CERTIFICATION STANDARDS AND PRACTICES
ADVISORY COUNCIL

WEDNESDAY, JULY 13, 2022

MONTANA STATE CAPITOL BUILDING
ROOM 152
HELENA, MT

AGENDA

CERTIFICATION STANDARDS & PRACTICES
ADVISORY COUNCIL
MEETING AGENDA

JULY 13, 2022
Montana State Capitol Building, Room 152
Helena, MT

Wednesday July 13, 2022
8:30 AM

CALL TO ORDER

      A. **Call to Order – Kelly Elder**
      B. **Pledge of Allegiance**
      C. **Roll Call**
      D. **Statement of Public Participation**
      E. **Approval of the April 20, 2022 Meeting Minutes**

ADOPT AGENDA

ITEM 1   **EXECUTIVE COMMITTEE REPORT – (INFORMATION) –** *15 Minutes*
                   Kelly Elder
- New member introduction
- Set Yearly Calendar
- Review of Mission and Goals
- Discuss Annual Report for Presentation to Board of Public Education

ITEM 2   **MENTORSHIP AND INDUCTION FOLLOW UP – (INFORMATION) –** *15 Minutes*
                   McCall Flynn

ITEM 3   **REVIEW OF CLASS 8 LICENSE APPLICATION – (ACTION) –** *15 Minutes*
                   Crystal Andrews

ITEM 4   **REVIEW OF SUPERINTENDENT ARNTZEN'S RECOMMENDATIONS TO REVISIONS O**
                   ARM TITLE 10, CHAPTER 58, EDUCATOR PREPARATION PROGRAMS –
                   (INFORMATION) – *1 Hour*
                   Dr. Julie Murgel, Zach Hawkins

ITEM 5   **FUTURE AGENDA ITEMS**

FUTURE AGENDA ITEMS – October TBD
*Meet with Montana Council of Deans of Education
Election of Officers
School Funding in Montana

PUBLIC COMMENT

(This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public both in person and electronically. For those wishing to give virtual public comment, please contact bpe@mt.gov to request the Zoom link for the meeting. Members of the public who have joined virtually on Zoom may "raise their hand" at the appropriate time to participate after being recognized by the Council Chair. Written public comment may be submitted to the Executive Director at bpe@mt.gov and will be shared with the Council members and included as part of the official public record.)

ADJOURN

_____

The Montana Board of Public Education is a Professional Development Unit Provider. Attending a Certification Standards and Practices Advisory Council meeting may qualify you to receive professional development units. One hour of contact time = 1 professional development unit up to 8 professional development units per day. Please complete the necessary information on the sign-in sheet if you are applying for professional development units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed "time certain". Public comment is welcome on all items listed as "Action" and as noted at the end of each meeting.

The Certification Standards and Practices Advisory Council will make reasonable accommodations for known disabilities that may interfere with an individual's ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 406-444-0302.

CALL TO ORDER

A. Call to Order
B. Pledge of Allegiance
C. Roll Call
D. Statement of Public Participation
E. Approve April 20, 2022 Meeting Minutes

F. Approval of the Agenda

MINUTES

CERTIFICATION STANDARDS & PRACTICES
ADVISORY COUNCIL MEETING MINUTES

WEDNESDAY, APRIL 20, 2022
Montana State Capitol Building, Room 152
Helena, MT

Starting at 9:00 A.M.

CALL TO ORDER
The Chair called the meeting to order at 9:00 AM and led the Council in the Pledge of Allegiance. Ms. Stockton took Roll Call, the Chair read the Statement of Public Participation, and welcomed guests.

Council members present: Mr. Kelly Elder, Chair; Ms. Teresa Marchant, Vice Chair; Dr. Kate Eisele; Dr. Rob Watson; Dr. Trent Atkins; Ms. Barbara Brown; Ms. Ann Wake. Staff present: Ms. McCall Flynn, Executive Director; Ms. Kris Stockton, Administrative Specialist. Guests present: Ms. Amanda Curtis, MFPE; Dr. Kirk Miller, SAM; Ms. Crystal Andrews, OPI; Ms. Anne Keith, Board of Public Education Member; Dr. Tim Tharp, Board of Public Education Member; Ms. Kristi Steinberg, University of Montana; Dr. Barbara Sunderman, Western Governor's University; Mr. Nick Bellack, ETS, Ms. Tammy Lacey, Chair, Board of Public Education; Ms. Moffie Funk, Helena; Ms. Diane Fladmo, MFPE; Ms. Jule Walker, MTSBA.

ADOPT AGENDA

> *Ms. Ann Wake moved to approve the agenda as presented. Dr. Rob Watson seconded the motion.*
>
> *No discussion. Motion passed unanimously.*

APPROVE MINUTES

> *Dr. Kate Eisele moved to approve the minutes as presented. Ms. Ann Wake seconded the motion.*
>
> *No discussion. Motion passed unanimously.*

ITEM 1   EXECUTIVE COMMITTEE REPORT – (INFORMATION)
                  Mr. Kelly Elder
The Chair recognized Dr. Rob Watson for his contributions to CSPAC, to public education, and his distinguished career in Montana, before congratulating him on his new career path with the School Administrators of Montana. Dr. Watson thanked the Council for their work and particularly Chair Elder for his leadership. Dr. Watson encouraged the other members to stay involved and connected. Dr. Kirk Miller, Executive Director of School Administrators of Montana commended the Council on their work over the past year, before recognizing Dr. Watson as the Administrator representative on CSPAC and noting his fellow administrators in Montana thank him for his representation.

The Chair continued with the review of the Draft Annual Report for CSPAC announcing the final report will be presented to the Board of Public Education at the joint meeting in July. The Council reviewed the draft report making no changes. Ms. Marchant asked if the Board would "accept" or "approve" the Annual Report in July, and the Chair noted it is a report to the Board on what the Council has been doing during the past year.

ITEM 2   BOARD OF PUBLIC EDUCATION REPORT – (INFORMATION)
           Ms. McCall Flynn

Ms. Flynn gave her report to the Council, reviewing the Chapter 57 proposed revisions and the public comment received during the public comment period. The Board will hold a special meeting on April 28th to review all the comments and determine if any changes should be made before the Adoption Notice is presented to the Board at their May meeting in Great Falls. Ms. Flynn discussed the Chapter 58 revisions which are moving through the revisions process and will be presented to the Board at their May meeting and to the Council in July. The Chapter 55 Task Force and the Negotiated Rulemaking Committee have been meeting to discuss revisions to the Accreditation Standards. Ms. Flynn noted that although CSPAC has not been involved in the Accreditation revisions in the past, one area under consideration for revision is the Mentorship and Induction piece, and that it may be good for the Council to be involved in any revisions. Ms. Flynn discussed the open Administrator position on the Council with Dr. Watson taking the Executive Director position at the School Administrators of Montana. Ms. Flynn expressed her appreciation for the guidance Dr. Watson has given her during her time as Executive Director of the Board and CSPAC and thanked him for his contributions to the Council. The Council Administrator position is open through close of business April 22, 2022, and the Board will approve the new member at their May meeting. Ms. Flynn then reviewed the Mentorship and Induction committee that was created after the February meeting. The committee met with Board member Anne Keith who is working with Montana State University on their mentorship project and will be presenting later at this meeting. Ms. Flynn gave an update on the March 2022 Board of Public Education meeting reviewing presentations and reports made to the Board including the memo from Lt. Governor Kristen Juras surrounding the Council's adoption of the Montana Educator Code of Ethics.

ITEM 3   WESTERN GOVERNOR'S UNIVERSITY PRESENTATION – (INFORMATION)
           Barbara Sunderman, WGU

Dr. Barbara Sunderman, Western Governor's University(WGU), reviewed the WGU education program. Dr. Sunderman explained that WGU uses a Competency Based Education Model which allows the learner to move through the coursework based upon their competency and mastery of the skill, rather than a based upon a calendar or set timeline. WGU is 100% online and is approaching 300,000 graduates. Dr. Sunderman discussed programs specific to Montana before answering Council member questions.

ITEM 4   MENTORSHIP AND INDUCTION COMMITTEE UPDATE – (INFORMATION)
           Anne Keith, Board of Public Education member, MentorMT

Ms. Anne Keith, Board of Public Education member, gave a report on the ASPIRE Grant, (Advancing Support, Preparation & Innovation in Education), which continues through the 2022-2023 school year, given to the Education Department at Montana State University Bozeman.. Ms. Keith discussed the parameters of the grant, which teachers are involved in the program, and how mentors are matched to teachers. Ms. Keith stated that the grant is directed to rural teachers in Montana to offer guidance and support, and that there has been an outpouring of existing teachers apply to be mentor teachers in the program. Mentors receive a stipend and materials to work in the program with training materials available via the Teacher Learning HUB through the Office of Public Instruction. The teacher being mentored is also given a small stipend to participate in the program, all of which is done virtually. Ms. Keith answered Council member questions. A discussion ensued about how this could fit into the Chapter 55 revisions process currently underway.

ITEM 5   PRESENTATION ON PRAXIS IN MONTANA – (INFORMATION)
           Nick Bellack, Educational Testing Service, Kristi Steinberg, University of Montana

Mr. Nick Bellack, ETS, discussed the PRAXIS test in Montana for the Council. Mr. Bellack gave a background on ETS and the PRAXIS, the effects of COVID-19 on the PRAXIS, the purpose of the PRAXIS and support of it. Due to COVID-19, ETS created an online version of the PRAXIS, and currently has approximately 120 PRAXIS tests available online in addition to the in-person version. PRAXIS has partnered with Kahn Academy for support for new test takers to aid in test preparation. Mr. Bellack discussed the specific PRAXIS subject matter tests available to Montana, how to register, in-person test sites locations, and free test support resources. Mr. Bellack answered Council member questions. Ms. Kristi Steinberg, Director of Accreditation at the University of Montana, reviewed the multiple measures used in Montana for licensure and explained how the PRAXIS fits into that for assessing the content area knowledge of completers. Ms. Steinberg answered Council member questions.

ITEM 6   **PRAXIS MATHEMATICS REVIEW AND RECOMMENDATION TO THE BOARD OF PUBLIC EDUCATION – (ACTION)**
Crystal Andrews, OPI

Ms. Crystal Andrews, OPI, reviewed for the Council the recommendation of a minimum passing score for the Mathematics PRAXIS in Montana. The current Math test is set to expire at the end of 2022, but PRAXIS has another test available. Ms. Andrews reviewed the differences in the two tests and discussed the recommended passing score from ETS which has been adopted by other states. A committee reviewed the test and is recommending a passing score of 159 which was also agreed upon by the Montana PRAXIS working committee and the Montana Council of Deans. Pending a recommendation from the Council, Ms. Andrews will bring the recommendation to the Board of Public Education in May to request approval. Ms. Andrews and Mr. Bellack answered Council member questions.

> ***Dr. Kate Eisele moved to accept test 5165 as the Math PRAXIS in Montana with a passing score of 159 as the score for Montana. Motion seconded by Dr. Trent Atkins.***
>
> ***No discussion. Motion passed unanimously.***

ITEM 7   **ACTION ON CLASS 8 LICENSE APPLICATION – (ACTION)**
Crystal Andrews, OPI

The Council reviewed one Class 8 license application and recommended the application for licensure.

ITEM 8   **FUTURE AGENDA ITEMS**
Mentorship and Induction follow-up
Chapter 58
Chapter 58 panel and recommendation to BPE
Joint meeting with BPE

PUBLIC COMMENT
No public comment made in person. One written public comment was submitted and is attached as Appendix A.

ADJOURN

> ***Dr. Watson moved to adjourn. Motion seconded by Dr. Eisele.***
>
> ***No discussion. Motion passed unanimously.***

Adjourned at 11:55 AM.

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APPENDIX A

CSPAC
Public Comment

1. Trish Schreiber

I watched the February 9th meeting online and was pleased to see how many people showed up and commented on Zoom as opponents of changing the language on the current Code of Ethics to include "equity." Yes, education should be equitable, and that idea goes as far back as the 19th Century and into the early 20th Century in education theory and pretty much every pedagogy tends to search for equitable outcomes for all students. I, too, am a teacher and have a Master's Degree in Special Education and have read Dewey, Kilpatrick, Brunner, Piaget, and Rosseau for that matter, all of whom mention equity as a goal of education. However, when used in the form of "equity" in the current day, which we happen to be living in now, it reeks of the current CRT and Gender Ideology push in American schools, therefore making it divisive and trendy. If "equity" were so important to include in education related state documents, it would have already been in the Code. The "equitable" of John Dewey circa 1920 is very different from the "equity" of Ibram X. Kendi in 2022. If you want to be viewed as a serious organization, you should not be inserting trendy jargon into official, serious, state documents, in the hopes of sneaking one past the people to later use against us to push an illiberal agenda in the schools. We've seen this happen all over the country, so please stop telling us "equity" is a term used in educational theory, and educators are very familiar with it. It seems as though you allowed people to make comments against this change, and many, many, have, yet you ignored their outcry. Luckily, the people of Montana had the BPE there to protect their state, yet, now the teachers union and the press, the typical far-left progressive institutions throughout the country, are actually suing the BPE for protecting the people's interest. We all see what's going on here: the emperor has no clothes! Please urge MFPE and Amanda Curtis to drop this issue by supporting the BPE and listening to all of us who are dissenting to the change of inserting the word "equity" into the Code of Ethics. Thank you, Trish Schreiber.

INFORMATION

ITEM 1

EXECUTIVE COMMITTEE REPORT

- **New Member Introduction**
- **Set Yearly Calendar**
- **Review of Mission and Goals**
- **Discuss Annual Report for Presentation to Board of Public Education**

Kelly Elder

2021-2022 CSPAC Meeting Calendar

October 2021	**Joint CSPAC/COD**	**TBD**
February 9, 2022		**Helena**
April 20, 2022		**Helena**
July 13, 2022	**(Joint BPE)**	**Helena**

Certification Standards and Practices Advisory Council Mission Statement

The mission of the Certification Standards and Practices Advisory Council is to study and to make recommendations to the Board of Public Education on certification issues concerning teachers, administrators, and specialists; professional standards and ethical conduct; the status and efficacy of approved teacher education programs in Montana; and policies related to the denial, suspension and revocation of educator certification and the appeals process.

The Certification Standards and Practices Advisory Council will submit a report to the Board of Public Education with recommendations for the above areas at least once annually.

CSPAC Goals 2021-2022

1) Study and make recommendations to the Board of Public Education on the status and efficacy of approved teacher educator programs in Montana.

   a. Participate in CAEP/Montana accreditation reviews.
   b. Professional Educator Preparation Program Standards update recommended to BPE by CSPAC on a 5-year review cycle
   c. Continue to work with OPI to encourage the implementation of mentor programs across Montana to facilitate the induction of beginning teachers into the profession of teaching.

2) Study and make recommendations to the Board of Public Education in the area of licensure renewal requirements and procedures.

   a. Continued review of Chapter 57.
   b. As funding permits, attend the following conferences: Western States Certification, National Association of State Directors of Teacher Education and Certification, and National Commission on Teaching and America's Future.
   c. Meet annually with the Board of Public Education and with the Council of Deans of Postsecondary Education.

3) Study and make recommendations to the Board of Public Education on policies related to the denial, suspension, and revocation of teachers' licenses and the appeals process.

   a. Attend NASDTEC Professional Practices Institute.
   b. Work with OPI Licensure staff on updates of Administrative Rules.

4) Study and make recommendations to the Board of Public Education regarding establishing standards of professional practices and ethical conduct.

   a. Work with OPI to develop a framework for professional development based on best practices.
   b. As funding permits, attend NASDTEC Professional Practices Institute.
   c. 5-year review of the Professional Educators of Montana Code of Ethics (To begin January 2021).
   d. CSPAC will study the process utilized in Montana for reviewing cases of suspension, revocation and denial of educator licensure.

5) Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.

   a. Complete reviews of Class 8 Dual Credit-Only Post-Secondary Faculty License applications at regularly scheduled meetings.
   b. Gather information about diploma mills and find ways to inform teachers of this and other forms of fraud.

c. Continue the awareness that issues such as distance learning, dual enrollment, alternative certification models, etc. are multi-faceted and inter-related concepts that cannot be viewed in isolation from one another.
d. Continued involvement in the implementation of the Montana Content standards.

<u>Other CSPAC Activities</u>:

CSPAC to monitor any teacher licensure issues that may emerge from the implementation of distance learning programs (Montana Digital Academy).

Solicit input from the Board of Public Education and the Council of Deans regarding research priorities for CSPAC for 2020-2021.

2021 Annual Report

of the

Montana Certification Standards and Practices Advisory Council

to the

Montana Board of Public Education

Table of Contents

Certification Standards and Practices Advisory Council Mission Statement

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Professional Educators of Montana Code of Ethics

Professional educators recognize and accept their responsibility to create learning environments to help all students reach their full potential. They understand the trust and confidence placed in them by students, families, colleagues, and the community. To achieve their professional purpose, educators strive to maintain the highest ethical standards. The Professional Educators of Montana Code of Ethics sets out these fundamental principles which guide their behavior.

Principle I. Commitment to Students and Families. The ethical educator:

    A. Makes the well-being of students the foundation of all decisions and actions.

    B. Promotes a spirit of inquiry, creativity, and high expectations.

    C. Assures just and equitable treatment of every student.

    D. Protects students when their learning or well-being is threatened by the unsafe, incompetent*,* unethical or illegal practice of any person.

    E. Keeps information confidential that has been obtained in the course of professional service, unless disclosure serves a compelling purpose in the best interest of students or is required by law.

    F. Respects the roles, responsibilities and rights, of students, parents and guardians.

    G. Maintains appropriate educator-student relationship boundaries in all respects, including speech, print, and digital communications.

Principle II. Commitment to the Profession. The ethical educator:

    A. Fulfills professional obligations with diligence and integrity.

    B. Demonstrates continued professional growth, collaboration and accountability.

    C. Respects the roles, responsibilities, and rights of colleagues, support personnel, and supervisors.

    D. Contributes to the development of the profession's body of knowledge.

    E. Manages information, including data, with honesty.

    F. Teaches without distortion, bias, or prejudice.

    G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:

    A. Models the principles of citizenship in a democratic society.

    B. Understands and respects diversity.

    C. Protects the civil and human rights of students and colleagues.

    D. Assumes responsibility for personal actions.

    E. Demonstrates good stewardship of public resources.

    F. Exemplifies a positive, active role in school-community relations.

    G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.

Adopted by the Certification Standards and Practices Advisory Council July 13, 2016

Professional Educators of Montana Code of Ethics

Note: Per the Board of Public Education action on March 10, 2022, the language in the Professional Educators of Montana Code of Ethics, adopted by the Certification Standards and Practices Advisory Council on February 9, 2022, has no effect unless and until the revisions are presented to and approved by the Board of Public Education.

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   D. Contributes to the development of the profession's body of knowledge.
   E. Manages information, including student data and assessments, with integrity.
   F. Teaches without distortion, bias, or prejudice.
   G. Represents professional qualifications accurately.

Principle III. Commitment to the Community. The ethical educator:
   A. Models the principles of citizenship in a democratic society.
   B. Demonstrates an understanding of educational equity and inclusion, and respects human diversity.
   C. Protects the civil and human rights of students and colleagues.
   D. Assumes responsibility for personal actions.
   E. Demonstrates good stewardship of public resources.
   F. Exemplifies a positive, active role in school-community relations.
   G. Adheres to the terms of contracts, district policies and procedures, and relevant statutes and regulations.
   H. Uses social media and digital communications responsibly and professionally.

Approved by the Certification Standards and Practices Advisory Council February 9, 2022

CSPAC Goals 2021-2022

1) Study and make recommendations to the Board of Public Education on the status and efficacy of approved teacher educator programs in Montana.

   a. Participate in CAEP/Montana accreditation reviews.
   b. Professional Educator Preparation Program Standards update recommended to BPE by CSPAC on a 5-year review cycle
   c. Continue to work with OPI to encourage the implementation of mentor programs across Montana to facilitate the induction of beginning teachers into the profession of teaching.

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   a. Continued review of Chapter 57.
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   b. Gather information about diploma mills and find ways to inform teachers of this and other forms of fraud.
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   d. Continued involvement in the implementation of the Montana Content standards.

Other CSPAC Activities:

CSPAC to monitor any teacher licensure issues that may emerge from the implementation of distance learning programs (Montana Digital Academy).

Solicit input from the Board of Public Education and the Council of Deans regarding research priorities for CSPAC for future agenda items.

On Wednesday, July 14, 2021, the Certification Standards and Practices Advisory Council met in person and via Zoom for their regularly scheduled meeting. The Certification Standards and Practices Advisory Council, created by the 1987 Montana Legislature, is composed of seven members, and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council: Mr. Kelly Elder, chair, teacher, Helena, Ms. Teresa Marchant, specialist, Billings; Ms. Ann Wake, vice chair, trustee, Missoula; Dr. Kate Eisele, teacher, Big Sky; Dr. Rob Watson, administrator, Missoula; Ms. Barbara Brown, teacher, Missoula; Dr. Trent Atkins, accredited teacher education institution, Missoula.

Meeting attendees included: Mr. Pete Donovan; Ms. Jane Hamman, BPE member; Ms. Tammy Lacey, BPE vice chair; Ms. Sharyl Allen, OPI; Superintendent Arntzen; Ms. Diane Fladmo, MFPE; Dr. Darlene Schottle, BPE chair. Staff present were BPE Executive Director Ms. McCall Flynn, BPE Administrative Assistant Ms. Kris Stockton.
****
CSPAC Meeting
July 14, 2021

Executive Committee Report
Chair Elder introduced new member Dr. Kate Eisele to the Council. Dr. Eisele introduced herself to the Council and gave her background. The Council set their meeting schedule for the remainder of 2021 through July 2022 and held nominations for chair and vice chair. Mr. Elder was re-elected chair and Ms. Teresa Marchant was elected vice chair. The Council also reviewed their current mission statement as well as their 2021-2022 goals.

Board of Public Education Report/Executive Director's Report
Ms. Flynn updated the Council on the conclusion of the 2021 Montana Legislative Session, and the ongoing review of the Chapter 57 Educator Licensure and Chapter 58 Educator Preparation Program Standards. A review of each is scheduled for the joint meeting with the Board of Public Education.

History of CSPAC and the Code of Ethics
Mr. Pete Donovan, former Executive Director of the Board of Public Education and former CSPAC Administrative Officer, gave the Council a history of CSPAC since its inception in 1987 and a brief history of the Code of Ethics.

Review of Draft Revisions to the Montana Educator Code of Ethics
A review of a draft of the Code of Ethics, which is to be reviewed every 5 years, was presented to the Council by the Code of Ethics committee. The committee presented the document to the Council and Dr. Watson, chairperson of the committee, reviewed the process for the revisions. Public comment was heard on the proposed revisions before the Council voted to have the Code of Ethics committee reconvene to discuss and consider the public comment heard at the meeting.

Approve Class 8 License Applications

Ms. Crystal Andrews, Licensure Manager, OPI, presented one Class 8 application to the Council. The Council reviewed the Class 8 License application and approved the application.

Future Agenda Items

Committee report on Code of Ethics
Review of bylaws

Highlights of the October 14, 2021, CSPAC Meeting
Montana State Capitol, Room 152

On Wednesday, October 14, 2021, the Certification Standards and Practices Advisory Council met in person and via Zoom for their regularly scheduled meeting. The Certification Standards and Practices Advisory Council, created by the 1987 Montana Legislature, is composed of seven members, and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

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Meeting attendees included: Ms. Jane Hamman, BPE member; Ms. Diane Fladmo, MFPE; Dr. Kirk Miller, School Administrators of Montana; Ms. Crystal Andrews, OPI; Ms. Moffie Funk; Ms. Pamela Raney; Ms. Donna Elford. Staff present were BPE Executive Director Ms. McCall Flynn, BPE Administrative Assistant Ms. Kris Stockton.
****

CSPAC Meeting
October 14, 2021

Joint Meeting with the Montana Council of Deans of Education (MCDE)
The Certification Standards and Practices Advisory Council met with the Montana Council of Deans of Education in the morning for their annual meeting. The group heard presentations on the revision process for Chapter 57 Educator Licensure, and Chapter 58 Educator Preparation Program, as well as reports on Traffic Education, the Grow Your Own program, and the Master of Arts in Teaching/Montana Rural Educator project.

CSPAC convened their regular meeting in the afternoon at the Montana State Capitol.

Board of Public Education Report/Executive Director's Report
Executive Director McCall Flynn updated the Council on the September Board of Public Education meeting, noting that Ms. Tammy Lacey was elected chair and Ms. Madalyn Quinlan was elected vice chair. The Board's November meeting will be in Missoula where Governor Gianforte has called a Board of Education meeting. Ms. Flynn discussed the ongoing work of the Chapter 57 and 58 Task Forces and updated the Council on presentations she gave at the Legislative Education Interim Committee meeting and the Legislative Education Interim Budget Committee meeting.

Review of CSPAC Bylaws
The Council reviewed the drafted bylaws document prepared by Director Flynn and discussed further revisions, including discontinuing the use of standing committees and replacing them with ad hoc committees on an "as needed" basis. A final version will be voted on at the February CSPAC meeting.

Code of Ethics Review
The Code of Ethics committee gave an update on their efforts to review the code. The committee met after the July CSPAC meeting to discuss and consider public comment they heard. Dr. Watson

explained that the public comment heard in July led the committee to develop three different drafts of the Code of Ethics for CSPAC to consider and discuss. Public comment was heard on the proposed drafts and Council members discussed the options as well. The Council then voted on one final version of the Code of Ethics that will be presented for approval by CSPAC at their February meeting.

Approve Class 8 License Applications
Ms. Crystal Andrews, Licensure Manager, OPI, presented one Class 8 application to the Council. The Council reviewed the Class 8 License application and approved it.

Future Agenda Items
Information on Western Governor's University
Bylaws
Code of Ethics
Class 8 Applications
PRAXIS Information

Highlights of the November 3, 2021, Special CSPAC Meeting
Montana State Capitol, Room 152

On Wednesday, November 3, 2021, the Certification Standards and Practices Advisory Council met in person and via Zoom for a special meeting concerning revisions to ARM Title 10, Chapter 57. The Certification Standards and Practices Advisory Council, created by the 1987 Montana Legislature, is composed of seven members, and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council: Mr. Kelly Elder, chair, teacher, Helena, Ms. Teresa Marchant, vice chair, specialist, Billings; Ms. Ann Wake, trustee, Missoula; Dr. Kate Eisele, teacher, Big Sky; Dr. Rob Watson, administrator, Missoula; Ms. Barbara Brown, teacher, Missoula; Dr. Trent Atkins, accredited teacher education institution, Missoula.

Meeting attendees included: Dr. Julie Murgel, OPI; Ms. Crystal Andrews, OPI; Ms. Sharyl Allen, Deputy Superintendent, OPI; Dr. Ann Ewbank, MSU; Ms. Tristen Belknap, OPI; Dr. Beverly Chin, UM; Mr. Dennis Parman, MREA; Ms. Virginia Diaz, OPI; Ms. Emily Dean, MTSBA; Mr. Fletcher Brown; Ms. Jule Walker, MTSBA; Dr. Kirk Miller, SAM; Ms. Kristi Steinberg, UM; Ms. Tracy Moseman, OPI; Ms. Sharon Carroll, Task Force Member; Ms. Sarah Swanson, OPI; Mr. Michael Sweeney, OPI; Ms. Tammy Lacey, Chair, BPE; Ms. Jane Hamman, BPE Member. Staff present were BPE Executive Director Ms. McCall Flynn; BPE Administrative Assistant Ms. Kris Stockton.
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CSPAC Meeting
November 3, 2021

Review of Revisions to ARM Title 10, Chapter 57, and recommendation to the Board of Public Education

Dr. Julie Murgel and Ms. Crystal Andrews, OPI, presented the recommendations from the Task Force on the revisions to Chapter 57, Educator Licensure, to the Council. Dr. Murgel noted that these are the Task Force recommendations and not the Superintendent's recommendations. Dr. Murgel and Ms. Andrews went through all the proposed revisions from the Task Force and answered Council questions. The Council took public comment on the proposals. Superintendent of Public Instruction Elsie Arntzen's recommendations will be presented at the Council's February 2022 meeting.

Highlights of the February 9, 2022, CSPAC Meeting
Montana State Capitol Building Room 152

On Wednesday, February 9, 2022, the Certification Standards and Practices Advisory Council met in Room 152 of the Montana State Capitol Building and via Zoom for their regularly scheduled meeting. The Certification Standards and Practices Advisory Council, created by the 1987 Montana Legislature, is composed of seven members, and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council: Mr. Kelly Elder, chair, teacher, Helena, Ms. Teresa Marchant, vice chair, specialist, Billings; Ms. Ann Wake, trustee, Missoula; Dr. Kate Eisele, teacher, Big Sky; Dr. Rob Watson, administrator, Missoula; Ms. Barbara Brown, teacher, Missoula; Dr. Trent Atkins, accredited teacher education institution, Missoula.

Meeting attendees included: Dr. Julie Murgel, OPI; Ms. Tammy Lacey, chair BPE; Ms. Madalyn Quinlan, vice chair BPE; Ms. Crystal Andrews, OPI; Ms. Diane Fladmo, MFPE; Mr. Dennison Rivera; Mr. Darren Gaub; Mr. Lance Melton, MTSBA; Ms. Jule Walker, MTSBA; Ms. Chavlik; Ms. Eileen Guthrie; Ms. Elizabeth Hale; Ms. Emily Bogus, Western Governor's University; Ms. Ruth Rater; Ms. Elizabeth Hoganson; Ms. Christie Delaney; Ms. Moffie Funk; Ms. Cathy Carlson; Mr. Dylan Klapmeier, Governor Gianforte's Office; Ms. Sherri Reynolds; Ms. Pamela Rainey; Ms. Heidi Keaster; Mr. Tom Cubbage; Superintendent Elsie Arntzen; Mr. Dennis Parman, MREA. Staff present were BPE Executive Director Ms. McCall Flynn; BPE Administrative Assistant Ms. Kris Stockton.
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CSPAC Meeting
February 9, 2022

Executive Committee Report
Chair Elder called for any announcements from the Council. It was noted by Dr. Watson that it is "National School Counselors Week", and Ms. Marchant noted it is "I Love to Read" month.

Board of Public Education Report/Executive Director's Report
A review of the November and January Board of Public Education meetings was covered by Executive Director Flynn as well as the special Board of Public Education meeting held in January to approve the Transformational Learning and Advanced Opportunity Grant applications. Ms. Flynn announced that Mr. Paul Furthmyre was hired as the permanent Superintendent of the Montana School for the Deaf and the Blind, and that Ms. Renee Rasmussen has been appointed to the Board of Public Education, replacing Dr. Darlene Schottle, whose term has ended.

Mentorship and Induction
Ms. Flynn discussed the Mentorship Manual originally created by CSPAC in 1993 and updated in the 2000's. Chair Elder asked that a committee be created to review the manual and make any necessary changes. Dr. Eisele, Ms. Wake, and Vice Chair Marchant all volunteered to serve on the committee to review the manual. The committee will report back at the April CSPAC meeting.

CSPAC Bylaws
The Council approved the revisions to the bylaws as discussed at the October 2021 meeting and presented in the packet.

Montana Professional Educator Code of Ethics
Executive Director Flynn reviewed the process the Code of Ethics has gone through over the past year. The Code of Ethics is reviewed every five years and was last reviewed and adopted in 2016. A committee was formed at the February 2021 meeting to review the code and bring it to the Council for review, which occurred at the July 2021 meeting. The Council heard a brief presentation on the history of the Code of Ethics at the July meeting from former Executive Director Pete Donovan and heard public comment surrounding the proposed revisions to Principle III(B). The committee revising the Code of Ethics reconvened after the July meeting and drafted three options for Principle III(B) for presentation to CSPAC at their October meeting. The full Council agreed upon one final version that was presented to them at the October meeting by the Code of Ethics committee. The Council heard public comment surrounding the proposed changes to the Code of Ethics before approving the final version by unanimous vote.

Review of Superintendent Arntzen's Recommendations to Revisions to ARM Title 10, Chapter 57, Educator Licensure
Dr. Julie Murgel and Ms. Crystal Andrews, OPI, reviewed the Superintendent's recommendations to the revisions to Chapter 57, Educator Licensure. Dr. Murgel and Ms. Andrews answered Council member's questions regarding the proposals from the Superintendent.

Discussion and Recommendation to the Board of Public Education on Revisions to ARM Title 10, Chapter 57, Educator Licensure
The Council reviewed the proposed revisions from Superintendent Arntzen and heard public comment from Mr. Lance Melton, MTSBA and Mr. Dylan Klapmeier, Education Policy Advisor for Governor Gianforte. The Council made recommendations on the revisions to the Board of Public Education that will be presented to BPE at their March 2022 meeting.

Future Agenda Items
Draft Annual Report
Western Governor's University
PRAXIS Presentation
School Funding Presentation
Class 8 Applications

Highlights of the April 20, 2022, CSPAC Meeting
Montana State Capitol Building, Room 152

On Wednesday, April 20, 2022, the Certification Standards and Practices Advisory Council met in Room 152 of the Montana State Capitol Building and via Zoom for their regularly scheduled meeting. The Certification Standards and Practices Advisory Council, created by the 1987 Montana Legislature, is composed of seven members, and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council: Mr. Kelly Elder, chair, teacher, Helena, Ms. Teresa Marchant, vice chair, specialist, Billings; Ms. Ann Wake, trustee, Missoula; Dr. Kate Eisele, teacher, Big Sky; Dr. Rob Watson, administrator, Missoula; Ms. Barbara Brown, teacher, Missoula; Dr. Trent Atkins, accredited teacher education institution, Missoula.

Meeting attendees included: Ms. Tammy Lacey, Chair BPE; Ms. Crystal Andrews, OPI; Ms. Amanda Curtis, MFPE; Dr. Kirk Miller, SAM; Ms. Anne Keith, Board of Public Education member; Dr. Tim Tharp, Board of Public Education member; Ms. Kristi Steinberg, University of Montana; Mr. Nick Bellack, ETS; Dr. Barbara Sunderman, Western Governor's University; Ms. Moffie Funk; Ms. Diane Fladmo, MFPE; Ms. Jule Walker, MTSBA. Staff present were: BPE Executive Director Ms. McCall Flynn; BPE Administrative Assistant Ms. Kris Stockton.
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CSPAC Meeting
April 20, 2022

Executive Committee Report
The Chair recognized Dr. Rob Watson for his service on CSPAC. Dr. Watson has accepted the Executive Director position at the School Administrators of Montana and will be leaving the Council effective June 1, 2022. The Chair led the Council through a review of the draft Annual Report, which will be presented to the Board of Public Education at the joint meeting in July.

Board of Public Education Report/Executive Director's Report
Ms. Flynn gave her report to the Council including an update on the public comments received for the revisions to Chapter 57, Educator Licensure, explaining that the Board will meet April 28 to review all the comments. Ms. Flynn provided updates on the revisions process for Chapter 58 Educator Preparation Programs, which will be presented to the Council in July, and the work of the Chapter 55 Task Force and the Negotiated Rulemaking Committee. Mentorship and Induction is being discussed in the Chapter 55 revisions, which may be of interest to the Council. Ms. Flynn updated the Council on the March Board of Public Education meeting where a discussion was held regarding the Montana Educator Code of Ethics.

Western Governor's University Presentation
Dr. Barbara Sunderman from Western Governor's University gave a presentation to the Council. Dr. Sunderman reviewed the Educator Preparation program at Western Governor's University and answered Council member questions regarding the program.

Mentorship and Induction Committee Update
Ms. Anne Keith, Board of Public Education member, gave a report to the Council on the ASPIRE (Advancing Support, Preparation & Innovation in Rural Education) Grant given to Montana State University for the 2022-2023 school year. Ms. Keith discussed the parameters of the grant, how rural teachers apply and are matched with a mentor teacher, and how mentors are compensated for their work.

Presentation on PRAXIS in Montana
Mr. Nick Bellack, ETS, and Ms. Kristi Steinberg, University of Montana, gave a presentation to the Council on the PRAXIS test specific to Montana. Mr. Bellack discussed the new at-home testing option available since COVID, a partnership with Kahn Academy for support in test preparation, and testing information specific to Montana. Ms. Steinberg discussed the history of the PRAXIS in Montana and how the test has evolved.

PRAXIS Mathematics Review and Recommendation to the Board of Public Education
Ms. Crystal Andrews, OPI, discussed the new PRAXIS Math test and proposed score for Montana. Ms. Andrews explained that the old test version is being phased out and therefore, the PRAXIS Working Group and Montana Council of Deans has approved the new test with a recommended passing score of 159. The Council approved the recommendation for the new test and score and for the Board of Public Education to review it at their May meeting.

Action Class 8 License Application
The Council reviewed one Class 8 license application and recommended the applicant for licensure.

Future Agenda Items
Class 8 Application(s)
Mentorship and Induction follow-up
Chapter 58 review panel and recommendation to BPE
Joint Meeting with BPE

INFORMATION

ITEM 2

MENTORSHIP AND INDUCTION FOLLOW UP

McCall Flynn

NEW STANDARD: MENTORSHIP AND INDUCTION, 10.55.723
(1) The local board of trustees shall implement a mentorship and induction program that:
      (a) is research-based to ensure inclusion of high-impact professional learning strategies;
      (b) implemented to assist initial licensed and incoming educators in meeting teaching standards embedded in the district evaluation framework outlined in 10.55.724;
      (c) supports initial licensed and incoming teachers' planning, implementation, and assessment of instruction aligned to the program area and content standards and content-specific learning progressions;
      (d) supports initial licensed and incoming teachers to establish and maintain a positive classroom climate; and
      (e) encourages continuous learning, reflection, and growth.
(2) The mentorship and induction program may include the following criteria:
      (a) provide training for mentors through the Montana Teacher Learning Hub, professional organizations, or other professional development opportunities;
      (b) prioritize mentor-mentee matches that are grade and subject-level aligned;
      (c) focus on research-based instructional practice;
      (d) engage with mentoring partners in professional collaboration; and
      (e) establish effective coaching for learning methods.

ACTION

ITEM 3

REVIEW OF CLASS 8 LICENSE APPLICATION

Crystal Andrews

Elsie Arntzen, Superintendent
PO Box 202501
Helena, MT 59620-2501
406-444-3680
www.opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First A+

Montana Certification Standards and Practices Advisory Council Executive Summary

Date: July 13, 2022

Presentation	This is a presentation about a potential Class 8- Dual Credit Postsecondary Faculty License. Per ARM 10.57.437(4): *Class 8 dual credit license applications will be reviewed by the Certification Standards and Practices Advisory Council for recommendation regarding issuance of the license by the Superintendent of Public Instruction. Denial of an application for licensure shall be appealable to the Board of Public Education pursuant to ARM 10.57.607.*
Presenter	Crystal Andrews Class 8 License Review Office of Public Instruction
Position Title	Director of Educator Licensure
Overview	The applicant is seeking a Class 8 license with an endorsement English.
Requested Decision(s)	Action Item- To recommend approval or denial for the Class 8 dual- enrollment license.
Related Issue(s)	
Recommendation(s)	Recommend the approval of the Class 8 application with an endorsement in English.

WHOLE CHILD APPROACH
HOPE
MONTANA OFFICE OF PUBLIC INSTRUCTION

TEACHER & EDUCATIONAL LEADERS
TEACH
MONTANA OFFICE OF PUBLIC INSTRUCTION

ACADEMIC ACHIEVEMENT
LEARN
MONTANA OFFICE OF PUBLIC INSTRUCTION

COMMUNITY, COLLEGE & CAREER
READY
MONTANA OFFICE OF PUBLIC INSTRUCTION

INFORMATION

ITEM 4

REVIEW OF REVISIONS TO ARM TITLE 10, CHPATER 58, EDUCATOR PREPARATION PROGRAMS

Dr. Julie Murgel

Zach Hawkins

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEW RULE I and the amendment of 10.58.102, 103, 104, 311, 312, 313, 314, 315, 501, 502, 503, 505, 507, 509, 510, 511, 513, 514, 515, 516, 517, 518, 521, 522, 523, 524, 526, 528, 531, 532, 533, 605, 605, 606, 607, 608, 609, 610, 705, 706, 707 pertaining to professional educator preparation program standards	))))))))))) NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION AND AMENDMENT

TO: All Concerned Persons

1. On August 23, 2022, at 9:00 a.m., the Board of Public Education will hold a public hearing in Room 152 of the Montana State Capitol, in Helena, Montana, to consider the proposed amendment of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on August 16, 2022, to advise us of the nature of the accommodation that you need. Please contact Kris Stockton, Board of Public Education, 46 N Last Chance Gulch, Suite 2B, Helena, Montana, 59635; telephone (406) 444-0302; or e-mail bpe@mt.gov.

3. The rule as proposed to be adopted provides as follows:

NEW RULE I ENGLISH AS A SECOND LANGUAGE (ESL) (1) The English as a Second Language (ESL) program requires that successful candidates:
(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;
(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;
(c) apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote English learner (EL) students' academic English language proficiency;
(d) facilitate students' use of their first language as a resource to promote academic learning and further development of the second language;
(e) implement a repertoire of research and evidence-based strategies that promote students' critical thinking and problem solving at all stages of language development;

MAR Notice No. 10-58-272

(f) demonstrate understanding of Montana's major language and cultural groups and how cultural histories and identities affect language learning and achievement;

(g) establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity, promotes respect for linguistic differences, and creates a culturally responsive classroom environment;

(h) demonstrate understanding of language proficiency assessment tools used for identification, placement, and reclassification of ELs;

(i) demonstrate the ability to use a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance;

(j) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for EL students; and

(k) apply knowledge of historical, theoretical, and policy factors in EL education to the planning, implementation, evaluation, and improvement of instructional programs; and

(l) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.

4. The rules as proposed to be amended provide as follows, new matter underlined, deleted matter interlined:

10.58.102 PROCESS LEADING TO ACCREDITATION OF EDUCATOR PREPARATION PROVIDERS (1) through (2) remain the same.
(a) The Superintendent of Public Instruction shall establish a cadre of qualified educators to serve on review teams. Team members representing accredited K-20 P-20 education entities shall:
(i) be nominated by K-20 P-20 teachers, administrators, supervisors, and members of professional organizations, educational boards, and agencies; and
(2)(a)(ii) through (3) remain the same.

AUTH: 20-2-114, MCA;
IMP: 20-2-121, MCA

10.58.103 ACCREDITATION SITE REVIEWS (1) remains the same.
(2) Joint accreditation site reviews and cooperation with the Council for the Accreditation of Educator Preparation (CAEP) with national accreditation agencies will be encouraged.
(3) remains the same.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.104 ACCREDITED PROGRAMS (1) through (2)(a) remain the same.

(b) The report shall be accessible to ~~K-20~~ P-20 educators and the general public within the state, and to other state education agencies, and shall be posted to the Office of Public Instruction and Board of Public Education web sites.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE (1) The provider ensures that candidates:
(a) ~~demonstrate a deep~~ develop an understanding of the critical concepts and principles of their discipline and are able to use discipline-specific practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards;
(b) demonstrate an understanding of the 11 Montana teaching standards (ARM 10.58.501) ~~within the categories "the learner and learning," "content," "instructional practice," and "professional responsibility;"~~ that apply to critical concepts and principles of learner development and learning differences, and that create safe and supportive learning environments in order to work effectively with all P-12 students and their families;
(c) ~~use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice~~ demonstrate knowledge and concepts of their content area and are able to apply the content in developing learning experiences for all P-12 students;
(d) ~~apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies~~ assess, plan for instruction, and utilize a variety of instructional strategies to provide learning experiences for all P-12 students;
(e) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; ~~and~~
(f) engage in professional learning, take responsibility for student learning, and collaborate with others to work effectively with all P-12 students and their families; and
(g) ~~integrate~~ select and utilize appropriate technology in the design, delivery, ~~implementation,~~ and assessment of learning experiences to engage P-12 students and families, improve learning, and enrich professional practice.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE (1) The provider:
(a) ensures that effective partnerships and high-quality clinical practice, in different settings and modalities, are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;

(b) ~~ensures that partners co-construct~~ co-constructs mutually beneficial P-12 school and community arrangements~~, including technology-based collaborations~~ for clinical preparation and share responsibility for continuous improvement of candidate preparation~~.~~ by:

(i) ensuring partnerships ~~Partnerships~~ for clinical preparation ~~can~~ follow a range of forms, participants, and functions~~.~~;

(ii) establishing ~~They establish~~ mutually agreeable expectations for candidate entry, preparation, and exit;

(iii) ensuring ~~ensure~~ that theory and practice are linked~~; maintain~~ by maintaining coherence across clinical and academic components of preparation; ~~and~~

(iv) sharing ~~share~~ accountability for candidate outcomes; and

(v) to the extent possible, providing opportunities for candidates to student teach in the district and school of their choice, including through recruitment and retention programs adopted by school districts, in accordance with statewide agreements among providers;

(c) ensures that partners co-select, prepare, evaluate, and support~~, and retain~~ high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development~~. In collaboration with their partners, the provider uses multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings~~; and

(d) works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences~~, including technology-enhanced learning opportunities,~~ are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.311.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.313 INITIAL CANDIDATE QUALITY~~,~~ RECRUITMENT, PROGRESSION, AND ~~SELECTIVITY~~ SUPPORT (1) The provider:

(a) demonstrates that the development of candidate quality ~~of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure~~ is the goal of educator preparation and provides support services in all phases of the program;

(b) develops and implements plans and efforts to know and address local, state, regional, and national needs for hard-to-staff schools and shortage fields. The goals and evidence show progress toward a high-quality candidate pool that reflects the diversity of Montana's P-12 students ~~presents plans and goals to recruit and~~

~~support completion of high-quality initial candidates from a broad range of backgrounds and diverse populations to accomplish its mission:~~
~~(i) admitted candidates reflect the diversity of Montana's P-12 students; and~~
~~(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, national, or regional needs for hard-to-staff schools and current shortage fields;~~

(c) sets admissions requirements, ~~including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates,~~ gathers data to monitor the applicants and selected pool of candidates and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, including data points that are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence~~:~~

~~(i) data points that are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and~~
~~(ii) data that is regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;~~

(d) ~~establishes and~~ monitors ~~attributes and~~ dispositions beyond academic ability that candidates must demonstrate at admissions and during the program~~, including selecting criteria, describing the measures used and evidence of the reliability and validity of those measures, and reporting data that show how the academic and nonacademic factors predict candidate performance in the program and effective teaching~~ using valid and reliable measures;

(1)(e) remains the same.

(f) ~~prior to recommending any completing candidate for licensure, documents that the candidate has reached a high standard for content knowledge in the fields where licensure is sought and can teach effectively with positive impacts on P-12 student learning and development; and~~

~~(g)~~ prior to recommending any completing candidate for licensure, documents that the candidate understands the expectations of the profession, including ~~codes of ethics,~~ professional standards of practice~~,~~ and relevant laws and policies~~.~~; and

(g) implements a system for effectively maintaining records of candidate formal complaints and resolution documentation.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.314 INITIAL PROGRAM IMPACT (1) The provider:
(a) demonstrates the ~~impact~~ effectiveness of its ~~completers~~ completers' instruction on P-12 student learning and development~~, classroom instruction, and schools,~~ and completer and employer ~~the~~ satisfaction ~~of its completers~~ with the relevance and effectiveness of ~~their~~ preparation;
(b) ~~documents impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including~~

~~employer surveys~~ demonstrates that program completers effectively contribute to P-12 student learning using valid and reliable data, including employer and program completer surveys;

(c) demonstrates, through structured and validated ~~observation~~ instruments, including but not limited to ~~and~~ surveys, interviews, and observations, that ~~which~~ program completers effectively apply the professional knowledge, skills, and dispositions as ~~delineated~~ described in ARM 10.58.501;

(d) demonstrates, using ~~measures that result in~~ valid and reliable data, that employers are satisfied with the program completers' preparation for their ~~assigned~~ responsibilities ~~in~~ working with P-12 students and their families; and

(e) demonstrates, using ~~measures that result in~~ valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they ~~confront~~ encounter on the job and that the preparation was effective.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT (1) The provider:

(a) ~~maintains~~ develops a quality assurance system ~~comprised~~ that consists of valid and reliable data from multiple measures, ~~including evidence~~ of candidates' and completers' positive impact on P-12 ~~student learning and development;~~ students and supports continuous improvement that is sustained and evidence-based ~~and that evaluates the effectiveness of its completers; and~~. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and ~~test~~ highlight innovations ~~to improve completers' impact on P-12 student learning and development~~;

(b) ~~develops~~ implements and maintains a quality assurance system comprised of multiple measures that can monitor candidate progress, completer ~~achievements~~ impacts, and provider operational effectiveness. The provider documents the process of data entry and how data are reported and used in decision making to make programmatic improvement;

(c) ensures that ~~its~~ the quality assurance system relies on ~~data that are~~ relevant, verifiable, representative, cumulative~~; provides specific guidance for improvement; and produces empirical evidence that~~, and actionable measures to ensure interpretations of data are valid and consistent;

(d) regularly and systematically assesses program performance against its goals and relevant standards, ~~tracks~~ monitors results over time, tests innovations, ~~and the effects of selection criteria on subsequent progress and completion,~~ and uses results to improve program elements and processes;

(e) ensures that ~~measures of completer impact on P-12 learning and development~~ data from the quality assurance system are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction; and

(f) assures that ~~appropriate~~ internal and external stakeholders, including, but not limited to, faculty staff, candidates, completers, ~~alumni,~~ employers, practitioners, and school and community partners~~, and others defined by the provider,~~ are

~~involved~~ engaged in program design, evaluation, and continuous innovative improvement processes~~, and identification of models of excellence~~.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.501 TEACHING STANDARDS (1) All programs require that successful 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 differentiate developmentally appropriate instruction for learners of all abilities based on evidence-based practice ~~and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities~~;
(b) use understanding of individual differences and diverse cultures, languages, 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;
(1)(c) remains the same.
(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create ~~individualized~~ personalized 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;
(1)(e) through (f) remain the same.
(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~~ evidence-based practices that support the well-being, behavioral, and academic needs of all students;
(1)(h) remains the same.
(i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of ~~candidate's~~ their choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;
(1)(j) through (k) remain the same.
(l) demonstrate understanding of and ability to integrate history, cultural heritage, language, and contemporary status of American Indians and tribes in Montana.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.502 AGRICULTURAL EDUCATION (1) The program requires that candidates have one year (~~2000~~ minimum 500 hours) of practical farm or

agricultural-related experience within five years prior to completion of the program and that successful candidates:

(1)(a) through (c) remain the same.

(d) demonstrate the development of personal and leadership competencies (~~e.g.~~ including but not limited to, citizenship, personal development, goal setting, parliamentary procedure, and teamwork);

(1)(e) remains the same.

(f) demonstrates the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology, ~~and~~ maintain a safe environment, and create a culture of safety during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1));

(1)(g) through (h) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.503 ART K-12 (1) The program requires that successful candidates:

(a) demonstrate ~~understanding of~~ proficiency in and engage in the processes of art making involving traditional and contemporary studio approaches, concentrating in one or more studio area;

(b) demonstrate understanding and application of global, historical, and contemporary theories of art education curriculum and instruction~~,~~; visual culture; and cross-cultural and interdisciplinary skills, enabling them to reflect and refine personal art education practices;

(c) engage in inquiry into the ~~history~~ diverse histories of art, enabling ~~them~~ learners to ~~acquire~~ be exposed to ~~knowledge of~~ the cultural ~~context~~ contexts in which artworks ~~have been~~ are created, including that of American Indians and tribes in Montana, and fostering respect for all forms of art through the study of diverse traditional and contemporary artists;

(d) develop abilities to critically study, see, and respond to the diverse qualities within artworks, ~~both in~~ including the process of creating their own artworks and ~~in observing~~ curating the artworks of others, and teaching candidates to communicate their perceptions about artworks in verbal and written ~~language~~ languages;

(e) ~~develop competence and~~ demonstrate a working vocabulary in art production through developing the ability to create and present imaginative and original artworks ~~ideas and feelings by creating images in~~ with a concentration of one or more of the visual art forms;

(f) use appropriate art technologies as tools of expression, research, and assessment; and

(g) ~~comprehend and appropriately use copyright laws in relation to original art works and reproductions;~~ demonstrate an awareness of copyright purposes and practices, reproduction, and diverse methods of appropriation, including cultural appropriation.

(h) ~~develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media.~~

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(2) The program requires that successful candidates demonstrate an understanding of:

(a) the stages of artistic development of children, adolescents, and young adults as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is ~~age~~ developmentally appropriate;

(2)(b) through (c) remain the same.

(d) budgeting and purchasing; ~~and~~

(2)(e) remains the same.

(f) appropriate assessment strategies for evaluating student progress and accomplishments in the visual and media arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;

(2)(g) remains the same.

(h) diverse career opportunities in art and art related fields to provide encouragement and advice to students about future options.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.505 BUSINESS EDUCATION (1) The program requires that successful candidates:

(a) create, analyze, revise, and implement business education curricula that ~~facilitates the learning of dynamic~~ communicates the challenges and opportunities for students in a global economy and the impact of evolving demographic trends, international competition, and technological innovation within subject matter in diverse learning environments;

(b) ~~build professional relationships with stakeholders to produce a relevant learning environment that reflects the~~ develop partnerships with members of the educational, business, and other communities to improve programs, develop new programs, ensure a curriculum based on real world ~~and provides benefits to the student and the community,~~ experience and provide students access to advanced learning opportunities, including development of career pathways and work-based learning experiences;

(c) demonstrate the development of personal and leadership competencies (~~e.g.,~~ including but not limited to citizenship, personal development, goal setting, and collaboration);

(d) demonstrate and apply ~~ethical~~ professional practice based on the principles ~~and philosophy~~ of business education and career and technical education through civic engagement, advocacy, and active participation in professional development and professional growth activities;

(e) integrate professional ~~student~~ student-directed organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;

(f) identify ~~methods for selection~~ and ~~application of~~ demonstrate appropriate technology tools ~~relating~~ to enhance academic, business, and personal ~~and~~

business decision making, including but not limited to current and emerging devices, input technologies, operating systems, applications, digital media, and web development and design;

(g) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;

(h) (g) demonstrate effective communication skills to facilitate learning, incorporate quality standards in all forms of communications, and recognize that culture impacts business communication is founded on respect, fairness, and honesty;

(i) (h) determine the nature and extent of the information needed, access needed information effectively and efficiently, and evaluate information and its sources critically;

(j) (i) demonstrate ethical and social professional responsibility related to all elements of business and the legal framework for personal, business, and social interactions;

(k) (j) identify careers and promote student access and use a variety of resources to gather information, present personal data, and explore educational and career opportunities in business and related occupational fields;

(l) (k) demonstrate the importance of employment communications to career success (e.g., resume, application letter, application forms and online application system, follow-up letter, electronic database employment search engines), interview techniques, and the skills needed to successfully obtain and maintain employment;

(m) (l) assess student interests, aptitudes, personal qualities, students personal skills, abilities, and aptitude for a career; use career resources to explore opportunities in business; develop workplace expectations; assist students in transitioning from school to work; and other information necessary for students to make informed career choices;

(n) (m) demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources;

(o) (n) apply marketing concepts through responsible marketing practices, including usage of marketing technologies and management fundamentals;

(p) (o) organize, manage, and synthesize information to make wise business decisions;

(q) (p) demonstrate techniques for business problem solving and critical thinking skills needed to function as citizens, consumers, workers, managers, business owners, and directors of their own economic futures;

(r) (q) apply interpersonal, teamwork, and leadership skills necessary to function with civility in multicultural business and social settings;

(r) develop an understanding of legal principles and systems and how law impacts commerce, society, regulations, and participation in the global business environment;

(s) demonstrate an awareness of the interrelatedness of one country's political policies and economic practices on another other nations, including interactions with sovereign tribal nations and an understanding of the global business environment, including the interconnectedness of connection between social, cultural, political, legal, economic, and ethical technological systems;

(1)(t) through (v) remain the same.

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(w) demonstrate accounting procedures and ~~use of~~ application of generally accepted accounting principles, accounting tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources;

(1)(x) remains the same.

(y) demonstrate understanding of professional behavior by respecting intellectual property, personal privacy, and information security;

(z) develop students' ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life; and

~~(z)~~ (aa) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities.

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.507 THEATRE (1) through (2)(a) remain the same.

(b) the relationship between the ~~actor~~ practitioner, the literature, and the audience, including the actor's ability to assess personal growth; and

(2)(c) through (5) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.509 ENGLISH/LANGUAGE ARTS (1) through (1)(b) remain the same.

(c) plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues ~~related to social justice, diversity, and democracy~~;

(1)(d) remains the same.

(e) demonstrate understanding of legal and ~~ethical~~ societal issues in English/ language arts such as freedom of expression, censorship, and bias;

(1)(f) through (m) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.510 ~~STUDENTS WITH DISABILITIES~~ SPECIAL EDUCATION P-12 (1) through (1)(a) remain the same.

(b) ~~understand how~~ demonstrate the ability to create and implement personalized, safe, respectful, inclusive, and culturally responsive learning ~~environments for all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;~~ that:

(i) are based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices; and

(ii) allow all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;

(c) ~~use~~ demonstrate knowledge of ~~general and specialized curricula, including curricula~~ standards used in Montana schools, and the ability to use general and specialized curricula to implement individualized learning opportunities that align with the needs of students with exceptionalities;

(d) use multiple methods of assessment and data sources to evaluate and identify individualized learning needs and make a variety of education decisions, including: ~~(i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPS) (34 CFR 300.320(a)(1)), write measurable goals and objectives, and use data to monitor progress)~~;

(i) ability to identify, collect and understand quantitative and qualitative data;

(ii) ability to accurately prepare Present Level of Academic Achievement Functional Performance;

(iii) ability to accurately prepare Measurable Annual Goals,

(iv) ability to accurately administer, score, and analyze the results of formative, summative and standardized assessments; and

(v) ability to accurately interpret and present the assessment results and make ongoing adjustments to instruction;

(e) select, adapt, and use a repertoire of evidence-based instructional strategies including explicit, systematic instruction, and assistive technology, whole group instruction, small group instruction, and individual instruction to support and self-regulate learning ~~to advance learning of individuals with exceptionalities~~;

(f) ~~guide professional practices by using~~ use foundational knowledge of the field ~~along with professional ethics and standards~~, of professional standards, and of ethical concerns unique to special education;

(g) collaborate, ~~and~~ communicate, and advocate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their families ~~(i.e., facilitating meetings, scheduling services, implementing accommodations and modifications)~~, including, but not limited to, facilitating meetings, scheduling services, working with paraeducators and related providers, and implementing accommodations and modifications;

(h) demonstrate an understanding of the philosophical, historical, and legal foundations of special education including:

(i) identification of social and cultural movements in special education law;

(ii) knowledge of court cases which shaped special education law; and

(iii) understanding of legal resources to assist decision making;

(1)(i) remains the same.

(j) demonstrate ~~knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and~~ appropriate instructional strategies and techniques to support students with ~~social-emotional/behavioral needs (e.g., positive behavior intervention plans/supports)~~ social, emotional, or behavioral needs, or any combination of these; ~~and~~

(k) demonstrate proficiency in ~~Montana~~ special education procedural competencies including knowledge of state and federal regulations and rules, knowledge of the state data collection system and state forms, and knowledge of

state and federal education processes; ~~laws along with the 13 legally defined categories, knowledge of the Achievement in Montana (AIM) system and state forms, special education processes, identification of social and cultural movements in special education law, and court cases which shaped special education law, understand legal resources to assist decision making, and the ability to navigate federal and Montana law.~~

(l) demonstrate an understanding of disability categories and characteristics to the extent necessary to use eligibility criteria to make informed decisions concerning learner identification; and

(m) demonstrate the ability to determine service and transitional needs and placement in least restrictive environment (LRE) in order to ensure a free and appropriate public education (FAPE) once a student has been identified and qualified for services.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.511 WORLD LANGUAGES (1) The program requires that successful candidates:

(a) demonstrate understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and ~~describe~~ explain the rules that govern the structure, function, and meaning of target language discourse;

~~(b) explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples;~~

~~(c)~~ (b) identify and explain pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;

~~(d)~~ (c) demonstrate listening comprehension to understand short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;

~~(e) in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect~~ (d) narrate and describe in past, present, and future using connected discourse;

~~(f) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;~~

~~(g)~~ (e) deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;

~~(h)~~ (f) understand conventional written narrative and descriptive texts~~, such as descriptions of persons, places, and things and narrations about past, present, and future events~~;

~~(i)~~ (g) write narratives, descriptions, and summaries on topics of general interest in all major time frames with ~~good~~ some control of aspect;

~~(j)~~ (h) demonstrate understanding of language as an essential element of culture;

(k) (i) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;

(l) (j) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;

(m) (k) interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures;

(n) (l) identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions;

(o) (m) provide opportunities for students to connect to the target language and culture through a variety of means, including technology, as a key component of their classroom practice;

(p) (n) exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;

(q) tailor language use to students' developing proficiency levels and use a variety of strategies to help students understand oral and written input;

(r) (o) use the target language to the maximum extent in the classroom at all levels of instruction;

(s) (p) demonstrate an understanding of the national and state standards for foreign world language learning to make instructional decisions;

(t) (q) understand how to integrate interpersonal, interpretive, and presentational modes of communication in instruction;

(u) (r) design and use authentic and standards-based performance assessments using the three modes of communication to measure student progress in communicative and cultural competencies; and

(v) (s) design a content-based curriculum which that integrates content from other subject areas into instruction; and.

(w) demonstrate knowledge of language proficiency in the second language resulting from the achievement of an appropriate score (at a specific level determined by the degree granting college or university) on an internationally recognized proficiency examination.

(2) The classical language program requires that successful candidates:

(a) demonstrate knowledge and understanding of the preceding standards;

(b) (a) demonstrate knowledge and understanding of the specific classical language; and

(c) (b) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.

(3) The English as a Second Language (ESL) program requires that successful candidates:

(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;

(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;

(c) demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement;

(d) demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;

(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;

(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and

(g) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.

(4) (3) The Native American language program and culture specialist licensure requires that successful candidates demonstrate the knowledge of and competence in languages of American Indians and tribes in Montana, as attested by the appropriate tribal authority, pursuant to ARM 10.57.436.

(4) The American Sign Language program requires that successful candidates:

(a) demonstrate understanding of first and second language acquisition;

(b) demonstrate knowledge and application of linguistics of American Sign Language;

(c) demonstrate understanding of aspects of the deaf culture and community;

(d) demonstrate understanding of methods of teaching American Sign Language;

(e) demonstrate knowledge and application of American Sign Language IV or higher; and

(f) demonstrate understanding of American Sign Language literature.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.513 HEALTH (1) through (1)(m) remain the same.

(n) demonstrate the dispositions and communication skills to facilitate cooperation among health educators, other teachers families, and other appropriate professionals school staff;

(1)(o) through (w) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.514 FAMILY AND CONSUMER SCIENCES (1) The program requires that successful candidates:

(a) analyze family, community, and work interrelationships, investigate career paths through work-based learning activities;, examine family and consumer sciences careers in education and human services, hospitality and food production, and visual arts design;, and apply career decision making and transitional processes; and implement service learning;

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(b) illustrate how each domain of human well-being ~~including social, economic, financial, emotional, spiritual, physical, and intellectual~~ can be enriched in every family and consumer sciences content area;

(c) ~~manage~~ use local and global resources responsibly to address the diverse needs and goals of individuals, families, and communities worldwide in all family and consumer sciences areas, including, but not limited to, practices related to ~~human, economic, and environmental resources~~ resource management, consumer economics, financial literacy, living environments, and textiles and apparel;

(d) apply culturally responsive principles of ~~early childhood,~~ human development, and interpersonal family relationships to strengthen ~~relationships for~~ individuals ~~in the family, workplace, and communities throughout the life span~~ and families across the lifespan in contexts such as parenting, caregiving, and the workplace;

(e) ~~apply principles of~~ promote nutrition, ~~culinary arts, and sustainability of wellness practices~~ science, and food literacy practices; develop food preparation and production skills in personal and professional settings that enhance individual and family well-being across the lifespan; and address related concerns in a global society;

(f) develop, justify, and implement course curricula that address perennial and evolving family, career, and community issues~~;, and~~ reflect the integrative nature of family and consumer sciences~~,~~; integrate core academic areas; and reflect high quality career and technical education practices ~~across all academic areas~~;

(1)(g) remains the same.

(h) ~~demonstrate~~ engage in ~~ethical~~ professional practice based on the history, ~~and~~ philosophy of family and consumer sciences, and relationship to career and technical education through civic engagement, advocacy, collaboration with other professionals, recruitment and mentoring of prospective and new professionals, and ongoing professional development;

(i) collect student and program data to assess, evaluate, and improve student learning and programs in family and consumer sciences using ~~appropriate~~ evidence-based criteria, standards, and processes;

(j) integrate leadership strategies ~~from Family, Career, and Community Leaders of America (FCCLA) or other sources~~ into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development; and

(k) facilitate ~~each student's~~ students' critical ~~thinking~~ literacy and problem solving in family and consumer sciences through varied instructional strategies and technologies by experiences modeling ~~and through~~ responsible management of resources in schools, communities, and the workplace~~.~~; and

(l) develop, implement, and demonstrate laboratory policies and procedures based on current industry standards specific to the focus of the course to ensure both the safety of students and clients.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.515 INDUSTRIAL ~~TRADES AND TECHNOLOGY EDUCATION~~ TECHNICAL SCIENCES (1) The program requires that successful candidates:

(a) demonstrate knowledge of a curriculum and curriculum design consistent with current national and Montana standards, including:

(i) a mission statement with stated goals and objectives that reflect the intent of industrial trades and technology education programs, as guided by the national professional organizations;

(ii) an organized set of concepts, processes, and systems that are technological in nature; ~~and~~

(iii) content orientated toward industrial trades and technology education; and

(iv) classroom and laboratory instruction; experiential, project and work-based learning; and leadership and personal development;

(b) demonstrate knowledge/competency in applied science, technology, engineering, mathematics, and communication, including:

(i) knowledge about the development of technology, its effects on people, industry, the environment, and society;

(ii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential;

(iii) information about industry's organization, personnel systems, techniques, resources, products, and social impacts;

(iv) construction technology, which includes physical-related technology that uses resources to build structures or construct work on site;

(v) manufacturing technology, which includes physical-related technology using resources to extract and convert raw/recycled materials into industrial and consumer goods;

(vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange among individuals and societal units through the movement of material, goods, and people; ~~and~~

(vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching; and

(viii) energy and engineering technology, including information related to engineering and robotics;

(1)(c) through (1)(j) remain the same.

(k) apply and use content knowledge from other disciplines to ~~solve~~ address individual and social problems ~~inclusive of gender equity and culturally sensitive opportunities~~;

(1)(l) remains the same.

(m) ~~demonstrate and apply safe laboratory skills including OSHA 10 requirements, with emphasis on the facilities, personal safety equipment, and environmental concerns~~ demonstrates the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library media, and electronic technology, and maintain a safe environment, and create a culture of safety during classroom, laboratory, and supervised industrial technical experiences;

(n) demonstrate and apply ~~ethical~~ professional practice based on principles and philosophy of industrial trade and technology education and career technical

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education (CTE) through civic engagement, advocacy, and active participation in professional development and professional growth activities;

(1)(o) remains the same.

(p) ~~demonstrate a knowledge of the value of building professional relationships with stakeholders to produce a relevant learning environment and provide benefits to the student and the community including development of career pathways and work-based learning experiences~~ demonstrate knowledge of experiential, project, and work-based learning by enhancing student learning through continuous experiential, project, and work-based learning experiences with community stakeholders;

(q) ~~articulate industrial trades and technology education to the school and the local community~~ demonstrate knowledge of program marketing by engaging key stakeholders through involvement, recognition, and the sharing of information about all components of the program;

(1)(r) through (s) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.516 JOURNALISM (1) through (1)(f) remain the same.

(g) demonstrate knowledge of and apply journalism ~~ethics~~ professional standards;

(1)(g) through (1)(m) remain the same.

(n) develop a plan and apply strategies on how to ~~organize staffs~~ recruit and develop a student journalism staff and demonstrate skills in leadership and group dynamics;

(1)(o) through (1)(q) remain the same.

(r) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students; ~~and~~

(s) incorporate instruction in reading literacy and writing literacy in journalism as required by the Montana Content Standards, understanding that course organization needs to allow continuous student learning~~.~~; and

(t) design a variety of assessment tools that guide students in assessing their learning.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.517 LIBRARY MEDIA K-12 (1) The program requires that successful candidates:

(a) demonstrate the ability to collaboratively design, implement, and assess~~, and evaluate an~~ information literacy ~~program that prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the development and implementation of K-12 curriculum~~ efforts that engage diverse learners in critical thinking and inquiry processes;

(1)(b) through (1)(c) remain the same.

(i) ~~manage~~ curate library collections through evaluation, selection, acquisition, and organization of all formats of library materials;

(ii) collaborate with teachers and students ~~in the selection of reading materials in print and digital formats~~ to ensure that the collection meets the interest of all learners and is aligned to state standards; and

(iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana; and

~~(d) demonstrate knowledge of technical services and the policies and procedures that govern these services; and~~

~~(e)~~ model and facilitate the effective use of ~~current and emerging digital~~ information ~~tools to locate, analyze, evaluate, and efficiently and ethically use information to~~ and use varying instructional strategies and technologies to support research, learning, creating, and communicating in a digital society.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.518 MATHEMATICS (1) through (1)(b) remain the same.

(c) ~~demonstrate an appreciation for~~ promote mathematical rigor and inquiry;

(1)(d) remains the same.

(e) demonstrate understanding of the mathematical modeling process by interpreting, ~~and~~ analyzing, and explaining mathematical results and models in terms of their reasonableness and usefulness;

(1)(f) through (1)(j)(i) remains the same.

(ii) different perspectives on algebra including knowledge and understanding of algebraic structures, basic function classes, functional representations, algebraic models and applications, formal structures ~~and results in abstract algebra,~~ and linear algebra;

(1)(j)(iii) through (1)(j)(vii)

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.521 READING SPECIALISTS K-12 (1) The program requires that successful candidates:

(a) ~~understand the~~ demonstrate knowledge of: ~~theoretical and evidence-based foundations of reading and writing processes and instruction as outlined in the Montana Content Standards, including:~~

(i) ~~understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components~~ the major theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, their correlation to Montana Content Standards, and the role of the reading/literacy specialist in schools;

(ii) ~~understanding of the role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the~~

~~needs of individual learners~~ <u>the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, and comprehension) development throughout the grades and its relationship with other aspects of literacy</u>; ~~and~~

(iii) ~~demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana~~ <u>the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising and audience), and foundational skills (e.g., spelling sentence construction and word processing) and their relationships with other aspects of literacy</u>;

(iv) <u>demonstrate knowledge of theoretical conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, and visually representing) and its relationships with other aspects of literacy; and</u>

(v) <u>demonstrate knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana</u>;

(1)(b) through (1)(b)(ii) remain the same.

(iii) developing and implementing strategies to advocate for ~~equity~~ <u>equality of opportunity</u>;

(c) use ~~instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing~~ <u>foundational knowledge to design literacy curricula to meet the unique needs of learners</u> by:

(i) ~~utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum~~ <u>designing, selecting, critiquing, adapting, and evaluating evidence-based literacy curricula that meet the needs of all learners</u>;

(ii) ~~utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections, including the use of appropriate technology; and~~ <u>designing, selecting, adapting, teaching, and evaluating evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent</u>;

(iii) ~~utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources;~~ <u>selecting, adapting, teaching, and evaluating evidence-based, supplemental, and intervention approaches and programs while using instruction that is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; and</u>

(iv) <u>demonstrating the ability to collaborate with school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum</u>;

(d) ~~use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction~~ <u>understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student</u>

literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices to relevant stakeholders by:

(i) understanding ~~types of assessments and their purposes, strengths, and limitations~~ the purposes, attributes, formats, strengths/limitations (including, but not limited to, validity, reliability, inherent language and culture, and dialect), and influences of various types of tools in a comprehensive literacy and language assessment system and applying that knowledge when using assessment tools;

(ii) ~~selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data~~ collaborating with colleagues to administer, interpret, and use for decision making student assessment, instruction, intervention, and evaluation for individuals and groups of students; ~~and~~

(iii) ~~using assessment information to plan, evaluate, reflect on, and adjust instruction;~~ participating in and leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools; and

(iv) using both written and oral communication, explaining assessment results, and advocating for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians;

(e) ~~create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments~~ meeting the developmental needs of all learners and collaborating with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrating digital technologies in appropriate, safe, and effective ways; and fostering a positive climate that supports a literacy-rich learning environment by:

(i) ~~designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction~~ in consultation with families and colleagues, meeting the developmental needs of all learners;

(ii) ~~designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write; and~~ collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners;

(iii) ~~utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).~~ integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways and assisting colleagues in these efforts; and

(iv) facilitating efforts to foster a positive climate that supports a literacy-rich learning environment; and

(f) demonstrating ability to work collaboratively with individuals and groups of colleagues; demonstrating their coaching skills; and advocating on behalf of, students and families by:

(i) designing and practicing in professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams,

academic department teams, and workshops) while using collaborative data collection, analysis, and decision-making processes.
(ii) using their knowledge of adult learning to support teacher inquire and reflectivity through coaching tools and processes (e.g., modeling, problem solving, observation feedback cycles, and coteaching) in their work with teachers; and
(iii) facilitating and working with teachers and other school leaders to advocate on behalf of students and families, for effective literacy programs, practices, and policies.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.522 SCIENCE (1) through (2)(a) remain the same.
(i) recent significant changes in the field, as reflected by Montana Content Science Standards, the science framework and their impact on the content knowledge necessary for teaching K-12 students;
(2)(a)(ii) through (2)(d) remain the same.
(e) practice ethical humane treatment of living organisms in the classroom; and
(f) conceptual understanding of ethical and human implications of such contemporary issues as the impact of technologies on earth systems; and
(2)(g) through (4)(b)
(c) conceptual understanding of living organisms, ethical humane laboratory and field studies promoting scientific inquiry, applications of biology in social and historical perspectives;
(4)(d) through (7)(l) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.523 SOCIAL STUDIES (1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional content chosen from economics, geography, psychology, sociology, Native American studies, or anthropology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana and national standards.
(2) through (2)(a) remain the same.
(b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards for civic competence;
(2)(c) remains the same.
(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in

Montana, including an awareness and application of the Montana 7 Essential Understandings ~~of~~ Montana's Indian Education for All; ~~and~~

(e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and range of abilities~~.~~; and

(f) plan and implement a variety of pedagogical practices that engage students and promote understanding of contemporary events.

(3) The economics endorsement program requires that successful candidates demonstrate knowledge of content and pedagogy related to:

(3)(a) through (3)(b) remain the same.

(c) the basic economic goals for society, through a fee market economy, including freedom of choice, personal financial literacy, ~~ethical~~ lawful action, efficiency, ~~equity~~ equality of opportunity, full employment, price stability, growth, and security;

(3)(d) through (3)(d)(iv) remain the same.

(v) the influence of political events on ~~the~~ national and international economic ~~order~~ conditions.

(4) The geography endorsement program requires that successful candidates demonstrate knowledge of content and pedagogy related to:

(4)(a) through (4)(c) remain the same.

(d) the use of maps and other tools of geographical investigation or presentation, including the use of emerging technology, to process and evaluate information from a spatial perspective.

(5) through (8)(d) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.524 COMMUNICATION (1) through (1)(c) remain the same.

(d) demonstrate understanding of diagnostic techniques, assessment, designing, and prescriptions applying formative and summative assessments for improving students' formal and informal communication skills and communicate with students providing appropriate and targeted feedback about their performance in ways that actively involve them in their own learning by encouraging them to analyze their own communication skills;

(e) design instruction that incorporates students' home and a variety of community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes;

(1)(f) through (1)(g) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.526 TRAFFIC EDUCATION (1) through (1)(b) remain the same.

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(c) demonstrate an understanding of the state requirements regarding vehicle usage ~~(i.e.,~~ including, but not limited to, required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, course completion certificates, and insuring~~)~~;

(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program ~~(i.e.,~~ including, but not limited to, approval and reimbursement forms~~)~~;

(1)(e) through (1)(h) remain the same.

(i) demonstrate an understanding of the consequences resulting from violations ~~(i.e.,~~ including, but not limited to, driving record, loss of driving privilege, higher insurance premiums, and license retesting~~)~~;

(1)(j) remains the same.

(k) demonstrate an understanding of the importance of positive attitudes toward safe driving ~~(i.e.,~~ including, but not limited to, mental, social, and physical tasks performed through a decision-making process~~)~~;

(l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system ~~(i.e.,~~ including, but not limited to, pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways~~)~~;

(m) demonstrate an understanding of the responsibilities of contemporary vehicle ownership ~~(i.e.,~~ including, but not limited to, basic mechanical operation, maintenance, and insuring~~)~~;

(1)(n) remains the same.

(o) demonstrate an understanding of current traffic education issues ~~(i.e.,~~ including, but not limited to, parent involvement, zone control, reference points, distracted, drowsy, impaired, and aggressive driving, and graduated driver licensing~~)~~;

(1)(p) through (1)(q) remain the same.

(r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle ~~(i.e.,~~ including, but not limited to, controlled but varied situations and environments~~)~~;

(s) demonstrate knowledge, application, and evaluation of specific student competencies ~~(i.e.,~~ including, but not limited to, scanning, vehicle balance and control, roadway markings, maneuvers, intersections, and highways~~)~~;

(t) demonstrate an understanding of specific competencies as defined by recognized agencies and organizations ~~(i.e.,~~ including, but not limited to, Office of Public Instruction and American Driver and Traffic Safety Education Association~~)~~;

(u) design educational strategies for visual perceptual skill development ~~(i.e.,~~ including, but not limited to, scanning, zone control, limiting distractions, risk management, and defensive driving principles~~)~~;

(1)(v) through (1)(w) remain the same.

(x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse and current legislation as they relate to use of the highway transportation system;

(1)(y) through (1)(ac) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.528 COMPUTER SCIENCE (1) through (1)(b)(iii) remain the same.
(iv) knowledge of ~~at least one of the programming languages, C++, Java, C#, or Ada, and one other~~ <u>a</u> current programming language and current programming language trends;
(1)(c) through (1)(g)(i)
(ii) the social, ~~ethical,~~ and legal issues and impacts of computing and information systems;
(1)(g)(iii) remains the same.
(iv) and ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security, privacy, intellectual property, equitable access to technology resources~~, gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change~~; and
(1)(g)(v) through (1)(h)(e) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.531 EARLY CHILDHOOD EDUCATION (1) The program requires that successful candidates:
(a) <u>identify, apply, and reflect on their knowledge of child development by:</u>
(i) ~~demonstrate~~ <u>demonstrating</u> an understanding of ~~young children's~~ <u>early childhood</u> (birth-age 8) characteristics and needs ~~encompassing~~ <u>across</u> multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes<u>, bilingual/multilingual development,</u> and motivation to learn; <u>and</u>
(ii) <u>understanding and valuing developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning for all children;</u>
(b) base their practice on coherent early childhood theoretical perspectives, current <u>understanding of the influence of theory and</u> research about brain growth and development, <u>executive function, motivation,</u> ~~and~~ the importance of play<u>, and dispositions toward learning on development</u>;
(c) apply their understanding of <u>the</u> multiple influences on <u>the contexts of</u> young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;
(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children; <u>and</u>
(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for

each child; children, with full family engagement in establishing the most effective environment for their child.

(2) The program ensures that successful candidates identify, apply, and reflect on their knowledge of family and community partnerships by:

(f) know (a) knowing about, understand, and value valuing the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources;

(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and

(ii) demonstrate a knowledge of the implications of secondary trauma;

(g) (b) collaborating with families as equal partners in creating create respectful, reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten;

(h) promote and encourage (c) promoting and encouraging family involvement engagement in all aspects of children's development and learning including assisting families to find curriculum and refer resources concerning parenting, mental health, health care, and financial assistance; and

(i) (d) demonstrate demonstrating essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs;.

(3) The program ensures that successful candidates identify, apply, and reflect on their knowledge of observation, documentation, and assessment by:

(a) understanding the importance of different types of developmentally appropriate assessments, including but not limited to observation, portfolio assessment, and work samples, as well as the importance of providing play-based experiences for children to demonstrate their skills and abilities;

(b) understanding the goals of assessment to summarize, analyze, and use assessment information gathered to:

(i) learn about the unique qualities of American Indians;
children's characteristics, including

(ii) document all children's growth in all developmental domains and promote positive outcomes for each child

(iii) make data-driven decisions to guide curriculum planning and instruction; and

(iii) evaluate effective curriculum to maximize children's development and learning; and

(j) recognize the goals of assessment and summarize, analyze, and use assessment information gathered through ongoing, systematic observations and other informal and formal assessments, including play-based assessments and developmental screenings to:

(i) learn about children's unique qualities;

(ii) guide instruction; and

(iii) evaluate effective curriculum to maximize children's development and learning;

(k) make ethical considerations when administering and interpreting assessments including:

(c) understanding assessments that have established reliability and validity that consider children's development, ability, culture, and language.

(i) an understanding of family context and involving families in the assessment process;

(ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and

(iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity;

(4) The program ensures that successful candidates identify, apply, and reflect on their knowledge of teaching and engagement by:

(a) utilizing the environment, schedule, and routine as learning opportunities, including:

(i) designing learning centers and interest areas for indoor and outdoor spaces;

(ii) scheduling extended time for play; and

(iii) teaching through individual and small group contexts that personalize the learning for the child;

(l) create (b) creating a caring community of learners that:

(i) supports positive relationships between educators, families, and children;

(ii) promotes the development of children's social, emotional, and friendship skills; and

(iii) assists children in the development of security, self-regulation self-discipline, responsibility, and problem solving;

(m) utilize (c) utilizing a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as:

(i) incorporating play, project based and experiential learning as a core teaching practices;

(ii) integrating curricular areas;

(iii) scaffolding learning;

(iv) personalization of learning

(v) teaching through social interactions;

(vi) providing meaningful child choice;

(vii) implementing positive guidance strategies; and

(viii) making appropriate use of technology; and

(n) (d) provide curriculum and learning experiences that reflect the principles of universal design for learning, the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana;.

(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor

~~learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;~~

(5) The program ensures that successful candidates identify, apply, and reflect on their knowledge of curriculum by:

~~(p)~~ (a) ~~design, implement, and evaluate~~ designing, implementing, and evaluating developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All; and

~~(q)~~ (b) ~~integrate and support~~ integrating and supporting in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by:

(i) demonstrating knowledge and understanding of theory and research and applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creative engagement;

(ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;

(iii) demonstrating knowledge, understanding, and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense, operations, algebra, geometry, measurement, data analysis statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data to engage students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;

(iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;

(v) demonstrating knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, drama) and the visual arts as primary media for communication, inquiry, perspective, and engagement among students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;

(vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student

development and practice of skills that contribute to good health for all young children; and

(vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for all students;.

~~(r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements;~~

(6) The program ensures that successful candidates identify, apply, and reflect on their knowledge of professionalism by:

(a) identifying and involving oneself with the distinctive history, values, knowledge base, and mission of the early childhood field to become an informed advocate for all young children and their families.

~~(s) uphold and use~~ (b) upholding and using state ~~and national~~ codes of ~~ethical~~ conduct for the education of young children and other applicable regulations and guidelines ~~to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community~~;

~~(t) collaborate~~ (c) collaborating with multiple stakeholders, including:

(i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades;

(ii) families and interdisciplinary professionals to meet the developmental needs of each child; and

(iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;

~~(u) use~~ (d) using formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;

~~(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;~~

~~(w) engage in informed advocacy for young children and the early childhood profession; and~~

~~(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings:~~

~~(i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and~~

~~(ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.~~

(e) engaging in continuous, collaborative learning to inform practice; and

(f) developing and sustaining the habit of reflective and intentional practice in their daily work with young children.

(7) The program ensures successful completion of clinical and student teaching experiences that:

(i) are well-planned and sequenced in a variety of settings (i.e. state-licensed child care, Head Start, or community programs);

(ii) provide the opportunity to connect early childhood classroom experiences to home and community settings;

(iii) include experience in two different age groups (3-6 and 5-8); and

(iv) include a -Kindergarten through -3rd grade student teaching experience in a formal school setting.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.532 ELEMENTARY (1) through (1)(a) remain the same.

(b) demonstrate knowledge, understanding, and ~~use~~ application of ~~the~~ central concepts as outlined in Montana content standards~~, tools of inquiry, and structures of content for students across grades K-8~~ and engage students in meaningful learning experiences that ~~develop students' competence in subject matter and skills for various developmental levels~~ support students in meeting standards;

(c) demonstrate ~~knowledge and understanding of theory and research and~~ and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication; apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, ~~print and non-print texts, which are inclusive of~~ new literacies, and technology; include texts from and about American Indians and tribes in Montana; ~~and technology, and~~ plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement; be able to teach children how to read and recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition and the role of a heritage language in learning to listen, speak, read, and write in a new language;

(d) demonstrate knowledge, understanding, and ~~use~~ application of the fundamental concepts of physical science, life science, earth~~,~~ and space sciences, and engineering design to design and implement ~~age-appropriate~~ developmentally appropriate inquiry lessons based in the history and nature of science, including tribal ways of knowing and scientific contributions related to tribes in Montana, ~~to teach science,~~ to build student understanding for personal and social applications~~, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana~~;

(e) demonstrate knowledge, understanding, and ~~use~~ utilization/application of the major concepts and procedures that define number and operations in base ten, fractions, operations, algebraic thinking ~~algebra~~, geometry, measurement, data~~,~~ ~~analysis and~~ ratios and proportional relationships, the number system, expressions and equations, statistics, data science, probability, and functions to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation~~, including~~ through culturally inclusive instruction, including tribal ways of knowing and lessons and examples relating to American Indians and tribes in Montana;

(f) demonstrate knowledge, understanding, and ~~use~~ application of the major concepts and modes of inquiry from the social studies, which include the integrated

study of history, civics and government, geography, and economics, including personal financial literacy, and an understanding of the social sciences and other related areas to promote elementary students' abilities to make informed decisions as citizens of an interdependent world that includes a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;

(g) demonstrate knowledge, understanding, and use application of the content, functions, and achievements of dance, music, theater, media arts, and the visual arts, including the art of American Indian artists and tribes in Montana, as primary media for an essential part of communication, inquiry, perspective, and engagement among elementary students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;

(h) demonstrate knowledge, understanding, and use application of the major concepts in the subject matter of health education to create opportunities for student development students to develop and practice of skills that contribute to good physical and mental health for all elementary students;

(i) demonstrate knowledge, understanding, and use application of human movement and physical activity as central elements to foster students' active, healthy life styles habits in order to promote mental well-being and enhanced quality of life for all elementary students;

(1)(j) remains the same.

(k) plan and implement instructional strategies based on knowledge of individual students, families, learning theory, content, connections across the curriculum, curricular goals, and community;

(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction for learners of all cognitive abilities to meet the needs of individual students;

(1)(m) remains the same;

(n) demonstrate knowledge and understanding application of individual and group motivation and behavior and apply this knowledge and understanding relationship building and developmentally-appropriate behavior responses to create learning communities that foster active engagement in learning, self-motivation, self-discipline, and positive, healthy interactions interaction and to create supportive learning environments;

(o) use demonstrate knowledge and understanding application of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive interaction interactions among students and transparency with students' families; and

(p) demonstrate knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to support data-driven decision making to monitor student growth evaluate and ensure the continuous intellectual, social-emotional, and physical development of elementary students.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.533 MIDDLE GRADES (4-8) (1) remains the same.

(a) knowledge and understanding of the major concepts, principles, theories, and research related to young adolescent development (grades 4 through 8) and apply this knowledge and understanding when making curricular decisions, planning and implementing instruction, and participating in ~~middle grades programs and practices~~ professional development activities;

(b) ~~knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs, and interests, and~~ apply ~~this~~ knowledge of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents~~;, including those whose language and cultures are different from their own;~~

~~(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies;~~

~~(ii) demonstrate a knowledge of the implications of secondary trauma;~~

(1)(c) through (2) remain the same.

(a) knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking, and listening; reading and writing processes; literature, print, and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and effective technology integration; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking, critical analysis, and creative engagement for young adolescents;

(2)(b) through (2)(d) remain the same.

(e) knowledge, understanding, and use of the content, functions, and achievements of the performing arts ~~(dance, music, theater)~~ and the visual arts as primary media for communication, inquiry, perspective, and engagement among young adolescent students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;

(f) knowledge, understanding, and use of health enhancement education to create opportunities for middle grades student development and practice of skills that contribute to good ~~physical, social, emotional, and behavioral~~ health for all young adolescents; and

(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy habits ~~life styles~~, including health nutrition and enhanced quality of life for all young adolescent students.

(3) through (4) remain unchanged.

(a) knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, ~~employing inclusive ideas and issues~~ that engage middle grades students' ideas, interests, concerns, and experiences;

(4)(b) through (4)(f) remain unchanged.

(g) knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous ~~intellectual, social-emotional, behavioral, and physical~~ development of middle grades students.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.604 ADVANCED PROGRAMS (1) ~~Advanced programs are offered at postbaccalaureate levels for~~ Advanced-level preparation is provided through programs at the graduate level leading to licensure, certification, or endorsement. Advanced-level programs are designed to develop P-12 teachers who have already completed initial licensure, currently licensed administrators, and other licensed school professionals for employment in P-12 districts. Advanced programs reviewed include the following:

(a) ~~the continuing education of teachers who have previously completed initial preparation~~ programs for the preparation of school counselors and school psychologists, if the program is not currently accredited through another national approved accreditor; or

(b) ~~the preparation of other school professionals~~ educational leadership programs leading to the preparation of principals, curriculum directors, supervisors, and superintendents.

(2) ~~Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree educator preparation programs offered at the postbaccalaureate level. Examples of these programs include~~ Advanced-level programs not reviewed include the following:

(a) ~~teachers who are preparing for a second endorsement at the graduate level in a field different from the field in which they had their first endorsement~~ any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 districts;

(b) ~~programs for teachers who are seeking a master's degree in the field in which they teach~~ any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); and

(c) ~~programs not tied to endorsement, such as programs in curriculum and instruction; and~~

(d) ~~programs for other school professionals such as school counselors, school psychologists, educational administrators, and curriculum directors~~ educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 districts.

History: 20-2-114, MCA; IMP, 20-2-121, MCA; NEW, 2014 MAR p. 2936, Eff. 7/1/15.

10.58.605 ADVANCED CONTENT AND PEDAGOGICAL KNOWLEDGE (1) The provider ensures that advanced program candidates:

(a) develop ~~a deep~~ understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices ~~flexibly~~ to advance the learning of all students toward attainment of college- and career-readiness standards specific to their discipline;

(b) demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline to effectively work with all P-12 students and their families;

(c) ~~use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline;~~ demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, by:

(i) utilizing data literacy;

(ii) using research and understanding of qualitative, quantitative, and mixed methods research methodologies;

(iii) employing data analysis and evidence to develop a supportive learning environment;

(iv) leading and participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; and

(v) supporting appropriate applications of technology for their field of specialization; and

(vi) applying laws, policies, and professional standards appropriate to their field of specialization;

(d) ~~apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies~~ have opportunities to learn and apply specialized content and discipline knowledge contained in approved state or national discipline-specific standards; and

(e) demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards~~;~~ ~~and~~.

~~(f) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.~~

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE (1) The provider:

(a) ensures that effective partnerships and high-quality clinical practice are central to candidates' preparation ~~so that candidates~~ to develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development and appropriate for their professional specialty field;

(b) ~~ensures that partners co-construct~~ co-constructs mutually beneficial P-12 school and community arrangements~~, including technology-based collaborations,~~ for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation~~. Partnerships~~ by:

(i) ensuring partnerships for clinical preparation ~~can~~ follow a range of forms, participants, and functions~~. They establish~~;

(ii) establishing mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ~~ensure~~

(iii) ensuring that theory and practice are linked; maintain by maintaining coherence across clinical and academic components of preparation; and share

(iv) sharing accountability for advanced program candidate outcomes; and

(v) to the extent possible, providing opportunities for advanced candidates to student teach in the district and school of their choice, including through recruitment and retention programs adopted by school districts, in accordance with statewide agreements among providers;

(c) ensures that partners co-select, prepare, evaluate, and support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on advanced program candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and

(d) works with partners to design and implement clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.605, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SELECTIVITY SUPPORT (1) The provider:

(a) demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program is an ongoing and intentional focus so that completers are prepared to perform effectively and can be recommended for certification where applicable;

(b) develops and implements plans and efforts to know and address local, state, regional, and national needs for hard to staff schools and shortage fields. The goals and evidence show progress toward a high-quality advanced candidate pool, which reflects the diversity of Montana's P-12 students presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission:

(i) admitted candidates reflect the diversity of Montana's P-12 students; and

(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, regional, or national needs for school and district staff prepared in advanced fields;

(c) sets admissions requirements, including ~~the CAEP~~ a minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, ~~providing~~ including data points that are reliable and valid predictors of advance candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence:

~~(i) data points are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and~~

~~(ii) these data are regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;~~

(d) ~~establishes and~~ monitors ~~attributes and~~ dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program~~, and selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service; and~~ using valid and reliable measures;

(e) creates criteria for program progression and ~~monitors candidates' advancement~~ uses data to monitor advanced candidates from admissions through completion. ~~All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains.~~ The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider documents the need for candidate support, so advanced candidates meet milestones; and

(f) implements a system for effectively maintaining records of advanced candidate formal complains and resolution documentation.

(2) ~~Prior~~ Ensures that prior to recommending any advanced program candidate for program completion, the provider documents that the advanced program candidate:

(a) ~~has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning~~ possesses academic competency to help facilitate learning with positive impacts on all P-12 student learning and development through application of content knowledge, data literacy and research-driven decision making, effective use of collaborative skills, and application of technology in the field(s) where certification is sought; and

(b) understands the expectations of ~~the profession, including codes of ethics,~~ professional standards of practice~~,~~ and relevant laws and policies.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.608 ADVANCED PROGRAM ~~IMPACT~~ SATISFACTION WITH PREPARATION (1) The provider:
(a) ~~demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation;~~
(b) ~~documents advanced program completers' impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including employer surveys, and program completer surveys;~~
(c) ~~demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve;~~
~~(d)~~ (a) demonstrates, using ~~measures that result in~~ valid and reliable data that employers are satisfied with the advanced program completers' preparation for their ~~assigned~~ responsibilities ~~in~~ working with P-12 students and their families; and
~~(e)~~ (b) demonstrates, using ~~measures that result in~~ valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they ~~confront~~ encounter on the job, and that the preparation was effective.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.609 ADVANCED PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT (1) The provider:
(a) ~~maintains~~ develops a quality assurance system ~~comprised~~ that consists of valid and reliable data from multiple measures~~, including evidence of candidates' and completers' positive impact on P-12 student learning and development;~~ that documents the advanced program's operational effectiveness and supports continuous improvement that is sustained and evidence-based~~, and that evaluates the effectiveness of its completers; and~~. The provider uses the results of inquiry and data collection to establish priorities, enhance advanced program elements and capacity, and ~~test~~ highlight innovations ~~to improve completers' impact on P-12 student learning and development~~;
(b) ~~develops~~ implements and maintains a quality assurance system ~~which is~~ comprised of multiple measures~~,~~ that can monitor advanced program candidate progress~~, completer achievements,~~ and provider operational effectiveness. The provider documents the process of data entry and how data are reported and used in decision making to make advanced programmatic improvement;
(c) ensures that ~~its~~ the quality assurance system relies on ~~data that are~~ relevant, verifiable, representative, cumulative, and actionable measures ~~provides~~

specific guidance for improvement, and produces empirical evidence that to ensure interpretations of data are valid and consistent;

(d) regularly and systematically assesses advanced program performance against its goals and relevant standards, tracks monitors results over time, tests innovations, and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes;

(e) ensures that data from the quality assurance system measures of advanced program completer impact on the P-12 learning environment, including available outcome data, are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to advanced programs, resource allocation, and future direction; and

(f) assures that appropriate internal and external stakeholders, including, but not limited to, faculty, staff, candidates, completers, alumni, employers, practitioners, and school and community partners, and others defined by the provider, are involved engaged in advanced program design, evaluation, and continuous innovative improvement processes, and identification of models of excellence.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.610 SCHOOL COUNSELING K-12 (1) through (1)(d) remain the same.

(e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including American Indians and tribes in Montana;

(f) (e) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies, as well as the roles of leaders, advocates, and systems change agents in schools;

(g) (f) demonstrate competence in elementary, middle, and high school counseling in:

(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program that includes mission statements and objectives;

(ii) appraising and interpreting interviews, observations, and formal assessments (e.g. including, but not limited to, aptitude, interest, achievement, and personality tests) and other assessments relevant to K-12 education;

(iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement;

(iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group contexts such as personal/social counseling, parent conferences, teaching guidance curriculum lessons using lesson planning and

classroom management strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools;

(1)(g)(v) through (1)(g)(vi) remain the same but are renumbered (1)(f)(v) through (1)(f)(vi).

(vii) managing school counseling programs by using accountability data to inform decision making to advocate for students and programs, analyzing, and presenting educational research, performance, and evaluation data (e.g., including, but not limited to, standardized test scores, grades, retention, and placement) that advocate for students and programs;

(viii) demonstrating new knowledge and skills, and refining existing skills through professional renewal (e.g., including, but not limited to, self-reflection, continuing education, and professional development);

(1)(g)(ix) through (1)(g)(xii) but are renumbered (1)(f)(ix) through (1)(f)(xii).

(h) demonstrate knowledge of, and apply the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA); and

(i) demonstrate knowledge of the ASCA national standards for student development related to mindsets and behaviors for student success (academic, career, and personal/social developmental domains) and demonstrate competence integrating the these national standards throughout the school counseling program.

(2) through (2)(c) remain the same.

(d) an internship of 240 hours of supervised direct service to K-12 students performing a variety of school counseling activities related to a school counseling program that may include delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation) designing and implementing developmentally appropriate classroom lessons, individual student planning (assisting students in the development of educational, career, and personal plans), responsive services (groups, individual counseling, and crisis response), indirect student services (referrals, consultation, and collaboration), and program planning and school support;

(2)(e) through (2)(g) remain the same.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS (1) through (1)(a)(iv) remain the same.

(b) promote the development of the full educational potential and well-being of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and:

(1)(b)(i) through (1)(b)(v) remain the same.

(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential <u>and well-being</u> of each person with the use of data and time management and:

(1)(c)(i) through (1)(c)(iii) remain the same.

(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential <u>and well-being</u> of each person and:

(1)(d)(i) through (1)(d)(iii) remain the same.

(e) act with integrity, fairness, and <u>respectfulness</u> ~~in an ethical manner~~ in order to develop the full educational potential <u>and well-being</u> of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and <u>professionalism</u> ~~ethics and:~~

~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~

~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~

~~(iii) safeguard the values of democracy, equity, and diversity; and~~

~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;~~

(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential <u>and well-being</u> of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and

(1)(g) remains the same.

AUTH: 20-2-114, MCA
IMP: 20-1-501, 20-2-121, MCA

10.58.706 SUPERINTENDENTS (1) The successful candidate completes the requirements of ARM 10.58.705 and the following requirements. The program requires that successful candidates:

(a) ~~facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and:~~

~~(i)~~ collaboratively develop, implement, and promote a commitment to a shared <u>district</u> vision and mission integrated throughout the school system by strategic planning, aligning districtwide curriculum, and facilitating policy-making processes;

~~(ii)~~ <u>(b)</u> promote continuous and sustainable district improvement by using data to inform goals, assess organizational effectiveness, and promote organizational learning and designing, implementing, assessing and adjusting plans to achieve goals; and

~~(iii)~~ <u>(c)</u> demonstrate skill in working with school boards;

(b) (d) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth and:

(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program that addresses post-secondary and life readiness through district academic standards;

(ii) (e) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders;

(iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;

(iv) (f) develop districtwide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and

(v) (g) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills;

(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person and:

(i) (h) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning;

(ii) (i) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory;

(iii) (j) advocate, promote, and protect the social, emotional, and physical safety of students and staff;

(iv) (k) demonstrate knowledge of information systems;

(v) (l) demonstrate knowledge of student transportation laws and best practices; and

(vi) (m) demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;

(d) (2) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana families, and mobilize community resources in order to fully develop the educational potential and well-being of each person and:

(i) (a) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners; and

(ii) (b) promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; and

(iii) collect and analyze data and information pertinent to the educational environment;

(e) (3) act with integrity, fairness, and <u>respectfulness</u> <s>in an ethical manner</s> in order to develop the full educational potential <u>and well-being</u> of each person through our public schools; <s>and:</s>
<s>(i) ensure a system of accountability for every student's academic, social, and emotional success;</s>
<s>(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;</s>
<s>(iii) safeguard the values of democracy, equity, and diversity;</s>
<s>(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling; and</s>
(v) (4) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Disabilities Education Act (IDEA);
(f) (5) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential <u>and well-being</u> of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and
(g) (6) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

10.58.707 SCHOOL PSYCHOLOGISTS (1) through (1)(b) remain the same.
(i) applying data-based decision making and accountability through varied models and methods of assessment and data collection for identifying strengths and needs<s>,</s>; developing effective <u>interventions,</u> services<u>,</u> and programs<s>,</s>; and measuring progress and outcomes <u>within a multi-tiered system of supports</u>;
<u>(ii) using a problem-solving framework as the basis for all professional activities;</u>
<u>(iii) collecting data systematically from multiple sources as a foundation for decision making at the individual, group, and systems levels, and considering ecological factors (including, but not limited, to classroom, family, and community characteristics) as a context for assessment and intervention;</u>
(ii) (iv) applying varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services;
(iii) (v) applying effective interventions and instructional support to develop academic skills through a thorough understanding of biological, cultural, and social

influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies;

(iv) (vi) applying interventions and mental and behavioral health services to develop social and life skills to promote social-emotional understanding of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies;

(v) (vii) understanding individual differences, abilities, disabilities, and other individual student characteristics, principles, and research related to diversity factors for children, families, and schools, factors related to culture, including American Indians and tribes in Montana, context, and individual and role difference; and evidence-based strategies and adaptive skills to enhance services and address potential influences related to diversity in development, and learning, and behavioral health;

(vi) (viii) applying evidence-based schoolwide practices, implementation science, systems' structures, and systems organization and theory, policy development, and climate to promote learning, positive behavior, and mental health;

(vii) (ix) applying principles and research related well-being, to resilience, and risk factors in learning and mental and behavioral health, supporting services in schools and communities, multi-tiered prevention, and evidence-based strategies to create and maintain safe, effective, and supportive learning environments for students and school staff for effective crisis response;

(viii) (x) applying principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools;

(xi) applying evidence-based strategies to enhance services in both general and special education and to address potential influences by providing professional services that promote effective functioning for individuals, families, and schools;

(ix) (xii) applying research, design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings;

(x) (xiii) applying the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists legal, ethical, and professional practice; and

(xi) (xiv) integrating information technology into school psychologist practice and utilizing varies techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and system levels.;

(d) demonstrate knowledge and understanding of orientation to the educational process, assessment for intervention, direct intervention, and indirect intervention.

(2) The provider shall ensure candidates complete supervised and sequenced practica experience that:

(a) practica experiences are distinct from and occur prior to the internship;

(b) ~~practica~~ occur at scheduled time(s), are of sufficient length, and are in settings appropriate <u>and relevant</u> to the specific training <u>program</u> objectives ~~of the program~~ <u>and student competency development</u>;

(c) ~~there is~~ <u>have</u> a direct and obvious relationship between practica experiences<u>,</u> ~~and~~ the objectives for which the practica are intended<u>, and is a collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies</u>;

(d) ~~practica experiences~~ occur under conditions of supervision appropriate to the specific training objectives of the program;

(e) ~~practica experiences are provided~~ <u>provide</u> appropriate recognition through the awarding of academic credit;

(f) ~~practica experiences~~ occur with university involvement appropriate to the specific training objectives of the program <u>and has program oversight to ensure appropriate placement, diverse activities to address national practice model and program objectives, adequate supervision, and collaboration between the practicum site and practicum site supervisors</u>;

(g) ~~the quality of practica experiences~~ is systematically evaluated in a manner consistent with the specific training objectives of the program <u>and uses performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and competencies</u>; <u>and</u>

(h) ~~practica experiences~~ are conducted in accordance with current ~~legal-ethical~~ standards for the profession~~;~~<u>.</u>

~~(i) candidates demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and~~

~~(j) candidates demonstrate knowledge of available school and community resources.~~

(3) through (3)(a)(ix) remain the same.

(x) is conducted in a manner consistent with the current ~~legal-ethical~~ standards of the profession; ~~and~~

(3)(a)(xi) remains the same.

(xii) is a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities;

(xiii) addresses all national domains of practice;

(xiv) has a written agreement that specifies the term of appointment terms of compensation;

(xv) supports services for the intern commensurate as to what is provided the agency's school psychologist;

(xvi) provides access to continuing educational activities;

(xvii) has appropriately and regularly scheduled supervision; and

(xviii) is provided appropriate recognition through the awarding of academic credit; and

~~(b) complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;~~

(c) (b) accept an internship placement that provides appropriate support for the internship experience including:

(i) a written agreement specifying the period of appointment and any terms of compensation;

(ii) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists;

(iii) provision for participation in continuing professional development activities;

(iv) release time for internship supervision; and

(v) a commitment to the internship as a diversified training experience.

(4) The provider ensures that ~~school psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality.~~ school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (including, but not limited to, products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program. The provider ensures that school psychology graduate programs ~~shall~~:

(a) establish and maintain an accountability program ~~to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and graduates have on services to children, youth, families, and other consumers~~ that employ a variety of methods to assess the candidate knowledge, skills, and professional work characteristics consistent with the national practice model, including results on licensing exams, course-embedded methods, practicum and capabilities of school psychology candidates intern evaluations, and performance-based products that include assessment of the impact that interns and graduates have on of services to children, youth, families, and other consumers;

(b) incorporate different sources of process and performance information (~~e.g.,~~ including, but not limited to, instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program. The assessment of practicum outcomes must include a formal evaluation process of all candidates conducted by field supervisors and program faculty. The assessment is expected to focus on specific competencies and professional work characteristics and be based on observations or other evaluation methods. The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica;

(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for

candidate retention and progression in the program. ~~The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability)~~ <u>The internship outcomes include formative and summative performance-based evaluations completed by faculty and field-based supervisors that are systematic, address the academic and professional competencies, and ensure that interns attain the competencies, as well as</u> and demonstrate the professional work characteristics, needed for effective practice as <u>early career, independent school psychologist</u>;

(d) employ a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth~~;~~ <u>where the candidate must:</u>

<u>(i) demonstrate evidence of the ability to provide and evaluate the impact of direct and indirect intervention-based services for children and youth, families, and schools; and</u>

<u>(ii) provide evidence of services in the form of two performance-based products, one of which can be completed during practica and one product must have a primary focus on academic/cognitive skills and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates' products;</u>

<u>(e) systematic procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations) are used, as appropriate, to evaluate and improve the program;</u>

~~(e) limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program ;~~

<u>(f) is comprehensive, sequential, and experiential, and it fosters</u> the number of development credit hours acquired <u>candidates' professional identity as school psychologists, as reflected in the following:</u>

<u>(i) clear identification as a "school psychology program" and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and objectives for school psychology competencies that candidates are expected to attain;</u>

<u>(ii) an integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and are consistent across candidates;</u>

<u>(iii) full-time, part-time, or alternative types of enrollment that provide multiple and systematic opportunities through courses, seminars, coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession;</u>

<u>(iv) multiple instructional delivery methods including, but not limited to, online, face to face, or hybrid may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular</u>

courses and field experiences not open exclusively to graduate students in a systematic manner;

(v) use of a systematic process to no more than one-third to ensure that candidates demonstrate the student's knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across national domains of school psychology practice; and direct, measurable effects on children and youth, families, schools, and other consumers; and

(vi) use of data from multiple measures, including performance-based evaluation regarding candidates and program; graduates (including, but not limited to, employment, licensure/certification, satisfaction) to improve the quality of the program;

(f) (g) exclude credit requirements for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission; and

(g) (h) include a full-time continuous residency or an alternate planned experience for all students and programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.

(5) The provider ensures that specialist-level programs follow the standards described by NASP a national accrediting entity, and:

(5)(a) through (5)(c) remain the same.

(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours, including a minimum of 600 hours in a school setting.

(6) The provider ensures that doctoral programs follow the standards described by NASP a national accrediting entity. Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards. The provider ensures that:

(6)(a) through (6)(b) remain the same.

(c) the program includes a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours, including a minimum of 600 hours in a school setting, as part of doctoral program or prior specialist degree, or 600 hours of advanced practicum experience.

AUTH: 20-2-114, MCA
IMP: 20-2-121, MCA

REASON:

5. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: McCall Flynn, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Suite 2B, P.O. Box 200601, Helena, Montana, 59635; telephone (406) 444-0300; or e-mail bpe@mt.gov, and must be received no later than 5:00 p.m., September 2, 2022

6. McCall Flynn, Executive Director, Board of Public Education has been designated to preside over and conduct this hearing.

7. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in paragraph 6 above or may be made by completing a request form at any rules hearing held by the Board of Public Education.

8. An electronic copy of this proposal notice is available through the Secretary of State's web site at http://sos.mt.gov/ARM/Register. The Secretary of State strives to make the electronic copy of the notice conform to the official version of the notice, as printed in the Montana Administrative Register, but advises all concerned persons that in the event of a discrepancy between the official printed text of the notice and the electronic version of the notice, only the official printed text will be considered. In addition, although the Secretary of State works to keep its web site accessible at all times, concerned persons should be aware that the web site may be unavailable during some periods, due to system maintenance or technical problems.

9. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.

10. With regard to the requirements of 2-4-111, MCA, the Board of Public Education has determined that the adoption, amendment, and repeal of the above-referenced rules will not significantly and directly impact small businesses.

/s/ McCall Flynn   /s/ Tammy Lacey
McCall Flynn   Tammy Lacey
Rule Reviewer   Chair
                                                     Board of Public Education

        Certified to the Secretary of State July 26, 2022.

Administrative Rules of Montana
Education Chapter 58, Professional Educator Preparation Program Standards Review and Revision
November 2020 to April 2022

Task Force Facilitators
Zach Hawkins, Director of Indian Education for All, OPI
Tristen Loveridge Project Manager, OPI
Jacqueline Rafael, System Improvement Specialist, Education Northwest

Task Force Members

Name	Role
Alison Harmon	Dean of College of Education Health and Human Development, MSU
Barbara Frank	Elementary School Principal, Missoula County Public Schools
Curtis D Smeby	Education Professor, MSU Northern
Dr. Stephanie "Stevie" Schmitz	Director of Education, Rocky Mtn. College
Emily Dean	Director of Advocacy, MTSBA
Gail Staffanson	Richland County Superintendent
Gary Lusin	Bozeman School District Trustee
Karie Orendorff	Assistant Professor, MSU
Kirk J Miller	Executive Director, School Administrators of Montana
Lisa Schmidt	Agricultural Practitioner and Parent, Conrad
Mary DuCharme	School Occupational Therapist, Foster Parent, Assistive Technology Professional, Kalispell
McCall Flynn	Executive Director, BPE
Susan Gregory	University Professor, MSU Billings

Feedback Group Members

Name	Role
Ann Ewbank	Education Faculty, MSU
Erin Lipkind	Missoula County Superintendent of Schools
Christopher Busch	Education Faculty, MSU
Renee Rasmussen	Superintendent Bainville Public Schools
Emily Sallee	Assistant Director of Counseling; Director of Montana Safe Schools Center, UM
Estee Aken	Education Faculty, UM Western
Adrea Lawrence	Dean of College of Education, UM
Tena Versland	Education Faculty, MSU
Sarah E. Pennington	Assistant Professor of K-8 Language Arts; Teacher Education Program Leader
Tricia Seifert	Professor Adult & Higher Education, MSU
Megan Chilson	Faculty, UM Western
Christine Lux	Associate Professor Early Childhood Education

Outline of Task Force Recommendations to the Superintendent

Prepared for: Montana Board of Public Education

Prepared by: Zach Hawkins, Director Indian Education for All
Julie Murgel, Chief Operating Officer
Tristen Belnap, OPI Executive Assistant
Rob Stutz, OPI Chief Legal Counsel

Introduction

The Research and Review of Chapter 58 AMR was launched with the Constitution of the State of Montana, Article X, Education and Public Lands as the foundation.
In Article X, Section 1, the Educational Goals and Duties are:
(1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.
(2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity.
(3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.

Per Admin. R. Mont. 10.58.102
(1) The Board of Public Education shall adopt procedures for the accreditation review of educator preparation providers.
(2) The Superintendent of Public Instruction shall implement the Board of Public Education procedures by conducting accreditation site reviews.

The last comprehensive review was completed in 2014 and took effect on July 1, 2015. In Summer 2020, we began the comprehensive research and review process as required, completing that review in May of 2021. A task force composed of stakeholders and partners in education met weekly from June 10, 2021 through September 30,2021, to provide recommendations for proposed changes to State Superintendent Arntzen. Substantive change recommendations to subchapters 3,6, and 7 were developed and voted upon during this time period. Due to time constraints, specific endorsement areas were not addressed during this timeframe. Revision recommendations for the specific endorsement areas in subchapter 5 as well as the advanced endorsements in subchapter 7 have been ongoing since Jan 19, 2022. This process has involved outreach to endorsement area content experts to review existing endorsements, consider their alignment with national or professional area standards, and make recommendations that might more closely align Montana with national standards or include critical elements that do not currently exist in Montana ARM.

Summary of Research and Review of Chapter 58:

The research plan for Chapter 58 focused on 3 research questions.

1. How do other states approach counselor, general science, social studies, and ESL preparation? Across each content area,
   - What are the standards for counselors?
   - What are the standards/accreditation processes for programs?
2. What do districts need from educator preparation programs?
   - What are the strengths and weaknesses of current first-year teachers prepared in Montana educator preparation programs?
   - What are the core competencies and skills needed today, such as teaching across learning environments (including remote), individualized learning?
3. What are evidence-based practices for facilitation to meaningfully engage diverse stakeholders?

To explore these questions, the Montana Office of Public Instruction (OPI) facilitated 10 virtual focus groups between April 19 and April 27, 2021 with support from the Region 17 Comprehensive Center (CC). The focus groups were intended to inform OPI's efforts to refine or enhance Montana's educator preparation and licensure policies to provide Montana's K–12 districts and students with an adequate and sustainable supply of quality, effective educators. A total of 86 participants, identified and recruited by OPI, were asked about their perspectives on the knowledge, skills, and preparation they see as most essential for educator quality and effectiveness. Participants were recruited, grouped assigned to focus group breakout rooms, and asked targeted questions based on their role or interest in public education to yield detailed responses and a range and diversity of input. Focus group participants included school based groups, community members, educator preparation program professionals, and K-12 students. A total of 20 virtual discussions were hosted with participants in virtual breakout rooms; some focus groups had multiple breakout discussions, while others only had one. An analysis of the focus group discussions identified several cross cutting themes including:

- High-quality educators embody and apply content knowledge, pedagogical skills (e.g.,classroom management and differentiation of instruction), and positive communication and relationship-building skills.
- Aspiring teachers need to gain a variety of hands-on teaching experiences in real classrooms as early as possible in their preparation.
- Newer teachers benefit from mentorship and support from experienced colleagues
- Participants want increased flexibility in educator preparation and licensure.
- Teachers need to be able to support all aspects of students' well-being, particularly in a post-COVID-19 educational environment

Additionally, the most common responses within the focus groups related to the value of interpersonal skills, particularly the ability of educators to build strong relationships with students, peers, and families/community members. For example, students in educator preparation programs felt developing relationships to identify the best way to address each individual student's needs to be an essential skill. This group also expressed the need to work productively with counselors to help provide the best education for all students. Educators work in increasingly complex and diverse classrooms. As such, participants in a breakout discussion for teachers and teacher leaders noted that educators need adequate preparation to support students with special needs in their social and behavioral development, and community members want educators to support families to participate in their children's education.

Participants in half the focus group breakout discussions emphasized the importance of an educator's pedagogical knowledge (i.e., how to teach content effectively to a wide range of students). For example, pre-service teachers focused on being able to teach a specific grade level and to adapt teaching styles to meet different students' needs. Parent breakout discussions referred to approaches to differentiation of content; the terms "Universal Design for Learning" and "tiered instruction" were mentioned specifically. High school students participating in a focus group breakout session shared that their best teachers used a variety of strategies to ensure students learn, including hands-on activities and the ability to break down complex tasks and explain solutions in a step-by-step manner.

Educator preparation coursework, even in classroom management, does not necessarily provide pre-service teachers with the practical skills needed to work effectively with students in their classrooms, and teachers who cannot manage their classrooms often struggle the most. Other gaps in educator knowledge and skills mentioned in focus group breakout discussions included educators' inability to teach diverse student populations, apply principles of social-emotional learning, and engage students with different learning styles.

Focus groups expressed that teacher retention is a challenge, particularly in rural and reservation communities, that there are technology proficiency gaps between teacher groups, and that there should be more flexibility in educator licensure paths and processes.

The focus group themes listed above were provided to the Chapter 58 task force members at the onset of the revision recommendations meetings. In coordination with the OPI and Education Northwest facilitators, task force members came up with 6 broad themes for discussion which they felt would allow them to collectively develop a vision for Education Preparation Program accreditation that would address the thematic shortcomings. Through conversations centered in the lever topics, the task force members sought to then identify the appropriate sections of the Chapter 58 ARM where impactful change recommendations could be made. The lever topics were as follows.

- Pedagogical shift to a more complete balance between knowledge versus critical teaching skills (i.e. active learning, individualized learning, multiple teaching strategies).
- Increased opportunities for real world experiences
- More robust observations and mentorship opportunities
- Continuous improvement
- Stronger relationships with students, parents, and communities
- Appropriate technical skills and knowledge

Through the discussions around these lever topics, the task force made substantive change recommendations to subchapters 3, 6, and 7 as well as section 10.58.501 teaching standards. The major conceptual changes made are listed below:

Topic	Discussion of Change
Emphasis the importance of Tribal Languages	Language emphasizes basic understanding of tribal language for educators working with American Indian students.

Awareness of English Language Learners	Broad recommendation to consider English Language Learners as an endorsement area similar to Special Education is included.
Individualized Instruction	Language added to Section 501 General Teaching Standards to emphasize individualized instruction
Council for Accreditation of Educator Programs (CAEP) alignment	Significant changes to sections 3, 6, and 7 to bring Montana ARM in closer alignment of national accreditation standards
Endorsement Areas	Review of each endorsement area for relevance and accuracy, as well as alignment with national standards.

Conceptual Changes to ARM Chapter 58 Table

Topic	Discussion of Change	Superintendent's Response to Task Force Recommendation	Rationale
MT ARM 10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE	Adds language to specify the diverse areas of understanding teachers must have to provide meaningful, appropriate learning experiences for students. Emphasizes professional learning and knowledge of the INTASC standards and progressions	Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.	Seeks to maintain a connection for candidates to advance learning of all students toward college and career readiness standards.
ARM10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE	Emphasizes increased time and diversity of clinical experiences. Articulates increased opportunities for partnerships and teacher placements.	Superintendent Arntzen agrees with this recommendation and considers this change imperative.	Survey data indicated that more clinical experiences that enhance knowledge and skill development are needed prior to licensed teaching. Intended to provide more flexibility for districts to place and provide clinical experiences for educator candidates with ties to the community, improving likelihood of long term retention and district stability.

ARM 10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	Seeks to provide more specificity regarding specific supports that should be used to ensure candidate improvement and success. Seeks to better align educator diversity and understandings with diverse student needs and populations. Better aligns program requirements with CAEP standards. Moves data elements to ARM 10.58.315. Moves candidate content area knowledge standards to MT ARM 10.58.314	Superintendent Arntzen agrees with this task force recommendation.	Increased articulation of necessary supports and procedures within the EPP programs that will increase overall educator quality.
ARM 10.58.314 INITIAL PROGRAM IMPACT	Includes state P-12 data in evidence and evaluation of impact. Includes placement school data in assessment of candidate effectiveness. Provides examples of observation evaluation instruments.	Superintendent Arntzen agrees with this task force recommendation.	Utilizing state and placement school in overall evaluation of candidate effectiveness will ensure EPPs are evaluated using data and instruments beyond those currently utilized. Providing more articulated and consistent data and evaluation modes and methods will augment more consistent evaluation EPP quality and impact across the state.

ARM 10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT	Provides additional specifics regarding the quality assurance system. Provides examples of assessment tools. Strengthens data driven decision making in EPPs. K-12 clinical evaluation augments the quality assurance system. Strengthens understanding of reliable data practices and instruments.	Superintendent Arntzen agrees with this task force recommendation.	Better articulating the critical data elements that support continuous improvement as well as diversifying the methods and modalities of data collection will augment EPP data driven decision making processes.
ARM 10.58.501 TEACHING STANDARDS	Articulates skills and proficiency in the areas of individualized instruction and social emotional learning. Stresses use of evidence based best practices to meet the diverse academic, social, and emotional needs of all students. Includes language that strengthens awareness and understanding of tribal languages.	Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.	These recommendations are in line with other recommendations that focus on the importance of individualized instruction and recognition of the mental well-being of all students. For American Indian students, recognition and appreciation of their tribal languages creates a more culturally responsive learning environment, augmenting the learning experience and improving academic and student outcomes.

ARM 10.58.502-534 ENDORSEMENT AREAS	Includes a new endorsement for English Language Development that is separate from World Language, updates the endorsement title for Special Education, and reviews each individual endorsement for accuracy and relevancy.	Superintendent Arntzen agrees with this task force recommendation.	This process involved outreach to endorsement area content experts to review existing endorsements, consider their alignment with national or professional area standards.
ARM 10.58.604 ADVANCED PROGRAMS	Recommends overall changes to better align MT ARM with CAEP. More clearly articulates which programs are considered advanced with more specificity. Clarifies the types of programs that fall outside of the CAEP review process.	Superintendent Arntzen agrees with this task force recommendation.	These recommendations follow the consensus of the Chapter 58 Task Force that this chapter should be more aligned with national standards.
ARM 10.58.605 ADVANCED CONTENT AND PEDAGOGICAL KNOWLEDGE	Recommends overall changes to better align MT ARM with CAEP. Emphasizes the importance of fostering and facilitating success among all student groups. Articulates awareness of personal biases and their potential impacts on leadership. More clearly details necessary skills necessary for effective	Superintendent Arntzen acknowledges this recommendation and proposes an alternative recommendation.	These recommendations provide deeper detail and articulation of leadership programs that ensure all students have meaningful learning opportunities and experiences, data and research are utilized to improve teaching and learning, and that schools prepare students for successful and meaningful college and career experiences.

	educational leadership. Expands explanation and details of effective research and data use. Stresses P-12 standards and importance of college and career readiness as a school focus.		
ARM 10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE	More clearly articulates the critical elements of a quality clinical experience. Includes language to support grow your own administrator models and aligns with change recommendations in ARM 10.58.312. Stresses the importance of positive learning outcomes for all P-12 students. Includes basic edits that enhance flow and clarity and align with CAEP standards.	Superintendent Arntzen agrees with this task force recommendation.	More clearly aligning quality clinical experiences ensures EPP expectations are clear and can be more objectively assessed during accreditation review. Provides more flexibility for districts to develop grow your own administrator models, enhancing school and district stability and community educational outcomes.
ARM 10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	Recommends basic edits for flow and clarity. Articulates more specifics regarding data use and monitoring of candidate progress. Better aligns MT ARM with CAEP	Superintendent Arntzen agrees with this task force recommendation.	Increased emphasis on effective data usage improves recruitment, retention, and development of quality administrators.

ARM 10.58.608 ADVANCED PROGRAM IMPACT	Provides more specific language regarding evidence of impact. Specifies All P-12 students and includes language to include valid and reliable data.	Superintendent Arntzen agrees with this task force recommendation.	Providing more specifics regarding instruments and tools for impact evaluation will support more consistent, meaningful assessment of impact across preparation programs.
ARM 10.58.609 ADVANCED PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT	Provides additional specifics regarding quality assurance systems for advanced programs similar to those in 10.58.315. Specifies involvement in external stakeholders in development of the quality assurance system. Provides more specifics on how data is utilized in the quality assurance system.	Superintendent Arntzen agrees with this task force recommendation.	Increased specifics regarding the ways data is collected and utilized increases likelihood of continuous improvement through the quality assurance system. Explicit inclusion of internal and external stakeholders in the quality assurance and continuous improvement process increases scope of perspectives and contributions to the process.
ARM 10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS	Minor recommendations to add the words "well-being" to parts (b), (c), (d) and (f)	Superintendent Arntzen agrees with this task force recommendation.	Change is consistent with recommendations and task force discussions that focus on well-being and individualized instruction.

ARM 10.58.706 SUPERINTENDENTS	Emphasizes that all program requirements must be met for successful completion. Stresses leadership through development of a shared district vision. Edited for CAEP alignment in part (b). Emphasizes the importance of family and community engagement and collaboration. Emphasis on well being similar to recommendations to 10.58.705	Superintendent Arntzen agrees with this recommendation and considers this change imperative.	Robust family and community engagement would likely result in increased teacher and administrator retention, improving long term district stability and student learning outcomes.

The table below outlines existing law in sections 3, 5, 6, and 7 with the proposed language changes with a brief explanation/rationale

Subchapter 3 General Program Standards

Existing Rule	Proposed Change(s)	Comment/Rationale
10.58.102 PROCESS LEADING TO ACCREDITATION OF EDUCATOR PREPARATION PROVIDERS (1) The Board of Public Education shall adopt procedures for the accreditation review of educator preparation providers. (2) The Superintendent of Public Instruction shall implement the Board of Public Education's procedures by conducting accreditation site reviews. (a) The Superintendent of Public Instruction shall establish a cadre of qualified educators to serve on review teams. Team members representing accredited K-20 education entities shall: (i) be nominated by K-20 teachers, administrators, supervisors, and members of professional organizations, educational boards, and agencies; and (ii) have a minimum of five years of professional education experience. (b) The Superintendent of Public Instruction shall conduct workshops that prepare educators to serve as team members of site reviews. (c) Performance of team members shall be evaluated by the team chairperson and the Office of Public Instruction's educator preparation program director. (d) Team chairpersons and members shall not be assigned to serve in the review of educator preparation	(1) The Board of Public Education shall adopt procedures for the accreditation review of educator preparation providers. (2) The Superintendent of Public Instruction shall implement the Board of Public Education's procedures by conducting accreditation site reviews. (a) The Superintendent of Public Instruction shall establish a cadre of qualified educators to serve on review teams. Team members representing accredited ~~K-20~~ P-20 education entities shall: (i) be nominated by ~~K-20~~ P-20 teachers, administrators, supervisors, and members of professional organizations, educational boards, and agencies; and (ii) have a minimum of five years of professional education experience. (b) The Superintendent of Public Instruction shall conduct workshops that prepare educators to serve as team members of site reviews. (c) Performance of team members shall be evaluated by the team chairperson and the Office of Public Instruction's educator preparation program director. (d) Team chairpersons and members shall not be assigned to serve in the review of educator preparation providers where a conflict of interest may interfere with the integrity of the review.	Replace K-20 with P-20 through-out to include Pre-Kindergarten and to align with language in Chapter 57: Licensure.

providers where a conflict of interest may interfere with the integrity of the review. (3) Members of the Board of Public Education shall be invited to observe accreditation site reviews.	(3) Members of the Board of Public Education shall be invited to observe accreditation site reviews.	
10.58.103 ACCREDITATION SITE REVIEWS (1) Educator preparation providers (EPPs) shall sponsor an accreditation site review every seven years or on an adjusted schedule based upon coordination with national accreditation or upon request of the EPP or the Board of Public Education. (2) Joint accreditation site reviews and cooperation with the Council for the Accreditation of Educator Preparation (CAEP) will be encouraged. (3) Educator preparation providers are required to engage in continuous improvement.	(1) Educator preparation providers (EPPs) shall sponsor an accreditation site review every seven years or on an adjusted schedule based upon coordination with national accreditation or upon request of the EPP or the Board of Public Education. (2) Joint accreditation site reviews and cooperation with ~~the Council for the Accreditation of Educator Preparation (CAEP)~~ with national accreditation agencies will be encouraged. (3) Educator preparation providers are required to engage in continuous improvement.	Provide flexibility for an EPP to select the accreditation agency of their choice if they choose to use a national accreditation agency. Ensure that Montana ARM do not contain specific references to outside organizations and their acronyms.
10.58.104 ACCREDITED PROGRAMS (1) The Superintendent of Public Instruction shall report to the public the educator preparation providers' accreditation status in meeting the Board of Public Education's standards for professional educator preparation. (2) Pursuant to 20-4-121, MCA, the report shall include educator preparation providers and the corresponding regional and national accreditation agencies. The report shall include the initial and expiration dates of all accredited programs. (a) Each educator preparation provider shall annually provide information pursuant to (2) to the Office of Public Instruction. (b) The report shall be accessible to K-20 educators and the general public within the state, and to other state education	(1) The Superintendent of Public Instruction shall report to the public the educator preparation providers' accreditation status in meeting the Board of Public Education's standards for professional educator preparation. (2) Pursuant to 20-4-121, MCA, the report shall include educator preparation providers and the corresponding regional and national accreditation agencies. The report shall include the initial and expiration dates of all accredited programs. (a) Each educator preparation provider shall annually provide information pursuant to (2) to the Office of Public Instruction. (b) The report shall be accessible to ~~K-20~~ P-20 educators and the general public within the state, and to other state	Replace K-20 with P-20 through-out to include Pre-Kindergarten and to align with language in Chapter 57: Licensure.

agencies, and shall be posted to the Office of Public Instruction and Board of Public Education websites.	education agencies, and shall be posted to the Office of Public Instruction and Board of Public Education websites.	
10.58.311 INITIAL CONTENT AND PEDAGOGICAL KNOWLEDGE		The initial standards from 10.58.311 to 10.58.315 have been tightly aligned to the national standards for initial programs.
(1) The provider ensures that candidates:	(1) The provider ensures that candidates:	
(a) demonstrate a deep understanding of the critical concepts and principles of their discipline and are able to use discipline specific practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards;	(a) ~~demonstrate~~ develop ~~a deep~~ an understanding of the critical concepts and principles of their discipline, and are able to use discipline-specific practices flexibly to advance the learning of all P-12 students toward attainment of college- and career readiness standards;	Word change to emphasize the development of skills and concepts necessary to show development prior to demonstration.
(b) demonstrate an understanding of the 11 Montana teaching standards (ARM 10.58.501) within the categories "the learner and learning," "content," "instructional practice," and "professional responsibility;"	(b) demonstrate an understanding of the 11 Montana teaching standards (ARM 10.58.501) ~~within the categories "the learner and learning," "content," "instructional practice," and "professional responsibility;"~~ that apply to critical concepts and principles of learner development, learning differences and create safe and supportive learning environments in order to work effectively with all P-12 students and their families.	Seeks to provide more detailed explanation of the critical teaching skills outlined in section 10.58.501.
(c) use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice;	(c) ~~use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice;~~ demonstrate knowledge and concepts of their content area and are able to apply the content in developing learning experiences for all P-12 students;	Based on desire to further explain specific content skills and concepts.
(d) apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of	(d) ~~apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of~~	Seeks to expand the cycle of teaching and learning to include lesson planning, instructional strategies, and

professional associations and national or other accrediting bodies;	~~professional~~ ~~associations and national or other accrediting bodies;~~ assess, plan for instruction, and utilize a variety of instructional strategies to provide learning experiences for all P-12 students.	assessment.
(e) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; and	(e) demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards; ~~and~~	
	(f) engage in professional learning, take responsibility for student learning, and collaborate with others to work effectively with all P-12 students and their families; and	Addresses on-going relevant professional development and ability of educators to interact and work effectively with all students and families.
(f) integrate technology in the design, implementation, and assessment of learning experiences to engage P-12 students, improve learning, and enrich professional practice.	~~(f)~~(g) ~~integrate~~ select and utilize appropriate technology in the design, delivery, ~~implementation~~, and assessment of learning experiences to engage P-12 students and families, improve learning, and enrich professional practice.	Emphasize the use of technology as an integrated tool of the teaching and learning process.
10.58.312 INITIAL CLINICAL PARTNERSHIPS AND PRACTICE		
(1) The provider:	(1) The provider:	
(a) ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;	(a) ensures that effective partnerships and high-quality clinical practice, in different settings and modalities, are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;	Stresses diversity of experiences in preparation and further outlines parameters of schools of placement and EPP relationship.
(b) ensures that partners co-construct mutually beneficial P-12 school and community arrangements, including technology based collaborations for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions.	(b) ~~ensures that partners co-construct~~ co-constructs mutually beneficial P-12 school and community arrangements~~, including technology based collaborations~~ for clinical preparation and share responsibility for continuous improvement of candidate preparation by: (i) ensuring partnerships ~~Partnerships~~ for clinical	Seeks to address concerns from K-12 task force members that grow your own candidates sometimes do not get placed in their home district. Technology is not an add on is part of all programming and learning.

They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes;	preparation ~~can~~ follow a range of forms, participants, and functions; (ii) ~~They establish~~ establishing mutually agreeable expectations for candidate entry, preparation, and exit~~;~~. (iii) ~~ensure~~ ensuring that theory and practice are linked~~;~~ by ~~maintain~~ maintaining coherence across clinical and academic components of preparation; ~~and~~ (iv) sharing ~~share~~ accountability for candidate outcomes; and (v) to the extent possible, providing opportunities for candidates to student teach in the district and school of their choice, including through recruitment and retention programs adopted by school districts, in accordance with statewide agreements among providers;	
(c) ensures that partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, the provider uses multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and	(c) ensures that partners co-select, prepare, evaluate, and support~~, and retain~~ high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development~~; In collaboration with their partners, the provider uses multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings;~~ and	Removed language addressed through recommended revisions above.
(d) works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key	(d) works with partners to design and implement clinical experiences, utilizing various modalities, of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences~~, including technology enhanced learning opportunities,~~ are	Emphasizes implementation of various modalities.

points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.311.	structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.311.	
10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	10.58.313 INITIAL CANDIDATE QUALITY, RECRUITMENT, PROGRESSION, AND SELECTIVITY SUPPORT	Expanding from only recruitment and selection of candidates to supporting candidates from recruitment to completion.
(1) The provider:	(1) The provider:	
(a) demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure;	(a) demonstrates that the development of candidate quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure; is the goal of educator preparation and provides support services in all phases of the program;	Seeks to highlight the overarching goal of educator preparation programs from recruitment to completion.
(b) presents plans and goals to recruit and support completion of high-quality initial candidates from a broad range of backgrounds and diverse populations to accomplish its mission:	(b) presents plans and goals to recruit and support completion of high-quality initial candidates from a broad range of backgrounds and diverse populations to accomplish its mission: develops and implements plans and efforts to know and address local, state, regional, and national needs for hard-to-staff schools and shortage fields. The goals and evidence show progress toward a high-quality candidate pool which reflects the diversity of Montana's P-12 students;	Seeks to better address challenges of rural schools as well and show progress toward shortage areas.
(i) admitted candidates reflect the diversity of Montana's P-12 students; and	(i) admitted candidates reflect the diversity of Montana's P-12 students; and	Incorporated above in (b).
(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, national, or regional	(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, national, or regional	Incorporated above in (b).

needs for hard-to-staff schools and current shortage fields;	~~needs for hard-to-staff schools and current shortage fields;~~	
(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, gathers data to monitor the applicants and selected pool of candidates and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, including:	(c) sets admissions requirements, ~~including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates~~ gathers data to monitor the applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, including ~~data points that are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence~~;	Clarify that admission requirements are based on overall, individual student performance and not limited to GPA or GPA of a cohort.
(i) data points that are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and	~~(i) data points that are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and~~	Include within c above.
(ii) data that is regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;	~~(ii) data that is regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;~~	Seeks to combine changes with changes made in 10.58.315.
(d) establishes and monitors attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program, including selecting criteria, describing the measures used and evidence of the reliability and validity of those measures, and reporting data that show how the academic and nonacademic factors predict candidate performance in the program and effective teaching;	(d) ~~establishes and~~ monitors ~~attributes and~~ dispositions beyond academic ability that candidates must demonstrate at admissions and during the program, using valid and reliable measures. ~~including selecting selects criteria , describing the measures used and evidence of the reliability and validity of those measures, and reporting data that show how the academic and nonacademic factors predict candidate performance in the program and effective teaching;~~	Seeks to combine changes with changes made in 10.58.314.
(e) creates criteria for program progression and monitors	No change	

candidates' advancement from admissions through completion; ensures candidates demonstrate the ability to teach to college- and career ready standards; and presents multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains;		
(f) prior to recommending any completing candidate for licensure, documents that the candidate has reached a high standard for content knowledge in the fields where licensure is sought and can teach effectively with positive impacts on P-12 student learning and development; and	(f) prior to recommending any completing candidate for licensure, documents that the candidate has reached a high standard for content knowledge in the fields where licensure is sought and can teach effectively with positive impacts on P-12 student learning and development; and	Seeks to combine changes with changes made in 10.58.314.
(g) prior to recommending any completing candidate for licensure, documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	(f) (g) prior to recommending any completing candidate for licensure, documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies; and	Alignment to current status regarding code of ethics (Aspirations versus expectations).
	(g) implements a system for effectively maintaining records of candidate formal complaints and resolution documentation.	Includes language around maintaining records and candidate complaints.
<u>10.58.314</u> INITIAL PROGRAM IMPACT		
(1) The provider:	(1) The provider:	
(a) demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation;	(a) demonstrates the effectiveness impact of its completers completers' instruction on P-12 student learning and development, classroom instruction, and schools, and completer and employer the satisfaction of its completers with the relevance and effectiveness of their preparation;	Includes placement schools as an evaluator of candidate impact.
(b) documents impact on P-12 student learning and development using state-supported P-12 data and other	(b) documents impact on P-12 student learning and development using state-supported P-12 data and other	Broadens data to determine effectiveness of completers beyond one data point.

measures employed by the provider, including employer surveys and program completer surveys;	measures employed by the provider, including employer surveys and program completer surveys; demonstrates that program completers effectively contribute to P-12 student learning using valid and reliable data, including employer and program completer surveys;	
(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions as delineated in ARM 10.58.501;	(c) demonstrates, through structured and validated observation instruments, including, but not limited to, and surveys, interviews, and observations, that which program completers effectively apply the professional knowledge, skills, and dispositions as delineated described in ARM 10.58.501;	Provides examples of validated observation instruments
(d) demonstrates, using measures that result in valid and reliable data that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students; and	(d) demonstrates, using measures that result in valid and reliable data, that employers are satisfied with the program completers' preparation for their assigned responsibilities in working with P-12 students and their families; and	Uses more clear and concise language.
(e) demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job and that the preparation was effective.	(e) demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront encounter on the job and that the preparation was effective.	Uses more clear and concise language.
10.58.315 INITIAL PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT		
(1) The provider:	(1) The provider:	
(a) maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development; supports continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its completers; and uses the	(a) maintains develops a quality assurance system comprised that consists of valid and reliable data from multiple measures including evidence of candidates' and completers' positive impact on P-12 students learning and development; and supports continuous improvement that is sustained and evidence-based and that evaluates the	Provides additional specifics regarding the quality assurance system.

results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development;	~~effectiveness of its completers.~~ The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and ~~test~~ highlight innovations ~~to improve completers' impact on P-12 student learning and development~~;	
(b) develops a quality assurance system comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness;	(b) ~~develops~~ implements and maintains a quality assurance system comprised of multiple measures that can monitor candidate progress, completer ~~achievements~~ impacts, and provider operational effectiveness. The provider documents the process of data entry and how data are reported and used in decision making to make programmatic improvement;	Provides emphasis on data driven decision making for EPPs.
(c) ensures that its quality assurance system relies on data that are relevant, verifiable, representative, cumulative; provides specific guidance for improvement; and produces empirical evidence that interpretations of data are valid and consistent;	(c) ensures that ~~its~~ the quality assurance system relies on ~~data that are~~ relevant, verifiable, representative, cumulative, and actionable measures ~~provides specific guidance for improvement; and produces empirical evidence that~~ to ensure interpretations of data are valid and consistent;	Changes language regarding data requirements
(d) regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes;	(d) regularly and systematically assesses program performance against its goals and relevant standards, ~~tracks~~ monitors results over time, tests innovations, ~~and the effects of selection criteria on subsequent progress and completion,~~ and uses results to improve program elements and processes;	Changes "tracks" to "monitors"
(e) ensures that measures of completer impact on 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; and	(e) ensures that data from the quality assurance system ~~measures of completer impact on 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; and	Language changes for clarity and intent
(f) assures that appropriate stakeholders, including alumni,	(f) assures that ~~appropriate~~ internal and external	Provides specifies examples of stakeholders and

employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.	stakeholders, including, but not limited to, faculty, staff, candidates, alumni, completers, employers, practitioners, and school and community partners, and others defined by the provider, are involved engaged in program design, evaluation, and continuous innovative improvement processes and identification of models of excellence.	partners. Changes the language from involvement to engagement to emphasis authentic partnerships focused on student learning.

Subchapter 5

Existing Rule	Proposed Language	Comment
10.58.501 TEACHING STANDARDS		
(1) All programs require that successful candidates:	(1) All programs require that successful 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;	(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 differentiate developmentally appropriate instruction for learners of all abilities based on evidence-based practice and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;	Changed to address in individualized/personalized learning.
(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;	(b) use understanding of individual differences and diverse cultures, languages, 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;	Includes recognition of tribal languages as a critical piece of candidate understanding
(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;	No change recommended	

(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;	(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create~~individualized~~ personalized 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;	Changed to recognize personalized learning—which is customized to the individual learner.
(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;	No change recommended	
(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;	No change recommended	
(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;	(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~~ evidence-based practices that support the well-being, behavioral, and academic needs of all students;	Changed to include evidence-based practices and whole child efforts.
(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;	No change recommended	

(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;	(i) engage in ongoing professional learning and use evidence to continually evaluate candidate's practice, particularly the effects of their ~~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;	No change recommended	
(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	No change recommended	
(l) demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.	(l) demonstrate understanding of and ability to integrate history, cultural heritage, language, and contemporary status of American Indians and tribes in Montana.	Includes recognition of tribal languages as a critical piece of candidate understanding
10.58.502 AGRICULTURAL EDUCATION		
(1) The program requires that candidates have one year (2000 hours) of practical farm or agricultural-related experience within five years prior to completion of the program and that successful candidates:	(1) The program requires that candidates have one year (~~2000~~ minimum 500 hours) of practical farm or agricultural-related experience within five years prior to completion of the program and that successful candidates:	To be more consistent across CTE Programs for the amount of time for practical experience.
(a) demonstrate essential skills and knowledge including the scientific/technical, safety, and career information in the areas of: (i) agricultural, natural, and environmental resource science; (ii) agricultural business management and entrepreneurship;	No change recommended	

(iii) horticultural science; (iv) animal science; (v) crop science; (vi) soil science; (vii) food science; (viii) agriculture mechanical technology; (ix) biotechnology; and (x) technology applications in agriculture;		
(b) demonstrate a philosophy of career and technical education, which reflects the unique student/community and industry interaction and includes the biological, physical, and applied sciences, personal leadership, and school-to-career components of a comprehensive agricultural education program;:	No change recommended	
(c) demonstrate competence in the development of a comprehensive instructional program based on identified agriculture industry demographic and technological advances, including current and evolving issues and ongoing practices of Montana American Indian agricultural contributions, while recognizing the social, economic, and demographic diversity of the community in conjunction	No change recommended	
(d) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork)	(d) demonstrate the development of personal and organizational leadership competencies (~~e.g.,~~ including but not limited to citizenship, community awareness, personal development, goal setting, parliamentary procedure, and teamwork);	Replacing the phrase for example to be more broad.
(e) demonstrate the skills and abilities to implement and manage student supervised agricultural experience programs including: (i) accounting practices;	No change recommended	

(ii) career experiences; (iii) entrepreneurial activities; (iv) student portfolio development; (v) on-site instruction; and (vi) job-related skills		
(f) demonstrates the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology, and maintain a safe environment during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1))	(f) demonstrates the skills and abilities to develop, utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library, media, and electronic technology, ~~and~~ maintain a safe environment, and create a culture of safety during classroom, laboratory, leadership, and supervised agricultural experiences (facilities are related to instructional areas mentioned in (1))	Including the culture of safety wording, that reflects the importance of the Montana Safety Culture Act of 1993. https://erd.dli.mt.gov/_docs/safety-health/Safety-Culture-Act.pdf
(g) demonstrate the scientific process of critical thinking and problem-solving in the preparation of research experiences in the classroom, laboratory, greenhouse, leadership, and supervised agricultural experiences; and	No change recommended	
(h) demonstrate research-based strategies to meet the diverse learning needs of all students by applying and integrating the state's learning goals, agricultural workplace competencies, and essential academic learning requirements in program implementation and assessment, including American Indians and tribes in Montana.	No change recommended	
10.58.503 ART K-12 (1) The program requires that successful candidates:	No change recommended	
(a) demonstrate understanding of and engage in the processes of art making involving traditional and contemporary studio approaches,	(a) demonstrate proficiency ~~understanding of~~ in and engage in the process of art making involving traditional and contemporary studio approaches, concentrating in one or more	"Understanding" cannot be measured, thus changing the language to proficiency.

concentrating in one or more studio area;	studio area;	
(b) demonstrate understanding of historical and contemporary theories of art education curriculum and instruction, enabling them to reflect and refine personal art education practices	(b) demonstrate understanding and application of global, historical, and contemporary theories of art education curriculum and instruction; visual culture; and cross-curricular and interdisciplinary skills, enabling them to reflect and refine personal art education practices	Additionally, the field of Art Education has broadened to include more global perspectives, as well as be inclusive of Visual Culture, interdisciplinary, cross-curricular, and reflexive/reflective practices. These need to become part of the contemporary curriculum to better inform pre-service teachers and K-12 students
(c) engage in inquiry into the history of art, enabling them to acquire knowledge of the cultural context in which artworks have been created, including that of American Indians and tribes in Montana, and fostering respect for all forms of art through the study of diverse traditional and contemporary artists;	(c) engage in inquiry into the history diverse histories of art, enabling them learners to acquire knowledge of be exposed to the cultural context contexts in which artworks have been are created, including that of American Indians and tribes in Montana, and fostering respect for all forms of art through the study of diverse traditional and contemporary artists;	Change in language includes diverse histories and recognizes Indigenous nations for the impact they have had in Montana.
(d) develop abilities to critically study, see, and respond to the qualities within artworks, both in the process of creating their own artworks and in observing the artworks of others, and teaching candidates to communicate their perceptions about artworks in verbal and written language;	(d) develop abilities to critically study, see, and respond to the diverse qualities within artworks, both in including the process of creating their own artworks and in observing curating the artworks of others, and teaching candidates to communicate their perceptions about artworks in verbal and written language languages;	Curating artworks is a responsibility of the Art Educator under several different circumstances throughout their career, thus it should be part of their training; one does not observe a work of art unless it is a piece of performance art, thus the verb is made specific.
(e) develop competence and a working vocabulary in art production through developing the ability to present imaginative and original ideas and feelings by creating images in a concentration of one or more of the visual art forms	(e) develop competence and demonstrate a working vocabulary in art production through developing the ability to create and present imaginative and original artworks ideas and feelings by creating images in a with a concentration of one or more of the visual art forms;	Art Teacher candidates should be able to demonstrate processes in order to teach successfully and visual culture is equally addressed.
(f) use appropriate art technologies as tools of expression, research, and assessment;	(f) use appropriate art technologies as tools of expression, research, and assessment; and	
(g) comprehend and appropriately use copyright laws in relation to original art works and reproductions	(g) comprehend and appropriately use copyright laws in relation to original art works and reproductions demonstrate an awareness of copyright purposes and practices, reproduction,	Comprehension of these concepts is not enough. Art Teachers must exercise these concepts when teaching K-12 students.

	and diverse methods of appropriation, including cultural appropriation.	
(h) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media.	(h) develop sequential visual arts curricula with a mission and scope that assures student development and competence in a variety of media.	We combined 1H with 2A.
(2) The program requires that successful candidates demonstrate an understanding of:	No change recommended	
(a) the stages of artistic development of children, adolescents, and young adults as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is age appropriate;	(a) the stages of artistic development of children, adolescents, and young adults as these relate to art curriculum, and ensuring that the scope and sequence of the curriculum is age developmentally appropriate;	We combined 1H with 2A.
(b) the necessity of creating an environment of empathy, tolerance, and emotional safety in the art classroom;	No change recommended	
(c) the health and safety aspects of studio work, including materials, tools, equipment, classroom design, and procedures;	No change recommended	
(d) budgeting and purchasing; and	(d) budgeting and purchasing; and	
(e) censorship issues and their complexity	No change recommended	
(f) assessment strategies for evaluating student progress and accomplishments in the visual arts as aligned to the Montana standards for visual arts, as well as other standards where the arts are integrated with technology and the content areas;	(f) appropriate assessment strategies for evaluating student progress and accomplishments in the visual and media arts as aligned to the Montana for visual arts, as well as other standards where the arts are integrated with technology and the content areas;	Includes media arts as outlined in MT Arts Standards.
(g) collaborative skills and practices of art in interdisciplinary curriculum and instruction with other disciplines; and	No change recommended	

(h) career opportunities in art and art related fields to provide encouragement and advice to students about future options.	(h) diverse career opportunities in art and art related fields to provide encouragement and advice to students about future options.	
10.58.505 BUSINESS EDUCATION		
(1) The program requires that successful candidates:	No change recommended	
(a) create, analyze, revise, and implement business education curricula that facilitates the learning of dynamic subject matter in diverse learning environments;	(a) create, analyze, revise, and implement dynamic business education curricula that ~~facilitates the learning of dynamic~~ communicates the challenges and opportunities for students in a global economy and the impact of evolving demographic trends, international competition, and technological innovation within diverse learning environments;	To add an increased emphasis on diverse global workplace as technology continues to advance. Also, aligns standards with the Business Teacher Education Program Standards from NBEA-CBTR.
(b) build professional relationships with stakeholders to produce a relevant learning environment that reflects the real world and provides benefits to the student and the community, including development of career pathways and work-based learning experiences;	(b) ~~build professional relationships~~ develop partnerships with ~~stakeholders to produce a relevant learning environment that reflects~~ members of the educational, business, and other communities to improve programs, develop new programs, ensure a curriculum based on real-world ~~and provides benefits to the student~~ experience, and ~~the community,~~provide students access to advanced learning opportunities including development of career pathways and work-based learning experiences;	To build relationships with stakeholder groups, including post secondary partners and business/industry representatives, to provide a learning environment reflecting the real world and to provide opportunities to further enhance their learning through a rigorous career pathway, dual enrollment opportunities, and work-based learning experiences. Also, aligns standard with the Business Teacher Education Program Standards from NBEA-CBTR.
(c) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, and collaboration)	(c) demonstrate the development of personal and leadership competencies (~~e.g.,~~ including but not limited to citizenship, personal development, goal setting, and collaboration~~)~~;	Aligns standard with the Business Teacher Education Program Standards from NBEA-CBTR.
(d) demonstrate and apply ethical professional practice based on the principles and philosophy of business education and career and technical education through civic engagement, advocacy, and active participation in professional	No change recommended	

development and professional growth activities		
(e) integrate professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;	(e) integrate professional student-directed organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;	When looking at student organizations it is important to realize that they are an extension of the classroom and that they are student directed. Also, aligns standards with the Business Teacher Education Program Standards from NBEA-CBTR.
(f) identify methods for selection and application of technology tools relating to personal and business decision making;	(f) identify methods for selection and application of demonstrate appropriate technology tools to enhance academic, business, and personal decision making; including but not limited to current and emerging devices, input technologies, operating systems, applications, digital media, web development and design.	Updates the standards to address the content area of Technology. Within the *National Standards for Business Education* (2020), Information Technology includes: IV Devices and Components, V Operating Systems, VI Input Technologies, VII Applications, VIII Digital Media, IX Web Development and Design
(g) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;	(g) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;	
(h) demonstrate effective communication skills to facilitate learning, incorporate quality standards in all forms of communications, and recognize that culture impacts business communication;	(h)(g) demonstrate effective communication skills to facilitate learning, incorporate quality standards in all forms of communications, recognize that culture impacts business communication is founded on respect, fairness, and honesty;	It is important that a business educator is a good communicator with all stakeholders and is a voice of advocacy for the discipline. Also, aligns standards with the Business Teacher Education Program Standards from NBEA-CBTR.
(i) determine the nature and extent of the information needed, access needed information effectively and efficiently, and evaluate information and its sources critically;	(i)(h) determine the nature and extent of the information needed, access needed information effectively and efficiently, and to be able to evaluate information and its sources critically;	Updates the standards to address the content area of Information Technology. Within the *National Standards for Business Education* (2020), I Impact on Society, II Information Literacy, and III Digital Citizenship
(j) demonstrate ethical and social responsibility related to business and the legal framework for personal, business, and social interactions	(j) (i) demonstrate ethical and social professional responsibility related to all elements of business and the legal framework for personal, business, and social interactions;	This aligns and updates according to the updated *National Standards for Business Education* (2020).
(k) identify careers and opportunities in business and related occupational fields;	(k) (j) identify careers and promote student access and use a variety of resources to gather information, present personal	This aligns and updates according to the updated *National Standards for Business Education* (2020).

	data, and explore educational and career opportunities in business and related occupational fields;	
(l) demonstrate the importance of employment communications to career success (e.g., resume, application letter, application forms and online application system, follow-up letter, electronic database employment search engines), interview techniques, and the skills needed to successfully obtain and maintain employment	(l) (k) demonstrate the importance of employment communications for career success (e.g., resume, application letter, application forms and online application system, follow-up letter, electronic database employment search engines), interview techniques, and the skills needed to successfully obtain and maintain employment	
(m) assess student interests, aptitudes, personal qualities, and other information necessary for students to make informed career choices;	(m) (l) assess student interests, aptitudes, personal qualities students personal skills, abilities, and aptitude for a career; use career resources to explore opportunities in business; develop workplace expectations; assist students in transitioning from school to work; and other information necessary for students to make informed career choices	Updates standard to reflect the updated Career Development Standard in the *National Standards for Business Education* (2020) and the Business Teacher Education Program Standards from NBEA-CBTR..
(n) demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources	(n) (m) demonstrate effective techniques for managing employees, personnel relations, and the budgeting of time and resources	Aligns with the Management Standards in the *National Standards for Business Education* (2020)
(o) apply marketing concepts and management fundamentals;	(o) (n) apply marketing concepts through responsible marketing practices, including usage of marketing technologies and management fundamentals;	Updates standard to address the development of and rapidly changing marketing technologies, including social media, dashboards, and web tools.
(p) organize, manage, and synthesize information to make wise business decisions	(p) (o) organize, manage, and synthesize information to make wise business and entrepreneurial decisions	Updates standard to include both Management and Entrepreneurial standards in the *National Standards for Business Education* (2020).
(q) demonstrate techniques for business problem solving;	(q) (p) demonstrate techniques for business problem solving and critical thinking skills needed to function as citizens, consumers, workers, managers, business owners, and directors of their own economic futures;	Updates standard to include both problem solving and critical thinking workplace employability skills as addressed in the updated *National Standards for Business Education* (2020).
(r) apply interpersonal, teamwork, and leadership skills necessary to function in multicultural business and social settings	(r) (q) apply interpersonal, teamwork, and leadership skills necessary to function with civility in multicultural business and social settings;	Updates standard for Management in the *National Standards for Business Education* (2020).

NEW STANDARD	(r) develop an understanding of legal principles and systems and how law impacts commerce, society, regulations, and participation in the global business environment.	Updates the standards to address the content area of Business Law.
(s) demonstrate an awareness of the interrelatedness of one country's political policies and economic practices on another including interactions with sovereign tribal nations and an understanding of the global business environment, including the interconnectedness of cultural, political, legal, economic, and ethical systems;	(s) demonstrate an awareness of the interrelatedness of ~~one country's political~~ policies and economic practices on ~~another~~ other nations, including interactions with sovereign tribal nations and an understanding of the global business environment, including the ~~interconnectedness of~~ connection between social, cultural, political, legal, economic, ~~and~~ ~~ethical~~ technological systems;	Updates standard to align to the updated *National Standards for Business Education* (2020) for International Business.
(t) demonstrate and apply principles of economics, free enterprise, and global economies;	No change recommended	
(u) demonstrate and apply the basic concepts of personal finance skills, social and government responsibility, and business practices;	No change recommended	
(v) demonstrate the role of entrepreneurship in economies and the process of starting and maintaining a business;	No change recommended	
(w) demonstrate accounting procedures and use of accounting tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources	(w) demonstrate accounting procedures and ~~use of~~ application of generally accepted accounting principles, accounting tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources	Updates standard to include reference to the generally accepted accounting principles (GAAP).
(x) demonstrate the ability to use technology as a tool for facilitating business functions, coordinate information technology instruction in business education and across the curriculum, and explain the value of information technology and the potential impact it may have on students' lives;	No change recommended	
NEW STANDARD	(y) demonstrate understanding of professional behavior by respecting intellectual property, personal privacy, and information security;	Increases the emphasis on cybersecurity and student use of technology and the increased business and consumer

		activity and information sharing via web-based applications and cloud-based platforms.
(y) develop students' ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life; and	(y) (z) develop students' ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life; and	
(z) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities	(z) (aa) demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities	
10.58.507 THEATRE		
(1) The program requires that successful candidates:	No change recommended	
(a) demonstrate the ability to create curriculum, instruction, and assessment for K-12 students in a school theatre program to make students aware of the process of artistic creation, including: (i) generating and conceptualizing creations; (ii) analyzing, interpreting, selecting, organizing, developing, and refining artistic techniques; conveying meaning; and completing performances; and (iii) perceiving and analyzing, interpreting intent and meaning in, and apply criteria to evaluate responses;	No change recommended	
(b) demonstrate knowledge of program goals, procedures, and rationales for a school theatre program	No change recommended	

(c) integrate activities with outside performances utilizing the latest methods of theatre practice and appreciation; and	No change recommended	
(d) model pedagogy and attitudes which reflect current research on the theory and practice of teaching theatre	No change recommended	
(2) The program requires that successful candidates demonstrate understanding and knowledge of:	No change recommended	
(a) theatre as a social and aesthetic experience, reflecting on authentic representation, including cultures of American Indians and tribes in Montana and the unique history of theatre and acquaintance with representative plays of past and present, and candidates will be able to synthesize and relate knowledge and personal experiences to make art	No change recommended	
(b) the relationship between the actor, the literature, and the audience, including the actor's ability to assess personal growth; and	(b) the relationship between the ~~actor~~ practitioner, the literature, and the audience, including the practitioner's ability to assess personal growth; and	The focus on acting precludes student involvement in other aspects of the theatrical process. Practitioner is more inclusive of designers and technicians required to make theatre happen.
(c) the educational function of theatre in the school setting, helping students develop life skills and better understand themselves, others, and the world.	No change recommended	
(3) The program requires candidates have experience with performance and that successful	No change recommended	

candidates:		
(a) direct/supervise a theatrical production with artistic integrity, including supervision of appropriate selections (being mindful of community standards), analysis, casting, rehearsal, and performance;	No change recommended	
(b) manage/supervise the technical requirements and use current and emerging technologies of a theatrical production by effectively planning and executing scenery, lights, make-up, sound, properties, costumes, special effects, promotion and publicity; and	No change recommended	
(c) use production as a measurement/evaluation of current and future goals and objectives.	No change recommended	
(4) The program requires candidates interact with the community as a resource and successful candidates:	No change recommended	
(a) contribute in the development of facilities;	No change recommended	
(b) supervise classroom projects, assembly programs, or any activity that involves elements of theatre	No change recommended	
(c) assist planning comprehensive theatre and/or other fine arts curriculum including video/film; and	No change recommended	
(d) advocate in their school and the larger community for theatre instruction and	No change recommended	

performances.		
(5) The program requires candidates demonstrate knowledge and use of educational theatre resources and professional organizations.	No change recommended	
10.58.509 ENGLISH/LANGUAGE ARTS		
(1) The program ensures that successful candidates:	No change recommended	
(a) apply theory, research, and practice in English/language arts to plan standards-based learning experiences for all students;	No change recommended	
(b) plan, implement, assess, and reflect on instruction that increases motivation and active student engagement; builds sustained learning of English/language arts and responds to diverse students' needs;	No change recommended	
(c) plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues related to social justice, diversity, and democracy;	(c) plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues ~~related to social justice, diversity, and democracy~~;	Complex issues in literacy are include more than social justice, diversity, and democracy.
(d) engage students in learning experiences that demonstrate the role of the arts, humanities, and other content areas in English/language arts;	No change recommended	
(e) demonstrate understanding of legal and	(e) demonstrate understanding of legal and ~~ethical~~ <u>societal</u>	

ethical issues in English/ language arts such as freedom of expression, censorship, and bias;	issues in English/ language arts such as freedom of expression, censorship, and bias;	
(f) demonstrate understanding of theory and research and apply knowledge in the areas of language, oral discourse, reading processes, writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology;	No change recommended	
(g) plan, implement, assess, and reflect on standards-based instruction that incorporates knowledge of language, including structure, history, and conventions; and facilitate students' comprehension and creation of oral and written discourse and print and non-print texts	No change recommended	
(h) plan, implement, assess, and reflect on standards-based instruction that incorporates knowledge of oral communication and interpersonal (verbal/non-verbal) communication for various contexts, purposes, and audiences	No change recommended	
(i) plan, implement, assess, and reflect on standards-based instruction that integrates individual and collaborative approaches and that demonstrates a variety of reading comprehension strategies appropriate for reading purposes and genres	No change recommended	
(j) plan, implement, assess, and reflect on standards-based instruction that integrates	No change recommended	

individual and collaborative approaches and technologies and that demonstrates an understanding of writing processes and strategies in different genres for a variety of purposes and audiences;		
(k) plan, implement, assess, and reflect on standards-based instruction in literature, integrating an extensive range of authors, print and non-print texts and genres, including historic and contemporary works by and about American Indians and tribes in Montana;	No change recommended	
(l) plan, implement, assess, and reflect on standards-based instruction integrating technologies and/or digital media to compose multimodal discourse; and	No change recommended	
(m) prepare to interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles; engage in leadership and/or collaborative roles in English/language arts professional learning communities; and continue to develop as professional educators.	No change recommended	
10.58.510 STUDENTS WITH DISABILITIES P-12	**10.58.510** STUDENTS WITH DISABILITIES SPECIAL EDUCATION P-12	Align with Chapter 57 endorsement title.
(1) The program requires that successful candidates:		

(a) understand how exceptionalities may interact with development and learning and use this knowledge to provide culturally responsive, meaningful, and challenging learning experiences for individuals with exceptionalities;	No change recommended	
(b) understand how to create and implement personalized, safe, inclusive, and culturally responsive learning environments for all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;	(b) demonstrate the ability understand how to create and implement personalized, safe, respectful, inclusive, and culturally responsive learning that: environments for all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being; (i) are based on ongoing analysis of student learning; self-reflection; and professional standards, research and contemporary practices; and (ii) allow all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;	Ensure that candidates emphasize the potential of all students to become active and effective learners with positive social interactions, self-determination, and healthy well-being;
(c) use knowledge of general and specialized curricula, including curricula used in Montana schools, to implement individualized learning opportunities that align with the needs of students with exceptionalities;	(c) demonstrate use knowledge of standards general and specialized curricula, including curricula used in Montana schools and the ability to use general and specialized curricula, to implement individualized learning opportunities that align with the needs of students with exceptionalities;	Curricula is typically determined by the district. Understanding the standards and how they are met through curricula is the intention of this standard.
(d) use multiple methods of assessment and data sources to identify individualized learning needs and make a variety of education decisions (i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPS) (34 CFR	(d) use multiple methods of assessment and data sources to evaluate and identify individualized learning needs and make a variety of education decisions including: (i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPS) (34 CFR 300.320(a)(1)), write measurable goals and objectives,	Emphasizes that assessment data is used to develop the components of an IEP based on individualized student needs.

300.320(a)(1)), write measurable goals and objectives, and use data to monitor progress);	~~and use data to monitor progress);~~ (i) ability to identify, collect and understand quantitative and qualitative data; (ii) ability to accurately prepare Present Level of Academic Achievement Functional Performance; (iii) ability to accurately prepare Measurable Annual Goals, (iv) ability to accurately administer, score, and analyze the results of formative, summative and standardized assessments; and (v) ability to accurately interpret and present the assessment results and make ongoing adjustments to instruction;	
(e) select, adapt, and use a repertoire of evidence-based instructional strategies and assistive technology to advance learning of individuals with exceptionalities;	(e) select, adapt, and use a repertoire of evidence-based instructional strategies including explicit, systematic instruction, ~~and~~ assistive technology, whole group instruction, small group instruction, individual instruction to support and self-regulate learning; ~~to advance learning of individuals with exceptionalities;~~	Providing specificity in the repertoire of strategies necessary.
(f) guide professional practices by using foundational knowledge of the field along with professional ethics and standards;	(f) ~~guide professional practices by using~~ use foundational knowledge of the field ~~along with professional ethics and standards~~, of professional standards, and of ethical concerns unique to special education;	Removed ethical concerns from section (j) and inserted here to broaden application to all areas of special education
(g) collaborate and communicate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals	(g) collaborate, ~~and~~ communicate and advocate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their	Added language examples of ways to advocate.

with exceptionalities and their families (i.e., facilitating meetings, scheduling services, implementing accommodations and modifications);	families, including, but not limited to, facilitating meetings, scheduling services, working with paraeducators and related providers, and implementing accommodations and modifications; (i.e., facilitating meetings, scheduling services, implementing accommodations and modifications);	
(h) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;	(h) demonstrate an understanding of the philosophical, historical, and legal foundations of special education including: (i) identification of social and cultural movements in special education law; (ii) knowledge of court cases which shaped special education law; and (iii) understanding of legal resources to assist decision making;	Moved all legal components from K and consolidated in one standard.
(i) demonstrate knowledge of typical and atypical language development and use systematic evidence-based instruction to enhance language development and teach communicative competence;		
(j) demonstrate knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and appropriate instructional strategies and techniques to support students with social-emotional/behavioral needs (e.g., positive behavior intervention plans/supports); and	(j) demonstrate knowledge and understanding of special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and appropriate instructional strategies and techniques to support students with social-emotional/behavioral needs social, emotional, or behavioral needs, or any combination of these, (e.g., positive behavior intervention plans/supports); and	Removed items covered in other areas.
(k) demonstrate proficiency in Montana special education procedural competencies including	(k) demonstrate proficiency in Montana special education procedural competencies including knowledge of state and	Restructured to make sure all federal and state components are included. Removed the name of the state system in case

knowledge of state and federal laws along with the 13 legally defined categories, knowledge of the Achievement in Montana (AIM) system and state forms, special education processes, identification of social and cultural movements in special education law, and court cases which shaped special education law, understand legal resources to assist decision making, and the ability to navigate federal and Montana law.	federal ~~regulations and rules, knowledge of the state data collection system and state forms, knowledge of state and federal education processes;~~ laws along with the 13 legally defined categories, knowledge of the Achievement in Montana (AIM) system and state forms, special education processes, identification of social and cultural movements in special education law, and court cases which shaped special education law, understand legal resources to assist decision making, and the ability to navigate federal and Montana law.	the name changes.
(k) NEW STANDARD	(l) demonstrate an understanding of disability categories and characteristics to the extent necessary to use eligibility criteria to make informed decisions concerning learner identification; and	The former (k) was too expansive and did not specifically tie the learning to the ability to use state systems and the need to use eligibility guidelines to make informed decisions regarding LRE and FAPE.
(l) NEW STANDARD	(m) demonstrate the ability to determine service and transitional needs and placement in least restrictive environment (LRE) in order to ensure a free and appropriate public education (FAPE) once a student has been identified and qualified for services.	Ensure LRE and FAPE are addressed in an individual standard.
10.58.511 WORLD LANGUAGES		
(1) The program ensures that successful candidates:	No change recommended	
(a) demonstrate understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and describe the structure, function, and meaning of	(a) demonstrate understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and ~~describe~~ explain the rules that govern the structure, function, and meaning of target language discourse;	Lanugage clean-up.

target language discourse;		
(b) explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples;	(b) explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples;	Incorporated into (a) above.
(c) identify and explain pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;	(c) (b) identify and explain pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts;	
(d) demonstrate listening comprehension to understand short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;	(d) (c) demonstrate listening comprehension to understand short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;	
(e) in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect;	(e) (d) in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect; narrate and describe in past, present, and future using connected discourse;	This ability, if consistent, is a feature of the Advanced level. Language learners will often have different proficiency levels for different skills.
(f) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;	(f) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;	Covered in (a) and ()
(g) deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;	(g) (e) deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;	

(h) understand conventional written narrative and descriptive texts, such as descriptions of persons, places, and things and narrations about past, present, and future events;	(h) (f) understand conventional written narrative and descriptive texts, such as descriptions of persons, places, and things and narrations about past, present, and future events	Removed prepositions and examples to keep things more broad.
(i) write narratives, descriptions, and summaries on topics of general interest in all major time frames with good control of aspect;	(i) (g) write narratives, descriptions, and summaries on topics of general interest in all major time frames with good some control of aspect;	
(j) demonstrate understanding of language as an essential element of culture;	(j) (h) demonstrate understanding of language as an essential element of culture;	
(k) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;	(k) (i) demonstrate knowledge of cultural perspectives as reflected in daily living patterns and societal structures, including geography, history, religious, and political systems, literature, fine arts, media, and a variety of cultural products;	
(l) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;	(l) (j) connect perspectives to the products and practices of a culture as a way to compare the target culture to their own or to compare a series of cultures;	
(m) interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures;	(m) (k) interpret and synthesize ideas from literary and other cultural texts that represent defining works in the target cultures;	
(n) identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions;	(n) (l) identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions;	
(o) provide opportunities for students to connect to the target language and culture through a	(o) (m) provide opportunities for students to connect to the target language and culture through a variety of means,	

variety of means, including technology, as a key component of their classroom practice;	including technology, as a key component of their classroom practice;	
(p) exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;	(p) (n) exhibit ease, originality, and flexibility in applying language acquisition theories to instructional practice, using a wide variety of strategies to meet the linguistic needs of their students at various developmental levels;	
(q) tailor language use to students' developing proficiency levels and use a variety of strategies to help students understand oral and written input;	(q) tailor language use to students' developing proficiency levels and use a variety of strategies to help students understand oral and written input;	This outcome is redundant. The reference to "a wide variety of strategies to meet the linguistic needs of their students at various developmental levels" would include tailoring language use in this way.
(r) use the target language to the maximum extent in the classroom at all levels of instruction;	(r) (o) use the target language to the maximum extent in the classroom at all levels of instruction;	
(s) demonstrate an understanding of the national and state standards for foreign language learning to make instructional decisions;	(s) (p) demonstrate an understanding of the national and state standards for world foreign language learning to make instructional decisions;	Added the word world for foreign.
(t) understand how to integrate interpersonal, interpretive, and presentational modes of communication in instruction;	(t) (q) understand how to integrate interpersonal, interpretive, and presentational modes of communication in instruction;	
(u) design authentic and standards-based performance assessments using the three modes of communication to measure student progress in communicative and cultural competencies;	(u) (r) design and use authentic and standards-based performance assessments using the three modes of communication to measure student progress in communicative and cultural competencies; and	Language clean-up.
(v) design a content-based curriculum which integrates content from other subject areas into instruction; and	(v) (s) design a content-based curriculum which that integrates content from other subject areas into instruction; and	Language clean-up.

(w) demonstrate knowledge of language proficiency in the second language resulting from the achievement of an appropriate score (at a specific level determined by the degree granting college or university) on an internationally recognized proficiency examination.	(w) demonstrate knowledge of language proficiency in the second language resulting from the achievement of an appropriate score (at a specific level determined by the degree granting college or university) on an internationally recognized proficiency examination.	Not applicable.
(2) The classical language program requires that successful candidates:	No change recommended	
(a) demonstrate knowledge and understanding of the preceding standards;	(a) demonstrate knowledge and understanding of the preceding standards;	The modified language in the above criteria corresponds to a level that ranges from Intermediate High to Advanced Low. But the point is that the above criteria already determine the proficiency level.
(b) demonstrate knowledge and understanding of the specific classical language; and	(b) (a) demonstrate knowledge and understanding of the specific classical language; and	
(c) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.	(c) (b) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.	
(3) The English as a Second Language (ESL) program requires that successful candidates:	(3) The English as a Second Language (ESL) program requires that successful candidates:	New language proposed for ESL endorsement under new section in chapter 10.58.534.
(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;	(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;	We include comments below, but it would be a good idea to get ESL folks to comment.
(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic	(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;	

content areas;		
(c) demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement;	(c) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;	
(d) demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;	(d) demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;	
(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;	(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;	
(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and	(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and	
(g) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.	(g) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.	
(4) The Native American language program and culture specialist licensure requires that successful candidates demonstrate the knowledge of and competence in languages of American Indians and tribes in Montana, as attested by the appropriate tribal authority, pursuant to ARM 10.57.436.	(4) (3) The Native American language program and culture specialist licensure requires that successful candidates demonstrate the knowledge of and competence in languages of American Indians and tribes in Montana, as attested by the appropriate tribal authority, pursuant to ARM 10.57.436.	

New endorsement for American Sign Language	(4) The American Sign Language program requires that successful candidates:
	
	    (a) demonstrate understanding of first and second language acquisition;
	
	    (b) demonstrate knowledge and application of linguistics of American Sign Language;
	
	    (c) demonstrate understanding of aspects of the deaf culture and community;
	
	    (d) demonstrate understanding of methods of teaching American Sign Language;
	
	    (e) demonstrate knowledge and application of American Sign Language IV or higher; and
	
	    (f) demonstrate understanding of American Sign Language literature.
		• Many questions come to mind when the topic of ASL as a world language is brought up. People often ask if it is appropriate to call ASL a world language. Is it really a language? Isn't it a derivative of English, on the order of Black English? Is ASL "foreign"? -- after all, it is used in the United States. Is there a body of literature associated with ASL? Others may note that world language courses teach students about the culture of the group of people who use the language. They may wonder if there is a full and distinct culture associated with users of ASL.
		• World language study involves learning about the values, world view, and way of life -- the culture -- of a group of people. The same is true for the study of ASL. ASL students learn about the rich cultural life of Deaf people. Deaf culture is now recognized and studied by anthropologists, ethnographers, folklorists, and others interested in culture and cross cultural communication.
		• ASL is not universal; it is indigenous to the United States and parts of Canada. This should

		not, however, exclude it from study as a world language. • The required components of a world languages includes speaking, listening, writing, literature and cultures specific to a group of people who use this language to communicate. • By November of 2017 more than 190 colleges and universities accepted ASL as equivalent to World Languages and credits were accepted to meet the modern language requirements. Among those institutions listed are Harvard, Yale, Gallaudet, several state colleges and universities, and private institutions.

10.58.513 HEALTH		
(1) The program requires that successful candidates:	No change recommended	
(a) utilize health-related data about the social and cultural environments impacting growth and development, needs and interests of students to promote healthy lifestyles and behaviors inclusive of American Indians and tribes in Montana;	No change recommended	
(b) distinguish between behaviors and external factors (family, peers, culture, media, technology) that promote health enhancement and those that hinder well-being;	No change recommended	
(c) conduct needs assessments that provide appropriate data to determine health education needs of the learners and diverse populations;	No change recommended	
(d) use advocacy and communication skills to recruit school and community representatives to support and assist in health education program planning;	No change recommended	
(e) develop a logical scope and sequence plan for a health education program that includes a display of functional knowledge of health promotion and disease prevention concepts related to alcohol and other drugs, injury prevention, nutrition, physical activity, sexual health, tobacco, mental health, suicide	No change recommended	

prevention, personal and consumer health, including goal settings, interpersonal communication, and decision skills to enhance health and community and environmental health;		
(f) formulate appropriate and measurable learner goals and objectives that promote healthy lifestyles and behaviors;	No change recommended	
(g) design health education strategies consistent with specified learner goals and objectives to encourage the practice of healthy behaviors to promote physical and cognitive health;	No change recommended	
(h) analyze factors affecting the successful implementation of health education and coordinated school health programs;	No change recommended	
(i) select resources and media best suited to implement program plans for diverse learners, including relevant resources for American Indians and tribes in Montana;	No change recommended	
(j) demonstrate competence in delivering planned health education programs;	No change recommended	
(k) evaluate health education programs, adjusting objectives and instructional strategies as necessary;	No change recommended	
(l) assess student achievement based on health education program objectives, interpret results, and determine future program needs;	No change recommended	

(m) design and develop a plan for coordinating health education with other components of a school health program;	No change recommended	
(n) demonstrate the dispositions and communication skills to facilitate cooperation among health educators, other teachers, and appropriate school staff;	(n) demonstrate the dispositions and communication skills to facilitate cooperation among ~~health~~ educators, ~~other teachers~~ families, and other appropriate ~~professionals school staff~~;	Included families and professionals.
(o) formulate strategies of collaboration among health educators in all settings;	No change recommended	
(p) utilize health information retrieval systems effectively, i.e., current and emerging technologies;	No change recommended	
(q) establish effective and appropriate consultative relationships with those requesting assistance in solving health-related problems;	No change recommended	
(r) synthesize valid and reliable health data and respond to requests for health information;	No change recommended	
(s) select effective, valid, and reliable health resource materials for dissemination;	No change recommended	
(t) interpret concepts, purposes, models, and theories of health promotion and health education;	No change recommended	
(u) predict the impact of societal value systems on health education programs;	No change recommended	
(v) select a variety of communication techniques	No change recommended	

and adapt health information to a specific target audience; and		
(w) develop effective communication between health care providers and consumers working cooperatively as an advocate for improving personal, family, and community health.	No change recommended	
10.58.514 FAMILY AND CONSUMER SCIENCES		
(1) The program requires that successful candidates:	No change recommended	
(a) analyze family, community, and work interrelationships, investigate career paths, examine family and consumer sciences careers, and apply career decision making and transitional processes;	(a) analyze family, community, and work interrelationships, investigate career paths through work-based learning activites; examine family and consumer sciences careers in education and human services, hospitality and food production, and visual arts design; develop employability skills and 21st century skills; and apply career decision making and transitional processes; and implement service learning.	Verbiage updated to reflect the National FCS CTE Career pathways.
(b) illustrate how each domain of human well-being including social, economic, financial, emotional, spiritual, physical, and intellectual can be enriched in every family and consumer sciences content area;	No change recommended.	
(c) manage resources responsibly to address the diverse needs and goals of individuals, families, and communities in all family and consumer sciences areas, including, but not limited to,	(c) use local and global manage resources responsibly to address the diverse needs and goals of individuals, families, and communities worldwide in all family and consumer sciences areas including, but not limited to, resource	Verbiage updated to have a stronger global sustainability focus as that at the core of the professional's emphasis within resource management.

practices related to human, economic, and environmental resources;	~~management, consumer economics, financial literacy, living environments, and textiles and apparel;~~ including, but not limited to, practices related to human, economic, and environmental resources; *(strikethrough/underline formatting)*	
(d) apply principles of early childhood, human development, and interpersonal relationships to strengthen relationships for individuals in the family, workplace, and communities throughout the life span;	(d) apply culturally responsive principles of ~~early childhood,~~ human development, and interpersonal family relationships to strengthen ~~relationships for~~ individuals and families across the lifespan in contexts such as parenting, care giving, and the workplace; ~~in the family, workplace, and communities throughout the life span;~~	Modified to emphasize the importance of culturally responsive practices.
(e) apply principles of nutrition, culinary arts, and sustainability of wellness practices and address related concerns in a global society;	(e) promote ~~apply principles of~~ nutrition science and food literacy practices and develop food preparation and production skills in personal and professional settings that enhance individual and family well-being across the lifespan, ~~culinary arts, and sustainability of wellness practices~~ and address related concerns in a global society;	Modified to utilize current verbiage driving professional practices within nutrition (a more holistic view).
(f) develop, justify, and implement curricula that address perennial and evolving family, career, and community issues, and reflect the integrative nature of family and consumer sciences, across all academic areas;	(f) develop, justify, and implement course curricula that address perennial and evolving family, career, and community issues; ~~and~~ reflect the integrative nature of family and consumer sciences integrate core academic areas; and reflect high quality career and technical education practices; ~~across all academic areas;~~	Modified to emphasize the importance of the multidisciplinary approach.
(g) create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities, including American Indians and tribes in Montana;	No change recommended.	
(h) demonstrate ethical professional practice	(h) ~~demonstrate~~ engage in ~~ethical~~ professional practice based	Modified to reflect the importance of collaboration for

based on the history and philosophy of family and consumer sciences and career and technical education through civic engagement, advocacy, and ongoing professional development;	on the history, ~~and~~ philosophy of family and consumer sciences, and relationship to career and technical education through civic engagement, advocacy, collaboration with other professionals, recruitment and mentoring of prospective and new professionals, and ongoing professional development;	professional growth.
(i) assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes;	(i) collect student and program data to assess, evaluate, and improve student learning and programs in family and consumer sciences using evidence-based ~~appropriate~~ criteria, standards, and processes;	Modified to have a program data emphasis as this is a part of the Perkins funding requirements in CTE.
(j) integrate leadership strategies from Family, Career, and Community Leaders of America (FCCLA) or other sources into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development; and	(j) integrate leadership strategies ~~from Family, Career, and Community Leaders of America (FCCLA) or other sources~~ into the program to develop students' academic growth, application of family and consumer sciences content, leadership, service learning, and career development; and	Language to emphasize leadership strategies that are embedded in content.
(k) facilitate each student's critical thinking and problem solving in family and consumer sciences through varied instructional strategies and technologies and through responsible management of resources in schools, communities, and the workplace.	(k) facilitate students' ~~each student's~~ critical literacy ~~thinking~~ and problem solving in family and consumer sciences through varied instructional strategies and technologies by experiences modeling ~~and through~~ responsible management of resources in schools, communities, and the workplace.	Modified critical thinking to critical literacy as critical literacy is more holistic to reflect our professional practice.
(l) NEW STANDARD	(l) develop, implement, and demonstrate laboratory policies and procedures based on current industry standards specific to the focus of the course to ensure both the safety of students and clients.	Added to include a standard about laboratory management.

10.58.515 INDUSTRIAL TRADES AND TECHNOLOGY EDUCATION	10.58.515 INDUSTRIAL ~~TRADES AND~~ TECHNICAL SCIENCES ~~TECHNOLOGY EDUCATION~~	Suggested change to more accurately reflect modern contexts and aspects of this content area
(1) The program requires that successful candidates:	No change recommended	
(a) demonstrate knowledge of a curriculum and curriculum design consistent with current national and Montana standards, including: (i) a mission statement with stated goals and objectives that reflect the intent of industrial trades and technology education programs, as guided by the national professional organizations; (ii) an organized set of concepts, processes, and systems that are technological in nature; and (iii) content orientated toward industrial trades and technology education;	(a) demonstrate knowledge of a curriculum and curriculum design consistent with current national and Montana standards, including: (i) a mission statement with stated goals and objectives that reflect the intent of industrial trades and technology education programs, as guided by the national professional organizations; (ii) an organized set of concepts, processes, and systems that are technological in nature; ~~and~~ (iii) content orientated toward industrial trades and technology education; and (iv) classroom and laboratory instruction; experiential, project and work-based learning; and leadership and personal development.	Expands the learning experience beyond classroom.
(b) demonstrate knowledge/competency in applied science, technology, engineering, mathematics, and communication, including: (i) knowledge about the development of technology, its effects on people, industry, the environment, and society; (ii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential; (iii) information about industry's organization,	(b) demonstrate knowledge/competency in applied science, technology, engineering, mathematics, and communication, including: (i) knowledge about the development of technology, its effects on people, industry, the environment, and society; (ii) communication technology, which includes information-related technology that uses resources to transfer information and to extend human potential; (iii) information about industry's organization, personnel systems, techniques, resources, products, and social impacts; (iv) construction technology, which includes physical-related	Now a major component in most states.

personnel systems, techniques, resources, products, and social impacts; (iv) construction technology, which includes physical-related technology that uses resources to build structures or construct work on site; (v) manufacturing technology, which includes physical-related technology using resources to extract and convert raw/recycled materials into industrial and consumer goods; (vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange among individuals and societal units through the movement of material, goods, and people; and (vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching;	technology that uses resources to build structures or construct work on site; (v) manufacturing technology, which includes physical-related technology using resources to extract and convert raw/recycled materials into industrial and consumer goods; (vi) transportation technology, which includes physical-related technology using transportation technologies to maintain contact and exchange among individuals and societal units through the movement of material, goods, and people; ~~and~~ (vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching; <u>and</u> (viii) energy and engineering technology which including information related to engineering and robotics.	
(c) demonstrate knowledge of quality workmanship and work ethics;	No change recommended	
(d) develop insight and understanding in the application of technological concepts, processes, and systems;	No change recommended	
(e) develop and demonstrate skills in utilizing tools, materials, machines, processes, and technical concepts relative to content organizers, safely and efficiently;	No change recommended	
(f) demonstrate skills, creative abilities, positive self-concepts, and individual potentials relating to	No change recommended	

technology;		
(g) demonstrate problem-solving and decision-making abilities involving human and material resources and technological processes and systems;	No change recommended	
(h) demonstrate activity-oriented laboratory instruction that reinforces abstract concepts with concrete experiences;	No change recommended	
(i) demonstrate knowledge and skills regarding how technological systems function and the attitudes to evaluate those systems;	No change recommended	
(j) demonstrate knowledge of past, present, and future technological systems by applying knowledge and skills developed in the study of other systems;	No change recommended	
(k) apply and use content knowledge from other disciplines to solve individual and social problems inclusive of gender equity and culturally sensitive opportunities;	(k) apply and use content knowledge from other disciplines to ~~solve~~ <u>address</u> individual and social problems ~~inclusive of gender equity and culturally sensitive opportunities~~;	
(l) know and understand the rules and requirements and how to obtain access to industry certifications (i.e., automotive, welding, machining);	No change recommended	
(m) demonstrate and apply safe laboratory skills including OSHA 10 requirements, with emphasis on the facilities, personal safety equipment, and	(m) ~~demonstrate and apply safe laboratory skills including OSHA 10~~ requirements, with emphasis on the facilities, ~~personal safety~~ equipment, and environmental ~~concerns;~~ <u>demonstrates the skills and abilities to develop,</u>	

environmental concerns;	utilize, and manage dedicated educational facilities with current and emerging equipment, resources, library media, and electronic technology, ~~and~~ maintain a safe environment, and create a culture of safety during classroom, laboratory, and supervised industrial technical experiences;	
(n) demonstrate and apply ethical professional practice based on principles and philosophy of industrial trade and technology education and career technical education (CTE) through civic engagement, advocacy, and active participation in professional development and professional growth activities;	(n) demonstrate and apply ~~ethical~~ professional practice based on principles and philosophy of industrial trade and technology education and career technical education (CTE) through civic engagement, advocacy, and active participation in professional development and professional growth activities;	
(o) demonstrate an awareness of professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and industry community; and recognize the potential for these organizations to provide personal leadership development;	No change recommended	
(p) demonstrate a knowledge of the value of building professional relationships with stakeholders to produce a relevant learning environment and provide benefits to the student and the community including development of career pathways and work-based learning experiences;	(p) ~~demonstrate an awareness of professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and industry community; and recognize the potential for these organizations to provide personal leadership development;~~ demonstrate knowledge of experiential, project and work-based learning by enhancing student learning through continuous experiential, project, and work-based learning experiences with community stakeholders.	Adds community partnerships.

(q) articulate industrial trades and technology education to the school and the local community;	(q) (r) articulate industrial trades and technology education to the school and the local community; demonstrate knowledge of program marketing by engaging key stakeholders through involvement, recognition, and the sharing of information about all components of the program;	Expands methodology for stakeholder engagement.
(r) develop and coordinate partnerships, advisory boards, and work-related experiences into the curriculum; and	No change recommended	
(s) demonstrate knowledge of and how to gain access to services and financial resources available from state and federal agencies and operate within applicable laws and regulations governing education	No change recommended	
10.58.516 JOURNALISM		
(1) The program requires that successful candidates:	No change recommended	
(a) demonstrate knowledge of and apply press law, particularly as it affects the rights and responsibilities of student journalists;	No change recommended	
(b) demonstrate knowledge of and apply the history, technological development, and impacts of the mass media;	No change recommended	
(c) demonstrate knowledge of the functions of the news media in a democratic society and ensure	No change recommended	

students understand their role in preserving free and independent news media;		
(d) demonstrate knowledge of the organizational structure of the news media and the value of news for today's media consumers;	No change recommended	
(e) demonstrate knowledge of styles and purposes of journalistic forms, including news, features, columns, and editorials;	No change recommended	
(f) demonstrate knowledge of and apply the concepts of accuracy, fairness, objectivity, and comprehensiveness in news reporting;	No change recommended	
(g) demonstrate knowledge of and apply journalism ethics;	(g) demonstrate knowledge of and apply journalism ~~ethics~~ professional standards;	
(h) demonstrate knowledge of precomposition strategies, including generating sources, determining angle, interviewing, and researching;	No change recommended	
(i) demonstrate knowledge of and apply skills in using multiple drafts, conferences, and self-assessment as guides for revision and editing, matching language use and style with the intended audience;	No change recommended	
(j) demonstrate a variety of publishing/production methods;	No change recommended	
(k) demonstrate knowledge of and apply methods of effective evaluation of journalistic forms, including advertisements;	No change recommended	

(l) demonstrate the values and skills needed to package multimedia products effectively using various forms of journalistic design with a range of visual, auditory, and interactive media;	No change recommended	
(m) demonstrate the value of auditory, visual, still photography, and photojournalism to tell stories in compelling ways;	No change recommended	
(n) develop a plan and apply strategies on how to organize staffs and demonstrate skills in leadership and group dynamics;	(n) develop a plan and apply strategies on how to ~~organize~~ recruit and develop a student journalism staff ~~staffs~~ and demonstrate skills in leadership and group dynamics;	Recruiting and developing student journalists.
(o) demonstrate knowledge of and apply sound business practices for advertising, sales, consumer relations, bookkeeping, and circulation;	No change recommended	
(p) create effective journalism programs by demonstrating sound practices in selecting, designing, organizing, and employing objectives, strategies, and materials;	No change recommended	
(q) communicate components of curriculum and instruction to students, parents, lay audiences, and other educators;	No change recommended	
(r) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students; and	(r) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students; ~~and~~	
(s) incorporate instruction in reading literacy and writing literacy in journalism as required by the	(s) incorporate instruction in reading literacy and writing literacy in journalism as required by the Montana Content Standards,	

Montana Content Standards, understanding that course organization needs to allow continuous student learning; and	understanding that course organization needs to allow continuous student learning; and	
New Item	(t) design a variety of assessment tools which guide students in assessing their learning.	Adding an self-assessment component.
10.58.517 LIBRARY MEDIA K-12		
(1) The program ensures that successful candidates:	No change recommended	
(a) demonstrate the ability to design, implement, assess, and evaluate an information literacy program that prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the development and implementation of K-12 curriculum;	(a) demonstrate the ability to collaboratively design, implement, and assess, information literacy efforts that prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the development and implementation of K-12 curriculum engage diverse learners in critical thinking and inquiry processes;	Emphasizes critical thinking and inquiry processes.
(b) demonstrate the ability to manage the library facility to meet school district goals by: (i) utilizing current practices in the areas of policy development, budgeting, needs assessment, and collaboration with students and colleagues; and (ii) demonstrating competency and professionalism in library program administration including budgeting, facilities, equipment, public relations, and program advocacy;	No recommended changes.	

(c) promote reading for learning and enjoyment by demonstrating the ability to: (i) manage library collections through evaluation, selection, acquisition, and organization of library materials; (ii) collaborate with teachers and students in the selection of reading materials in print and digital formats; and (iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana;	(c) promote reading for learning and enjoyment by demonstrating the ability to: (i) ~~manage~~ curate library collections through evaluation, selection, acquisition, and organization of all formats of library materials; (ii) collaborate with teachers and students ~~in the selection of reading materials in print and digital formats~~ to ensure that the collection meets the interests of all learners and is aligned to state standards; and (iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana; and	Curate is a more accurate word than manage. Adds language to collaborate and engage learners on their interests aligned with standards.
(d) demonstrate knowledge of technical services and the policies and procedures that govern these services; and	~~(d) demonstrate knowledge of technical services and the policies and procedures that govern these services; and~~	Eliminate technical services which is embedded in (1)(b)(i).
(e) model and facilitate the effective use of current and emerging digital information tools to locate, analyze, evaluate, and efficiently and ethically use information to support research, learning, creating, and communicating in a digital society.	~~(e)~~ (d) model and facilitate the effective use of ~~current and emerging digital~~ information ~~tools to locate, analyze, evaluate, and efficiently and ethically use information to~~ and use varying instructional strategies and technologies to support research, learning, creating, and communicating in a digital society.	Recognition of varying instructional strategies and embedded technologies used for student learning.
New Item		
10.58.518 MATHEMATICS		
(1) The program requires that successful	No change recommended	

candidates:		
(a) demonstrate knowledge and understanding of and apply the process of mathematical problem solving;	No change recommended	
(b) reason mathematically in constructing, evaluating, and communicating mathematical arguments;	No change recommended	
(c) demonstrate an appreciation for mathematical rigor and inquiry;	(c) ~~demonstrate an appreciation for~~ promote mathematical rigor and inquiry;	Replace appreciation to promote math rigor.
(d) recognize, formulate, and apply connections between mathematical ideas and representations in a wide variety of contexts;	No change recommended	
(e) demonstrate understanding of the mathematical modeling process by interpreting and analyzing mathematical results and models in terms of their reasonableness and usefulness;	(e) demonstrate understanding of the mathematical modeling process by interpreting, ~~and~~ analyzing, and explaining mathematical results and models in terms of their reasonableness and usefulness;	Includes ability to move from the concrete to abstract by including explaining with interpreting and analyzing.
(f) recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding including the ability to: (i) attend to precision in mathematical language, notation, approximations, and measurements by consistently and appropriately applying mathematical definitions and procedures; and (ii) choose appropriate symbolic representations and labels such as specifying units of measure,	No change recommended	

calculating accurately and efficiently, and expressing numerical answers with a degree of precision appropriate for the context and the data used in calculation;		
(g) appropriately use current and emerging technologies as essential tools for teaching and learning mathematics;	No change recommended	
(h) look for and recognize repeated reasoning patterns and the mathematical structures behind those patterns to organize and generalize mathematical methods and results in mathematical problem solving and inquiry;	No change recommended	
(i) demonstrate how students learn mathematics and the pedagogical knowledge specific to mathematics teaching and learning by demonstrating: (i) how learners develop mathematical proficiency through the interdependent processes of integrating conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition; (ii) an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments in mathematics and ensure high standards of mathematical work for all students; (iii) an understanding of learning environments that promote mathematical learning, including individual and collaborative learning, positive	No change recommended	

social interaction about mathematics, active engagement in mathematics learning, and promote self-motivation among mathematical learners; (iv) an understanding of multiple methods of assessment of mathematical learner growth, progress, and decision making; (v) an understanding of a variety of instructional strategies that encourage learners to develop deep understanding of mathematics; and (vi) an understanding of grades 5-12 mathematics curriculum as specified by the State of Montana Content Standards and of the assessment process as specified by the Montana statewide assessment;		
(j) demonstrate content knowledge in: (i) numbers and operations including knowledge and understanding of number systems, arithmetic algorithms, fundamental ideas of number theory, proportion and rate, quantitative reasoning, modeling, and applications; (ii) different perspectives on algebra including knowledge and understanding of algebraic structures, basic function classes, functional representations, algebraic models and applications, formal structures and results in abstract algebra, and linear algebra; (iii) geometry and trigonometry including knowledge and understanding of Euclidean and non-Euclidean geometries, geometric	(j) demonstrate content knowledge in: (i) numbers and operations including knowledge and understanding of number systems, arithmetic algorithms, fundamental ideas of number theory, proportion and rate, quantitative reasoning, modeling, and applications; (ii) different perspectives on algebra including knowledge and understanding of algebraic structures, basic function classes, functional representations, algebraic models and applications, formal structures ~~and results in abstract algebra,~~ and linear algebra; (iii) geometry and trigonometry including knowledge and understanding of Euclidean and non-Euclidean geometries, geometric transformations, axiomatic reasoning and proof, formulas and calculations related to classical geometric objects, and properties of trigonometric functions;	Eliminate abstract algebra, which is a specific course study at the post-secondary level.

transformations, axiomatic reasoning and proof, formulas and calculations related to classical geometric objects, and properties of trigonometric functions; (iv) calculus including knowledge and understanding of limit, continuity, differentiation, integration involving single and multiple-variable functions, sequences and series, and a thorough background in the techniques and application of the calculus; (v) discrete mathematics including knowledge and understanding of basic discrete structures, counting techniques, iteration, recursion, formal logic, and applications in the formulation and solution of problems; (vi) data analysis, statistics, and probability including knowledge and understanding of descriptive statistics using numbers and graphs, survey design, sources of bias and variability, empirical and theoretical probability, simulation, and inferential statistics related to univariate and bivariate data distributions; and (vii) historical development and perspectives of various branches of mathematics including contributions of significant historical figures and diverse cultures, including American Indians and tribes in Montana.	(iv) calculus including knowledge and understanding of limit, continuity, differentiation, integration involving single and multiple variable functions, sequences and series, and a thorough background in the techniques and application of the calculus; (v) discrete mathematics including knowledge and understanding of basic discrete structures, counting techniques, iteration, recursion, formal logic, and applications in the formulation and solution of problems; (vi) data analysis, statistics, and probability including knowledge and understanding of descriptive statistics using numbers and graphs, survey design, sources of bias and variability, empirical and theoretical probability, simulation, and inferential statistics related to univariate and bivariate data distributions; and (vii) historical development and perspectives of various branches of mathematics including contributions of significant historical figures and diverse cultures, including American Indians and tribes in Montana.	.
10.58.519 MUSIC K-12		

(1) The program requires that successful candidates:	No change recommended	
(a) perform solo and small to large ensemble repertoire in candidate's specialty area;	No change recommended	
(b) perform in both vocal and instrumental ensembles;	No change recommended	
(c) demonstrate proficiency on keyboard and fretted instruments in order to use the instruments for demonstration and rehearsal;	No change recommended	
(d) demonstrate a comprehensive knowledge of musical notation and terminology;	No change recommended	
(e) arrange and/or transpose music in an age- and level-appropriate manner for ensembles and classroom situations;	No change recommended	
(f) demonstrate basic competence in performing and teaching voice, winds, string, and percussion instruments, including a comprehensive knowledge and skill in conducting and score reading, in order to instruct and conduct choral and instrumental ensembles	No change recommended	
(g) demonstrate through analysis and performance an understanding of aural perception to distinguish tonal and temporal relationships;	No change recommended	
(h) demonstrate through analysis and performance an understanding of the elements of	No change recommended	

music, including melody, harmony, rhythm, tempo, timbre, tone, dynamics, and form;		
(i) demonstrate through analysis and performance knowledge of acoustics and the physics of sound as it relates to instrumental sound production, timbre, and tone quality;	No change recommended	
(j) develop an understanding of post K-12 opportunities available to students, including post-secondary, other post K-12 education, and career opportunities related to the study and performance of music and music-related fields;	No change recommended	
(k) identify music in terms of style, historical period, and cultural significance as it relates to instruction, rehearsal, and performance;	No change recommended	
(l) demonstrate knowledge, awareness, and appreciation of musical cultures, including those of American Indians and tribes in Montana;	No change recommended	
(m) demonstrate understanding of the diversity of students with regard to culture, backgrounds, and abilities, including the cultures of American Indians and tribes in Montana	No change recommended	
(n) demonstrate knowledge of the relationship of music to other performing and visual arts, and other disciplines outside the arts;	No change recommended	
(o) demonstrate an understanding of the aesthetic, philosophical, and psychological aspects of music, and music's contribution to the	No change recommended	

individual and society;		
(p) demonstrate knowledge and understanding of how children learn and develop, both as individuals and as part of a group, with regard to music instruction;	No change recommended	
(q) use a variety of age-appropriate instructional strategies to develop students' performance skills;	No change recommended	
(r) demonstrate competency in promoting student creativity through age- and ability-appropriate instruction in interpretation, improvisation, and composition;	No change recommended	
(s) plan instruction based on candidate's musical knowledge and needs of the curriculum, the candidate's students, school, and the community;	No change recommended	
(t) demonstrate understanding of and use varied age-appropriate assessment strategies to evaluate and ensure continuous and consistent musical development of students;	No change recommended	
u) demonstrate continuing competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, online resources, amplification, and recording technology and their relationship to acoustics and sound;	No change recommended	

(v) demonstrate understanding of how to structure appropriate learning environments for K-12 music instruction, including appropriate pacing, modeling, and rehearsal organization;	No change recommended	
(w) demonstrate an understanding of the need for positive relationships with colleagues, parents, and community members to support student learning and program continuity;	No change recommended	
(x) demonstrate an understanding of strategies for managing a music program in terms of equipment management and maintenance, instructional materials, co-curricular activities including music performance and participation, and finance management including fundraising, grants, and sponsorships; and	No change recommended	
(y) demonstrate an understanding of the implementation of age-appropriate classroom management for the music classroom.	No change recommended	
10.58.520 PHYSICAL EDUCATION		
(1) The program requires that successful candidates:	No change recommended	
(a) identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning;	No change recommended	

(b) demonstrate competent motor skill performance in a variety of physical activities;	No change recommended	
(c) describe performance concepts and strategies related to skillful movement and physical activity including fitness principles, game tactics, and skill improvement principles;	No change recommended	
(d) describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness;	No change recommended	
(e) demonstrate knowledge and understanding of state and national content standards, current law, including those related to American Indians and tribes in Montana, and local program goals in physical education;	No change recommended	
(f) identify, select, and implement appropriate learning/practice opportunities of K-12 physical education students based on developmental needs, expected progression, level of readiness, understanding the student, the learning environment, and the task;	No change recommended	
(g) demonstrate understanding and use of current and proven instructional strategies, services, and resources to promote skillful movement and physical activities;	No change recommended	
(h) use organizational and managerial skills to create efficient, active, and equitable learning	No change recommended	

experiences in physical education and development that are responsive to students' strengths, interests, challenges, individual prior experiences, and diverse cultural heritages including the distinct cultural differences of American Indians and tribes in Montana;		
(i) use a variety of developmentally and culturally appropriate practices to motivate K-12 students to participate in indoor and outdoor physical activity to promote physical and cognitive health;	No change recommended	
(j) use strategies to help students demonstrate responsible personal and social behaviors including mutual respect, support of others, safety, and cooperation that promote positive relationships and a productive learning environment;	No change recommended	
(k) demonstrate knowledge and use of instructional strategies to enhance communication among students in physical activity settings;	No change recommended	
(l) demonstrate knowledge and use technology tools and instruments to monitor students' motor skills, development, and performance;	No change recommended	
(m) demonstrate strategies to become an advocate in the school and community to promote a variety of health-enhancing opportunities; and	No change recommended	

(n) participate in the professional health education and physical education community (e.g., school, district, state, tribal, and national) and within the broader education field.	No change recommended	
10.58.521 READING SPECIALISTS K-12		
(1) The program ensures that successful candidates:	No change recommended	
(a) understand the theoretical and evidence-based foundations of reading and writing processes and instruction as outlined in the Montana Content Standards, including: (i) understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components; (ii) understanding of the role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the needs of individual learners; and (iii) demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;	(a) demonstrate knowledge of major understand the theoretical, conceptual, historical, and evidence-based foundations of literacy and language, the ways in which they interrelate, their correlation to Montana Content Standards, and the role of the reading/literacy specialist in schools; reading and writing processes and instruction as outlined in the Montana Content Standards, including: (i) demonstrate knowledge understanding of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy; historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components; (ii) demonstrate knowledge understanding of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling sentence construction, word processing) and their	Recognition of how to teach students to read write, speak and listen.

	relationships with other aspects of literacy; ~~role of analyzing data and adjusting instruction for improving all students' reading development and achievement in order to meet the needs of individual learners; and~~ (iii) demonstrate knowledge of theoretical conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy; ~~demonstrating knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;~~ and (iv) demonstrate knowledge and awareness of the distinct and unique cultural heritage of American Indians and tribes in Montana;	
(b) create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society by: (i) recognizing, understanding, and valuing the forms of diversity that exist in society and their importance in learning to read and write; (ii) using a literacy curriculum and engaging in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity; and (iii) developing and implementing strategies to advocate for equity;	(b) create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society by: (i) recognizing, understanding, and valuing the forms of diversity that exist in society and their importance in learning to read and write; (ii) using a literacy curriculum and engaging in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity; and (iii) developing and implementing strategies to advocate for ~~equity;~~ equality of opportunity.	Aligns to MT Constitution, article X, section I.

(c) use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing by: (i) utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum; (ii) utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections, including the use of appropriate technology; and (iii) utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources;	(c) <u>use foundational knowledge to design literacy curricula to meet the unique needs of learners;</u> by ~~use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing~~ (i) <u>utilizing foundational knowledge to design, select, critique, adapt, and evaluate evidence-based literacy curricula that meet the needs of all learners;</u> ~~utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum;~~ (ii) <u>designing, selecting, adapting, teaching, and evaluating evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent;</u> ~~utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic~~	Expanding and updating effective instructional approaches and materials.

	~~knowledge, and reading/writing connections, including the use of appropriate technology; and~~ (iii) selecting, adapting, teaching, and evaluating evidence-based, supplemental, and intervention approaches and programs while using instruction that is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing; ~~utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources;~~ and (iv) demonstrating the ability to collaborate with school-based educators in developing, implementing, and evaluating literacy instructional practices and curriculum.	
(d) use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction by: (i) understanding types of assessments and their purposes, strengths, and limitations; (ii) selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data; and (iii) using assessment information to plan, evaluate, reflect on, and adjust instruction;	(d) understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; assist teachers in their understanding and use of assessment results; and advocate for appropriate literacy practices to relevant stakeholders by: ~~use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction by:~~ (i) understanding the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language and culture, dialect), and influences of various types of tools in a comprehensive literacy and language assessment system and applying that knowledge when using assessment tools ~~understanding types of assessments and their purposes, strengths, and limitations~~;	Expanding on all elements of assessment.

	(ii) collaborating with colleagues to administer, interpret, and use for decision making student assessment, instruction, intervention, and evaluation for individuals and groups of students; selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data; and (iii) participating in and leading professional learning experiences to assist teachers in selecting, administering, analyzing, interpreting assessments, and using results for instructional decision making in classrooms and schools; using assessment information to plan, evaluate, reflect on, and adjust instruction; (iv) using both written and oral communication, explaining assessment results, and advocating for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/ guardians.	
(e) create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments by: (i) designing the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction; (ii) designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for	(e) meeting the developmental needs of all learners and collaborating with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrating digital technologies in appropriate, safe, and effective ways; and fostering a positive climate that supports a literacy-rich learning environment by; create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments by: (i) in consultation with families and colleagues, meeting the developmental needs of all learners; designing the	Incorporates a learner focused environment.

learning to read and write; and (iii) utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).	~~physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction;~~ (ii) <u>collaborating with school personnel and providing opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners;</u> ~~designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write; and~~ (iii) <u>integrating digital technologies into their literacy instruction in appropriate, safe, and effective ways and assisting colleagues in these efforts;</u> ~~utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).~~ (iv) <u>facilitating efforts to foster a positive climate that supports a literacy-rich learning environment.</u>	
(f) NEW STANDARD	<u>(f) demonstrating ability to work collaboratively with individuals and groups of colleagues; demonstrating their coaching skills; and advocating on behalf of, students and families by:</u> (i) <u>designing and practicing in professional learning experiences for groups (e.g., data team meetings, professional learning communities, grade-level teams, academic department teams, workshops) while using collaborative data collection, analysis, and decision-making processes.</u> (ii) <u>using their knowledge of adult learning to support teacher inquire and reflectivity through coaching tools and processes (e.g., modeling, problem solving, observation feedback cycles, coteaching) in their work with teachers; and</u>	Including key elements for a reading specialists to collaborate and coach.

10.58.522 SCIENCE	No change recommended	
(1) The science program ensures that successful candidates follow the subject major and/or minor program of study or the broadfield major program of study. Subject major and/or minor teaching endorsement programs are limited to biology, earth science, chemistry, and physics. The physical science endorsement is a balanced combination of physics and chemistry. The broadfield major includes a concentration in one of the endorsable disciplines, coupled with balanced study in three other endorsable science disciplines. Science disciplines selected adhere to a scope and sequence which ensures a thorough grounding in the basic concepts, skills, and dispositions associated with Montana and national K-12 content standards.	No change recommended	
(2) The science endorsement requires that successful candidates:	No change recommended	
(a) demonstrate a thorough understanding of the nature of science and essential science engineering practices, including: (i) recent significant changes in the field, as	(a) demonstrate a thorough understanding of the nature of science and essential science engineering practices, including: (i) recent significant changes in the field, as reflected by Montana Content Science Standards, the science framework	Added the word Science to specify content standards

reflected by Montana Content Standards, the science framework and their impact on the content knowledge necessary for teaching K-12 students; (ii) understanding and articulating the knowledge and practices of contemporary science and engineering; (iii) competency in basic mathematics, statistics, and current and emerging technological applications to science teaching; (iv) preparation and experience in environmental science, including American Indians and tribes in Montana and their traditional relationships to the environment; and (v) methods to engage in active inquiry lessons where students ask questions, develop and use models, plan and carry out investigations, analyze and interpret data using applicable science-specific technology, mathematics, and computational thinking, in order to construct explanations and solutions and communicate concepts by engaging in argument from evidence;	and their impact on the content knowledge necessary for teaching K-12 students; (ii) understanding and articulating the knowledge and practices of contemporary science and engineering; (iii) competency in basic mathematics, statistics, and current and emerging technological applications to science teaching; (iv) preparation and experience in environmental science, including American Indians and tribes in Montana and their traditional relationships to the environment; and (v) methods to engage in active inquiry lessons where students ask questions, develop and use models, plan and carry out investigations, analyze and interpret data using applicable science-specific technology, mathematics, and computational thinking, in order to construct explanations and solutions and communicate concepts by engaging in argument from evidence;	
(b) demonstrate knowledge and skills in obtaining, evaluating, and communicating information using multiple sources in order to communicate claims, methods, and designs to others;	No change recommended	
(c) use a variety of strategies that demonstrate the candidates' knowledge of the appropriate	No change recommended	

teaching and learning activities, including laboratory or field settings and applicable instruments and technology, or both;		
(d) demonstrate safe laboratory management skills;	No change recommended	
(e) practice ethical treatment of living organisms in the classroom; and	(e) practice ~~ethical~~ <u>humane</u> treatment of living organisms in the classroom; and	
(f) interrelate and interpret important concepts, ideas, and applications in their field of endorsement and supporting disciplines.	No change recommended	
(3) The candidate for an endorsement in earth science demonstrates the following core competencies:	No change recommended	
(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change, constancy, measurement, evolution and equilibrium, form and function;	No change recommended	
(b) systematic and quantitative study of the fundamental topics in earth science interrelated and illustrated with descriptive and historical perspectives, as well as the applications of earth science in society;	No change recommended	
(c) conceptual understanding of astronomy, geology, paleontology, meteorology, and oceanography, and their relations with each other;	No change recommended	

(d) conceptual understanding of biology, chemistry, or physics, emphasizing the interrelationships among the sciences and their relations to earth science;	No change recommended	
(e) conceptual understanding of mathematics, including a working knowledge of trigonometry and statistics;	No change recommended	
(f) conceptual understanding of ethical and human implications of such contemporary issues as the impact of technologies on earth systems; and	(f) conceptual understanding of ~~ethical and~~ human implications of such contemporary issues as the impact of technologies on earth systems; and	
(g) ability to design, develop, and evaluate field, demonstration, and laboratory instructional activities, and use special skills and techniques with equipment, technologies, and facilities which support and enhance curricula and instruction in earth science and especially techniques and strategies for using the local environment as a teaching/learning laboratory.	No change recommended	
(4) The candidate for an endorsement in biology demonstrates the following core competencies:	No change recommended	
(a) conceptual understanding of the life processes in living systems including organization of matter and energy;	No change recommended	
(b) conceptual understanding of the similarities and differences among animals, plants, fungi, microorganisms, and viruses;	No change recommended	

(c) conceptual understanding of living organisms, ethical laboratory and field studies promoting scientific inquiry, applications of biology in social and historical perspectives;	(c) conceptual understanding of living organisms, ~~ethical~~ <u>humane</u> laboratory and field studies promoting scientific inquiry, applications of biology in social and historical perspectives;	
(d) conceptual understanding of the principles and practices of biological classification and the theory and principles of biological evolution;	No change recommended	
e) understanding of the ecological systems including the interrelationships and dependencies of organisms with each other and their environments;	No change recommended	
(f) conceptual understanding of population dynamics and the impact of population on its environment;	No change recommended	
(g) understanding of general concepts of genetics and heredity;	No change recommended	
(h) conceptual understanding of organizations and functions of cells and multi-cellular systems;	No change recommended	
(i) understanding of the regulation of biological systems including homeostatic mechanisms;	No change recommended	
(j) conceptual understanding of the fundamental processes of modeling and investigating in the biological sciences;	No change recommended	
(k) understanding of the applications of biology in environmental quality and in personal and community health;	No change recommended	

(l) conceptual understanding of bioenergetics including major biochemical pathways;	No change recommended	
(m) understanding of biochemical interactions of organisms and their environments;	No change recommended	
(n) conceptual understanding of molecular genetics and heredity and mechanisms of genetic modification;	No change recommended	
(o) understanding of molecular basis for evolutionary theory and classification;	No change recommended	
(p) conceptual understanding of the causes, characteristics, and avoidance of viral, bacterial, and parasitic diseases;	No change recommended	
(q) understanding of the issues related to living systems such as genetic modification, uses of biotechnology, cloning, and pollution from farming; and	No change recommended	
(r) conceptual understanding of applications of biology and biotechnology in society, business, industry, and health fields.	No change recommended	
(5) The candidate for an endorsement in chemistry demonstrates the following core competencies:	No change recommended	
(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and	No change recommended	

equilibrium, form and function;		
(b) understanding of exploration and inquiry as tools in investigating all aspects of the natural environment and demonstrates knowledge of application and instruction using these methods when instructing students	No change recommended	
(c) conceptual understanding of the fundamental structures of atoms and molecules;	No change recommended	
(d) understanding of the basic principles of ionic, covalent, and metallic bonding;	No change recommended	
(e) conceptual understanding of the physical and chemical properties and classification of elements including periodicity;	No change recommended	
(f) understanding of chemical kinetics and thermodynamics;	No change recommended	
(g) conceptual understanding of the principles of electrochemistry;	No change recommended	
(h) understanding of the Mole concept, stoichiometry, and laws of composition;	No change recommended	
(i) conceptual understanding of solutions, colloids, and colligative properties;	No change recommended	
(j) understanding of transition elements and coordination compounds;	No change recommended	
(k) conceptual understanding of acids and bases, oxidation-reduction chemistry, and solutions;	No change recommended	

(l) understanding of fundamental biochemistry;	No change recommended	
(m) conceptual understanding of the applications of chemistry in personal and community health and environmental quality;	No change recommended	
(n) understanding of the molecular orbital theory, aromaticity, metallic and ionic structures, and correlation to properties of matter;	No change recommended	
(o) conceptual understanding of the advanced concepts of chemical kinetics, and thermodynamics;	No change recommended	
(p) understanding of Lewis structures and molecular geometry;	No change recommended	
(q) conceptual understanding of major biological compounds and natural products;	No change recommended	
(r) understanding of solvent system concepts;	No change recommended	
(s) conceptual understanding of chemical reactivity and molecular structure including electronic and steric effects; and	No change recommended	
(t) understanding of organic chemistry including syntheses, reactions, mechanisms, and aromaticity.	No change recommended	
(6) The candidate for an endorsement in physics demonstrates the following core competencies, including:	No change recommended	
(a) conceptual understanding of energy, work,	No change recommended	

and power;		
(b) understanding of motion, major forces, and momentum;	No change recommended	
(c) conceptual understanding of Newtonian physics with engineering applications;	No change recommended	
(d) understanding of conservation, mass, momentum, energy, and charge;	No change recommended	
(e) conceptual understanding of the physical properties of matter;	No change recommended	
(f) understanding of kinetic-molecular motion and atomic models;	No change recommended	
(g) conceptual understanding of radioactivity, nuclear reactors, fission, and fusion;	No change recommended	
(h) understanding of wave theory, sound, light, the electromagnetic spectrum and optics;	No change recommended	
(i) conceptual understanding of electricity and magnetism;	No change recommended	
(j) understanding of the fundamental processes of investigating in physics;	No change recommended	
(k) conceptual understanding of the applications of physics in environmental quality and to personal and community health;	No change recommended	
(l) understanding of thermodynamics and energy-matter relationships;	No change recommended	

(m) conceptual understanding of nuclear physics including matter-energy duality and reactivity;	No change recommended	
(n) understanding of angular rotation and momentum, centripetal forces, and vector analysis;	No change recommended	
(o) conceptual understanding of quantum mechanics, space-time relationships, and special relativity;	No change recommended	
(p) understanding of models of nuclear and subatomic structures and behavior;	No change recommended	
(q) conceptual understanding of light behavior, including wave-particle duality and models;	No change recommended	
(r) understanding of electrical phenomena including electric fields, vector analysis, energy, potential, capacitance, and inductance;	No change recommended	
(s) conceptual understanding of issues related to physics such as disposal of nuclear waste, light pollution, shielding communication systems, and weapons development;	No change recommended	
(t) understanding of historical development and cosmological perspectives in physics including contributions of significant figures and underrepresented groups, and evolution of theories in physics; and	No change recommended	
(u) conceptual understanding of the applications of physics and engineering in society, business,	No change recommended	

industry, and health fields.		
(7) The candidate for an endorsement in broadfield science demonstrates the following core competencies:	No change recommended	
(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;	No change recommended	
(b) ability to collect and interpret empirical data using applicable science-specific technology to develop science and engineering practices, understand the cross-cutting concepts and processes, relationships, and natural patterns;	No change recommended	
(c) interdisciplinary study of the fundamental topics in biology, chemistry, physics, and earth science including descriptive and historical perspectives, as well as the applications of these sciences in society;	No change recommended	
(d) study and experiences emphasizing interrelationships among all the sciences, as well as cross-cutting concepts of the sciences with other areas of study such as mathematics, technology, and engineering;	No change recommended	
(e) understanding of mathematics, including a working knowledge of calculus and statistics;	No change recommended	
(f) conceptual understanding of the relationships	No change recommended	

among science, science technologies, and the study of environmental education;		
(g) designing, developing, and evaluating field experiences, demonstrations, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and specimens which support and enhance curricula and instruction in all sciences including laboratory and field studies that promote the science and engineering practices, investigation and inquiry, and the use of experimental methods;	No change recommended	
(h) conceptual understanding of earth sciences including content in astronomy, geology, paleontology, meteorology and oceanography, and their relationships with each other;	No change recommended	
(i) conceptual understanding of biology including content in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other;	No change recommended	
(j) conceptual understanding of chemistry including content in organic, inorganic, analytical, and biochemistry and their relationships with each other;	No change recommended	
(k) conceptual understanding of physics including content in classical mechanics, electricity and magnetism, heat and thermodynamics, waves,	No change recommended	

optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics and their relationships with each other; and		
(I) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and, especially, using questions to define problems and potential solutions.	No change recommended	
10.58.523 SOCIAL STUDIES		
(1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional content chosen from economics, geography, psychology, sociology, Native American studies, or anthropology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana and national standards	(1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional content chosen from economics, geography, psychology, sociology, Native American studies, or anthropology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana ~~and national~~ Standards.	Focus on Montana standards.

(2) The social studies endorsement requires that successful candidates: (a) demonstrate knowledge of the purposes of social studies, how to select content appropriate to those purposes, how to use emerging technology, and how to assess student learning in terms of social studies goals; (b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards; (c) demonstrate ability to select and integrate the content and methods of investigation of history and the social science disciplines for use in social studies instruction; (d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana, including an awareness and application of the Montana 7 Essential Understandings; and (e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and range of abilities;	(2) The social studies endorsement requires that successful candidates: (a) demonstrate knowledge of the purposes of social studies, how to select content appropriate to those purposes, how to use emerging technology, and how to assess student learning in terms of social studies goals; (b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards for civic competence; (c) demonstrate ability to select and integrate the content and methods of investigation of history and the social science disciplines for use in social studies instruction; (d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana, including an awareness and application of the Montana 7 Essential Understandings of Montana's Indian Education for All; and (e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and range of abilities; and (f) plan and implement a variety of pedagogical practices that engage students and promote understanding of contemporary events.	Increased attention to civic competence Incorporates IEFA
(3) The economics endorsement program requires that successful candidates demonstrate knowledge of: (a) economic theory;	(3) The economics endorsement program requires that successful candidates demonstrate knowledge of content and pedagogy related to:	Uses more precise language that is representative of a range of economic situations and better recognizes the complexity of international economic activities; also recognizes that political events influence national economics

(b) the basic economic problems confronting societies and the examination of the ways in which economic systems seek to resolve the three basic economic problems of choice (i.e., determining what, how, and for whom to produce) that are created by scarcity and environmental impact; (c) the basic economic goals for society, including freedom of choice, personal financial literacy, ethical action, efficiency, equity, full employment, price stability, growth, and security; (d) the nature of comparative economic systems, including: (i) the organization and importance of the international economic system; (ii) the distribution of wealth and resources on a global scale; (iii) the struggle of developing nations to attain economic independence and a better standard of living for their citizens; (iv) the role of the transnational corporation in changing rules of exchange; and (v) the influence of political events on the international economic order	(a) economic theory; (b) the basic economic problems confronting societies and the examination of the ways in which economic systems seek to resolve the three basic economic problems of choice (i.e., determining what, how, and for whom to produce) that are created by scarcity and environmental impact; (c) the basic economic goals for society, ~~through a free market economy,~~ including freedom of choice, personal financial literacy, ~~ethical~~ _lawful_ action, efficiency, ~~equity~~ _equality of opportunity_, full employment, price stability, growth, and security; (d) the nature of comparative economic systems, including: (i) the organization and importance of the international economic system; (ii) the distribution of wealth and resources on a global scale; (iii) the struggle of developing nations to attain economic independence and a better standard of living for their citizens; (iv) the role of the transnational corporation in changing rules of exchange; and (v) the influence of political events on _national_ _and_ ~~the~~ international economic ~~order~~ _conditions_.	
(4) The geography endorsement program requires that successful candidates demonstrate knowledge of: (a) the geographic themes of location (absolute and relative), place (physical and human	(4) The geography endorsement program requires that successful candidates demonstrate knowledge of _content and pedagogy related to:_ (a) the geographic themes of location (absolute and relative), place (physical and human characteristics), human-	Recognizes both content and content-specific pedagogy requirements.

characteristics), human-environment interaction (relationships within places), movement (of people, goods, and ideas), and regions (how they form and change); (b) physical geography including solid earth, atmosphere, oceans, landforms, soils, and biogeography; (c) human geography, including cultural, social, historical, political, and economic concerns; and (d) the use of maps and other tools of geographical investigation or presentation, including the use of emerging technology, to process information from a spatial perspective	environment interaction (relationships within places), movement (of people, goods, and ideas), and regions (how they form and change); (b) physical geography including solid earth, atmosphere, oceans, landforms, soils, and biogeography; (c) human geography, including cultural, social, historical, political, and economic concerns; and (d) the use of maps and other tools of geographical investigation or presentation, including the use of emerging technology, to process and evaluate information from a spatial perspective	
(5) The government endorsement program requires that successful candidates demonstrate knowledge of: (a) the nature of individual dignity, human rights, sovereignty (popular, tribal, and national), political power, citizenship, and political authority; (b) American democracy as a form of government based on federalism, separation of powers, checks and balances, civil rights and liberties, elected representation, and popular participation; (c) the organization, powers, and politics of the national, state, tribal, and local units of American government; (d) the role of public opinion, the press, elections, interest groups, and political leaders in building compromise and policy making;	No change recommended	

(e) the nature of international relations and the principles and organizations that are used to mediate multinational conflict and achieve multinational order; and (f) American democracy as compared and contrasted with other forms of government, political systems, and philosophies throughout history and today		
(6) The history endorsement program requires that successful candidates demonstrate knowledge of: (a) U.S. history, including the history of the many peoples who have contributed to the development of North America; (b) the history of diverse civilizations throughout the world; (c) the origin, development, and ramifications of present local, tribal, national, and world affairs; (d) the skills of chronological thinking, analysis of evidence, and interpretation of the historical record by using appropriate content standards; (e) the cultural, economic, political, scientific/technological, and social activity of humans in the analysis of contemporary issues and problems; (f) the history, cultural heritage, political development, and contemporary status of American Indians and tribes in Montana; and (g) the changing role of culture, ethnicity, gender, class, and identity in human affairs.	No change recommended	

(7) The psychology endorsement program requires that successful candidates demonstrate knowledge of: (a) the basic psychological theories including developmental, personality, learning, motivation, cognition, biological/physiological, social behavior, and psychological disorders; (b) the application of the processes of scientific inquiry and descriptive statistics to questions concerning human behavior; (c) the behaviors which are most effective in coping with stresses in life, understanding the effects of historical trauma upon cultures, and in improving interpersonal and cross-cultural relationships; (d) human development in terms of physiological, social, and environmental influences throughout the lifespan; and (e) the theories and factors which contribute to psychological dysfunction of individuals and families.	No change recommended	
(8) The sociology endorsement program requires that successful candidates demonstrate knowledge of: (a) the basic structure and history of the world's dominant and indigenous social systems; (b) the factors, including the effects of changing communications, which hold groups together or which change and weaken them; (c) the application of knowledge and techniques	No change recommended	

to practical problems in the everyday world of individuals, groups, organizations, and government; and (d) the importance of diversity in society.		
10.58.524 COMMUNICATION		
(1) The program ensures that successful candidates:	No change recommended	
(a) demonstrate understanding of the composing process, including research, organization, and context development to plan standards-based, coherent, and relevant learning experiences for all students;	No change recommended	
(b) demonstrate understanding of theories of human communication including symbolic development, transference of meaning, both cognitively and affectively, nonverbal communication, and language, including social and cultural factors affecting language use;	No change recommended	
(c) demonstrate understanding of context (practices) of human communication, including public speaking, rhetoric, argumentation, persuasion; oral interpretation, interpersonal, small group, and organizational communication; cross-cultural communication, including American Indians and tribes in Montana;	No change recommended.	
(d) demonstrate understanding of diagnostic	(d) demonstrate understanding of diagnostic techniques,	Teachers need to demonstrate understanding that

techniques, assessment, and prescriptions for improving students' formal and informal communication skills and communicate with students about their performance in ways that actively involve them in their own learning;	assessment, <u>designing</u> and prescriptions <u>applying formative and summative assessments</u> for improving students' formal and informal communication skills and communicate with students <u>providing appropriate and targeted feedback</u> about their performance in ways that actively involve them in their own learning <u>by encouraging them to analyze their own communication skills;</u>	incorporating regular checks for understanding with appropriate feedback and opportunity for students to analyze their own performance will be key to student growth.
e) design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes;	e) design instruction that incorporates students' home and <u>a variety of</u> community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes;	Added a "variety of" community languages to point out that with online platforms, students have a huge variety of "communities" with which they engage.
(f) demonstrate positive attitudes for teaching communication and demonstrate knowledge and understanding of students' social, linguistic, and cultural backgrounds affecting symbolic cognition; and	No change recommended	
(g) select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media.	No change recommended	
10.58.526 TRAFFIC EDUCATION		
(1) The program requires that successful candidates:	No change recommended	
(a) demonstrate an understanding of the state requirements for approval of a traffic education	No change recommended	

program (i.e., school and teacher, student age, scheduling, program length, and liability);		
(b) demonstrate an understanding of the state requirements to be eligible as an approved teacher of traffic education (i.e., educator license, driver's license, driving record, specific coursework, and professional development);	No change recommended	
(c) demonstrate an understanding of the state requirements regarding vehicle usage (i.e., required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, and insuring);	(c) demonstrate an understanding of the state requirements regarding vehicle usage ~~(i.e.,~~ including but not limited to required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, course completion certificates, and insuring~~)~~;	Adds course completion certificates.
(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program (i.e., approval and reimbursement forms);	No change recommended	
(e) demonstrate knowledge of the driver licensing process and the responsibilities associated with having that license;	No change recommended	
(f) demonstrate a working knowledge and administration of the cooperative driver testing program (CDTP) leading to instructor certification to administer the CDTP driver's license knowledge and road skills tests and issue the	No change recommended	

traffic education learner license;		
(g) demonstrate a working knowledge of perceptual and physical screening techniques;	No change recommended	
(h) demonstrate an understanding of the Uniform Vehicle Code, motor vehicle laws of Montana, and due process;	No change recommended	
(i) demonstrate an understanding of the consequences resulting from violations (i.e., driving record, loss of driving privilege, higher insurance premiums, license retesting);	No change recommended	
(j) demonstrate the ability to effectively assist students in examining and clarifying their beliefs, attitudes, and values as they relate to traffic safety;	No change recommended	
(k) demonstrate an understanding of the importance of positive attitudes toward safe driving (i.e., mental, social, and physical tasks performed through a decision-making process);	No change recommended	
(l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system (i.e., pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways);	No change recommended	
(m) demonstrate an understanding of the responsibilities of vehicle ownership (i.e., basic mechanical operation, maintenance, and insuring);	(m) demonstrate an understanding of the responsibilities of contemporary vehicle ownership (i.e., basic mechanical operation, maintenance, and insuring);	Since vehicle technology is always changing, this now will be worded to ensure the instructors are up to date with their knowledge of this changing information.

(n) demonstrate an understanding of vehicle dynamics and balance as they relate to operator control, vehicle safety technology, and the effects of occupant restraint systems;	No change recommended	
(o) demonstrate an understanding of current traffic education issues (i.e., parent involvement, zone control, reference points, distracted, drowsy, impaired, and aggressive driving, and graduated driver licensing);	No change recommended	
(p) acquire opportunities for student teaching experiences in classroom and behind-the-wheel situations with novice driving students under the direct supervision of a qualified teacher;	No change recommended	
(q) design educational strategies for appropriate classroom and driving experiences for diverse learners;	No change recommended	
(r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle (i.e., controlled but varied situations and environments);	No change recommended	
(s) demonstrate knowledge, application, and evaluation of specific student competencies (i.e., scanning, vehicle balance and control, roadway markings, maneuvers, intersections, and highways);	No change recommended	
(t) demonstrate an understanding of specific competencies as defined by recognized agencies	No change recommended	

and organizations (i.e., Office of Public Instruction and American Driver and Traffic Safety Education Association);		
(u) design educational strategies for visual perceptual skill development (i.e., scanning, zone control, limiting distractions, risk management, and defensive driving principles);	No change recommended	
(v) experience and demonstrate an understanding of driving skills required to operate and control a vehicle from both the driver's and instructor's seats to successfully handle adverse and emergency situations;	No change recommended	
(w) demonstrate an understanding of crash facts, causation, and current crash avoidance and injury prevention strategies;	No change recommended	
(x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse as they relate to use of the highway transportation system;	(x) develop a logical scope and sequence plan for a traffic education program that includes the physiological and psychological influences of alcohol and drug abuse and current legislation as they relate to use of the highway transportation system;	Adding "current legislation" will ensure instructors will stay up to date with any changes of legislation moving forward.
(y) demonstrate skills and techniques using potential equipment to assist learning for students with special needs;	No change recommended	
(z) demonstrate an understanding of techniques and strategies to integrate traffic education into the K-12 curriculum;	No change recommended	
(aa) identify and implement teaching trends and	No change recommended	

materials which will help assure continued program enhancement;		
(ab) demonstrate an understanding of, and provide tools for, student and program assessment; and	No change recommended	
(ac) demonstrate an understanding of current information on appropriate resources and how to establish an effective traffic education support network within the community.	No change recommended	
10.58.528 COMPUTER SCIENCE		
(1) The program requires that successful candidates	No change recommended	
(a) demonstrate knowledge of computer science content, models, important principles, and concepts through: (i) knowledge of, and proficiency in, the use of primitive data types; (ii) understanding of data representation; (iii) knowledge of, and proficiency in, the use of static and dynamic data structures; (iv) knowledge of, and proficiency in, the use of common data abstraction mechanisms (e.g., abstract and generic classes such as stacks, trees, etc.); and (v) effective use, manipulation, and explanation of external data stores – various types (text,	No change recommended	

images, sound) and various locations (local, server, cloud);		
(b) demonstrate knowledge of algorithm design, analysis, and implementation in an object-oriented programming language using data structures and abstract data types covering:

(i) algorithm problem solving techniques and strategies and design methodologies;

(ii) algorithm verification;

(iii) algorithm complexity and efficiency; and

(iv) knowledge of at least one of the programming languages, C++, Java, C#, or Ada, and one other current programming language and current programming language trends; | (b) demonstrate knowledge of algorithm design, analysis, and implementation in an object-oriented programming language using data structures and abstract data types covering:

(i) algorithm problem solving techniques and strategies and design methodologies;

(ii) algorithm verification;

(iii) algorithm complexity and efficiency; and

(iv) ~~knowledge of at least one of the programming languages, C++, Java, C#, or Ada, and one other~~ <u>knowledge of a</u> current programming language and current programming language trends; | Broadens types of programming languages used. |
| (c) demonstrate effective design, development, and testing of programs by:

(i) using a modern high-level programming language; constructing correctly functioning programs involving simple and structured data types; using compound Boolean expressions; and sequential, conditional, iterative, and recursive control structures;

(ii) designing and testing programming solutions to problems in different contexts (i.e., textual, | No change recommended | |

symbolic, numeric, graphic) using advanced data structures; (iii) demonstrating knowledge of and skills regarding the syntax and semantics of two high-level programming languages other than those covered in (b)(iv), their control structures, and their basic data representation; (iv) demonstrating knowledge of and skill regarding program correctness issues and practices (i.e., testing, test data design, and proofs of correctness); (v) demonstrating knowledge of and skill regarding at least three different program development environments in widespread use; (vi) demonstrating knowledge of and the ability to construct multi-threaded client-server applications; (vii) demonstrating knowledge of and the ability to construct web sites that utilize complex data bases; (viii) demonstrating knowledge of and the ability to construct artificial intelligence and robotic applications; and (ix) demonstrating knowledge of the principles of usability and human-computer interaction and be able to apply these principles to the design and implementation of human-computer interfaces;		
(d) demonstrate knowledge of computer systems	No change recommended	

and networks and be able to: (i) describe the operation of a computer system, CPU and instruction cycle, peripherals, network components, and applications, indicating their purposes and interactions among them; (ii) demonstrate an understanding of operating systems; (iii) demonstrate an understanding of computer networks; and (iv) demonstrate an understanding of the issues involved in building and fielding mobile services		
(e) demonstrate an understanding of software engineering and be able to demonstrate an understanding of: (i) the difference between computer science and software engineering; (ii) software development methodologies and the software development life cycle; and (iii) the purpose and contents of the software engineering body of knowledge	No change recommended	
(f) demonstrate an understanding of the key concepts of computer/information security and be able to: (i) demonstrate an understanding of the concept of "attack surface" and the various methods used to minimize an attack surface; (ii) demonstrate an understanding of the importance of maintaining logs of all system activity related to security; and (iii) demonstrate an understanding of the purpose	No change recommended	

and general functionality of a firewall;		
(g) demonstrate an understanding of the role computer science and software engineering plays in the modern world and be able to demonstrate an understanding of: (i) significant historical events relative to computers and information systems; (ii) the social, ethical, and legal issues and impacts of computing and information systems; (iii) the contributions that computer and information science and software engineering make to science, the humanities, the arts, commerce, and entertainment; (iv) and ability to teach social issues related to the use of computers and information systems in society and the principles for making informed decisions including, but not limited to, security, privacy, intellectual property, equitable access to technology resources, gender issues, cultural diversity, differences in learner needs, limits of computing, and rapid change; and (v) the many different careers that are closely related to the development and use of computer and information systems	(ii) the social, ~~ethical,~~ and legal issues and impacts of computing and information systems;	
(h) demonstrate effective content pedagogical strategies that make the discipline comprehensible to students and: (i) design projects that require students to effectively describe computing artifacts and communicate results using multiple forms of	No change recommended	

media; (ii) identify problematic concepts and constructs in computer science and appropriate strategies to address them; and (iii) promote and model the safe, effective, and ethical use of computer hardware, software, peripherals, and networks and develop digital citizenship.		
10.58.531 EARLY CHILDHOOD EDUCATION		
(1) The program ensures that successful candidates:	(1) The program ensures that successful candidates:	Added identify, apply, and reflect language that is consistent with the 2022 Montana Early Childhood Education Knowledge Base
(a) demonstrate an understanding of young children's (birth-age 8) characteristics and needs encompassing multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes and motivation to learn;	(a) identify, apply, and reflect on their knowledge of child development by: (i) demonstrate demonstrating an understanding of young children's early childhood (birth-age 8) characteristics and needs encompassing across multiple, interrelated areas of children's development and learning including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes, bilingual/multilingual development, and motivation to learn; and	Updates the wording to best describe domains of development and adds emphasis to working with bilingual/multilingual children.
(ii) NEW STANDARD	(ii) understanding and valuing developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning for all children.	Added language to highlight the importance of understanding variations in development.

(b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play;	(b) base their practice on coherent early childhood theoretical perspectives, current understanding of the influence of theory and research about brain growth and development, executive function, motivation, and the importance of play; and dispositions toward learning on development.	Clarified language to focus on brain development, executive function, motivation, and dispositions toward learning.
(c) apply their understanding of multiple influences on young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;	(c) apply their understanding of the multiple influences on the contexts of young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;	
(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children;	(d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children; and	
(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child;	(e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for children each child; with full family engagement in establishing the most effective environment for their child.	Recognizing importance of family.
(2) NEW STANDARD	(2) The program ensures that successful candidates identify, apply, and reflect on their knowledge of family and community partnerships by:	

(f) know about, understand, and value the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources;	(a) (f) knowing know about, understand, and value valuing the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources;	
(g) create respectful, reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten;	(g) (b) collaborating with families as equal partners in creating create respectful, reciprocal relationships; with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten;	
(h) promote and encourage family involvement in all aspects of children's development and learning including assisting families to find and refer resources concerning parenting, mental health, health care, and financial assistance;	(h) (c) promote promoting and encourage encouraging family involvement engagement in all aspects of children's development and learning, including assisting families to find curriculum and refer resources concerning parenting, mental health, health care, and financial assistance; and	
(i) demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs;	(i) (d) demonstrate demonstrating essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage and value families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs;	
(3) NEW STANDARD	(3) The program ensures that successful candidates identify, apply, and reflect on their knowledge of observation, documentation, and assessment by:	

	(a) understanding the importance of different types of developmentally appropriate assessments, including but not limited to observation, portfolio assessment, and work samples, as well as the importance of providing play-based experiences for children to demonstrate their skills and abilities;	Added clarifying language about different types of assessment. Also included play-based experiences as an important place to demonstrate skills.
	(b) understanding the goals of assessment to summarize, analyze, and use assessment information gathered to: (i) learn about children's characteristics, including the unique qualities of American Indians; (ii) document all children's growth in all developmental domains and promote positive outcomes for each child (iii) make data-driven decisions to guide curriculum planning and instruction; and (iii) evaluate effective curriculum to maximize children's development and learning;	Added specific language about understanding American Indians.
(k) make ethical considerations when administering and interpreting assessments including: (i) an understanding of family context and involving families in the assessment process; (ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and (iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity;	(c)(k) understanding assessments that have established reliability and validity make ethical considerations when administering and interpreting assessments including: that consider children's development, ability, culture, and language. (i) an understanding of family context and involving families in the assessment process; (ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people);	Clarifies the purpose of assessment.

	(iii) ~~avoiding bias and using culturally sensitive assessments that have established reliability and validity;~~ ~~and~~ (iv) ~~considering children's development, ability, culture, and language.~~	
(4) NEW STANDARD	(4) The program ensures that successful candidates identify, apply, and reflect on their knowledge of teaching and engagement by:	Individualized programming including the environment.
	(a) utilizing the environment, schedule, and routine as learning opportunities, including: (i) designing learning centers and interest areas for indoor and outdoor spaces; (ii) scheduling extended time for play; and (iii) teaching through individual and small group contexts that personalize the learning for the child;	
(l) create a caring community of learners that supports positive relationships; promotes the development of children's social, emotional, and friendship skills; and assists children in the development of security, self-regulation, responsibility, and problem solving;	(b) ~~(l)~~ ~~create~~ creating a caring community of learners that: (i) supports positive relationships between educators, families, and children; (ii) promotes the development of children's ~~social, emotional, and~~ friendship skills; and (iii) assists all children in the development of security, self-~~regulation~~ discipline, responsibility, and problem solving;	Incorporates relationship skills.
(m) utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating	~~(m)~~ (c) utilize a broad repertoire of developmentally appropriate teaching skills and strategies ~~supportive~~ supported of young learners such as:	Modified to more clearly list teaching and engagement strategies.

curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies; and making appropriate use of technology;	(i) incorporating play, project based and experiential learning as a core teaching practices; (ii) integrating curricular areas; (iii) scaffolding learning; (iv) personalization; (v) teaching through social interactions; (vi) providing meaningful child choice; (vii) implementing positive guidance strategies; and (viii) making appropriate use of technology;	
(n) provide curriculum and learning experiences that reflect the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana;	(n) (d) provided curriculum and learning experiences that reflect the principles of universal design for learning, the languages, cultures, traditions, and individual needs of diverse families and children, with particular attention to the cultures of the children and families in the classroom and to American Indians and tribes in Montana;	Updates the wording by adding universal design
(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;	(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;	Moved to top of section
(5) NEW STANDARD	(5) The program ensures that successful candidates identify, apply, and reflect on their knowledge of curriculum by:	

(p) design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All;	(p) (a) design, implement, and evaluate developmentally meaningful, integrated, and challenging curriculum for each child using professional knowledge, Montana's Early Learning Standards, Montana Content Standards (K-5), and Indian Education for All;	
(q) integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by: (i) demonstrating knowledge and understanding of theory and research and applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creative engagement; (ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the	(q) (b) integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic discipline content areas including language and literacy; science; mathematics; social studies; the performing and visual arts; health and well-being; and physical development, skills, and fitness by: (i) demonstrating knowledge and understanding of theory and research and applying knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology; and planning, implementing, assessing, and reflecting on English/language arts and literacy instruction that promotes critical thinking and creative engagement; (ii) demonstrating knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;	

nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;

(iii) demonstrating knowledge, understanding, and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense, operations, algebra, geometry, measurement, data analysis statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data to engage students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;

(iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;

(v) demonstrating knowledge, understanding, and use of the content, functions, and achievements

(iii) demonstrating knowledge, understanding, and use of the major concepts, and procedures, and reasoning processes of mathematics that define number systems and number sense, operations, algebra, geometry, measurement, data analysis statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data to engage students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;

(iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;

(v) demonstrating knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance, music, drama) and the visual arts as primary media for communication, inquiry, perspective, and engagement among students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;

of the performing arts (dance, music, drama) and the visual arts as primary media for communication, inquiry, perspective, and engagement among students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana; (vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all young children; and (vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for all students;	(vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all young children; and (vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy ~~life styles~~ <u>habits</u>, including health nutrition, and enhanced quality of life for all students;	
(r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements;	~~(r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements;~~	Moved this to (c)
(6) NEW STANDARD	<u>(6) The program ensures that successful candidates identify, apply, and reflect on their knowledge of professionalism by:</u>	
	<u>(a) identifying and involving oneself with the distinctive history, values, knowledge base, and mission of the early childhood field to become an informed advocate for all young children and their families.</u>	

(s) uphold and use state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community;	(s) uphold and use (b) upholding and using state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community;	Simplifying language
(t) collaborate with multiple stakeholders, including: (i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades; (ii) families and interdisciplinary professionals to meet the developmental needs of each child; and (iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;	(t)(c) collaborate collaborating with multiple stakeholders, including: (i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades; (ii) families and interdisciplinary professionals to meet the developmental needs of each child; and (iii) relevant community and state resources to build professional early learning networks that support high quality early learning experiences for young children and their families;	
(u) use formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;	(u)(d) use formal and informal assessments, early learning professional knowledge, reflection, collaborative relationships, and critical thinking to analyze and continuously improve professional practices with young children and their families;	
(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;	(v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field;	Moved to (a)
(w) engage in informed advocacy for young children and the early childhood profession; and	(w) engage in informed advocacy for young children and the early childhood profession; and	Combined above

(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings: (i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and (ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.	(x) demonstrate knowledge, skills, and dispositions during well-planned and sequenced clinical experiences working with children and families in two different age groups (3-5 and 5-8) and two types of the settings: (i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and (ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs.	Combined above
New Item	(e) engaging in continuous, collaborative learning to inform practice; and	
New Item	(f) developing and sustaining the habit of reflective and intentional practice in their daily work with young children.	
(7) NEW STANDARD	(7) The program ensures successful completion of clinical and student teaching experiences that: (i) are well-planned and sequenced in a variety of settings (i.e. state-licensed child care, Head Start, and/or community programs); (ii) provide the opportunity to connect early childhood classroom experiences to home and community settings; (iii) include experience in two different age groups (3-6 and 5-8); and (iv) include a Pre-Kindergarten-3rdgrade student teaching experience in a formal school setting.	Modified to clarify guidance for student teaching. Updated to match current teacher candidate experiences with early childhood.

10.58.532 ELEMENTARY		
(1) The program ensures that successful candidates:	No change recommended	
(a) demonstrate knowledge and understanding of the major concepts, principles, theories, and research related to the development of children and young adolescents and apply these understandings to construct learning opportunities that support individual student development, acquisition of knowledge, and engagement in learning;	No change recommended	
(b) demonstrate knowledge, understanding, and use of the central concepts as outlined in Montana content standards, tools of inquiry, and structures of content for students across grades K-8 and engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels	(b) demonstrate knowledge, understanding, and application use of the central concepts as outlined in Montana content standards, tools of inquiry, and structures of content for students across grades K-8 and engage students in meaningful implement learning experiences that develop support students' competence in subject matter and skills for various developmental levels. in meeting standards;	Simplify wording
(c) demonstrate knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and	(c) demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication; demonstrate knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, new literacies, and technology; print and non-print texts, which are inclusive of include texts from and about American Indians and tribes in Montana; and technology,	Reword for conciseness.

literacy instruction that promotes critical thinking and creates engagement;	~~and~~ plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement; <u>and be able to teach children how to read and recognize that there are major theories of reading, writing, and communication processes and development, including first and second literacy acquisition and the role of a heritage language in learning to listen, speak, read, and write in a new language;</u>	
(d) demonstrate knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;	(d) demonstrate knowledge, understanding, and ~~use~~ <u>application</u> of the fundamental concepts ~~utilization/application~~ of physical <u>science</u>, life <u>science</u>, earth~~,~~ and space sciences <u>and engineering design</u> to design and implement <u>developmentally</u> ~~age~~-appropriate inquiry lessons <u>based in the history and nature of science, including tribal ways of knowing and scientific contributions related to tribes in Montana,</u> to ~~teach science, to~~ build student understanding for personal and social applications~~, to convey the nature of science, the concepts in science and technology,~~<u>learning</u> the history and nature of science, including scientific contributions of American Indians and tribes in Montana;~~;	Demonstrate knowledge and utilization of physical, life, earth, and space sciences to plan and implement learning experiences that focus on the history and nature of science, scientific inquiry, and personal and social application of science advancement. Includes IEFA contributions.
(e) demonstrate knowledge, understanding, and use of the major concepts and procedures that define number operations, algebra, geometry, measurement, data analysis and probability to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;	e) demonstrate knowledge, understanding, and <u>utilization/</u>application of the major concepts and procedures that define number <u>and</u> operations <u>in base ten and fractions, operations and</u> , algebra<u>ic thinking</u>, geometry, measurement, <u>and</u> data~~, analysis and~~ <u>ratios and proportional relationships, the number system, expressions and equations, statistics and</u> probability~~,~~ <u>and functions</u> to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, ~~including~~ <u>through</u> culturally inclusive ~~lessons~~ <u>instruction, including tribal</u>	Reword for conciseness.

	ways of knowing and lessons and examples relating to American Indians and tribes in Montana;	
(f) demonstrate knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, including personal financial literacy, and an understanding of the social sciences and other related areas to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;	(f) demonstrate knowledge, understanding, and ~~use~~ application of the major concepts and modes of inquiry from the social studies, which include the integrated study of history, civics and government, geography, and economics, including personal financial literacy, ~~and an understanding of the social sciences and other related areas~~ to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world that includes, ~~including the cultural~~ diversity of American Indians and tribes in Montana~~, and interdependent world~~;	Reword for conciseness.
(g) demonstrate knowledge, understanding, and use of the content, functions, and achievements of dance, music, theater, and the visual arts as primary media for communication, inquiry, perspective, and engagement among elementary students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;	(g) demonstrate knowledge, understanding, and ~~use~~ application of the content, functions, and achievements of dance, music, theater, media arts, and ~~the~~ visual arts including the art of American Indian artists and tribes in Montana, as an essential part of ~~primary media for~~ communication, inquiry, perspective, and engagement among elementary students~~, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana~~;	Reword for conciseness.
(h) demonstrate knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all elementary students	(h) demonstrate knowledge, understanding, and ~~use~~ application of the major concepts in ~~the subject matter of~~ health education to create opportunities for student to develop~~ment~~ and practice ~~of~~ skills that contribute to ~~good~~ physical and mental health ~~for all elementary students;~~	Reword for conciseness.
(i) demonstrate knowledge, understanding, and use of human movement and physical activity as	(i) demonstrate knowledge, understanding, and ~~use~~ application of human movement and physical activity as central elements	Reword to place emphasis on the well-being of the student.

central elements to foster active, healthy life styles and enhanced quality of life for all elementary students;	to foster ~~students'~~ active, healthy ~~life styles~~ habits in order to promote mental well-being and enhanced quality of life ~~physical and mental well-being for all elementary students~~;	
(j) demonstrate knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences;	No change recommended	
(k) plan and implement instructional strategies based on knowledge of individual students, learning theory, content, connections across the curriculum, curricular goals, and community;	(k) plan and implement instructional strategies based on knowledge of individual students, families, learning theory, content, connections across the curriculum, curricular goals, and community;	Added Families
(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction for learners of all cognitive abilities;	(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction ~~for learners of all cognitive abilities;~~ to meet the needs of individual students;	Reworded for simplicity and consistency
(m) demonstrate knowledge of proven instructional strategies and use this knowledge to develop elementary students' ability to use critical thinking, problem solving, and current and emerging technologies;	No change recommended	
(n) demonstrate knowledge and understanding of individual and group motivation and behavior and apply this knowledge and understanding to foster active engagement in learning, self-motivation, and positive interaction and to create supportive	(n) demonstrate knowledge and ~~understanding~~ application of ~~individual and group motivation and behavior and apply this knowledge and understanding~~ relationship building, and developmentally-appropriate behavior responses to create learning communities that foster active engagement in learning,	Reworded to simplify

learning environments;	self-motivation, <u>self-discipline,</u> and positive <u>healthy </u>interaction<u>s</u> <s>and to create supportive learning environments</s>;	
(o) use knowledge and understanding of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive interaction among students; and	(o) <s>use </s>demonstrate knowledge <s>and understanding</s> <u>application </u>of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive interaction<u>s</u> among students; <u>and transparency with students' families</u>; and	Emphasize types of communication and technology
(p) demonstrate knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of elementary students.	(p) demonstrate knowledge and understanding of formative and summative assessment <s>strategies and use this knowledge and understanding </s>to support data-driven decision making <u>to monitor student growth, </u><s>evaluate and ensure the continuous intellectual, social-emotional, and physical development of elementary students.</s>	Reworded to simplify
10.58.533 MIDDLE GRADES (4-8)		
(1) The program ensures that successful candidates demonstrate knowledge of young adolescent development and an understanding of the middle grades learner and learning. Candidates demonstrate:	No change recommended	
(a) knowledge and understanding of the major concepts, principles, theories, and research related to young adolescent development (grades 4 through 8) and apply this knowledge and understanding when making curricular decisions,	(a) knowledge and understanding of the major concepts, principles, theories, and research related to young adolescent development (grades 4 through 8) and apply this knowledge and understanding when making curricular decisions, planning and implementing instruction, and participating in <s>middle</s>	

planning and implementing instruction, and participating in middle grades programs and practices;	~~grades programs and practices~~ professional development activities;	
(b) knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs, and interests, and apply this knowledge to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own; (i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; (ii) demonstrate a knowledge of the implications of secondary trauma;	(b) ~~knowledge of young adolescents in the areas of intellectual, physical, nutritional, social, emotional, behavioral, and moral characteristics, individual needs, and interests, and~~ apply ~~this~~ knowledge of young adolescents, to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, ~~including those whose language and cultures are different from their own;~~ ~~(i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies;~~ ~~(ii) demonstrate a knowledge of the implications of secondary trauma;~~	Simplified purpose.
(c) knowledge and understanding of the implications of diversity on the development of young adolescents and apply that understanding to implement curriculum and instruction that is responsive to young adolescents' local, tribal, Montana, national, and international histories, language/dialects, and individual identities;	No change recommended	
(d) understanding of young adolescent development and apply that understanding when planning and implementing middle grades curriculum and when selecting and using	No change recommended	

instructional strategies; and		
(e) knowledge of young adolescent development when making decisions about their role in creating and maintaining developmentally responsive learning environments and when participating in effective middle grades instructional and organizational practices, including interdisciplinary team organization and advisory programs.	No change recommended	
(2) The program ensures that successful candidates demonstrate in-depth interdisciplinary knowledge of the middle grades content, standards, and curriculum and the ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. Candidates demonstrate:	No change recommended	
(a) knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking, and listening; reading and writing processes; literature, print, and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement for young adolescents;	(a) knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking, and listening; reading and writing processes; literature, print, and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and effective technology integration; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking, critical analysis and creative engagement for young adolescents;	Clarified technology integration and critical analysis
(b) knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-	No change recommended	

appropriate inquiry lessons to teach science, to build middle grades student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, and the history and nature of science, including scientific contributions of American Indians and tribes in Montana;		
(c) knowledge, understanding, and use of the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis, and probability to engage young adolescent students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;	No change recommended	
(d) knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences and other related areas to promote middle grades students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and the interdependent world;	No change recommended	
(e) knowledge, understanding, and use of the content, functions, and achievements of the	(e) knowledge, understanding, and use of the content, functions, and achievements of the performing arts (dance,	Took out specific performing arts to broaden possibilities for visual arts

performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, perspective, and engagement among young adolescent students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;	~~music, theater)~~ and the visual arts as primary media for communication, inquiry, perspective, and engagement among young adolescent students, and culturally diverse performing and visuals arts inclusive of the works of American Indian artists and art in Montana;	
(f) knowledge, understanding, and use of health education to create opportunities for middle grades student development and practice of skills that contribute to good physical, social, emotional, and behavioral health for all young adolescents; and	(f) knowledge, understanding, and use of health <u>enhancement</u> education to create opportunities for middle grades student development and practice of skills that contribute to good ~~physical, social, emotional, and behavioral~~ health for all young adolescents; and	Changes health to health enhancement
(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition and enhanced quality of life for all young adolescent students.	(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy <u>habits</u> ~~life styles~~, including health nutrition and enhanced quality of life for all young adolescent students.	
(3) The program ensures that successful candidates demonstrate knowledge and understanding of middle grades philosophy and school organization. Candidates demonstrate:	No change recommended	
(a) knowledge and understanding of the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle grades programs and schools and apply this knowledge and understanding to work skillfully within the middles grades organizational components;	No change recommended	

(b) knowledge of the philosophical foundations of developmentally responsive middle grades programs and schools; and	No change recommended	
(c) knowledge of the effective components of middle grades programs and apply this knowledge in order to function effectively within a variety of school organizational settings (e.g., grades K-8, 4-6, 6-8, 7-8).	No change recommended	
(4) The program ensures that successful candidates demonstrate knowledge and understanding of middle grades curriculum, instruction, assessment, and learning. Candidates demonstrate:	No change recommended	
(a) knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage middle grades students' ideas, interests, concerns, and experiences;	(a) knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, ~~employing inclusive ideas and issues~~ that engage middle grades students' ideas, interests, concerns, and experiences;	
(b) abilities to plan and implement instructional strategies for middle grades classrooms based on knowledge of individual students, learning theory, content, cross-curricular connections, curricular goals, and an understanding of community;	No change recommended	
(c) understanding of how middle grades students differ in their development and approaches to learning, and apply this understanding to differentiate instruction to meet the learning	No change recommended	

needs of all young adolescents;		
(d) knowledge of proven instructional strategies and use this knowledge to develop middle grades students' ability to use critical thinking, problem solving, and current and emerging technologies;	No change recommended	
(e) knowledge and understanding of individual and group motivation and behavior among students at the middle grade level to foster active engagement in learning, self-motivation, and positive interaction, and to create supportive learning environments;	No change recommended	
(f) knowledge and understanding of effective verbal, nonverbal, and media communication techniques in middle grades learning environments to foster active inquiry, collaboration, and supportive interaction in the middle grades classroom; and	No change recommended	
(g) knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, behavioral, and physical development of middle grades students	(g) knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous ~~intellectual, social-emotional, behavioral, and physical~~ development of middle grades students	
10.58.534 ENGLISH AS A SECOND LANGUAGE (ESL)	10.58.534 ENGLISH AS A SECOND LANGUAGE (ESL)	Revised and moved from 10.58.511
	(1) The English as a Second Language (ESL) program requires that successful candidates:	

	(a) demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;	
	(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;	
	(c) apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote EL students' academic English language proficiency;	
	(d) facilitate students' use of their first language as a resource to promote academic learning and further development of the second language;	
	(e) implement a repertoire of research and evidence-based strategies that promote students' critical thinking and problem solving at all stages of language development;	
	(f) demonstrate understanding of Montana's major language and cultural groups and how cultural histories and identities affect language learning and achievement;	
	(g) establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity, promotes respect for linguistic differences, and creates a culturally responsive classroom environment;	
	(h) demonstrate understanding of language proficiency assessment tools used for identification, placement, and reclassification of ELs;	
	(i) demonstrate the ability to use a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance;	
	(j) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for EL students;	

| | (k) apply knowledge of historical, theoretical, and policy factors in EL education to the planning, implementation, evaluation, and improvement of instructional programs; and | |
| | (l) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language. | |

Subchapter 6 Curriculum Principles and Standards: Advanced Programs

Existing Rule	Proposed Language	Comment
10.58.604 ADVANCED PROGRAMS		
(1) Advanced programs are offered at postbaccalaureate levels for:	(1) ~~Advanced programs are offered at postbaccalaureate levels for:~~ Advanced-level preparation is provided through programs at the graduate level leading to licensure, certification, or endorsement. Advanced-level programs are designed to develop P-12 teachers who have already completed initial licensure, currently licensed administrators, and other licensed school professionals for employment in P-12 districts. Advanced programs reviewed include the following:	Defining advanced programs.
(a) the continuing education of teachers who have previously completed initial preparation; or	(a) ~~the continuing education of teachers who have previously completed initial preparation; or~~ programs for the preparation of school counselors and school psychologists, if the program is not currently accredited through another national approved accreditor.	
(b) the preparation of other school professionals.	(b) ~~the preparation of other school professionals~~ educational leadership programs leading to the preparation of principals, curriculum directors, supervisors, and superintendents.	Clarifies who other school professionals are.

(2) Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree educator preparation programs offered at the postbaccalaureate level. Examples of these programs include:	(2) ~~Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree educator preparation programs offered at the postbaccalaureate level. Examples of these programs include~~ Advanced-level programs not reviewed include the following:	
(a) teachers who are preparing for a second endorsement at the graduate level in a field different from the field in which they had their first endorsement;	(a) ~~teachers who are preparing for a second endorsement at the graduate level in a field different from the field in which they had their first endorsement~~ any advanced-level program not specific to the preparation of teachers or other school professionals for P-12 districts;	Clarifies advanced level programs.
(b) programs for teachers who are seeking a master's degree in the field in which they teach;	(b) ~~programs for teachers who are seeking a master's degree in the field in which they teach~~ any advanced-level non-licensure programs, including those specific to content areas (e.g., M.A., M.S., Ph.D.); and	Clarifies advanced level programs.
(c) programs not tied to endorsement, such as programs in curriculum and instruction; and	(c) ~~programs not tied to endorsement, such as programs in curriculum and instruction; and~~ educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 districts.	Clarifies advanced level programs.
(d) programs for other school professionals such as school counselors, school psychologists, educational administrators, and curriculum directors.	~~(d) programs for other school professionals such as school counselors, school psychologists, educational administrators, and curriculum directors.~~	
10.58.605 ADVANCED CONTENT AND PEDAGOGICAL KNOWLEDGE		
(1) The provider ensures that advanced program candidates:		

(a) develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards;	(a) develop ~~a deep~~ an understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices ~~flexibly~~ to advance the learning of all students toward attainment of college- and career-readiness standards <u>specific to their discipline</u>;	Simply language
(b) demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline;	(b) demonstrate an understanding of and are able to apply knowledge and skills specific to their discipline to <u>effectively work with all P-12 students and their families.</u>	Expands detail of skills specific to their discipline
(c) use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline;	(c) ~~use research and evidence to develop school environments that support and assess P-12 students' learning and their own professional practice specific to their discipline;~~ <u>demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, by:</u> (i) <u>Utilizing data literacy;</u> (ii) <u>Using research and understanding of qualitative, quantitative and/or mixed methods research methodologies;</u> (iii) <u>Employing data analysis and evidence to develop a supportive learning environments;</u> (iv) <u>Leading and participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; and</u> (v) <u>Supporting appropriate applications of technology for their field of specialization; and</u> (vi) <u>Applying laws, policies, and professional standards appropriate to their field of specialization.</u>	Expands detail of research and evidence

(d) apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;	(d) ~~apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;~~ have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards; and	Expanded to include standards and accreditation groups
(e) demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards; and	(e) demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards. ~~and~~	
(f) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.	~~(f) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.~~	Added section includes technology standards removed above.
10.58.606 ADVANCED CLINICAL PARTNERSHIPS AND PRACTICE		
(1) The provider:	The provider	
(a) ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development;	(a) ensures that effective partnerships and high-quality clinical practice are central to candidates' preparation ~~so that candidates~~ to develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development and appropriate for their professional specialty field;	Changed to include specific field
(b) ensures that partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of	(b) ~~ensures that partners co-construct~~ co-constructs mutually beneficial P-12 school and community arrangements, ~~including technology-based collaborations~~, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation by:	Aligning advanced program language with initial program language in 300's.

advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes;	(i) Ensuring partnerships ~~Partnerships~~ for clinical preparation ~~can~~ follow a range of forms, participants, and functions; (ii) ~~They establish~~ Establishing mutually agreeable expectations for candidate entry, preparation, and exit~~;~~. (iii) ~~ensure~~ Ensuring that theory and practice are linked~~;~~ by ~~maintain~~ maintaining coherence across clinical and academic components of preparation; (iv) sharing accountability for advanced program candidate outcomes; and (v) to the extent possible, providing opportunities for advanced candidates to student teach in the district and school of their choice, including through recruitment and retention programs adopted by school districts, in accordance with statewide agreements among providers;	
(c) ensures that partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on advanced program candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and	(c) ensures that partners co-select, prepare, evaluate, and support, ~~and retain~~ high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on advanced program candidates' development and P-12 student learning and development. ~~In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings;~~ and	Aligning advanced program language with initial program language in 300's.
(d) works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that	(d) works with partners to design and implement clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support all students' learning and	Aligning advanced program language with initial program language in 300's.

support all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.605, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.	development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates' development of the knowledge, skills, and professional dispositions, as delineated in ARM 10.58.605, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.	
10.58.607 ADVANCED CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY	10.58.607 ADVANCED CANDIDATE QUAILITY RECRUITMENT, PROGRESSION, AND SUPPORT SELECTIVITY	
(1) The provider:	The provider:	
(a) demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program;	(a) demonstrates that the quality of advanced program candidates is an ongoing and intentional focus so that completers are prepared to perform effectively and can be recommended for certification where applicable. a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program;	Aligning advanced program language with initial program language in 300's.
(b) presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission:	(b) presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission:develops and implements plans	Aligning advanced program language with initial program language in 300's.

	and efforts to know and address local, state, regional, and national needs for hard to staff schools and shortage fields. The goals and evidence show progress toward a high-quality advanced candidate pool, which reflects the diversity of Montana's P-12 students	
(i) admitted candidates reflect the diversity of Montana's P-12 students; and	~~(i) admitted candidates reflect the diversity of Montana's P-12 students; and~~	Included above
(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, regional, or national needs for school and district staff prepared in advanced fields;	~~(ii) the provider demonstrates efforts to know and address local, community, tribal, Montana, regional, or national needs for school and district staff prepared in advanced fields;~~	Included above
(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, providing:	(c) sets admissions requirements, including ~~the CAEP~~ a minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, ~~providing~~ including data points that are reliable and valid predictors of advance candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence;	Aligning advanced program language with initial program language in 300's.
(i) data points are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and	~~(i) data points are reliable and valid predictors of advanced candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence; and~~	Included above
(ii) these data are regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;	~~(ii) these data are regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;~~	Included above

(d) establishes and monitors attributes and dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program, and selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service; and	(d) ~~establishes and~~ monitors ~~attributes and~~ dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program <u>using valid and reliable measures</u>, ~~and selects criteria, describes the and measures used, and describes evidence of the reliability and validity of those measures. and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service; and~~	Aligning advanced program language with initial program language in 300's.
(e) creates criteria for program progression and monitors candidates' advancement from admissions through completion. All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains.	(e) creates criteria for program progression and <u>uses data to monitor advanced candidates</u> ~~candidates'~~ ~~advancement~~ from admissions through completion. <u>The provider ensures that knowledge of and progression through transition points are transparent to candidates. The provider</u> <u>documents the need for candidate support,</u> <u>so advanced candidates meet milestones; and</u> ~~All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates' application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains.~~	Includes specifics regarding monitoring
	<u>(f) implements a system for effectively maintaining records of advanced candidate formal complaints and resolution documentation.</u>	Aligning advanced program language with initial program language in 300's.

(2) Prior to recommending any advanced program candidate for program completion, the provider documents that the advanced program candidate:	(2) Ensures that prior ~~Prior~~ to recommending any advanced program candidate for program completion, the provider documents that the advanced program candidate:	
(a) has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning; and	~~(a) has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning; and~~ (a) possesses academic competency to help facilitate learning with positive impacts on all P-12 student learning and development through application of content knowledge, data literacy and research-driven decision making, effective use of collaborative skills, and application of technology in the field(s) where certification is sought; and	Aligning advanced program language with initial program language in 300's.
(b) understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.	(b) understands the expectations of ~~the profession, including codes of ethics~~, professional standards of practice, and relevant laws and policies.	Aligns to current policies.
10.58.608 ADVANCED PROGRAM IMPACT	10.58.608 ADVANCED PROGRAM ~~IMPACT~~ SATISFACTION WITH PREPARATION	
(1) The provider:	The provider:	
(a) demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation;	(a) ~~demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation;~~	

(b) documents advanced program completers' impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including employer surveys, and program completer surveys;	(b) ~~documents advanced program completers' impact on P-12 student learning and development using state-supported P-12 data and other measures employed by the provider, including employer surveys, and program completer surveys;~~	
(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve;	(c) ~~demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve;~~	
(d) demonstrates, using measures that result in valid and reliable data that employers are satisfied with the advanced program completers' preparation for their assigned responsibilities in working with P-12 students; and	~~(d)~~ (a) demonstrates, using ~~measures that result in~~ valid and reliable data that employers are satisfied with the advanced program completers' preparation for their ~~assigned~~ responsibilities ~~in~~ working with P-12 students and their families; and	Simplified to include only employer and candidate satisfaction surveys.
(e) demonstrates, using measures that result in valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.	~~(e)~~ (b) demonstrates, using ~~measures that result in~~ valid and reliable data, that advanced program completers perceive their preparation as relevant to the responsibilities they ~~confront~~ encounter on the job and that the preparation was effective.	Simplified to include only employer and candidate satisfaction surveys.
10.58.609 ADVANCED PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT		
(1) The provider	The provider	

(a) maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development; supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers; and uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development;	(a) ~~maintains~~ develops a quality assurance system ~~comprised~~ that consists of valid and reliable data from multiple measures ~~including evidence~~ that documents the advanced program's operational effectiveness ~~candidates' and completers' positive impact on P-12 students learning and development;~~ and supports continuous improvement that is sustained and evidence-based ~~and that~~ ~~evaluates the effectiveness of its completers.~~ The provider uses the results of inquiry and data collection to establish priorities, enhance advanced program elements and capacity, and ~~test~~ highlight innovations ~~to improve~~ ~~completers' impact on P-12 student learning and development~~;	Provides additional specifics regarding the quality assurance system similar to those in section 315 above. This just addresses advanced instead of basic programs
(b) develops a quality assurance system which is comprised of multiple measures, that can monitor candidate progress, completer achievements, and provider operational effectiveness;	(b) ~~develops~~ implements and maintains a quality assurance system comprised of multiple measures that can monitor advanced program candidate progress, ~~completer achievements~~ impacts, and provider operational effectiveness. The provider documents the process of data entry and how data are reported and used in decision making to make advanced programmatic improvement;	Aligning advanced program language with initial program language in 300's.
(c) ensures that its quality assurance system relies on data that are relevant, verifiable, representative, cumulative, and provides specific guidance for improvement, and produces empirical evidence that interpretations of data are valid and consistent;	(c) ensures that ~~its~~ the quality assurance system relies on ~~data that are~~ relevant, verifiable, representative, cumulative, and actionable measures ~~provides specific guidance for improvement; and~~ ~~produces empirical evidence that~~ to ensure interpretations of data are valid and consistent;	Aligning advanced program language with initial program language in 300's.
(d) regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations, and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and	(d) regularly and systematically assesses advanced program performance against its goals and relevant standards, ~~tracks~~ monitors results over time, tests innovations, ~~and the effects of selection criteria on subsequent progress and completion,~~ and uses results to improve program elements and processes;	Aligning advanced program language with initial program language in 300's.

processes;		
(e) ensures that measures of advanced program completer impact on the P-12 learning environment, including available outcome data, are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to programs, resource allocation, and future direction; and	(e) ensures that data from the quality assurance system measures of advanced program completer impact on P-12 learning environment, including available outcome data are based on established best practices, summarized, analyzed, shared widely, and acted upon in decision making related to advanced programs, resource allocation, and future direction; and	Aligning advanced program language with initial program language in 300's.
(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.	(f) assures that appropriate internal and external stakeholders, including, but not limited to, faculty, staff, candidates, alumni, completers, employers, practitioners, and school and community partners, and others defined by the provider, are involved engaged in advanced program design, evaluation, and continuous innovative improvement processes and identification of models of excellence.	Aligning advanced program language with initial program language in 300's.
<u>10.58.610</u> SCHOOL COUNSELING K-12		
(1) The program requires that successful candidates:	The program requires that successful candidates:	
(a) demonstrate knowledge of school counseling program models, the history, development, trends, philosophy, leadership, advocacy, qualities and styles of effective leadership in schools, and professional activities related to the practice of professional school counseling K-12	No change recommended	
(b) demonstrate understanding of models of school-based collaboration and consultation, as	No change recommended	

well as competence in developing relationships with community resources such as public, private, medical, employment, and educational agencies for referral and collaborative service delivery to promote student success;		
(c) demonstrate competence in the use of theories of individual and family development and transitions across the life span, theories of learning and personality development, and human behavior including developmental crises, exceptionality, addictive behavior, psychopathology, and environmental factors that affect both normal and abnormal behavior;	No change recommended	
(d) demonstrate knowledge of educational philosophies, curriculum development, school organization, and management to facilitate student success in the areas of academic, career, and personal/social development, as well as the school counselor's role in student support and school leadership teams;	No change recommended	
(e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including American Indians and tribes in Montana;	(e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including American Indians and tribes in Montana;	Included in above items.
(f) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts	(e)(f) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies, as well as	

of other educators and agencies, as well as the roles of leaders, advocates, and systems change agents in schools;	the roles of leaders, advocates, and systems change agents in schools;	
(g) demonstrate competence in elementary, middle, and high school counseling in:

(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program that includes mission statements and objectives;

(ii) appraising and interpreting interviews, observations, and formal assessments (e.g., aptitude, interest, achievement, and personality tests) and other assessments relevant to K-12 education;

(iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement;

(iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group contexts such as personal/social counseling, parent conferences, teaching guidance curriculum lessons using lesson planning and classroom management strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools; | (f)(g) demonstrate competence in elementary, middle, and high school counseling in:

(i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program that includes mission statements and objectives;

(ii) appraising and interpreting interviews, observations, and formal assessments including, but not limited to (e.g., aptitude, interest, achievement, and personality tests and other assessments relevant to K-12 education;

(iii) promoting student success using strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement;

(iv) (iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group contexts such as personal/social counseling, parent conferences, teaching guidance curriculum lessons using lesson planning and classroom management strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools;

(v) consulting with family members, school personnel, community agencies, and other professionals regarding assessment and intervention to enhance the physical, academic, psychological, cognitive, and social development | Simplifying language. |

(v) consulting with family members, school personnel, community agencies, and other professionals regarding assessment and intervention to enhance the physical, academic, psychological, cognitive, and social development of all students;

(vi) utilizing prevention and intervention programs that address issues such as drugs and alcohol, wellness, conflict/anger/violence management, eating disorders, child abuse and neglect, teenage pregnancy, family relations, childhood depression and suicide, school drop-outs, grief/separation/loss issues, and programs related to emergency management plans, crises, disasters, and other trauma-causing events;

(vii) managing school counseling programs by using accountability data to inform decision making to advocate for students and programs, analyzing, and presenting educational research, performance, and evaluation data (e.g., standardized test scores, grades, retention, and placement) that advocate for students and programs;

(viii) demonstrating new knowledge and skills, and refining existing skills through professional renewal (e.g., self-reflection, continuing education, and professional development);

(ix) demonstrating knowledge of special education laws, rules, and regulations and competence in the knowledge of developmental and educational issues of exceptional students and their families;

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of all students;

(vi) utilizing prevention and intervention programs that address issues such as drugs and alcohol, wellness, conflict/anger/violence management, eating disorders, child abuse and neglect, teenage pregnancy, family relations, childhood depression and suicide, school drop-outs, grief/separation/loss issues, and programs related to emergency management plans, crises, disasters, and other trauma-causing events;

(vii) managing school counseling programs by using accountability data to inform decision making to advocate for students and programs, analyzing, and presenting educational research, performance, and evaluation data including, but not limited to (e.g., standardized test scores, grades, retention, and placement that advocate for students and programs;

(viii) demonstrating new knowledge and skills, and refining existing skills through professional renewal including, but not limited to (e.g., self-reflection, continuing education, and professional development;

(ix) demonstrating knowledge of special education laws, rules, and regulations and competence in the knowledge of developmental and educational issues of exceptional students and their families;

(x) demonstrating knowledge of the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders including the signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs;

(xi) demonstrating knowledge of common medications that

(x) demonstrating knowledge of the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders including the signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs; (xi) demonstrating knowledge of common medications that affect learning, behavior, and mood in children and adolescents; and (xii) demonstrating knowledge of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;	affect learning, behavior, and mood in children and adolescents; and (xii) demonstrating knowledge of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;	
(h) demonstrate knowledge of, and apply the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA); and (i) demonstrate knowledge of the ASCA national standards for student development (academic, career, and personal/social developmental domains) and demonstrate competence integrating the national standards throughout the school counseling program.	(h) demonstrate knowledge of, and apply the laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning, ~~as well as the ethical issues related to the school counseling field,~~ ~~specifically the ethical standards of the American School Counselor Association (ASCA)~~; and (i) demonstrate knowledge of the ~~ASCA~~ national standards ~~for student development~~ related to mindsets and behaviors for student success (academic, career, and personal/social developmental domains) and demonstrate competence integrating ~~the~~ these national standards throughout the school counseling program.	There are no longer "national standards" from ASCA - they were replaced with "Student Standards" several years ago.
(2) The candidate will successfully complete a supervised counseling practicum and internship experience, which includes observation and practice of counseling and other professional skills	No change recommended	

related to professional school counseling. The counseling practicum and internship experience shall include the following requirements:		
(a) a practicum with a minimum of 100 hours, which includes 40 hours of supervised direct service to K-12 students providing individual counseling and group work;	No change recommended	
(b) a practicum supervised by a program faculty member or a supervisor under the supervision of a program faculty member, a minimum of one hour per week in an individual supervision session and one and one-half hours per week in a group supervision session;	No change recommended	
(c) an internship that begins after the successful completion of a counseling practicum and a minimum of 600 hours in a school setting;	No change recommended	
(d) an internship of 240 hours of supervised direct service to K-12 students performing a variety of school counseling activities related to a school counseling program that may include delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation);	(d) an internship of 240 hours of supervised direct service to K-12 students performing a variety of school counseling activities related to a school counseling program that may include ~~delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation);~~ designing and implementing developmentally appropriate classroom lessons, individual student planning (assisting students in the development of educational, career and personal plans), responsive services (groups, individual counseling and crisis response), indirect student services (referrals, consultation and collaboration), and program planning and school support.	Clarification
(e) an internship that is supervised at a minimum	No change recommended	

of one hour per week in an individual supervision session (provided by a site supervisor) and one and one-half hours per week in a group supervision session (provided by a program faculty member);		
(f) regular and adjunct program faculty who provide individual or group practicum and/or internship supervision have a doctoral degree and/or appropriate clinical preparation from an accredited school counselor education program, relevant professional experience and demonstrated competence in counseling, and relevant training and supervision experience; and	No change recommended	
(g) site supervisors who have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certification or licensure, a minimum of two years of experience as a school counselor, and knowledge of the program's expectations, requirements, and evaluation procedures for trainees.	No change recommended	

Subchapter 7 Specializations: Supervisory and Administrative

Existing Rule	Proposed Language	Comment
10.58.705 SCHOOL PRINCIPALS, SUPERVISORS, AND CURRICULUM DIRECTORS		
(1) The program requires that successful candidates:	No change recommended	

(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community and: (i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff, and aligning decisions with organizational vision; (ii) promote continuous and sustainable school and program improvement through the use of decision-making and problem-solving skills, an organized climate, application of change theory, and use professional leadership behaviors including self-awareness and reflective practice; (iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and (iv) design, implement, assess, and adjust plans to achieve goals through prioritization, flexibility, and adaption	No change recommended	
(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student	(b) promote the development of the full educational potential and well-being of each person through our public schools by advocating, nurturing, and sustaining positive school culture and instructional program conducive to student learning; staff professional growth based upon current brain-based	

learning; staff professional growth based upon current brain-based research for effective teaching and learning; and exhibiting genuine concern for students and: (i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses postsecondary and life readiness through the use of a curriculum management process and learning theory; (ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities; (iii) appraise, support, and supervise instruction in accordance with state-adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice, and promotes learning; (iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and (v) maximize instructional time and use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices	research for effective teaching and learning; and exhibiting genuine concern for students and: (i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses postsecondary and life readiness through the use of a curriculum management process and learning theory; (ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities; (iii) appraise, support, and supervise instruction in accordance with state-adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice, and promotes learning; (iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and (v) maximize instructional time and use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices and knowledge of child development	

and knowledge of child development		
(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and: (i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy; (ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and (iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;	(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential and well-being of each person with the use of data and time management and: (i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy; (ii) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; and (iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;	
(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential of each person and: (i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members, and partners by exhibiting human relations skills;	(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana and mobilize community resources in order to fully develop the educational potential and well-being of each person and: (i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members, and partners by exhibiting human relations skills;	Changed to emphasize the importance of well-being

(ii) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and (iii) collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research	(ii) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources to expand cultural proficiency; and (iii) collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research	
(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and: (i) ensure a system of accountability for every student's academic, social, and emotional success; (ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior; (iii) safeguard the values of democracy, equity, and diversity; and (iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling;	(e) act with integrity, fairness, and <u>respectfulness</u> ~~in an ethical manner~~ in order to develop the full educational potential <u style="color:red">and well-being</u> of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and <u>professionalism</u> ~~ethics~~ ~~and:~~ ~~(i) ensure a system of accountability for every student's academic, social, and emotional success;~~ ~~(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;~~ ~~(iii) safeguard the values of democracy, equity, and diversity; and~~ ~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling~~;	Changed to emphasize importance of well being and clarity.
(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public	(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential <u style="color:red">and well-being</u> of each person through our public schools and assess, analyze, and	Changed to emphasize the importance of well being

schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and	anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through the knowledge of community, understanding of political climate, and community relations and resources; and	
(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit	No change recommended	
10.58.706 SUPERINTENDENTS		
(1) The successful candidate completes the requirements of ARM 10.58.705 and the following requirements. The program requires that successful candidates:	No change recommended	Broad Recommendation to keep 3 Superintendent level courses as they currently are recommended in existing rules
(a) facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and: (i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system by strategic planning, aligning districtwide curriculum, and facilitating policy-making processes;	(a) facilitate the development, articulation, implementation, and stewardship of a school and/or district vision of learning supported by the school community and: (a) (i) collaboratively develop, implement, and promote a commitment to a shared district vision and mission integrated throughout the school system by strategic planning, aligning district wide curriculum, and facilitating policy-making processes; (b) (ii) promote continuous and sustainable district	Includes the word district to specify shared vision

(ii) promote continuous and sustainable district improvement by using data to inform goals, assess organizational effectiveness, and promote organizational learning and designing, implementing, assessing and adjusting plans to achieve goals; and (iii) demonstrate skill in working with school boards	improvement by using data to inform goals, assess organizational effectiveness, and promote organizational learning and designing, implementing, assessing and adjusting plans to achieve goals; and (c) (iii) demonstrate skill in working with school boards;	
(b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth and: (i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program that addresses post-secondary and life readiness through district academic standards; (ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders; (iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;	(d) (b) promote the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth and:(i) advocate, nurture, and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program that addresses post-secondary and life readiness through district academic standards; (e) (ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through comprehensive professional learning opportunities with principals and leaders; iii) appraise, support, and supervise instruction in accordance with state standards and associated accountability systems by fostering a culture of continuous improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems; (f)(iv)develop district wide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and	

(iv) develop district wide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and (v) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills	(g)(v)maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning through principal supervision and evaluation and developing principal leadership skills;	
(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person and: (i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning; (i) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; (iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff; (iv) demonstrate knowledge of information systems; (v) demonstrate knowledge of student transportation laws and best practices; and (vi) demonstrate knowledge of Montana school	~~(c) ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person and:~~ (h) ~~(i)~~develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning; (i) efficiently and effectively use human, fiscal, and capital resources, applying fiscal and management theory; (j)~~(iii)~~advocate, promote, and protect the ~~social, emotional, and physical~~ safety of students and staff; (k)~~(iv)~~ demonstrate knowledge of information systems; (l)~~(v)~~demonstrate knowledge of student transportation laws and best practices; and (m)~~(vi)~~demonstrate knowledge of Montana school law, Montana school finance, and Montana collective bargaining and employment law;	

law, Montana school finance, and Montana collective bargaining and employment law;		
(d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana families, and mobilize community resources in order to fully develop the educational potential of each person and: (i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners; (ii) promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; and (iii) collect and analyze data and information pertinent to the educational environment;	(2) (d) collaborate with families and other community members, respond to diverse community interests and needs, including American Indians and tribes in Montana families, and mobilize community resources in order to fully develop the educational potential and well-being of each person and: (a) (i) promote family engagement by fostering and sustaining positive relationships with parents, families, caregivers, community members and partners; and (b) (ii) promote understanding, appreciation, and use the community's diverse cultural, social, and intellectual resources to expand the educational experience; and (iii) collect and analyze data and information pertinent to the educational environment;	
(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools and: i) ensure a system of accountability for every student's academic, social, and emotional success; (ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior; (iii) safeguard the values of democracy, equity,	(e) (3) act with integrity, fairness, and respectfulness in an ethical manner in order to develop the full educational potential and well-being of each person through our public schools; and: (i) ensure a system of accountability for every student's academic, social, and emotional success; (ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior; (iii) safeguard the values of democracy, equity, and diversity;	

and diversity; (iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling; and (v) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Disabilities Education Act (IDEA)	~~(iv) consider and evaluate the potential moral and legal consequences of decision making and promote social justice to ensure that individual student needs inform all aspects of schooling; and~~ ~~(v)~~ (4) demonstrate knowledge of the Americans with Disabilities Act (ADA) and the Individual Disabilities Education Act (IDEA);	
(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and	(5) ~~(f)~~ understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential and well-being of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and	
(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.	(6) ~~(g)~~ complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.	

(1) The program ensures that successful candidates:	No change recommended	
(a) demonstrate an understanding of the integrated and comprehensive training philosophy/mission, goals, objectives, program of study, and supervised practice;	No change recommended	
b) demonstrate knowledge of these domains in the field of school psychology by: (i) applying data-based decision making and accountability through varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes; (ii) applying varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services; (iii) applying effective interventions and instructional support to develop academic skills through a thorough understanding of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies; (iv) applying interventions and mental health services to develop social and life skills to promote social-emotional understanding of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on	(b) demonstrate knowledge of these domains in the field of school psychology by: (i) applying data-based decision making and accountability through varied models and methods of assessment and data collection for identifying strengths and needs, developing effective, interventions, services and programs, and measuring progress and outcomes within a multi-tiered system of supports; (ii) using a problem-solving framework as the basis for all professional activities; (iii) collecting data systematically from multiple sources as a foundation for decision making at the individual, group, and systems levels, and considering ecological factors (including but not limited to classroom, family, and community characteristics) as a context for assessment and intervention; (iv) (ii) applying varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services;	Providing clarity to the role of a school based psychologist.

learning and life skills, and evidence-based strategies;
(v) understanding individual differences, abilities, disabilities, and other individual student characteristics, principles, and research related to diversity factors for children, families, and schools, factors related to culture, including American Indians and tribes in Montana, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity in development and learning;
(vi) applying schoolwide practices and systems organization, policy development, and climate to promote learning;
(vii) applying principles and research related to resilience and risk factors in learning and mental health, supporting services in schools and communities, multi-tiered prevention, and evidence-based strategies for effective crisis response;
(viii) applying principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools;
(ix) applying research, design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings;
(x) applying the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other

(v) (iii)applying effective interventions and instructional support to develop academic skills through a thorough understanding of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies;

(vi) (iv) applying interventions and mental and behavioral health services to develop social and life skills to promote social-emotional understanding of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies;

(vii) (v) understanding individual differences, abilities, disabilities, and other individual student characteristics, principles, and research related to diversity factors for children, families, and schools, factors related to culture, including American Indians and tribes in Montana, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity in development and learning;

(viii) (vi) applying evidence-based schoolwide practices, implementation science; and systems systems' structures, organization and theory, policy development, and climate to promote learning, positive behavior, and mental health.

(ix) (vii) applying principles and research related to resilience and risk factors in learning and mental health, supporting services in schools and communities, multi-tiered prevention, and evidence-based strategies to create and maintain safe, effective, and supportive learning environments for students and school staff for effective crisis response;

factors related to professional identity and effective practice as school psychologists legal, ethical, and professional practice; and (xi) integrating information technology into school psychologist practice;	(x) ~~(viii)~~ applying principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools; (xi) <u>applying evidence-based strategies to enhance services in both general and special education and to address potential influences by providing professional services that promote effective functioning for individuals, families, and schools.</u> (xii) ~~(ix)~~ applying research, design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data and evaluating programs in applied settings; ~~(x)~~ <u>(xiii)</u> applying the history and foundations of school psychology; multiple service models and methods; ~~ethical, legal, and~~ professional standards; and other factors related to professional identity and effective practice as school psychologists ~~legal, ethical, and professional practice~~; and (xiv) ~~(xi)~~ integrating information technology into school psychologist practice and <u>utilizing varies techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or system levels.</u>	
(d) demonstrate knowledge and understanding of orientation to the educational process, assessment for intervention, direct intervention, and indirect intervention.	~~(d) demonstrate knowledge and understanding of orientation to the educational process, assessment for intervention, direct intervention, and indirect intervention.~~	

(2) The provider shall ensure that:	(2) The provider shall ensure candidates complete supervised and sequenced practica experience that:	
(a) practica experiences are distinct from and occur prior to the internship;	(a) ~~practica experiences~~ are distinct from and occur prior to the internship;	
(b) practica occur at scheduled time(s), are of sufficient length, and are in settings appropriate to the specific training objectives of the program;	(b) ~~Practica~~ occur at scheduled time(s), are of sufficient length, and are in settings appropriate and relevant to the specific training program objectives ~~of the program~~; and student competency development;	
(c) there is a direct and obvious relationship between practica experiences and the objectives for which the practica are intended;	(c) have ~~there is~~ a direct and obvious relationship between practica experiences, ~~and~~ the objectives for which the practica are intended, and is a collaboration between the school psychology program and placement agencies that demonstrates a commitment to candidate learning, is consistent with program goals, and ensures the development of professional competencies;	
(d) practica experiences occur under conditions of supervision appropriate to the specific training objectives of the program;	(d) ~~practica experiences~~ occur under conditions of supervision appropriate to the specific training objectives of the program;	
(e) practica experiences are provided appropriate recognition through the awarding of academic credit;	(e) ~~practica experiences are praovided~~ provide appropriate recognition through the awarding of academic credit; or recognition;	
(f) practica experiences occur with university involvement appropriate to the specific training objectives of the program;	(f) ~~practica experiences~~ occur with university involvement appropriate to the specific training objectives of the program and has program oversight to ensure appropriate placement, diverse activities to address national practice model and program objectives, adequate supervision, and collaboration	

	between the practicum site and practicum site supervisors;	
(g) the quality of practica experiences is systematically evaluated in a manner consistent with the specific training objectives of the program;	(g) ~~the quality of practica experiences~~ is systematically evaluated in a manner consistent with the specific training objectives of the program and <u>uses performance-based evaluations that are systematic and designed to ensure that candidates demonstrate professional work characteristics and competencies; and</u>	
(h) practica experiences are conducted in accordance with current legal-ethical standards for the profession;	(h) ~~practica experiences~~ are conducted in accordance with current ~~legal-ethical~~ standards for the profession<u>.</u>	
(i) candidates demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and	~~(i) candidates demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and~~	
(j) candidates demonstrate knowledge of available school and community resources.	~~(j) candidates demonstrate knowledge of available school and community resources.~~	
(3) The comprehensive internship is the culminating experience in school psychology graduate preparation. The successful school psychologist candidates:	(3) The comprehensive internship is the culminating experience in school psychology graduate preparation. The successful school psychologist candidates:	

(a) demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services and the internship experience: (i) is provided at or near the end of the formal training period; (ii) is designed according to a written plan that provides the student opportunities to gain experience in the delivery of a broad range of school psychological services; (iii) occurs in a setting appropriate to the specific training objectives of the program; (iv) is provided appropriate recognition through the awarding of academic credit; (v) occurs under conditions of appropriate supervision (field-based internship supervisors shall hold a valid credential as a school psychologist for that portion of the internship that is in a school setting, and the portion of the internship, which appropriately may be in a nonschool setting, requires supervision by an appropriately credentialed psychologist); (vi) is supervised (field-based internship supervisors are responsible for no more than two interns at any given time, and university internship supervisors are responsible for no more than 12 interns at any given time); (vii) is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the student and university internship supervisors provide at least one on-site contact per semester with each intern and supervisor; (viii) is a provision for participation in continuing	(a) demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services and the internship experience: (i) is provided at or near the end of the formal training period; (ii) is designed according to a written plan that provides the student opportunities to gain experience in the delivery of a broad range of school psychological services; (iii) occurs in a setting appropriate to the specific training objectives of the program; (iv) is provided appropriate recognition through the awarding of academic credit; (v) occurs under conditions of appropriate supervision (field-based internship supervisors shall hold a valid credential as a school psychologist for that portion of the internship that is in a school setting, and the portion of the internship, which appropriately may be in a nonschool setting, requires supervision by an appropriately credentialed psychologist); (vi) is supervised (field-based internship supervisors are responsible for no more than two interns at any given time, and university internship supervisors are responsible for no more than 12 interns at any given time); (vii) is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the student and university internship supervisors provide at least one on-site contact per semester with each intern and supervisor;	

professional development activities; (ix) is systematically evaluated for quality in a manner consistent with the specific training objectives of the program; (x) is conducted in a manner consistent with the current legal-ethical standards of the profession; and (xi) occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years, and at least 600 hours of the internship are completed in a school setting;	(viii) is a provision for participation in continuing professional development activities; (ix) is systematically evaluated for quality in a manner consistent with the specific training objectives of the program; (x) is conducted in a manner consistent with the current ~~legal-ethical~~ standards of the profession; ~~and~~ (xi) occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years, and at least 600 hours of the internship are completed in a school setting; (xii) is a diversified learning experience that includes a variety of professional roles and functions for the intern to attain professional competencies through carefully supervised activities; (xiii) addresses all NASP domains of practice; (xiv) has a written agreement that specifies the term of appointment terms of compensation; (xv) supports services for the intern commensurate as to what is provided the agency's school psychologist; (xvi) provides access to continuing educational activities; (xvii) has appropriately and regularly scheduled supervision; and (xviii) is provided appropriate recognition through the awarding of academic credit;	

(b) complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;	(b) complete a field-based internship supervised, on average, at least two hours per week of direct supervision for each intern;	
(c) accept an internship placement that provides appropriate support for the internship experience including: (i) a written agreement specifying the period of appointment and any terms of compensation; (ii) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (iii) provision for participation in continuing professional development activities; (iv) release time for internship supervision; and (v) a commitment to the internship as a diversified training experience.	(b) (c) accept an internship placement that provides appropriate support for the internship experience including: (i) a written agreement specifying the period of appointment and any terms of compensation; (ii) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists; (iii) provision for participation in continuing professional development activities; (iv) release time for internship supervision; and (v) a commitment to the internship as a diversified training experience.	
(4) The provider ensures that school psychology training programs employ systematic, valid evaluation of candidates, coursework, practicam, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. The provider ensures that school psychology graduate programs shall:	4) The provider ensures that school psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. the school psychology program employs systematic, comprehensive assessment of candidate knowledge, skills, and professional work characteristics needed for effective practice as early practitioner, independent school psychologists. A key aspect of program accountability is the assessment of candidate ability to provide, and evaluate the impact of, direct and	

	indirect services to children and youth, families, and schools. Faculty must be involved in the evaluation of candidate skill application (including but not limited to products such as individual, group, or system-wide case studies, program evaluations, and psychoeducational evaluations), and use assessment results to evaluate and improve the program.The provider ensures that school psychology graduate programs shall:	
(a) establish and maintain an accountability program to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and graduates have on services to children, youth, families, and other consumers;	(a) establish and maintain an accountability program to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and graduates have on services to children, youth, families, and other consumers; that employs a variety of methods to assess the candidate knowledge, skills, and professional work characteristics consistent with the national practice model, including results on licensing exams, course- embedded methods, practicum and capabilities of school psychology candidates intern evaluations, and performance-based products that include assessment of the impact that interns and graduates have on of services to children, youth, families, and other consumers;schools.	
(b) incorporate different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program;	(b) incorporate different sources of process and performance information (e.g., including but not limited to instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program;The assessment of practicum outcomes must include a formal	

	evaluation process of all candidates conducted by field supervisors and/or program faculty. Such assessment is expected to focus on specific competencies and professional work characteristics and be based on observations and/or other evaluation methods. The evaluation criteria or benchmark is expected to be relevant to the professional developmental stage of the candidate at the particular level of the practica.	
(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability);	(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. ~~The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability)~~ The internship outcomes include formative and summative performance-based evaluations completed by faculty and field-based supervisors that are systematic, address the academic and professional competencies, and ensure that interns attain the competencies, as well as and demonstrate the professional work characteristics, needed for effective practice as early career, independent school psychologist;	
(d) employ a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that	(d) employ a systematic process that ensures that all students possess the knowledge and professional expertise to collaborate with families and school and community based professionals in designing, implementing, and evaluating interventions that effectively respond to the	

effectively respond to the educational and mental health needs of children and youth;	educational and mental health needs of children and youth; where the candidate must: (i) demonstrate evidence of the ability to provide and evaluate the impact of direct and/or indirect intervention-based services for children and youth, families, and schools; and (ii) provide evidence of services in the form of two performance-based products, one of which can be completed during practica and one product must have a primary focus on academic/cognitive skills and another with a primary focus on mental and behavioral health. Faculty must evaluate candidates' products. (e) systematic procedures are used to evaluate and improve the quality of the program. Different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, candidate/graduate performance on licensing/certification examinations) are used, as appropriate, to evaluate and improve the program.	
(e) limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program;	(e) (f) limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the student's program; is comprehensive, sequential, and experiential, and it fosters the number development of credit hours acquired candidates' professional identity as school psychologists, as reflected in the following: (i) clear identification as a "school psychology program" and communication of a program framework or model, in which its philosophy/mission is represented in explicit goals and	

objectives for school psychology competencies that candidates are expected to attain;

(ii) an integrated, sequential program of study and supervised field experiences that are based on the program's philosophy/mission, goals, and objectives and are consistent across candidates;

(iii) full-time, part-time, and/or alternative types of enrollment that provide multiple and systematic opportunities through courses, seminars, coursework, supervised practices, and other comprehensive program activities for candidates to develop and encourage an affiliation with peers, faculty, and the profession;

(iv) multiple instructional delivery methods including but not limited to online, face to face, or hybrid may be utilized, the program documents that it provides supervision and evaluates candidate learning outcomes relevant to particular courses and field experiences not open exclusively to graduate students in a systematic manner;

(v) use of a systematic process to no more than one-third of ensure that candidates demonstrate the student's knowledge and skills needed for effective school psychology service delivery; the ability to integrate competencies across the NASP domains of school psychology practice; and direct, measurable effects on children and youth, families, schools, and other consumers; and

(vi) use of data from multiple measures, including performance-based evaluation regarding candidates and program; graduates (including but not limited to employment, licensure/certification, satisfaction) to improve the quality of the program.

(f) exclude credit requirements for undergraduate study, study that is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission; and	No change recommended	
(g) include a full-time continuous residency or an alternate planned experience for all students and programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.	No change recommended	
(5) The provider ensures that specialist-level programs follow the standards described by NASP, and:	(5) The provider ensures that specialist-level programs follow the standards described by national accrediting entity, and:	
(a) specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level;	No change recommended	
(b) the program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience;	No change recommended	
(c) institutional documentation of program completion shall be provided; and	No change recommended	
(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours.	(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours including a minimum of 600 hours in a school setting.	

Existing Rule	Proposed Language	Comment
(6) The provider ensures that doctoral programs follow the standards described by NASP. Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards. The provider ensures that:	No change recommended	
(a) doctoral programs consist of a minimum of four years of full-time study or the equivalent at the graduate level;	No change recommended	
(b) the program includes a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation; and	No change recommended	
(c) the program includes a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours.	(c) the program includes a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours, including a minimum of 600 hours in a school setting, as part of doctoral program or prior specialist degree, or 600 hours of advanced practicum experience.	

Subchapter 8: Innovative and Experimental Programs

Existing Rule	Proposed Language	Comment
10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS (1) The provider may request the approval of a new curricular program by describing the purpose, need, and objectives of the program and the	No change recommended	

impact on P-12 education. (2) The provider: (a) ensures that the program of study is based on current research, proven practice, and emerging trends in this field of P-12 school curriculum; (b) works cooperatively with accredited school districts, education organizations, agencies, and P-20 stakeholders to design the program; (c) implements, assesses, and evaluates the program's impact on the identified P-12 needs; (d) submits regular and systematic reports of the program's impact on P-12 education to the state superintendent and the Board of Public Education; and (e) updates and maintains program information on its Web page. (3) The provider: (a) articulates initial or advanced candidates' learning expectations pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7; (b) aligns learning expectations and outcome assessments to the program objectives; (c) describes the professional learning process, plan, and timeline to prepare personnel; (d) establishes assessment and evaluation systems to collect, analyze, use, and report initial or advanced candidate's progress in the program; (e) ensures that the program is supported by identifiable human and physical resources available to the program and resources not under		

the control of the institution shall be outlined and confirmed by the Board of Public Education; (f) creates a timetable that includes: (i) the program's proposed implementation date; (ii) the sequence of activities that will occur; (iii) selection and schedules of regular and systematic intervals of candidate and program evaluations; and (iv) the approximate date for submitting the program plan, timeline, and reports for program approval to the appropriate institutional officials and to the Superintendent of Public Instruction; and (g) ensures that program evaluations have definite provisions for performance criteria and follow-up at specified intervals and the evaluations: (i) align to initial or advanced standards pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7; and (ii) ensure continuous program improvement by using data to inform decisions that provide positive impact on candidates' professional growth and on program development. (4) The provider shall establish and administer the program and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies.		

ITEM 5

FUTURE AGENDA ITEMS