Meadow Lake Tribal Council Office of Education Program Evaluation Proposal

Final Project for Ed.Cur 809

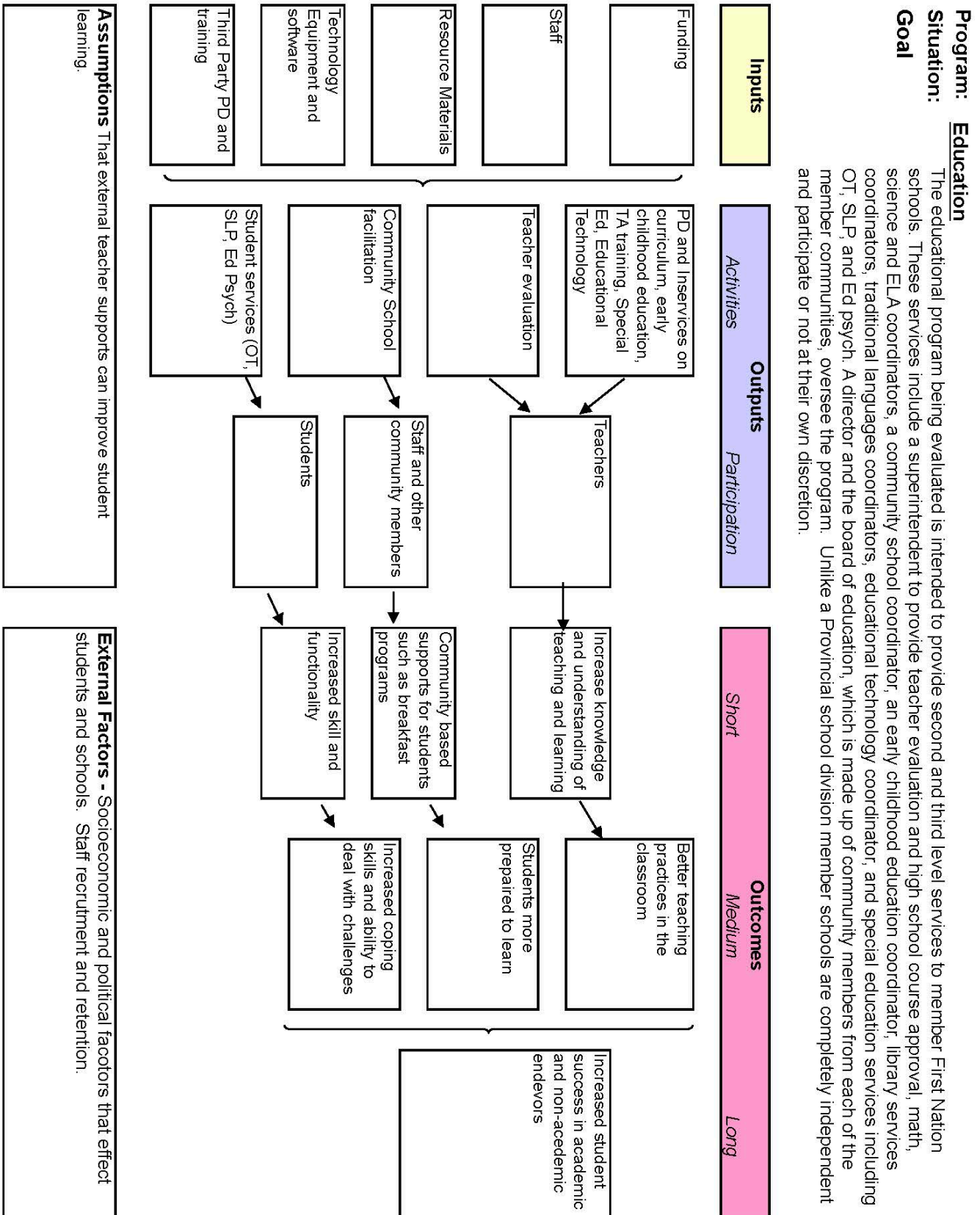**Gordon Dean Loberg**

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Introduction

The Meadow Lake Tribal Council (MLTC) is a joint venture between nine First Nations in northwest Saskatchewan. The signatory bands are Clearwater River Dené Nation, Buffalo River Dené Nation, Birch Narrows Dené Nation, English River First Nation, Canoe Lake Cree Nation, Waterhen Lake First Nation, Flying Dust First Nation, Island Lake First Nation, and Makwa Sahgaiehcan First Nation. MLTC has several functions within its member communities. It has a resource development branch that is responsible for business ventures, a health sector, family and social services, governance, and education among others.

The Office of Education is primarily responsible for providing second level services to schools within its member communities. Second level services are simply those that do not directly impact the students but do impact the teachers, principals, or other staff that have direct contact with the students. The Director of Education, Superintendent, Assistant Superintendent, Math Coordinator, English Language Arts Coordinator, Early Childhood Education Coordinator, Community Schools Coordinator, Library Technology Coordinator, Cree Language Coordinator, Dené Language Coordinator, and a Special Education Coordinator provide these services. The Occupational Therapist, Educational Psychologist and the Speech and Language Pathologist supply primary services directly to the students in the member schools.

The ultimate goal of the MLTC Office of Education is to facilitate its member schools in providing a quality education to First Nations students on reserve. While the goal is simple and straightforward the methods of achieving this goal are not at all clear or simple.

Logic Model

The following logic model provides a framework of the MLTC Office of Education for reference.

Program:

Situation: Education

Goal

The educational program being evaluated is intended to provide second and third level services to member First Nation schools. These services include a superintendent to provide teacher evaluation and high school course approval, math, science and ELA coordinators, a community school coordinator, an early childhood education coordinator, library services coordinators, traditional languages coordinators, educational technology coordinator, and special education services including OT, SLP and Ed psych. A director and the board of education, which is made up of community members from each of the member communities, oversee the program. Unlike a Provincial school division member schools are completely independent and participate or not at their own discretion.

Inputs	Outputs		Outcomes	
	Activities	Participation	Short / Medium	Long

Inputs:
- Funding
- Staff
- Resource Materials
- Technology Equipment and software
- Third Party PD and training

Outputs — Activities:
- PD and Inservices on curriculum, early childhood education, TA training, Special Ed, Educational Technology
- Teacher evaluation
- Community School facilitation
- Student services (OT, SLP, Ed Psych)

Outputs — Participation:
- Teachers
- Staff and other community members
- Students

Outcomes — Short:
- Increase knowledge and understanding of teaching and learning
- Community based supports for students such as breakfast programs
- Increased skill and functionality

Outcomes — Medium:
- Better teaching practices in the classroom
- Students more prepaired to learn
- Increased coping skills and ability to deal with challenges

Outcomes — Long:
- Increased student success in academic and non-acedemic endevors

Assumptions That external teacher supports can improve student learning.

External Factors - Socioeconomic and political facotors that effect students and schools. Staff recruitment and retention.

Purpose

The purpose of this evaluation will ultimately be to determine the effectives of the MLTC Office of Education in achieving its primary goal – facilitate in providing a quality education. The scope of such a seemingly simple topic is far too great and open to too much debate, however, to make it practical. In order to evaluate the programs offered by MLTC Office of Education a more concrete, measurable purpose needs to be established. As its primary role is to provide second level services it seems reasonable to focus on the needs of the teachers and education-assistants as the primary clients of the program and whether or not those needs are being met. Therefore the purposes of this study will be

1. Determine the professional development requirements of the teaching staff at MLTC member schools

2. Evaluate the effectiveness of professional development services[1] offered by MLTC

A significant assumption must be made at this point however. The assumption is that teaching equates to learning. This assumption has two implications in this proposal, initially that teachers will learn from professional development opportunities and that they will implement what they have learned in the classroom. It shows up a second time in the assumption that student learning will be impacted significantly by improved teaching. In both cases we are assuming that the instruction is the most significant factor in determining learning. This of course negates any other factors in the student's lives or personalities that impact on their ability to learn. These assumptions are the same ones under which the MLTC Office of Education operates so it is not unacceptable to incorporate them into the study, but it is important to understand them and keep them in mind.

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1) For the purposes of this evaluation the professional development services offered by MLTC will be assumed to include any contact with teachers and T.A.s that is intended to improve their teaching practices. This includes, but may not be limited to, in-services, workshops, professional learning communities, one-on-one assistance, modeling etc.

Audience

The responsibility for directing the implementation of MLTC Office of Education services ultimately falls on the shoulders of the administrative staff at MLTC, the Director, Superintendent and Assistant Superintendent. As such they will be the primary audience for this review. However, they are not alone in determining what services are provided or the overall direction for the Office of Education. This role is shared by the Board of Education, which is made up of elected council members from each First Nation, the school based administration, community Elders and community members in the form of Community Strategic Planning events. These groups would also need to be considered in the evaluation process. The third group of audience members would be the staff at both the Tribal Council and School levels.

Some consideration should also be given to Indian and Northern Affairs Canada (INAC) as the funding body. While they may or may not be provided the report in its entirety, parts of it may very well be used to justify funding applications or in reporting progress.

Evaluation Method

Several measurement tools will be employed to achieve the stated goals for this evaluation.

1. Teacher and education-assistant self-evaluation of professional development needs.
2. Participant review of professional development opportunities provided by MLTC.
3. MLTC coordinator evaluation of school staff professional development needs
4. Principal evaluation of staff professional development needs
5. Survey of teacher evaluation reports and past MLTC professional development services

Numbers 1 and 2 will be achieved via a paper-based survey presented to staff members at school staff meetings (Appendix A). This will encourage maximum participation with minimal time spent tracking down completed surveys. Points 3 and 4 will be completed in the form of group separate focus groups.

The fifth tool, survey of teacher evaluation reports, will involve reading through the teacher evaluation forms on file from the past 5 years and documenting major deficiencies that have been noted by the evaluators. The reported deficiencies will be compared to workshops etc. to see if there is any correlation between what has been

found to what services have been offered. Also looking to see if there is any correlation between what professional development services and what evaluators have seen in the classroom after the event.

Timeline and Budget

The proposed evaluation will be completed during the 2011 – 2012 school year, with data collection occurring from October to December 2011. Each school will require one day for data collection, and one day for data analysis plus a day each for principal and MLTC staff focus groups and two days for analyzing the results. The time spent reviewing teacher evaluations will depend on the number of evaluations available, but it is estimated that approximately 50-75 evaluations could be reviewed and collated per day. Assuming approximately 400 evaluations on file one week would be required to review them plus three days for data analysis. Once all data is collected a week would be needed to complete a draft version of the report and an additional 2 days to finalize after the draft has been reviewed by MLTC administration.

Estimated Budget	
38 Days $300 per day	
	$11,400
$3,000 Mileage $400 Meals while traveling $200 office expenses	
Total	$15,000

If requested additional days may be required for presenting the results to various stakeholder groups.

Appendix A

Meadow Lake Tribal Council Office of Education Program Delivery Survey

Please answer the questions on the following pages as honestly and truthfully as possible so that we can better meet your needs and help you meet the needs of your students.

Meadow Lake Tribal Council
8003 Flying Dust Reserve
Meadow Lake SK
306- 236-5654

Question 1

Which MLTC Office of Education programs have you participated in, or benefited from, during the current school year? Check all that apply.

☐	COMMUNITY SCHOOLS	☐	CREE AND DENÉ LANGUAGE DEVELOPMENT	☐	EARLY CHILDHOOD EDUCATION
☐	Early Reading Intervention	☐	English Language Curriculum Support	☐	Library Services
☐	Master Teacher/Group Leveling	☐	Math Curriculum Support	☐	Practical and Applied Arts Program Support
☐	Prime Math	☐	Science Curriculum Support	☐	Special Education
☐	Teacher Evaluation	☐	Technology in the classroom		

Question 2

Which of the following MLTC Office of Education staff members have you had dealings with during the current school year. Check all that apply.

☐	ADMINISTRATIVE ASSISTANT	☐	ASSISTANT MATH COORDINATOR	☐	ASSISTANT SUPERINTENDENT
☐	Cree Language Coordinator	☐	Community Schools Coordinator	☐	Dené Language Coordinator
☐	Director	☐	Early Childhood Education Coordinator	☐	Educational Psychologist
☐	Educational Technology and Science Coordinator	☐	Education Secretary	☐	English Language Arts Coordinator
☐	Library Services Coordinator	☐	Occupational Therapist	☐	Practical and Applied Arts Coordinator
☐	Prime Math Coordinator	☐	Reading Coordinator	☐	Special Education Coordinator
☐	Speech and Language Pathologist	☐	Superintendent		

Question 3

How important do you feel each program is to your professional practice and/or your school?

Please circle the appropriate response for each of the following program areas.

CREE AND DENÉ LANGUAGE DEVELOPMENT	☐	VITAL	☐	VERY IMPORTANT	☐	SOME WHAT IMPORTANT	☐	NOT IMPORTANT	☐	UNNECESSARY
Community Schools	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary
Early Childhood Education	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary
Early Reading Intervention	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary
English Language Curriculum Support	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary
English Language Curriculum Support	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary
Library Services	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary
Master Teacher/Group Leveling	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary
Math Curriculum Support	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary
Practical and Applied Arts Program Support	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary
Prime Math	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary
Science Curriculum Support	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary
Special Education	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary
Teacher Evaluation	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary
Technology in the classroom	☐	Vital	☐	Very Important	☐	Some what Important	☐	Not Important	☐	Unnecessary

Question 4

MLTC Office of Education provided the following workshops and in-services in the past school year. Please rate how they affected your professional practice or your school.

Only rate those events that you attended.

COMMUNITIES LEARNING TOGETHER (START OF YEAR CONFERENCE)	☐	GREATLY IMPROVED	☐	SOME IMPROVEMENT	☐	NO SIGNIFICANT IMPACT	☐	NEGATIVE IMPACT
Blogs and Wikis In-service	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Circle of Courage	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Differentiated Instruction Workshop	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Educators Culture Camp	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Handwriting without Tears	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Inquiry Based Learning	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Our Children, our Language Showcase	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Positive Discipline Workshop	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Prime Math Training	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Principals Meetings	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Principals' Summit	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Problem Based Learning	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Science and Math Teachers Workshop	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Science Fair	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
SMART Board Training	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
SMART Response Training	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact
Vice Principals Meetings	☐	Greatly Improved	☐	Some Improvement	☐	No Significant Impact	☐	Negative Impact

Question 5

Please circle True or False

MLTC OFFICE OF EDUCATION STAFF MEMBERS ARE IN MY SCHOOL ON A REGULAR BASIS.	TRUE	FALSE
When I have a question about my professional practice I feel confident asking MLTC Office of Education staff members.	True	False
If I have a question about my professional practice I know whom to call at MLTC Office of Education.	True	False
Prior to this survey I was aware of most MLTC Office of Education initiatives.	True	False
MLTC Office of Education does a good job of informing us about its initiatives and programs.	True	False
I feel that MLTC Office of Education provides valuable services to my school	True	False

Question 6

What programs or services would you like MLTC Office of Education provide?
Please provide details such as how it would be delivered, goals of the program etc.

Question 7

Please provide any comments you may have regarding MLTC Office of Education programs, services, personnel, workshops, or anything else you feel relevant.