a complete 6 session PD requiring a single feedback survey to earn 12 total renewal units upon completion

- 68 registrants; averaging 35 participants per live session
- Sample of feedback from last live session on EU 5: Federal Policy Periods (this level of feedback is typical after every session. Almost every survey requesting additional resources is answered personally within 2 weeks of the workshop – again, it is so inspiring):
  - Every time I am baffled by the seemingly incomprehensible stupidity of the American people or the incredible hypocrisy of our government's policies, I learn or relearn some history that reminds me that in many ways we have always been that way. At least since "Time Immemorial" ended... Also great to see some new picture books to put on my wish list, and an excellent reminder of the EL impact of many of our Native students.
  - I learned a lot from the discussion of the Doctrine of Discovery. I had recently taught a lesson in which we explored the religious and political reasons for colonial attitudes, and I wish I could go back and re-teach it to include some of what I learned.
  - This was the best one yet for me...I am teaching about the Treaty Period now and getting ready to talk about removal and SOOO many great resources here I will add.

# MONTANA’S SCIENCE STANDARDS 501: IEFA AND EQUITY

## Bi-Annual Data Report: October 2020 – March 2021

All information in this report is a summary of the past six months of data unless otherwise noted. Please reach out to the Hub Team if you would like more details.

### EVALUATION DATA

	Course Completions	Course Rating*	Content Rating*	Engagement Level*	Application Rate*
<b>This Course</b>	7	3.86	3.71	3.43	3.71
<b>Site Average</b>	46 (6 month avg.)	3.75 <sup>2</sup>	3.70	3.50	3.44

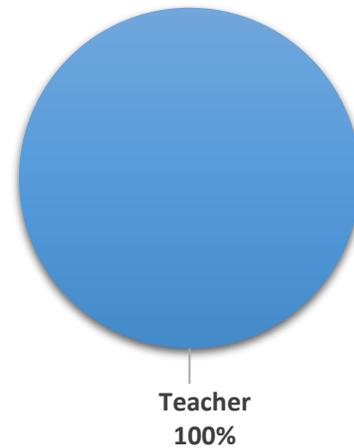
\*all data is out of a max of 4

<sup>2</sup> The Hub Team has set a goal to keep the sitewide Overall Average at 3.75 or higher.

57.1% of participants indicated that currently work in a Montana K-12 school, with the highest percentage of those participants being Elementary (75%). Of those that do not work in a Montana school, 33.3% indicated they are pre-service teachers, 33.3% work for an education organization, and 33.3% selected Other.

Participants heard about this course through these top 2 methods: 60% searching on the Hub and 40% OPI website.

**What is Your Role?**  
(if working in a MT school)



### PARTICIPANT COMMENTS

Leaving comments is an optional component of the course evaluation.

- The module was constructed very well. The 5d of science was a little hard to understand. Maybe a little more is needed to bring the user up to speed with the current videos, or different videos that dumb down the subject.

## FOLLOW-UP SURVEY DATA

All participants receive an email 60 days after completing the course asking them to answer a few short questions, responses are optional and anonymous. We currently have a 5.9% site-wide response rate. This section includes 2 responses from November 2019 to present.

Question	This Course	Site Average
<b>This course had a positive impact on my teaching practice.</b>		
Strongly agree	50%	38.7%
Agree	50%	49.8%
Disagree	0%	1.3%
Strongly disagree	0%	0.7%
n/a	0%	9.5%
<b>Have you implemented something you learned from this class?</b>		
Yes	100%	56.1%
No	0%	43.9%
<b>How often have you implemented something you learned from this course? (If answered yes to the previous question.)</b>		
Frequently	50%	33.1%
Occasionally	50%	54.7%
Rarely	0%	7.7%
Once	0%	4.4%
<b>Do you feel your implementation of these strategies has made a positive impact on your students? (If answered yes to Q2.)</b>		
Yes	100%	97.4%
No	0%	2.6%
<b>Please select the option that best describes why you answered no to Q2.</b>		
I am not currently in the classroom.	N/A	57.1%
The course content does not apply to my current role.	N/A	13.1%
I plan to implement but have not had a chance to do so.	N/A	27.7%
I did not find the course information useful.	N/A	2.1%

### List 1-2 strategies from this course that you are implementing in your classroom.

- Teaching an IEFA course to Kindergarteners, about the Blackfeet Tribe while utilizing OPI lesson plans into the course.
- this course gave me the opportunity to look into the documents at the district level that set standards for the rest of the district. I made me more aware of inequity at that level and made me dig deeper to make change at my own level. I have drifted from the curriculum in my school so as to find books written by authentic authors and that represent my students

## HOW TO USE THE FRAMEWORK: A PRACTICAL GUIDE FOR IMPLEMENTING IEFA

### Bi-Annual Data Report: September 2020 – February 2021

All information in this report is a summary of the past six months of data unless otherwise noted. Please reach out to the Hub Team if you would like more details.

### EVALUATION DATA

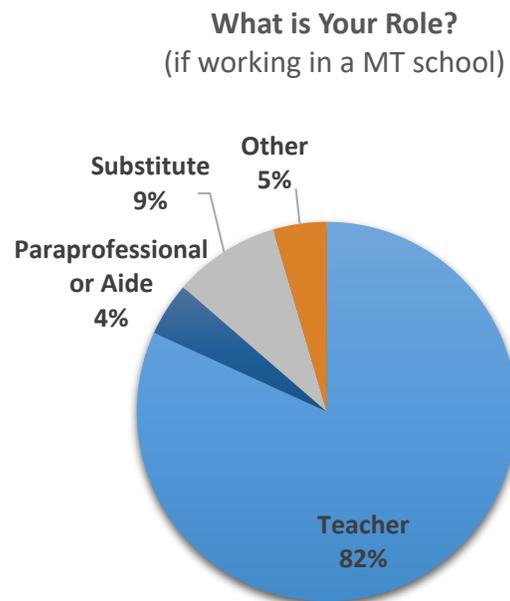
	Course Completions	Course Rating*	Content Rating*	Engagement Level*	Application Rate*
<b>This Course</b>	30	3.63	3.57	3.43	3.43
<b>Site Average</b>	46 (6 month avg.)	3.75 <sup>2</sup>	3.70	3.50	3.44

\*all data is out of a max of 4

<sup>2</sup> The Hub Team has set a goal to keep the sitewide Overall Average at 3.75 or higher.

73.3% of participants indicated that currently work in a Montana K-12 school, with the highest percentage of those participants being Middle School (36%). Of those that do not work in a Montana school, 25% indicated they are pre-service teachers, 25% are taking a break, and 25% selected Other.

Participants heard about this course through these top 2 methods: 78.3% searching on the Hub and 13% OPI website.



### PARTICIPANT COMMENTS

Leaving comments is an optional component of the course evaluation.

- Thank you so much for offering this beautiful course. I have now so many new ideas that I will implement, and I would like more courses to learn about the American Indian heritage and artifacts: I love their art and literature. Warm regards to all of you, Cecilia O'Connor
- Thank you for giving us the opportunity to learn more about IEFA.
- This was a good course on how to use the Framework for IEFA. It was a good course for getting me to delve deeper into the concept and thinking about how to better implement it in my classroom.

- I was totally lost during the IEFA Planning Tool and Course Reflection questions. I guess I nailed it as I achieved 100%, but to be honest I was winging it and hoped what I was doing was right. Maybe an example of a completed form would assist students in the future.
- The course used a highly effective technique to delineate a daunting task.
- Overall I thought this course was well laid out and easy to follow. The information was important to learn as I work towards gaining my Montana teaching license. This is something I will refer back to once I am back in the classroom. One thing I struggled with was filling in the planning tool while going throughout the course. I felt confused as to what was being asked of me and took the statements very literal (i.e. "fill in 5 important next steps"). I was pulling key elements from the Framework to fill in the planning tool, rather than using the information from the Framework to infer and apply towards my future classroom.
- Until moving to Montana a few months ago, I was a state licensed music teacher. It was sometimes difficult to apply the course work to the field of music, but overall, I learned a lot.
- I would have liked this course to explore more practical ways to implement the framework in my classroom. I thought that the organizer was confusing and the expectations for assignments were not clear.
- Excellent course. I struggled with some of the content and making connections to my practice. The instructor was very helpful giving support and guidance.

## FOLLOW-UP SURVEY DATA

All participants receive an email 60 days after completing the course asking them to answer a few short questions, responses are optional and anonymous. We currently have a 5.9% site-wide response rate. We have not yet received any responses for this course, but the site average is included below for your reference.

Question	This Course	Site Average
<b>This course had a positive impact on my teaching practice.</b>		
Strongly agree		38.9%
Agree		49.5%
Disagree		1.4%
Strongly disagree		0.7%
n/a		9.5%
<b>Have you implemented something you learned from this class?</b>		
Yes		55.6%
No		44.4%
<b>How often have you implemented something you learned from this course? (If answered yes to the previous question.)</b>		
Frequently		33.0%
Occasionally		54.8%
Rarely		7.8%
Once		4.3%
<b>Do you feel your implementation of these strategies has made a positive impact on your students? (If answered yes to Q2.)</b>		
Yes		97.2%
No		2.8%
<b>Please select the option that best describes why you answered no to Q2.</b>		
I am not currently in the classroom.		57.3%
The course content does not apply to my current role.		12.9%
I plan to implement but have not had a chance to do so.		27.7%
I did not find the course information useful.		2.2%

**ITEM 5 MACIE AGENDA  
INFORMATIONAL SESSION  
INFORMATIONAL PRESENTATIONS**

- ❖ **Historical Trauma Presentation – Lona Running Wolf**
- ❖ **ACLU Report on Disparate Discipline**