

**BOARD OF PUBLIC EDUCATION**  
**MEETING AGENDA**

NOVEMBER 8-9, 2007

CAPITAL HIGH SCHOOL  
LIBRARY CONFERENCE ROOM  
100 Valley Drive  
Helena, MT 59602

**November 8, 2007 - Thursday**  
**8:30 a.m.**

**CALL TO ORDER**

- a. Pledge of Allegiance
- b. Roll Call
- c. Statement of Public Participation
- d. Welcome Visitors
- e. Adopt Agenda

**PUBLIC COMMENT**

**CONSENT AGENDA**

- a. Items Pulled from Consent Agenda if Requested

**INFORMATION ITEMS**

❖ **REPORTS – Patty Myers (Items 1 – 2)**

**Item 1**

**CHAIRPERSON'S REPORT**

**KINDERGARTEN TO COLLEGE WORKGROUP**

**EDUCATION AND LOCAL GOVERNMENT INTERIM COMMITTEE**

**Patty Myers**

**Board of Public Education Appearances**

**Item 2**

**EXECUTIVE SECRETARY'S REPORT**

**Steve Meloy**

**ONLINE BPE AGENDA REPORT**

**Carol Will, BPE Administrative Assistant**

❖ **CSPAC LIAISON - Angela McLean (Item 3)**

**Item 3**

**CSPAC REPORT**

**Peter Donovan**

**NASDTEC 11<sup>th</sup> PROFESSIONAL PRACTICES INSTITUTE**

**Angela McLean and Peter Donovan**

❖ **REPORTS – Patty Myers (Items 4 – 7)**

**Item 4**

**STATE SUPERINTENDENT'S REPORT**

**INDIAN EDUCATION FOR ALL REPORT**

**State Superintendent Linda McCulloch**

- Item 5                    **COMMISSIONER OF HIGHER EDUCATION'S REPORT**  
Commissioner Sheila Stearns
  
- Item 6                    **GOVERNOR'S OFFICE REPORT**  
Jan Lombardi
  
- Item 7                    **STUDENT REPRESENTATIVE'S REPORT**  
Katie Wood
  
- ❖ **ACCREDITATION COMMITTEE – Storrs Bishop (Items 8 – 9)**
  
- Item 8                    **ONSITE VISIT TO SUMMIT PREPARATORY SCHOOL**  
Al McMilin
  
- Item 9                    **ROCKY MOUNTAIN COLLEGE PLAN FOR EDUCATION LEADERSHIP**  
**MASTERS PROGRAM**  
Linda Vrooman Peterson and Barbara Vail
  
- ❖ **GOVERNMENT AFFAIRS COMMITTEE – Dr. Kirk Miller (Items 10-11)**
  
- Item 10                  **NO CHILD LEFT BEHIND UPDATE**  
Nancy Coopersmith
  
- Item 11                  **MONTANA HIGH SCHOOL FOLLOW-UP REPORT – FIRST YEAR OF**  
**COLLEGE**  
Tyler Trevor, Associate Commissioner for Research, Technology &  
Communication
  
- ❖ **DISTANCE LEARNING TASK FORCE – Dr. Kirk Miller (Item 12)**
  
- Item 12                  **DISTANCE LEARNING TASK FORCE PHASE II**  
Bud Williams and Dr. Kirk Miller
  
- ❖ **QUALITY SCHOOLS/QUALITY EDUCATORS – Dr. Kirk Miller (Item 13)**
  
- Item 13                  **QUALITY EDUCATOR LOAN ASSISTANCE PROGRAM (SB 2)**  
Madalyn Quinlan
  
- ❖ **ASSESSMENT TASK FORCE – Sharon Carroll (Item 14)**
  
- Item 14                  **ASSESSMENT UPDATE**  
Judy Snow

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*November 9, 2007 – Friday*  
*8:30 a.m.*

**PUBLIC COMMENT**

**INFORMATION ITEM**

- ❖ **EXECUTIVE COMMITTEE – Patty Myers (Item 15)**

- Item 15                  **TEACHER-OF-THE-YEAR REPORT**

Gary Carmichael

*The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.*

**ACTION ITEMS**

❖ **ACCREDITATION COMMITTEE – Storrs Bishop (Item 16)**

Item 16                      **ALTERNATIVE STANDARDS REQUESTS**  
                                    **AI McMilin**

❖ **QUALITY SCHOOLS/QUALITY EDUCATORS – Dr. Kirk Miller (Item 17)**

Item 17                      **QUALITY EDUCATOR LOAN ASSISTANCE PROGRAM**  
                                    **Madalyn Quinlan**

**INFORMATION ITEM**

❖ **MSDB LIAISON – Patty Myers (Item 18)**

Item 18                      **MSDB COMMITTEE MEETING REPORT**  
                                    **Steve Gettel**

**PRELIMINARY AGENDA ITEMS BPE MEETING– January 3-4, 2008**

MACIE Update  
Youth Risk Behavior Survey Update  
Distance Learning Task Force Phase II  
Assessment Update  
NCLB Update  
5 YCEP Process Update  
Exiting Board Member – Last Meeting  
Transportation Report  
Report on Teacher Education Program  
Meeting with Council of Deans

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	CURR+PRIOR
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
61101 Regular	01100	8,880.44	24,388.59			25%	24,388.59
61301 Per Diem	01100	150.00	250.00				250.00
61401 FICA	01100	653.79	1,808.20				1,808.20
61402 Retirement - Other	01100	147.62	405.95				405.95
61403 Group Insurance	01100	1,058.30	2,645.75				2,645.75
61404 Workers Compensation Insur	01100	140.80	386.70				386.70
61410 State Unemployment Tax	01100	57.72	158.52				158.52
61411 Teachers Retirement	01100	642.28	1,763.18				1,763.18
TOTAL 61400 Employee Benefits		2,700.51	7,168.30				7,168.30
TOTAL 61000 Personal Services		11,730.95	31,806.89				31,806.89
62102 Consult & Prof Services	01100		3.50				3.50
62104 Insurance & Bonds	01100		337.00				337.00
62108 Legal Fees & Court Costs	01100	924.00	924.00				924.00
62113 Warrant Writing Services	01100	2.98	11.43				11.43
62114 Payroll Service Fees	01100		20.00				20.00
62148 SABHRS Administrative Costs	01100		493.00				493.00
62174 Data Network Serv/D Of A	01100	926.98	15.00				15.00
TOTAL 62100 Other Services			1,803.93				1,803.93
62210 Minor Tools, Instrum., & Equip	01100	44.25	132.75				132.75
62225 Books & Reference Materials	01100		55.00				55.00
62236 Ofc Supplies/Central Stores	01100		58.21				58.21
62241 Office Sup/Minor Equip-NonStat	01100		225.42				225.42
62280 Program Expense	01100	8.83	26.61				26.61
TOTAL 62200 Supplies & Materials		53.08	497.99				497.99
62304 Postage & Mailing	01100	24.22	155.41				155.41
62309 Advertising - Non Recruiting	01100		8.25				8.25
62370 Telephone Equip Chrg/D Of A	01100		82.00				82.00
62385 Long Distance Chrg/D Of A	01100		11.06				11.06
TOTAL 62300 Communications		24.22	256.72				256.72
62410 In-State Meals Overnight	01100	153.00	153.00				153.00
62412 Out-Of-State Commercial Trans	01100		560.60				560.60
62486 NonEmployInStateCommerc/Trans	01100		42.88-				42.88-
62489 Non-Employee In State Mileage	01100	1,259.14	2,710.32				2,710.32
62490 Non-Employee In State Meals	01100	324.00	649.00				649.00
62492 Non-Employee Out State Meals	01100		126.00				126.00
62493 Non-Employee Out State Lodging	01100		263.99				263.99
62497 Non-Employee In-State Lodging	01100	898.80	1,780.90				1,780.90
TOTAL 62400 Travel		2,634.94	6,200.93				6,200.93
62528 Rent-Non Dept of Admin	01100	1,406.25	1,406.25				1,406.25
62801 Dues	01100		10,174.50				10,174.50
62802 Subscriptions	01100		24.88				24.88
62809 Education/Training Costs	01100	199.00	199.00				199.00
62817 Meetings/Conference Costs	01100	199.00	695.00				695.00
TOTAL 62800 Other Expenses		199.00	11,093.38				11,093.38

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 25%
ACCOUNT						CURR+PRIOR
TOTAL	62000 Operating Expenses	5,244.47	21,259.20			21,259.20
TOTAL	FUND 01100 General Fund	16,975.42	53,066.09			53,066.09
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY	16,975.42	53,066.09			53,066.09
PART-B BUDGET REVENUE ACCOUNT SUMMARY	FUND	ESTIMATE	RECOGNIZED	BALANCE		
ACCOUNT	01100 2008	200.00		200.00		
512030 Accommodations Tax		200.00		200.00		
TOTAL FUND 01100 General Fund		200.00		200.00		
TOTAL PROGRAM 2008		200.00		200.00		
TOTAL PART-B BUDGET REVENUE ACCOUNT SUMMARY		200.00		200.00		

PART-B BUDGET EXPENSE ACCOUNT SUMMARY	FUND	PROG	PROG SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	%
ACCOUNT	01100	2008	235H1	137,521.00		31,806.89	23
61000 Personal Services			235H8	613.00		613.00	
61000 Personal Services			235H1	162.00		162.00	
61000 Personal Services			235H8	16.00		16.00	
61000 Personal Services			235H1	15,000.00		15,000.00	
TOTAL 61000 Personal Services				153,312.00		31,806.89	21
62000 Operating Expenses			235H1	71,460.00		21,259.20	30
TOTAL SUB-CLS 235H1 ADMINISTRATION				208,981.00		53,066.09	25
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)				613.00		613.00	
TOTAL FUND 01100 General Fund				209,594.00		53,066.09	25
TOTAL SUB-CLS 235H1 ADMINISTRATION				162.00		162.00	
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)				16.00		16.00	
TOTAL FUND 02122 Advisory Council				178.00		178.00	
TOTAL SUB-CLS 235H1 ADMINISTRATION				15,000.00		15,000.00	
TOTAL FUND 02219 Research Fund				15,000.00		15,000.00	
TOTAL PROGRAM 2008				224,772.00		53,066.09	24
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				224,772.00		53,066.09	24

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS	ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61101	PAY1584767	09/11/2007	000003	PPE	8/31/07 GR1 ON-CYCLE	4,440.22		
61101	PAY1589560	09/25/2007	000003	PPE	9/14/07 GS1 ON-CYCLE	4,440.22		
TOTAL	61101 Regular					8,880.44		
61301	ACC1587134	09/18/2007	000026	Per	Diem	150.00	00001802	STORRS BISHOP
61401	PAY1584767	09/11/2007	000005	PPE	8/31/07 GR1 ON-CYCLE	326.89		
61401	PAY1589560	09/25/2007	000005	PPE	9/14/07 GS1 ON-CYCLE	326.90		
TOTAL	61401 FICA					653.79		

ELAPSED TIME YTD: 25%

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
61402	PAY1584767	09/11/2007	000007	PPE 8/31/07 GR1 ON-CYCLE	73.81		
61402	PAY1589560	09/25/2007	000007	PPE 9/14/07 GS1 ON-CYCLE	73.81		
TOTAL	61402	Retirement - Other			147.62		
61403	PAY1584767	09/11/2007	000009	PPE 8/31/07 GR1 ON-CYCLE	529.15		
61403	PAY1589560	09/25/2007	000009	PPE 9/14/07 GS1 ON-CYCLE	529.15		
TOTAL	61403	Group Insurance			1,058.30		
61404	PAY1584767	09/11/2007	000011	PPE 8/31/07 GR1 ON-CYCLE	70.40		
61404	PAY1589560	09/25/2007	000011	PPE 9/14/07 GS1 ON-CYCLE	70.40		
TOTAL	61404	Workers Compensation Insur			140.80		
61410	PAY1584767	09/11/2007	000013	PPE 8/31/07 GR1 ON-CYCLE	28.86		
61410	PAY1589560	09/25/2007	000013	PPE 9/14/07 GS1 ON-CYCLE	28.86		
TOTAL	61410	State Unemployment Tax			57.72		
61411	PAY1584767	09/11/2007	000015	PPE 8/31/07 GR1 ON-CYCLE	321.14		
61411	PAY1589560	09/25/2007	000015	PPE 9/14/07 GS1 ON-CYCLE	321.14		
TOTAL	61411	Teachers Retirement			642.28		
62108	0001585012	09/11/2007	000001	Legal Fees & Court Costs	924.00		
62113	0001585007	09/11/2007	000001	Warrant Writing Services	2.98		
62210	ACC1588031	09/20/2007	000003	Cell Phone	44.25	00001813	VERIZON WIRELESS SERVICES LLC
62280	0001585886	09/13/2007	000004	Program Expense	8.83		
62304	ACC1587134	09/18/2007	000027	Meals, Mailing	24.22	00001810	CAROL WILL
62410	ACC1587134	09/18/2007	000028	Meals, Mailing	51.00	00001810	CAROL WILL
62410	ACC1587134	09/18/2007	000029	Meals	51.00	00001803	PETER DONOVAN
62410	ACC1587134	09/18/2007	000030	Meals	51.00	00001811	STEVE MELOY
TOTAL	62410	In-State Meals Overnight			153.00		
62489	ACC1587134	09/18/2007	000031	Mileage, Lodging, Meals	398.70	00001809	CAL GILBERT
62489	ACC1587134	09/18/2007	000032	Mileage, lodging, meals	46.56	00001802	STORRS BISHOP
62489	ACC1587134	09/18/2007	000033	Mileage, lodging, meals	201.78	00001804	KATIE WOOD
62489	ACC1587134	09/18/2007	000034	Mileage, Lodging, Meals	77.60	00001805	ANGELA MCLEAN
62489	ACC1587134	09/18/2007	000035	Mileage, Lodging, Meals	278.40	00001806	KIRK MILLER
62489	ACC1587134	09/18/2007	000036	Mileage, Lodging, Meals	256.10	00001807	SHARON CARROLL
TOTAL	62489	Non-Employee In State Mileage			1,259.14		
62490	ACC1587134	09/18/2007	000037	Lodging, Meals	51.00	00001808	PATTY MYERS
62490	ACC1587134	09/18/2007	000038	Mileage, Lodging, Meals	51.00	00001809	CAL GILBERT
62490	ACC1587134	09/18/2007	000039	Mileage, lodging, meals	51.00	00001802	STORRS BISHOP
62490	ACC1587134	09/18/2007	000040	Mileage, lodging, meals	40.00	00001804	KATIE WOOD
62490	ACC1587134	09/18/2007	000041	Mileage, Lodging, Meals	51.00	00001805	ANGELA MCLEAN
62490	ACC1587134	09/18/2007	000042	Mileage, Lodging, Meals	40.00	00001806	KIRK MILLER
62490	ACC1587134	09/18/2007	000043	Mileage, Lodging, Meals	40.00	00001807	SHARON CARROLL
TOTAL	62490	Non-Employee In State Meals			324.00		

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS  
 ELAPSED TIME YTD: 25%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62497	ACC1587134	09/18/2007	000044	Lodging, Meals	128.40	00001808	PATTY MYERS
62497	ACC1587134	09/18/2007	000045	Mileage, Lodging, Meals	128.40	00001809	CAL GILBERT
62497	ACC1587134	09/18/2007	000046	Mileage, lodging, meals	128.40	00001802	STORRS BISHOP
62497	ACC1587134	09/18/2007	000047	Mileage, lodging, meals	128.40	00001804	KATIE WOOD
62497	ACC1587134	09/18/2007	000048	Mileage, Lodging, Meals	128.40	00001805	ANGELA MCLEAN
62497	ACC1587134	09/18/2007	000049	Mileage, Lodging, Meals	128.40	00001806	KIRK MILLER
62497	ACC1587134	09/18/2007	000050	Mileage, Lodging, Meals	128.40	00001807	SHARON CARROLL
TOTAL	62497	Non-Employee	In-State	Lodging	898.80		
62528	0001582138	09/04/2007	000010	Rent-Non Dept of Admin	1,406.25		
62809	ACC1585286	09/12/2007	000005	Web Training	199.00	00001801	COMPUTER TRAINING CENTER

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS 16,975.42

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 25%	CURR+PRIOR
PART-A ACTUAL EXPENSE ACCOUNT SUMMARY							
61101 Regular	02122	6,280.78	18,566.48				18,566.48
61133 Termination Pay - Sick Leave	02122		146.97				146.97
61134 Termination Pay - Vacation	02122		168.17				168.17
61136 FSLA Comp Time Payout	02122		268.48				268.48
TOTAL 61100 Salaries		6,280.78	19,150.10				19,150.10
61301 Per Diem	02219		50.00				50.00
61401 FICA	02122	462.15	1,421.67				1,421.67
61402 Retirement - Other	02122	117.70	456.19				456.19
61403 Group Insurance	02122	1,169.70	2,924.25				2,924.25
61404 Workers Compensation Insur	02122	117.98	359.70				359.70
61410 State Unemployment Tax	02122	40.84	124.52				124.52
61411 Teachers Retirement	02122	436.34	1,199.41				1,199.41
TOTAL 61400 Employee Benefits		2,344.71	6,485.74				6,485.74
TOTAL 61000 Personal Services		8,625.49	25,685.84				25,685.84
62102 Consult & Prof Services	02219		3.50				3.50
62104 Insurance & Bonds	02219		337.00				337.00
62113 Warrant Writing Services	02219	2.98	11.42				11.42
62114 Payroll Service Fees	02219		20.00				20.00
62148 SABHRS Administrative Costs	02219		493.00				493.00
62174 Data Network Serv/D Of A	02219		15.00				15.00
TOTAL 62100 Other Services		2.98	879.92				879.92
62236 Ofc Supplies/Central Stores	02219		58.21				58.21
62241 Office Sup/Minor Equip-NonStat	02219	21.25	194.84				194.84
62249 Minor Software.	02219		29.00				29.00
62280 Program Expense	02219	8.83	26.60				26.60
TOTAL 62200 Supplies & Materials		30.08	308.65				308.65
62304 Postage & Mailing	02219		115.55				115.55
62309 Advertising - Non Recruiting	02219		8.25				8.25
62370 Telephone Equip Chrg/D Of A	02219		82.00				82.00
62385 Long Distance Chrg/D Of A	02219		9.46				9.46
TOTAL 62300 Communications			215.26				215.26
62404 In-State State Motor Pool	02219	70.04	70.04				70.04
62408 In-State Lodging	02219		162.62				162.62
62410 In-State Meals Overnight	02219		57.00				57.00
62417 Out-Of-State Meals	02219		130.00				130.00
62418 Out-Of-State Lodging	02219		655.76				655.76
62427 Commuter Allowance	02219		178.56				178.56
62485 NonEmployOutStateCommerc/Trans	02219		753.10				753.10
62489 Non-Employee In State Mileage	02219		774.06				774.06
62490 Non-Employee In State Meals	02219		150.00				150.00
62492 Non-Employee Out State Meals	02219		238.00				238.00
62493 Non-Employee Out State Lodging	02219		1,348.62				1,348.62
62497 Non-Employee In-State Lodging	02219		358.45				358.45
TOTAL 62400 Travel		70.04	4,876.21				4,876.21

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	CURR+PRIOR
						25%	
<b>PART-A ACTUAL EXPENSE ACCOUNT SUMMARY</b>							
62516 Meeting Rooms	02219		352.50				352.50
62528 Rent-Non Dept of Admin	02122			8,250.00	8,250.00		8,250.00
62528 Rent-Non Dept of Admin	02219	1,406.25	1,406.25	8,250.00	8,250.00		1,406.25
TOTAL 62528 Rent-Non Dept of Admin		1,406.25	1,406.25	8,250.00	8,250.00		9,656.25
TOTAL 62500 Rent		1,406.25	1,758.75	8,250.00	8,250.00		10,008.75
<b>PART-B BUDGET REVENUE ACCOUNT SUMMARY</b>							
62802 Subscriptions	02219		24.87				24.87
62809 Education/Training Costs	02219	199.00	199.00	8,250.00	8,250.00		199.00
62817 Meetings/Conference Costs	02219	315.00	660.00	8,250.00	8,250.00		660.00
TOTAL 62800 Other Expenses		514.00	883.87	8,250.00	8,250.00		883.87
TOTAL 62000 Operating Expenses		2,023.35	8,922.66	8,250.00	8,250.00		17,172.66
TOTAL FUND 02122 Advisory Council		8,625.49	25,635.84	8,250.00	8,250.00		33,885.84
TOTAL FUND 02219 Research Fund		2,023.35	8,972.66	8,250.00	8,250.00		8,972.66
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		10,648.84	34,608.50	8,250.00	8,250.00		42,858.50
<b>PART-B BUDGET REVENUE ACCOUNT SUMMARY</b>							
512030 Accommodations Tax	01100 2008		200.00				200.00
TOTAL FUND 01100 General Fund			200.00				200.00
TOTAL PROGRAM 2008			200.00				200.00
TOTAL PART-B BUDGET REVENUE ACCOUNT SUMMARY			200.00				200.00
<b>PART-B BUDGET EXPENSE ACCOUNT SUMMARY</b>							
62000 Operating Expenses	02122 2007 240H1		BUDGET	ENCUMBERED	EXPENDED	BALANCE	%
TOTAL SUB-CLS 240H1 ADVISORY COUNCIL					8,250.00	8,250.00-	
TOTAL FUND 02122 Advisory Council					8,250.00	8,250.00-	
TOTAL PROGRAM 2007					8,250.00	8,250.00-	
61000 Personal Services	01100 2008 240H3		3,000.00			3,000.00	
61000 Personal Services	02122 2008 240H1		99,514.00		25,635.84	73,878.16	26
61000 Personal Services	02122 2008 240H8		444.00			444.00	
61000 Personal Services	02219 2008 240H1		14,155.00		50.00	14,105.00	
TOTAL 61000 Personal Services			117,113.00		25,685.84	91,427.16	22
62000 Operating Expenses	02219 2008 240H1		45,845.00		8,922.66	36,922.34	19
TOTAL SUB-CLS 240H3 ADVISORY CNCL REIMB INC			3,000.00			3,000.00	
TOTAL FUND 01100 General Fund			3,000.00			3,000.00	
TOTAL SUB-CLS 240H1 ADVISORY COUNCIL			99,514.00		25,635.84	73,878.16	26
TOTAL SUB-CLS 240H8 .6 DISCRETIONARY ALLOC (BIEN)			444.00			444.00	
TOTAL FUND 02122 Advisory Council			99,958.00		25,635.84	74,322.16	26
TOTAL SUB-CLS 240H1 ADVISORY COUNCIL			60,000.00		8,972.66	51,027.34	15

PART-B BUDGET EXPENSE ACCOUNT SUMMARY  
 ACCOUNT TOTAL FUND 02219 Research Fund FUND PROG SUB-CLS BUDGET EXPENDED ELAPSED TIME YTD: 25%  
 TOTAL PROGRAM 2008 162,958.00 60,000.00 8,972.66 BALANCE  
 TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY 162,958.00 42,858.50 120,099.50 51,027.34 15

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS							
61101	PAY1584767	09/11/2007	000004	PPE 8/31/07 GR1 ON-CYCLE	116.57		
61101	PAY1584768	09/11/2007	000002	PPE 8/31/07 GR1 ON-CYCLE	3,023.82		
61101	PAY1589560	09/25/2007	000004	PPE 9/14/07 GS1 ON-CYCLE	116.57		
61101	PAY1589561	09/25/2007	000002	PPE 9/14/07 GS1 ON-CYCLE	3,023.82		
TOTAL	61101	Regular			6,280.78		
61401	PAY1584767	09/11/2007	000006	PPE 8/31/07 GR1 ON-CYCLE	8.42		
61401	PAY1584768	09/11/2007	000003	PPE 8/31/07 GR1 ON-CYCLE	222.66		
61401	PAY1589560	09/25/2007	000006	PPE 9/14/07 GS1 ON-CYCLE	8.42		
61401	PAY1589561	09/25/2007	000003	PPE 9/14/07 GS1 ON-CYCLE	222.65		
TOTAL	61401	FICA			462.15		
61402	PAY1584767	09/11/2007	000008	PPE 8/31/07 GR1 ON-CYCLE	8.20		
61402	PAY1584768	09/11/2007	000004	PPE 8/31/07 GR1 ON-CYCLE	50.65		
61402	PAY1589560	09/25/2007	000008	PPE 9/14/07 GS1 ON-CYCLE	8.20		
61402	PAY1589561	09/25/2007	000004	PPE 9/14/07 GS1 ON-CYCLE	50.65		
TOTAL	61402	Retirement - Other			117.70		
61403	PAY1584767	09/11/2007	000010	PPE 8/31/07 GR1 ON-CYCLE	27.85		
61403	PAY1584768	09/11/2007	000005	PPE 8/31/07 GR1 ON-CYCLE	557.00		
61403	PAY1589560	09/25/2007	000010	PPE 9/14/07 GS1 ON-CYCLE	27.85		
61403	PAY1589561	09/25/2007	000005	PPE 9/14/07 GS1 ON-CYCLE	557.00		
TOTAL	61403	Group Insurance			1,169.70		
61404	PAY1584767	09/11/2007	000012	PPE 8/31/07 GR1 ON-CYCLE	2.19		
61404	PAY1584768	09/11/2007	000006	PPE 8/31/07 GR1 ON-CYCLE	56.80		
61404	PAY1589560	09/25/2007	000012	PPE 9/14/07 GS1 ON-CYCLE	2.19		
61404	PAY1589561	09/25/2007	000006	PPE 9/14/07 GS1 ON-CYCLE	56.80		
TOTAL	61404	Workers Compensation Insur			117.98		
61410	PAY1584767	09/11/2007	000014	PPE 8/31/07 GR1 ON-CYCLE	0.76		
61410	PAY1584768	09/11/2007	000007	PPE 8/31/07 GR1 ON-CYCLE	19.66		
61410	PAY1589560	09/25/2007	000014	PPE 9/14/07 GS1 ON-CYCLE	0.76		
61410	PAY1589561	09/25/2007	000007	PPE 9/14/07 GS1 ON-CYCLE	19.66		
TOTAL	61410	State Unemployment Tax			40.84		
61411	PAY1584768	09/11/2007	000008	PPE 8/31/07 GR1 ON-CYCLE	218.17		
61411	PAY1589561	09/25/2007	000008	PPE 9/14/07 GS1 ON-CYCLE	218.17		
TOTAL	61411	Teachers Retirement			436.34		
62113	0001585007	09/11/2007	000002	Warrant Writing Services	2.98		
62241	ACC1585286	09/12/2007	000004	Engraving	21.25	00001800	HELENA STAMP WORKS & ENGRAVING LLC

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME YTD
62280	0001585886	09/13/2007	000005	Program Expense	8.83			25%
62404	0001581137	09/01/2007	000001	In-State State Motor Pool	70.04			
62528	0001582138	09/04/2007	000011	Rent-Non Dept of Admin	1,406.25			
62528	0001583134	09/06/2007	000008	Rent-Non Dept of Admin	8,250.00			
TOTAL	62528			Rent-Non Dept of Admin	9,656.25			
62809	ACC1585286	09/12/2007	000006	Web Training	199.00	00001801	COMPUTER TRAINING CENTER	
62817	ACC1588031	09/20/2007	000004	Conference Fee	315.00	00001812	NATIONAL ASSOCIATION OF STATE DIRECTORS	
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				18,898.84			

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:
62241	Office Sup/Minor Equip-NonStat				210.47	25 1/2
TOTAL	FUND 02219 Research Fund				210.47	CURR+PRIOR
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY				210.47	210.47

ACCOUNT	FUND	PROG SUB-CLS	BUDGET	ENCUMBERED	EXPENDED	BALANCE
62000	Operating Expenses	02219 2007 240H1			210.47	210.47-
TOTAL	SUB-CLS 240H1 ADVISORY COUNCIL				210.47	210.47-
TOTAL	FUND 02219 Research Fund				210.47	210.47-

TOTAL PROGRAM 2007 FY 2007 Chapter 57 meeting Invoice paid after FYE  
 TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY 210.47

**BOARD OF PUBLIC EDUCATION**  
**MEETING MINUTES**

**SEPTEMBER 13-14, 2007**

**ALLEN ROWLAND COMPLEX  
103 BOUNDARY  
LAME DEER, MT**

**September 13, 2007 - Thursday**  
**1:30 p.m.**

**CALL TO ORDER**

Chairperson Patty Myers called the meeting to order at 2:30 p.m. on Thursday, September 13, 2007. Ms. Katie Wood led the Board in the Pledge of Allegiance. Ms. Carol Will took roll call; a quorum was noted. Ms. Patty Myers announced that Board Member Mr. John Fuller would not be in attendance due to unforeseen circumstances. In addition, Ms. Patty Myers noted under the Government Affairs Committee an action item would be conducted as Item 12a: BPE Position on Reauthorization of ESEA. Mr. Steve Meloy noted that Ms. Kris Wilkinson, Legislative Fiscal Division, would address the monitoring process for the 2009 Interim Guidelines under Item 2: Executive Secretary's Report.

Those in attendance at the meeting included the following Board members: Chairperson Ms. Patty Myers, Vice Chairperson Ms. Angela McLean, Mr. Storrs Bishop, Mr. Cal Gilbert, Ms. Sharon Carroll, Dr. Kirk Miller, and Ms. Katie Wood. Staff present at the meeting included: Mr. Steve Meloy, Executive Secretary of the Board of Public Education; Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Ex-officio Board Member Ms. Linda McCulloch, State Superintendent, was present. Ms. Anna Green represented ex-officio Board Member Governor Brian Schweitzer. Visitors in attendance at the meeting included: Mr. Williams Walksalong, MTSBA's Director, Representing the Indian School Boards Caucus from Lame Deer; Mr. Eric Feaver, MEA-MFT; Dr. Linda Vrooman Peterson, OPI; Ms. Rene Dubay, OCHE; Ms. Nancy Coopersmith, OPI; Mr. Bud Williams, OPI; Ms. Kris Wilkinson, LFD; and Mr. Gary Hopkins, Lame Deer Public Schools.

**GREETING**

Mr. William Walksalong, MTSBA's Director, representing the Indian School Boards Caucus from Lame Deer, welcomed the Montana Board of Public Education to the Cheyenne Nation. The Allen Rowland Complex was named after one of the Cheyenne Nation's Tribal Presidents who served for four terms. The project was funded through the Coal Board. Mr. Walksalong stressed that through lobbying and hard work the Lame Deer High School was established in 1995. Time and money have changed the culture of his people. Lame Deer produces students who are capable of competing in higher education institutions. Religion is still the foundation of the Cheyenne Nation's community and the way in which they raise their children. In conclusion, Mr. Walksalong cautioned the Board that the decisions that they make could benefit or harm his people. He advised the Board to make governing decisions as if the whole world could see their thoughts and this will reflect superior leadership.

**CONSENT AGENDA**

Ms. Patty Myers pulled the July 12-13, 2007 Board of Public Education meeting minutes for an amendment. Ms. Patty Myers noted that the 5<sup>th</sup> bullet under Item 6, Governor's Office Report, should read: "Partnering with the National Caucus of Native American State Legislators. Senator Carol Juneau is the chair. A focus is to address the American Indian achievement gap."

**MOTION: Ms. Angela McLean moved to adopt the consent agenda as amended. Mr. Storrs Bishop seconded. Motion passed unanimously. Mr. John Fuller was absent for the vote.**

*Items are presented in the order in which they appeared.*

## INFORMATION ITEMS

### Item 1 CHAIRPERSON'S REPORT- Patty Myers

- BPE will keep a calendar of meetings that indicates who will be attending
- NASBE Annual meeting and proposed changes in NASBE bylaws
- Graduates Act
- Miller-McKeon draft proposal for reauthorization of ESEA
- Electronic Board agendas

### Board Member Appearances:

#### Storrs Bishop

- August 24 – 25, 2007 MTSBA Delegate Assembly

#### Sharon Carroll

- July 21 – 22, 2007 NASBE New Member Institute-Alexandria, VA

#### Kirk Miller

- July 31, 2007 Distance Learning Task Force Phase II (DLTF Phase II) Leadership Group Organizational Meeting
- August 30, 2007 DLTF Phase II Leadership Group Conference Call

## PUBLIC COMMENT

Mr. Eric Feaver was disappointed with the fact that the Board of Education materials were only made available to the Board of Education members prior to their attendance. He referred to the four adopted priorities by the Board of Education as nothing new to education. Mr. Eric Feaver believed that task 3 on the letter dated September 13, 2007 by Erin Williams, Workgroup Chair should call dual enrollment "concurrent enrollment" instead, and that secondary institutions should be included in the Board of Public Education's policy on "concurrent enrollment". Therefore, task three would read, according to Mr. Eric Feaver's recommendation: "Adopt an overarching concurrent dual enrollment policy statewide, establishing methods for developing, implementing and monitoring concurrent dual enrollment in Montana's secondary and postsecondary institutions." Web pages were distributed from the National Alliance of Concurrent Enrollment Partnerships notifying the Board of the conference titled, "Solving the Concurrent Enrollment Puzzle" to be held in Salt Lake City, Utah on October 27-29, 2007. Mr. Eric Feaver distributed an e-mail and a letter that was mailed to U.S. Senators Max Baucus, Jon Tester, and Congressman Denny Rehberg that states, "MEA-MFT believes that this draft legislation [Miller-McKeon draft proposal] represents an unacceptable starting point for reauthorization of the Elementary and Secondary Education Act of 1965. We ask that you oppose this draft legislation and hold off on other similar reauthorization attempts until after the 2008 elections." It was Mr. Eric Feaver's request that the Montana Board of Public Education submit a similar statement of opposition. In conclusion, Mr. Eric Feaver invited those at the Board of Public Education to attend the 2007 MEA-MFT Educators' Conference in Belgrade, Montana on October 18-19, 2007.

### Item 2 EXECUTIVE SECRETARY'S REPORT – Steve Meloy

Some points of interest that Mr. Steve Meloy addressed in his report were:

- Met with Governor's Chief of Staff regarding the past legislative session and began to work on identifying legislation for the next biennium
- Worked with the Office of Public Instruction's new attorney, Ms. Kathleen Magone, to review and revise the way license disciplines are brought before the Board of Public Education

- Continued with the work of the three revocations presented to the Board of Public Education at the July 2007 meeting
- Review of Chapter 57
- Worked on Quality Educator Loan Assistance Program from Senate Bill 2
- Created science and communication arts panels for the MEA-MFT 2007 Educator's Conference
- Addressed continued apprehension in regard to the impacts that the distance learning rule has on Montana's school districts

### **KINDERGARTEN TO COLLEGE WORKGROUP**

Mr. Steve Meloy provided the four priorities of the K – College Workgroup in the Board of Public Education's agenda packet to keep the Board informed. The priorities are:

1. Implement a single system for educational data that links all education data systems from pre-kindergarten through higher education.
2. Require essential core courses for all high school students. These include: Four credits of English; four credits of mathematics; three credits of lab-based, college-preparatory science courses; and three credits in college-preparatory social studies.
3. Set reasonable-but-ambitious annual targets toward meeting the 100 percent graduation goal and provide incentives to schools for meeting them.
4. Adopt an overarching dual enrollment policy statewide, establishing methods for developing, implementing and monitoring dual enrollment in Montana's postsecondary institutions.

Mr. Steve Meloy expressed his concern that the Board of Public Education wasn't in a position to adopt these priorities at this time. He was pleased that the action of the Board of Education was only to accept, and not necessarily to approve the content of the document that was presented by Regent Janine Pease, Vice Chair for the Kindergarten to College Workgroup.

### **DISTANCE LEARNING TASK FORCE PHASE II**

The Distance Learning Task Force will reconvene to move into phase II of this issue. The same members agreed to continue with the work with the following changes: Mr. Jules Waber will replace Ms. Claudette Morton, Mr. Darrell Rud will participate as an active voting member, and Mr. Dick Clark will act as a substitute for Ms. Jan Lombardi when she is unable to attend. Mr. Steve Meloy presented the October 25, 2007 Distance Learning Task Force Phase II agenda. It included the following timeline: October 25, 2007, Helena, 1:00 p.m. – 4:00 p.m.; November 20, 2007, Helena, 10:00 a.m. – 5:00 p.m.; January 15, 2008, Helena, 10:00 a.m. – 5:00 p.m.; and February 2008, Helena, TBD, 10:00 a.m. – 5:00 p.m. The three subgroups of the task force will address: 1) Teacher Qualifications/Dual Credit; 2) Flexibility/Quality/Supplement vs. Supplant; and 3) Fiscal Issues.

### **LEGISLATIVE FISCAL DIVISION MONITORING**

Ms. Kris Wilkinson, LFD, presented the following documents to the Board of Public Education: Legislative Fiscal Division Monitoring: Simple, Useful, Common Sense, Plain Language, Minimal Paper; From Process to Practice: Utilizing Critical Analysis Results; Board of Public Education's Goals and Measurable Objectives; and Draft Performance Measurement Project. First, agencies were required to present information in a standard format, which included agency/program goals and objectives. Second, most expansions of government were required to provide a standardized set of performance information. Now, during the interim, is the time to monitor progress toward goals and outcomes. Agencies have the responsibility to monitor all activities, and should be able to provide performance information beyond what the Legislative Fiscal Committee is monitoring in the interim. This project requires a data collection process and a reporting function. Data from the template or expanded proposals will be used to populate the report. Agencies will provide updated information at least three times in the interim. The dates are: Mail out reports on selected goals and new proposals completed by LFD; October 4, 2007 LFD Workgroup Training; October 9, 2007 LFC Workgroup Training; and October 22 – October 31, 2007 Create Interim Reporting Schedule. Senator Trudi Schmidt and Senator David Wanzonried are monitoring the goals and measures of the Board of Public Education. Discussion ensued about the Board's goals, how they can be measured, and the value of the accountability process.

### **Item 3 CSPAC REPORT - Peter Donovan**

Mr. Peter Donovan provided the Board with the NASDTEC July 2007 Communicator that reviews NASDTEC's goals and objectives. Included in the report was information on the 11<sup>th</sup> Annual Professional Practices Institute: Navigating the Changing Landscape of Professional Practices in Orlando, Florida on October 17-19, 2007. Mr. Peter Donovan also addressed the Principles for National Accreditation in Educator Preparation. They are: 1) Accreditation improves the quality of education; 2) Accreditation is based on evidence of effectiveness; 3) Accreditation reflects consensus on best practices; and 4) Accreditation process is transparent and accountable to the profession and the public. The September 10, 2007 agenda from the Forum on the Context for Accreditation titled "Ensuring P-12 Student Access to Highly Qualified Teachers" was provided. In addition, Mr. Peter Donovan provided the fact sheet from the American Association of Colleges for Teacher Education that addresses parents' complaints on the definition of a highly qualified teacher. Ms. Angela McLean asked Mr. Peter Donovan to address the direction that CSPAC is moving in regard to mentoring.

### **Item 4 STATE SUPERINTENDENT'S REPORT - State Superintendent Linda McCulloch**

Some activities listed by State Superintendent Linda McCulloch for the Summer of 2007:

- Hosted Full-time Kindergarten Conference in Helena at Carroll College
- Participated in conference calls regarding the reauthorization of ESEA
- Made an education presentation to the Education and Local Government Interim Committee
- Addressed the School Administrators of Montana's New Leaders Conference

Included in State Superintendent Linda McCulloch's report were the following:

- 2007 adequate yearly progress reports was released on September 6, 2007
- Electronic Grants Management System (E-Grants)
- TJ Eyer was selected as the Administrator for the Division of Career, Technical and Adult Education for OPI
- Achievement in Montana (AIM)
- Kathleen Magone hired as Chief Legal Counsel at OPI
- New funds for gifted and talented education programs
- Effectiveness reports
- 2007 Youth Risk Behavior Survey (YRBS)
- October 1, 2007, fall enrollment count
- Capitol Christmas Tree 2008 Christmas ornament drive
- Summary of legislation related to K-12 education document

### **SUPERINTENDENT'S GOALS**

- Reading, K-12
- Indian Education
  - American Indian Dropout Prevention
  - Closing the Achievement Gap
  - Indian Education for All – Implement MCA 20-1-501
- School Funding, K-12
  - 2009 Legislative Session
- President Bush's No Child Left Behind Law
  - "Montanaizing"
- Reauthorization of the Elementary and Secondary Education Act (ESEA)
  - Montana Information to Congress and U.S. Senate
- Communications to Schools
  - OPI Webpage – content and design
  - Official E-mail
  - Vision Net
- Services and Resources to Schools

- Yellow School Bus Tour
- Legislative Agenda
  - 2009 Session – Budget and Legislation
- MontSASE (Montana State Accountability System for Education)
  - AIM (Achievement in Montana)
  - E-Grant System
- High School Reform
  - What works for Montana schools
- Increase College Preparatory/Rigorous Core for College Bound Students

### **INDIAN EDUCATION FOR ALL REPORT**

State Superintendent Linda McCulloch stated there will be a revised Funding Spectrum Guide available on OPI's web site that provides guidance on both the use of the Indian Education for All funding and the Indian student achievement funding. Numerous resources were mailed to each public school library over the course of the 2006-2007 school year and early summer. Each school will start the 2007-08 school year with a common set of high quality materials to assist teachers in their classroom implementation of Indian Education for All. Also included in this report was the draft agenda for Closing the Achievement Gap for American Indian/Alaska Native Students – An Educational Summit for State Lawmakers and Education Policy Makers, to be held in Helena, MT on September 28-29, 2007.

### **MACIE NOMINATION (Action Item)**

State Superintendent Linda McCulloch recommended Ms. Jennifer Flat Lip to serve as the Crow Tribe-Apsalooke Nation Representative on the Montana Advisory Council on Indian Education (MACIE).

**MOTION: Ms. Angela McLean moved to accept the nomination of Ms. Jennifer Flat Lip to serve on the Montana Advisory Council on Indian Education (MACIE). Dr. Kirk Miller seconded. Motion carried unanimously. Mr. John Fuller was absent for the vote.**

### **Item 5 COMMISSIONER OF HIGHER EDUCATION'S REPORT - Commissioner Sheila Stearns**

Commissioner Sheila Stearns was not present for this report, but Mr. Steve Meloy distributed a memo on admissions, placement, and remediation policies to the Board. Included in this report were:

- A two-page summary with background information and the highlights of each policy;
- An overview of admissions policies, including the proposed revision to the Mathematics Proficiency Admissions Standard; and
- A copy of each of the three policy drafts:
  - Composition Placement (proposed number 301.17);
  - Revision to the existing Mathematics Proficiency Admissions Standard (301.15); and
  - Remedial Education.

The Academic and Student Affairs Committee was scheduled to consider three policies as information items on September 19, 2007 Board of Regents' meeting in Billings. The Board of Regents anticipate that these policies will become action items for their November meeting.

### **Item 6 GOVERNOR'S OFFICE REPORT - Jan Lombardi**

Ms. Anna Green stated that Governor Schweitzer relayed his report at the Board of Education meeting that occurred in the morning.

### **Item 7 STUDENT REPRESENTATIVE'S REPORT - Katie Wood**

Ms. Katie Wood attended the National Association of Student Councils (NASC) Conference in Overland Park, Kansas in June 2007. October 22-24, 2007, Ms. Katie Wood will be attending the Montana Association of Student Councils Conference in Glasgow, MT. She included some sample questions for the MASC survey for the Board to review.

### **Item 8 ACCREDITATION RESPONSE OPTIONS - Linda Vrooman Peterson**

The State Superintendent of Public Instruction provides annual recommendations to the Board of Public

Education for accreditation status determinations for all Montana accredited schools. The continuing concern is: How does the Office of Public Instruction's accreditation staff address continuing deviations fairly, consistently and with intentions toward continuous education improvement? The State Superintendent presented to the Board for discussion the outline of the process the Office of Public Instruction will use to address ongoing accreditation deviations. The following documents were included for the Board to review: Accreditation response options for continuing deviations; annual accreditation process calendar; regular status criteria; advice status criteria; deficiency with assistance status criteria; and non-accredited status criteria.

**Item 9 PROPOSAL BY ROCKY MOUNTAIN COLLEGE TO ADD A MASTER OF EDUCATIONAL LEADERSHIP PROGRAM - Linda Vrooman Peterson**

This presentation informed the Board of Public Education of an initial proposal to develop a Master of Educational Leadership program in the Professional Education Unit at Rocky Mountain College in Billings,

MT. Included was a letter from the Rocky Mountain College Board Executive Committee describing its plan to develop, subject to faculty approval, the Master in Educational Leadership program. Pursuant to Administrative Rules of Montana (ARM) 10.58.801 and 10.58.802, Rocky Mountain College will provide further details of the Master of Educational Leadership program at a future Board meeting.

**Item 10 NO CHILD LEFT BEHIND REPORT - Nancy Coopersmith**

This presentation included information concerning the approval by the U.S. Department of Education of amendments to the Montana Accountability Workbook; correspondence from the U.S. Secretary of Education that includes highly qualified teacher data reported by states; plans concerning monitoring of Montana federal programs by the U.S. Department of Education; and Adequate Yearly Progress status of Montana schools and districts. Mr. Eric Feaver addressed his concern that highly qualified licensed teachers in the state of Montana are required to teach in their core areas; however, if university professors, part-time university professors, and adjunct faculty who are not licensed to teach K-12 in the state of Montana are allowed to teach through dual enrollment, how might this impact Montana reporting to the U.S. Department of Education in regard to NCLB? State Superintendent Linda McCulloch acknowledged that this issue has been raised before higher education and she is assured that the Board of Regents would not want to jeopardize K-12 funding.

**Item 11 QUALITY EDUCATOR LOAN ASSISTANCE PROGRAM (SB 2) - Nancy Coopersmith**

Senate Bill 2, approved during the Special Session of the 60<sup>th</sup> Montana Legislature, contains provisions for a quality educator loan assistance program. This presentation included information about the responsibilities of the Board of Public Education and the Office of Public Instruction in the implementation of this program. In addition, information was presented about the process to develop data for the program and about the expected schedule for completion of a recommendation to Superintendent Linda McCulloch and the Board of Public Education. Section 5 of Senate Bill 2 states that "(1) A quality educator shall submit an application for loan repayment assistance to the board of regents in accordance with policies and procedures adopted by the board of regents. The application must include official verification or proof of the applicant's total unpaid accumulated educational loan debt and other documentation required by the board of regents that is necessary for verification of the applicant's eligibility. (2) A quality educator is eligible for loan repayment assistance for up to a maximum of 4 years. The total annual loan repayment assistance for an eligible quality educator may not exceed \$3,000. The board of regents may require an eligible quality educator to provide documentation that the quality educator has exhausted repayment assistance from other federal, state, or local loan forgiveness, discharge, or repayment incentive programs." The Board of Regents, the Board of Public Education, and the Office of Public Instruction will continue to work collaboratively to determine those who qualify for the quality educator loan assistance program. Discussion ensued how the teachers and school districts will be notified. It was suggested that a press release be sent once the details have been established.

***September 14, 2007 – Friday  
8:30 a.m.***

## PUBLIC COMMENT

The 2007 Resolutions that were passed at the Montana Indian Education Association's Annual Conference in April were distributed. The resolutions are pertinent to Indian Education issues in the state of Montana and it is MIEA's hope that the Board of Public Education will give them consideration in its work in education in Montana.

The Board of Public Education discussed the memo and the documents that were included in the Commissioner of Higher Education's Report from Item 5 that was distributed at the Board of Public Education's meeting on Thursday, September 13, 2007. State Superintendent Linda McCulloch questioned why this report states that such a high percentage of Montana high school students need to take remedial classes in college, which is not reflective of the fact that Montana high school students have some of the highest ACT scores in the nation. The Board felt that Ms. Sharon Carroll should attend the Board of Regent's meeting in Billings on September 19, 2007 to express her personal experiences and concerns as a Board of Public Education member.

***The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.***

## ACTION ITEMS

### **Item 12a BPE POSITION ON REAUTHORIZATION OF ESEA – Kirk Miller**

The Board of Public Education reviewed the letter that State Superintendent Linda McCulloch wrote on September 5, 2007 to the U.S. House of Representatives Committee on Education and Labor that stated four major ways the Elementary and Secondary Education Act (ESEA) has failed. A summary of the four major flaws are:

1. Improving educational systems relies on providing stronger supports for schools while simultaneously increasing accountability.
2. No Child Left Behind (NCLB) accountabilities were crafted without a broad array of schools in mind, the law was bound to misidentify schools – labeling schools performing well as ailing.
3. The NCLB definition of success was rhetorically powerful, but practically impossible for schools to attain.
4. NCLB overextended the reach of the federal government into affairs more appropriately managed by states and communities.

In addition, the Government Affairs Committee extensively reviewed the Miller-McKoen draft proposal for reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). Dr. Kirk Miller recommended that the Board of Public Education create a position on the reauthorization of the ESEA that goes to the U.S. Congress. This stance should be written by Mr. Steve Meloy and those involved at the Office of Public Instruction and reviewed by the Government Affairs Committee for final approval.

**MOTION: Dr. Kirk Miller moved that the Montana Board of Public Education create a position statement on the reauthorization of Elementary and Secondary Education Act (ESEA) to be written cooperatively by the Board of Public Education's Executive Secretary along with the Office of Public Instruction. The position statement will be reviewed by the Government Affairs Committee for final approval. Ms. Angela McLean seconded. Motion carried unanimously. Mr. John Fuller was absent for the vote.**

### **Item 12 ELECTION OF BOARD OFFICERS - Steve Meloy**

Ms. Patty Myers passed the chairmanship to Mr. Steve Meloy, Executive Secretary for the Board of Public Education. Mr. Steve Meloy opened the floor for nominations for the chair of the Board of Public Education. Ms. Angela McLean nominated Ms. Patty Myers for the chair position. No other nominations were made.

**MOTION: Ms. Angela McLean moved to nominate Ms. Patty Myers for the chairperson for**

**the Board of Public Education. Dr. Kirk Miller seconded. Motion carried unanimously. Mr. John Fuller was absent for the vote.**

Ms. Patty Myers resumed the chairmanship of the Board. Ms. Patty Myers opened the floor for nominations for the vice-chair of the Board of Public Education. Ms. Sharon Carroll nominated Ms. Angela McLean for the vice-chair position. No other nominations were made.

**MOTION: Ms. Sharon Carroll moved to nominate Ms. Angela McLean for the vice-chairperson for the Board of Public Education. Mr. Storrs Bishop seconded. Motion carried unanimously. Mr. John Fuller was absent for the vote.**

**Item 13 COMMITTEE APPOINTMENTS - Patty Myers**

Ms. Patty Myers addressed the need to update the 2007-2008 Committee Assignments to reflect Ms. Katie Wood in lieu of Ms. Jenny Tiskus under the Accreditation Committee and Legislative Committee. The Board members agreed to continue in their current assignments.

**MOTION: Ms. Angela McLean moved to adopt the 2007-2008 Board of Public Education's Committee Assignments with the amendment of replacing Ms. Jenny Tiskus with Ms. Katie Wood under the Accreditation Committee and the Legislative Committee. Mr. Storrs Bishop seconded. Motion carried unanimously. Mr. John Fuller was absent for the vote.**

**Item 14 SET ANNUAL AGENDA CALENDARS - Patty Myers**

State Superintendent Linda McCulloch requested approval from the Board of Public Education to have some freedom with the proposed Office of Public Instruction's items for Board meetings that occur outside of Helena to save travel expenses. The Board agreed to some flexibility through open communication.

**MOTION: Ms. Sharon Carroll moved to accept the proposed Board of Public Education's Annual Agenda Calendars for September 2007 – November 2008 and September 2008- November 2009. Mr. Cal Gilbert seconded. Motion carried unanimously. Mr. John Fuller was absent for the vote.**

**Item 15 BPE BYLAWS - Patty Myers**

Ms. Patty Myers reviewed the proposed amendments to the Board of Public Education bylaws. Ms. Patty Myers offered the following amendments to the proposal:

- Under Article VIII. Committees it states, "The committee shall meet at the school on a regular basis, not less than ~~eight~~ six times annually." The Board of Public Education meets six times annually with two Board of Education meetings.
- Under Article X. Order of Business the regular order of business shall be listed as follows:
  1. Call to Order
  2. Roll Call
  3. Statement of Public Participation
  4. ~~Approval of the minutes of the preceding meeting~~ Consent Agenda Agenda Adoption
  5. Agenda Adoption Consent Agenda
  6. Agenda Items Pulled from Consent Agenda
  7. Items Pulled from Consent Agenda Agenda
  8. Date and Place of Next Meeting
  9. Adjournment

**MOTION: Ms. Angela McLean moved to accept the amended Board of Public Education bylaws. Dr. Kirk Miller seconded. Motion carried unanimously. Mr. John Fuller was absent for the vote.**

## **INFORMATION ITEM**

### **Item 16 MSDB COMMITTEE MEETING REPORT - Steve Gettel**

Ms. Patty Myers presented the MSDB report on behalf of Mr. Steve Gettel. The following items were addressed in the report:

1. Student Enrollment/Evaluation
2. Human Resources
  - Personnel actions
  - Update on negotiations with MEA-MFT and UFCW
3. School Improvement
  - Update on SIP activities
  - Framework for strategic planning process
  - Strategies for increasing educational opportunities for students served in the LEAs
4. Professional Development Activities
  - Update on in-service training
  - Fall conferences
5. MSDB Foundation Activities
  - Update on activities
6. Conferences, Meetings, and Contacts
7. Finance and Facilities
  - Update on budget and maintenance projects
8. School Calendar of Events
9. Student News and School Events

**MOTION: Dr. Kirk Miller moved to adjourn the Board of Public Education meeting. Ms. Angela McLean seconded. Motion carried unanimously. Mr. John Fuller was absent for the vote.**

**10:00 a.m. Adjourned**

### **PRELIMINARY AGENDA ITEMS BPE MEETING– NOVEMBER 8-9, 2007**

Assessment Update

NCLB Update

Alternative Standards Request

MACIE Annual Report

Youth Risk Behavior Survey Update

Quality Educator Loan Assistance Program (Action)

Distance Learning Task Force Phase II

Teacher of the Year – Gary Carmichael – Friday, November 9, 2007



# Board of Public Education

PO Box 200601  
Helena, Montana 59620-0601  
(406) 444-6576  
www.bpe.mt.gov

September 25, 2007

## BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

Angela McLean – Vice Chair  
Anaconda

Kirk Miller, Ed.D.  
Bozeman

Storrs Bishop  
Ennis

John Fuller  
Whitefish

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Katie Wood, Student Rep.  
Laurel

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Linda McCulloch,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

The Honorable Jon Tester  
United States Senate  
204 Russell Senate Office Building  
Washington, DC 20515

Dear Senator Tester:

On behalf of the Montana Board of Public Education please find this letter as one expressing great concern over the proposed reauthorization of the Elementary and Secondary Education Act (ESEA) released recently. The current legislation extends the most far reaching piece of federal education legislation ever written to a higher and more prescriptive level. Specifically, the requirement of 100 percent proficiency by 2013 – 2014 assumes that all students, regardless of their individual abilities to learn, will meet the same threshold simultaneously.

Currently No Child Left Behind's sharp focus on accountability is not accompanied by resource support for schools or school districts. Sole emphasis on testing places in a subservient mode other indicators of student achievement. In addition, a federal one-size-fits-all approach to education policy fails to recognize a state such as Montana with a large number of schools, and school districts with small student populations. No Child Left Behind's failure to recognize and appreciate the strong influence of poverty and special education has caused many healthy schools in our communities to be viewed as failing.

In Montana the Board of Public Education has been charged by Montana's constitutional law with providing general supervision of its K-12 educational system. No Child Left Behind in the proposed version will impede the ability of the Board of Public Education and local school boards their lawful duty to oversee a quality educational system for all of Montana's students.

In conclusion, No Child Left Behind is attached to federal resources which make up only 10 percent of overall education spending in Montana, but yet impacts 100 percent of all that we do because of its prescriptive policy. The Board has struggled with the current version, finds the proposed

legislation unacceptable, and encourages the U.S. Congress to oppose this draft legislation and begin anew after the 2008 elections.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers  
Chair  
Montana Board of Public Education



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### EXECUTIVE SECRETARY:

Steve Meloy

The Honorable Max Baucus  
United States Senate  
511 Hart Senate Office Building  
Washington, DC 20510-2602

Dear Senator Baucus:

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Patty Myers  
Chair  
Montana Board of Public Education



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Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

The Honorable Denny Rehberg  
United States House of Representatives  
516 Cannon House Office Building  
Washington, DC 20515

Dear Representative Rehberg:

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Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers  
Chair  
Montana Board of Public Education

**From:** Meloy, Steve  
**Sent:** Friday, September 21, 2007 9:59 AM  
**To:** Jerry; Will, Carol  
**Subject:** RE:  
Jerry,

Poverty will definitely be a main indicator for "critical area" status. You make excellent points and by copying Madalyn they will be factored into our next round of work. As always, thanks for your input.

Steve

---

**From:** Jerry [mailto:jpauli@blackfoot.net]  
**Sent:** Friday, September 21, 2007 8:25 AM  
**To:** Meloy, Steve; mquinlan@mt.gov; 'Don Jensen'; Jennifer Guthals; 'Jerry Pauli'; Tom Holleran  
**Subject:**

Steve,

As the Board of Public Education develops a formula to determine those schools that will be eligible to utilize the loan payment program make sure that the group is aware of how the poverty formulas are determined since they discriminate against some schools in the west. The poverty levels are determined by the census survey and not based upon the level of income of the students who attend a school.

For example, based upon the poverty formula, Thompson Falls Public Schools is not considered a poor school although we have greater than 60% of our student on the K-8 campus on free and reduced hot lunch. This prevents Thompson Falls from receiving adequate Title 1 dollars and creates a road block for many grants. We have a greater free and reduced hot lunch percentage than bordering schools whose poverty levels are higher than us. This is because the wealthy, out of state millionaires, are retiring in our school district and their incomes skew our poverty level. For many tears I have been trying to get OPI to change the rule for funding Title 1 with no success. Madalyn has promised me that in the next session she will propose a change to the definition of low income for our state formula to include associating it with free and reduced hot lunches instead of with Title 1 dollars which associates it with the census poverty number.

Thompson Falls did not have one certified counselor apply for our K-8 vacancy and had to hire an elementary teacher who will obtain his counselor endorsement in the future. He is working in a school with over 60 percent free and reduced hot lunch where a shack rents for \$600 a month. He will have to travel back and forth 200 miles a trip to take the classes at the University of Montana in Missoula. If he does not qualify for the program then who should? Please try and make sure that the formula allows a school district to use either the free and reduced hot lunch percentage or the poverty level. I believe that if the SAT and ACT can find a way to convert their scores to an equivalent factor then the poverty levels and free and reduced hot lunch scores can find a common denominator as well.

Thanks for any help that you can give Thompson Falls Public Schools.

Jerry Pauli

Superintendent of Schools

Thompson Falls Public Schools

**From:** Meloy, Steve

**Sent:** Monday, October 01, 2007 10:59 AM

**To:** jjhunt0626@cablemt.net

**Cc:** Regent Lynn Morrison-Hamilton; Lombardi, Jan; Stearns, Sheila; Will, Carol

**Subject:** School Consolidation

Mr. Hunt,

Please find this as a response to your quest for information regarding consolidation of school districts in an e-mail message dated September 25, 2007 to Board of Regent Chair Lynn Morrison-Hamilton.

Decisions regarding consolidation largely lie with individual school districts seeking more efficient ways to operate. However, the Board of Public Education has weighed in on this topic in recent years. Between the 2003 and 2005 legislative sessions, the Board of Public Education sponsored an interim study on education entitled: The Montana K-12 Public School Renewal Commission. After a years work with collaborators from around the state, the Renewal Commission proposed recommendation #4a which recommended that the states' statutes be clarified to eliminate barriers to voluntary consolidation of school districts. Eight specific recommendations were identified. Additionally, recommendation #4b recommended that tax inequities between school districts be addressed and that any new funding formula avoid building in tax disincentives to consolidation. The commissioned believed that some structural features of the current funding system created disincentives to consolidate, when consolidation might otherwise make sense. Though no specific legislation resulted from these recommendations in the 2005 session, the concepts remain alive in the discussions regarding school funding and increased efficiencies in school operations. The Board of Public Education has and will continue to be supporting the reduction of the number of school districts if the reasons for consolidation have merit and support of local control.

In 2003 the Montana School Boards Association created a document on the examination of consolidation barriers. They were joined in this endeavor by the Montana Rural Education Association. Interestingly, the discussion about consolidation has been engaged in by both the executive and legislative branches since 1993. Obviously, if consolidation were an easy initiative to implement, it most likely would have happened by now. Please know that the Board of Public Education remains actively involved in the idea of consolidation from its holistic approach to solutions for a more efficient method to fund schools.

I hope you find this information helpful. If you have any further questions in this regard, please do not hesitate to contact me.

Sincerely,

Steve



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Superintendent of  
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Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

## MEMORANDUM

**TO:** Jeanne Nevins

**FROM:** ~~Steve Meloy~~

**DATE:** October 9, 2007

**RE:** Outside Legal Counsel

---

Per Executive Order 5-93 please find attached a copy of a contract to engage private legal counsel by the Board of Public Education.

The Board proposes to contract with Beda J. Lovitt of Helena, MT to preside as hearings officer over three revocations of teacher licensure proceedings referred to the Board of Public Education by the Office of Public Instruction. As the Board is currently represented by Agency Legal Services in the Attorney General's Office, we feel it prudent to contract with outside counsel to prevent the appearance of conflict of interest.

We thank the review committee for favorable consideration in this regard.



# Education and Local Government Interim Committee

## 60th Montana Legislature

### SENATE MEMBERS

KIM GILLAN  
BOB HAWKS  
SAM KITZENBERG  
RICK LAIBLE  
DAVE LEWIS  
JIM PETERSON

GARY BRANAE  
WANDA GRINDE  
ROBIN HAMILTON  
BOB LAKE  
BILL NOONEY  
JOHN WARD

### COMMITTEE STAFF

CASEY BARRS, Lead Staff  
LEANNE HEISEL, Research Analyst  
EDDYE MCCLURE, Staff Attorney  
FONG HOM, Secretary  
ALAN PEURA, Fiscal Analyst

October 12, 2007

Dear Steve Meloy,

On the afternoon of December 13th, the K-12 and PEPB subcommittees will, after having met separately earlier in the day, jointly convene to address one of the key issues that straddles both their jurisdictions. The topic of discussion will be "College Preparedness and Remedial Courses: Issues and Recommendations".

The intended format is for me to briefly note the range of efforts and standards in place in the state to prepare high school students for higher education and cite data on remedial class enrollment rates (by one account, 36.9% of recent Montana high school graduates take remedial math or English upon entry into the university system.<sup>†</sup>). After this, representatives of the Office of Public Instruction, the Board of Regents, and the Board of Public Education will each be invited to recap the relevant issues and then, most importantly, make recommendations as to how greater progress may be achieved in preparing students for college. Would you be available to represent the Board or Public Education that afternoon, Steve?

Certainly this is ground that you know well, and your reflections on the issue(s) will benefit the joint committee gathered. We would ask that you come to the December meeting with specifics, ranging from measurements of preparedness to best practices for achieving it. The latter can include models from other states or initiatives in Montana which you feel have shown or can show promise.

If you have any questions, please feel free to call me directly. We look forward to this joint meeting.

(Steve, could you please point me toward a few of the documents that you think best cover the issue as to what we do to prepare high school students for college, and why their level of readiness stands where it is now. The more current and focused such documents are on the issue of preparedness for higher education the better.)

Sincerely,

Casey

<sup>†</sup> *Strategic Directions: Investing in Montana's Competitive Future*, Supplement to the 2006-2010 Board or Regents Strategic Plan, Fall 2007; p. 21.

**From:** [Meloy, Steve](#)  
**To:** [Will, Carol](#);  
**Subject:** FW: distance learning rule  
**Date:** Tuesday, October 16, 2007 1:47:29 PM

---

-----Original Message-----

From: Joel Gallob [<mailto:Joel.Gallob@lee.net>]  
Sent: Tuesday, October 16, 2007 11:47 AM  
To: Meloy, Steve  
Subject: distance learning rule

This is part one; it ran today. Part two has the dialogue (indirect) between Stearns and you, and ends the pair of stories on a high note. I'll send it tomorrow after it runs.

Thank you.  
Joel Gallob

-----  
This is part one of a two-part series. This article looks at the new rule adopted by the Board of Public Education imposing new requirements on distance learning and the possible impact on one Bitterroot Valley school. Part two will look further into the issues raised by the new rule.

New rule may hinder distance learning

JOEL GALLOB  
Staff Reporter

Students in a small rural town like Victor can, thanks to today's telecommunications, access instruction from professors at colleges and universities across America. Through a group of technologies together called "distance learning," advanced placement students and students with remedial needs can access some of the best minds in America.

Starting July 1, 2009, that access, for students in Montana, will be reduced. The Montana Board of Public Education recently adopted a rule requiring any college or university professor whose lectures will be accessed via distance learning by Montana students to have a Montana teacher's certification - a state license to teach with an endorsement in the field specialized in.

State Senator Rick Laible (R-Darby) is unhappy with it.

Without that certification, none of his or her lectures may be accessed via distance learning by public school students in Montana, "not even if the

professor has a Masters and teaches at Harvard," said Laible.

The issue arose at a Sept. 25 hearing of the legislature's Local Education and Local Government Interim Committee, which Laible chairs.

"We're the only state with this stringent a requirement," Senator Labile said. "If Bill Gates wanted to teach an online course on programming, he could not teach it in Montana" after July 1, 2009.

Steve Meloy, executive secretary to the Montana Board of Public Education, sees it differently.

"We just said that online providers should be qualified the same as brick and mortar teachers," Meloy said. "It's based on a simple thought, that what we require of teachers in Hamilton or Darby - requirements in existence since I have been here - should be required of distance teaching before they can teach your kids here. The requirements are a Montana (teacher's) license, with an endorsement in their course subject matter."

## Distance Learning

Distance learning breaks down into two categories: Synchronous, which offers immediate, real-time dialogue between the teacher and student, and asynchronous, which does not, but enables students at different times and places to access one lecturer.

Synchronous includes visual and audio technologies, like videoconferencing, web conferencing over phone and computer screen, and a variety of "virtual classrooms," and audio-only approaches, such as chats, phone conferencing and Voice Over Internet Protocol, which involves a computer and headset.

Asynchronous approaches include e-mail and their discussion threads, as well as downloadable online lectures and bulletin boards students can visit to receive instructions and post their work.

The people who provide distance learning services include professors from universities or colleges inside or outside the state, as well as instructors hired by distance learning companies, of the sort Victor School has worked with.

## Victor School

"I think people when they make these rules do not think of the realistic scenario," said Cynthia Martin, counselor at Victor School. "They've got good intentions but they do not think of the practical side."

Victor school has 346 students, 30 of whom are taking Spanish via distance learning through the Allied High School program. In recent years, Victor advanced placement students have taken distance learning courses English, History, Statistics, Government and Economics through the Seattle-based Apex Learning.

The Spanish instruction now costs the school \$10,000, because it is covering the \$450 tuition for each student now involved in distance learning. From 2002 to

2006, the school was part of the Cooperative of Rural Montana Teachers, which provided a similar service, for \$5,000. That organization did not last, but the desire of the Victor School leadership to have distance learning available to its students did.

"A rural school has a hard time offering AP," Martin said. "All our teachers have full assignments. Getting one to teach AP to two or three students is not practical, so we offer AP online."

Martin said the new rule probably "would limit the options we have for distance learning. The private companies will try to accommodate that, but what if somebody is an expert in the field? We had a University of Montana professor teach Spanish; it was an excellent offering and she had college certification, but that's not as fussy as state certification (for K-12). You need more courses in teaching to teach public school compared to teaching at a university, and you need student teaching experience, too, for a whole semester. I know people with four years of French who cannot teach it because they have not taken the methodology."

The rule set to go into effect July, 2009, she said, "may limit a very good teacher from being able to teach. I think they need to have standards, of course, but if somebody has proof of experience and good teaching skills" they should be available for distance learning.

**From:** [Meloy, Steve](#)  
**To:** [Will, Carol](#)  
**Subject:** FW: distance learning rule  
**Date:** Thursday, October 18, 2007 8:23:14 AM

---

-----Original Message-----

From: Joel Gallob [<mailto:Joel.Gallob@lee.net>]  
Sent: Wednesday, October 17, 2007 2:18 PM  
To: Meloy, Steve  
Subject: RE: distance learning rule

Hello Steve:

Below is Part two.

Wednesday, October 17, 2007

LOCAL NEWS

New rule viewed as a response to technology  
by JOEL GALLOB - Ravalli Republic

Part Two: The different concerns

This is part two of a two-part series. Part one looked at the new rule adopted by the Board of Public Education imposing new requirements on distance learning and the possible impact on one Bitterroot Valley school. This part looks further into the issues raised by the new rule.

Steve Meloy, executive secretary for the Montana Board of Public Education, believes the new rule adopted by the board requiring providers of distance learning services to be certified is a needed response to a rapidly moving technology.

"The problem is," Meloy said "some school districts are already contracting with out-of-state or university providers for instruction and do not even know if they have credentials. I asked one superintendent, 'Do you know if that teacher who might be giving instruction to your student online at 11 p.m. is qualified?' And the answer was, 'We don't.'"

"We think of ourselves as leaders in this," Meloy said. "The speed of technology-driven online education has far surpassed any state's ability to keep up. So we started with one premise, being equal to the teachers in the schools."

He did agree that "it's true that dual credential learning" where a high school student gets both high school and college credit for taking a course via distance learning will be "impacted" by the rule.

But, Meloy said, to assess that, the Board of Public Education created a Distance Learning Task Force to "try to address the concerns Sen. (Rick) Laible and his committee raised."

And, he added, the July 2009 effective date of the rule gives everyone "two years to figure out how to go forward."

Meloy added that distance teaching may not be as effective as one-on-one classroom teaching.

"I'm not sure everybody is willing to conclude that it is," he said.

There are three circumstances where distance learning may be used.

One is for advanced-placement students, as at Victor School. When they receive college, as well as high school credit, for a course, that is termed "dual enrollment."

A second is for students requiring remedial instruction. In both cases, distance learning can help if there is a small number of students involved and it's not feasible to allocate a teacher to them.

The third use for distance learning is for filling gaps in instructional staff in schools that have lost funds due to declining enrollment.

But, said Meloy, "would be concerned about having an entire course delivered on line."

That leaves AP and remedial uses as the chief uses.

"The K-12 environment requires a teacher to be both subject proficient and possess the skills and training for teaching," Meloy said. "And you can't guarantee the college professor will have that - college professors aren't required to have that. But the college professors say, that's nonsense."

Either way, he said, the need for those teaching skills is probably greater with remedial students than AP.

"We're going to solve that issue, try to create separate classes of license for college professors, and let the university system be at the table in deciding what that should entail," he said.

The cost to out-of-state instructors, Meloy said, will be \$6.

A professor will get on line, scan or fax in his license, school history, teacher training and other papers, and for many, an online instruction company may take care of it.

Meloy expects those instructors to easily get licensed in Montana.

When the board put out notice of its plan to adopt a rule regulating distance learning, Meloy noted, nobody from the distance learning industry commented. He hopes that the state will have a minimal certification or licensing for college professors.

As to in-state instructors, he added, there is a consortium of e-learning professionals who have not expressed a problem with the new rule.

Further, he said the Board of Public Education, when it details the specific standards, will have to come up with reasonable requirements for professors.

Montana Commissioner of Higher Education Sheila Stearns testified before Laible's committee. She is unhappy with the new rule.

The rule, she said, "needs to be revisited and perhaps modified. I do not want it to undervalue the value of college instructors who could help extend university-level teaching across the state. We and the Board of Public Education need to find a way to recognize or expedite the qualification of college faculty for distance learning for educational courses at high schools when they are invited to do so.

"Say a high school student is ready for calculus, or a senior class of six students is, and the person best able to teach it is a college professor at the university. With the new rule, she could not do so, not without a teaching endorsement." But, Stearns added, the Board of Public Education is "rightly concerned with the integrity of the licensure and endorsement process, and I support that. It's a bridge that can be crossed."

The board doesn't intend to "revisit" the rule, but is open to "taking a look at the impact it has on dual enrollment offerings that would allow these offerings to continue," Meloy said. That would involve additional rules that allow the board, he said, to "build a bridge between the folks that rely on dual enrollment, the folks who offer it and those who are responsible for its quality"

Reporter Joel Gallob can be reached at 363-3300 or [jgallob@ravallirepublic.com](mailto:jgallob@ravallirepublic.com)

-----

From: Meloy, Steve  
Sent: Tuesday, October 16, 2007 1:59 PM  
To: Joel Gallob  
Subject: RE: distance learning rule

Thanks Joel.

Steve

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That organization did not last, but the desire of the Victor School leadership to have distance learning available to its students did.

"A rural school has a hard time offering AP," Martin said. "All our teachers have full assignments. Getting one to teach AP to two or three students is not practical, so we offer AP online."

Martin said the new rule probably "would limit the options we have for distance learning. The private companies will try to accommodate that, but what if somebody is an expert in the field? We had a University of Montana professor teach Spanish; it was an excellent offering and she had college certification, but that's not as fussy as state certification (for K-12). You need more courses in teaching to teach public school compared to teaching at a university, and you need student teaching experience, too, for a whole semester. I know people with four

years of French who cannot teach it because they have not taken the methodology."

The rule set to go into effect July, 2009, she said, "may limit a very good teacher from being able to teach. I think they need to have standards, of course, but if somebody has proof of experience and good teaching skills" they should be available for distance learning.

**Montana Board of Public Education  
Chairperson's report  
September 15 –November 8, 2007**

1. K-12 Subcommittee of the Interim Committee on Education and Local Government (attached)
2. K-College Work Group (attached)
3. MEA-MFT Conference
  - a. Panel discussion on Communication Arts curriculum
  - b. TOY reception
4. Concurrent Enrollment Conference
5. Attached calendar for Board appearances

Congratulations to Corri Smith, Indian Education Coordinator for GFPS who was recently appointed to the NWREL Board.

*Please keep the BPE informed as to award winners from across the state. I would like to mention them in the Board minutes. Thank you.*

*Patty Myer*

# September 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	Notes:					

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MSDB Foundation -  
Great Falls

Learning First  
Alliance meeting to  
determine interest  
**Kirk**

BOR - Billings  
**Sharon**

MEA-MFT Science Panel  
3:30 Conference Call  
**Steve, Sharon, Pete**  
Interim Committee on  
Education- Helena  
**Kirk , Patty**

Assoc of County  
Superintendents -  
Great Falls **Steve**

\*NCNASL- Helena  
Educator Forum- **Pete,**  
**Steve, Angela, Kirk,**  
**Carol**

Notes:

\* National Caucus of Native American State Legislators Indian Education Summit "Closing the Achievement Gap for American Indian and Alaska Native Students

# October 2007

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:							
1							
2			MEA-MFT Comm. Arts Conference Call 3:30 <b>Patty, Steve, Pete</b>				
3							
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MEA-MFT Comm. Arts Conference Call 3:30 **Patty, Steve, Pete**

K-College - Helena 10-5 **Patty**

CSPAC - Missoula **Pete**

NASDTEC Conference - Professional Practices Institute - Orlando **Pete, Angela**

NASDTEC Executive Board - Orlando **Pete**

Putting it all Together - Billings - Cal

MCEL - Great Falls **Kirk**

MEA-MFT - Belgrade **Patty, Sharon, Steve**

DLTF Phase II **Kirk, Pete, Steve, Angela**

MASC Conference - Glasgow - **Katie**

MSDB Committee Conference Call 3:30 **Patty, John, Steve, Cal**

NACEP Continued - Salt Lake City, UT **Angela and Patty**

Teacher-of-the-Year Banquet - Belgrade **Patty and Sharon - October 18, 2007**

NACEP-National Alliance of Concurrent Enrollment 27-29 **Angela and Patty**

Notes:

# November 2007

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	<div style="border: 1px solid black; padding: 5px;">                     Chapter 57 Review                      Committee Helena                      Carroll College  <b>Pete</b> </div>	8	9	10
11	12	13	14	15	16	17
				<div style="border: 1px solid black; padding: 5px;">                     BPE Meeting -                      Helena - Capital High School                 </div>		
18	19	20	21	22	23	24
		<div style="border: 1px solid black; padding: 5px;">                     DLTF Phase II                      Helena - Kirk,                      Storrs, Steve,                      Pete                 </div>		<div style="border: 1px solid black; padding: 5px;">                     BOR - Bozeman                      Montana State University - Kirk and Steve                 </div>		
25	26	27	28	29	30	Notes:

OFFICE OF THE GOVERNOR  
STATE OF MONTANA

BRIAN SCHWEITZER  
GOVERNOR



JOHN BOHLINGER  
LT. GOVERNOR

**Board of Education:  
Kindergarten to College Workgroup  
Draft Agenda**

October 10, 2007  
1:00 pm – 4:00 pm  
Governor's Budget Office Conference Room  
2<sup>nd</sup> Floor State Capitol

- 1:00 pm Roll Call
- 1:05 pm Introductions
- 1:10 pm Approve July 25, 2007 Meeting Minutes
- 1:20 pm Opening Remarks  
*Chairperson Erin Williams*
- 1:30 pm Governor's Homework Assignment: Workforce Ready and College Ready Data Presentations  
*Labor Day Report – Department of Labor, Keith Kelly*  
*High School Dropout/Graduation – OPI, Linda McCulloch*  
*First Year College – OCHE, Tyler Trevor*
- ✓ 2:15 pm Lead Agency Updates on the Kindergarten to College Priority Areas  
*Office of Public Instruction, Board of Public Education and Office of the Commissioner of Higher Education*
- 3:00 pm Workgroup Discussion and Recommendations to the Board of Education
- 3:30 pm Workgroup Timeline
- 3:50 pm Other items
- 4:00 pm Adjourn

Public comment welcome on all items



# Education and Local Government Interim Committee

## 60th Montana Legislature

PO BOX 201706  
Helena, MT 59620-1706  
(406) 444-3064  
FAX (406) 444-3036

### SENATE MEMBERS

KIM GILLAN  
BOB HAWKS  
SAM KITZENBERG  
RICK LAIBLE  
DAVE LEWIS  
JIM PETERSON

### HOUSE MEMBERS

GARY BRANAE  
WANDA GRINDE  
ROBIN HAMILTON  
BOB LAKE  
BILL NOONEY  
JOHN WARD

### COMMITTEE STAFF

CASEY BARRS, Lead Staff  
LEANNE HEISEL, Research Analyst  
EDDYE MCCLURE, Staff Attorney  
FONG HOM, Secretary  
ALAN PEURA, Fiscal Analyst

9/12/07

## K-12 Subcommittee of the Education and Local Government Interim Committee

State Capitol Room 137  
Tuesday, September 25, 2007  
Helena, Montana

- 10:00** Call to order - Chairman Kitzenberg  
Approve minutes of June 29, 2007 ELG meeting
- 10:00** Question of Ex-Officio member voting status  
✓ Legal overview - Eddy McClure  
✓ Subcommittee action
- 10:15** Conference report  
✓ Pre-K Education conference in Salt Lake City - Rep. Branae
- 10:30** "Facilities inventory" update  
✓ Joe Triem, Planning Manager, Architecture and Engineering Division,  
Department of Administration
- 10:45** "Rural funding challenges" update  
✓ Small/rural school considerations in Oregon's school funding - Casey Barrs
- 11:00** Effects of teacher licensure requirements on ability to recruit in certain areas  
✓ Bob Runkel, Acting Assistant Superintendent, Office of Public Instruction
- 11:15** Public comment
- 11:45** Subcommittee consensus  
✓ Chairman's recap for the full committee  
✓ Instructions to staff
- 12:15** Adjourn

## **Executive Secretary's Report**

Thursday, November 8, 2007

By: Steve Meloy/ Executive Secretary

This has been a significant travel month for staff and Board members. Jenny and I attended the National Association of State Boards of Education in Philadelphia. Jenny reported out on the survey grant she received from NASBE. I also attended the National Association of State Board Executives meeting and was honored in being elected President-Elect of this organization. We have coordinated efforts to begin Phase II of the Distance Learning work which has proven to be challenging given the busy schedules of the many participants. The first meeting happened on October 25<sup>th</sup> and our members will provide and update at the November meeting. Work continues in the coordination with OPI on an assessment working group to continue identifying appropriate and meaningful assessments for all of our school districts. The new curriculum specialists will be involved with assessment and that should be helpful even though recruiting for these positions has been difficult. The K-College Workgroup has met again in October and a progress report will be delivered at the November meeting. The CSPAC crew continues its work with the licensure folk at OPI to continue the important review and modification process tied with Chapter 57. We met with the Legislative Fiscal Division on goals and objectives for the Board as well as the Interim Committee on Education and Local Government. The Legislative Audit has begun a performance audit of MSDB. We continue to work with the new attorney at OPI to review and change they way license disciplines are brought before the BPE. We also have contracted with outside counsel to serve as an administrative law judge for legal cases pending. The Board was represented at both October Educator Conferences.

Board work continues to include but is not limited to: The first meeting of the Distance Learning Phase II Task Force; designing performance measures to the satisfaction of the LFD; implementing various pieces of global legislation from the '07 session; the future of the NRT as well as future assessments to inform instruction; total review of Chapter 57; the K-College Workgroup; Distance Learning Task Force Phase I follow-up and Phase II; the dual enrollment/credit work; the Counsellorship Initiative; the assessment alignment work; MSDB coordination and oversight; MSDB strategic planning; the previous Interim Committee work follow-up and monitoring the MQEC and their efforts; CSPAC Assessment Study Group; Pilot (Praxis II) testing efforts; NCLB implications and future reauthorization of ESEA; the work of the Montana E-Learning Consortium and its future; meetings of the Ed Forums; the Special Purpose Schools Task Force; Chapter 55 review process; the PEPPS Review Advisory Panel; the BPE five year plan; involvement with planning for NASBE annual meeting; the monitoring of the writing assessment Consortia Project; the writing implementation committee work; monitoring the Indian Education for All efforts; the High School Improvement Initiative; results of the Legislative Audit Committee on high school drop-out rate in Montana and data alignment between OCHE and OPI; performance-based budgeting proposals and preparation of a template for the 2009 session; worked on project to implement the

teacher loan repayment plan found in SB 2; work on issues revolving around “alternative to our standards” requests; ongoing questions related to the bullying issue; financial education curricular concerns; school nutrition and physical education; civic education; site planning for the BPE in the next biennium; NASBE grant in student leadership; special meetings of the BPE; strategy development for the 2009 Legislative session; license discipline processes particularly related to suspensions and revocations; and the fielding of an increasing number of calls from the public regarding various and current issues before the Board.

Most of the other issues with which I have dealt have been brought to your attention by way of phone and e-mail correspondence; however I have highlighted the following:

- Continued work with LSD on fiscal responsibility processes for SB 152.
- Worked with Annaliese on web-site continuous modifications.
- Initiated contract contact with a Legal Review Committee
- Was interviewed by LAD in conjunction with performance audit at MSDB.
- Continued work on the state’s broadband system and our policies.
- Initiated contract with an administrative law judge.
- Work in progress on completing performance evaluation documents for employees.
- Had Chair sub in for me at K-College Workgroup meeting.
- Continued discussions with Commissioner on office prospects for the future.
- Worked on processing three revocations from OPI.
- Completed draft of strategic plan for coming fiscal year.
- Attended NASBE meeting in Philadelphia.
- Attended meeting of National Board Executives.
- Testified before Education and Local Government Committee.
- Worked on agenda for the National Association of Educational Executives.
- Attended meeting of K-12 Sub-committee of the Interim Committee.
- Worked with budget office in simplifying reporting.
- Gave presentation to Montana Association of County Superintendents.
- Worked with LFD on their request for strategic plans from all agencies.
- Worked with OPI on planning Distance Learning Task Force Phase II.
- Met with Helena Education Foundation and others regarding Phase II.
- Attended two meetings of a working group on the SB 2 implementation.
- Worked with creating MEA-MFT panels for the fall conference.
- Worked with MCEL regarding Board involvement with their fall conference.
- Attended Montana Educator’s Forum.

The work before the Board continues with a high level of importance including: work on dual enrollment/credit; assessment; strategic planning; relation building with the Board of Regents and the Legislature; and the K-College Workgroup.

**The Montana Board  
of Public Education –**

**2007 MEA-MFT  
Educators' Conference  
October 18-19, 2007**

Steve Meloy  
Executive Secretary

10/18/2007

Board of Public Education Presentation

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**WELCOME FROM THE BOARD OF  
PUBLIC EDUCATION!**

2007 - 2008 Membership

Patty Myers, Chair – Great Falls  
Angela McLean, Vice Chair – Anaconda  
Storrs Bishop – Ennis  
Dr. Kirk Miller – Bozeman  
Cal Gilbert – Great Falls  
John Fuller – Whitefish  
Sharon Carroll – Ekalaka  
Katie Wood, Student Representative - Laurel

10/18/2007

Board of Public Education Presentation

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**Mission Statement**

- The Board of Public Education shall carry out its constitutional and statutory responsibility in an exemplary manner to exercise general supervision over the public school system and other such public educational institutions as may be assigned by law.

10/18/2007

Board of Public Education Presentation

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### Mission Statement continued. . .

In doing so, the Board will cooperate with the Governor and other elected officials, the Board of Regents, Superintendent of Public Instruction, local school boards, the education community and all Montana citizens, including its students.

3/1/1997

Montana Public Education Association

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### Vision Statement

Recognizing the constitutionally-expressed "goal of the people to establish a system of public education which will develop the full educational potential of each person" in article X, section 1 of the Montana constitution, the Board of Public Education shall strive to provide a solid educational foundation to maximize the educational potential of all children educated in the K-12 system of education supervised by the Board.

3/1/1997

Montana Public Education Association

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### Vision Statement continued. . .

The Board shall strive to promote a coordinated and seamless system from kindergarten through graduate school, including all post-secondary educational opportunities provided by Montana's system of higher education to ensure that all of our citizens benefit from the opportunities an exceptional system of education can provide.

3/1/1997

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## The Staff

- Steve Meloy, Executive Secretary  
Board of Public Education
- Pete Donovan, Administrative Officer  
Certification Standards and Practices Advisory  
Council
- Carol Will, Administrative Assistant  
Board of Public Education
- Anneliese Warhank, Administrative Assistant  
Certification Standards and Practices Advisory  
Council

12/19/2017

Board of Public Education - Presentation

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## Board of Public Education

- Exercise general supervision over the public school system and other educational institutions as assigned by law
- 7 members are appointed by the Governor and confirmed by the Senate for overlapping terms
- Governor, Superintendent of Public Instruction, Commissioner of Higher Education shall be ex-officio non-voting members
- The Board meets six times a year
- The Board of Public Education meets twice a year with the Board of Regents as the Board of Education, Chaired by the Governor

12/19/2017

Board of Public Education - Presentation

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## Montana Accreditation Standards

- Chapter 54 – Content and Performance Standards
- Chapter 55 – General Accreditation Standards
- Chapter 56 – Student Assessment
- Chapter 57 – Educator Licensure
- Chapter 58 – Professional Educator Preparation Program Standards

12/19/2017

Montana Accreditation Standards

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## PEPPS

(Professional Educator Preparation Program Standards)

- Chapter 58
- Seven year review cycle
- Assure quality of the Montana University System educator preparation units
- Quality, equity, diversity, currency with nationally recognized standards

1/10/2017

10.11.17 Montana Educator Preparation

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## Distance Learning Task Force

- Purpose – To review and revise Administrative Rules of Montana (ARM) 10.55.907 Distance, Online, and Technology Delivered Learning as needed to align the standard with current best practices.
- Guiding Principle – Distance education serves the student learning needs of the present and future providing flexibility and ensuring quality.

1/10/2017

10.11.17 Montana Educator Preparation

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## Distance Learning Continued...

- 10.55.907 – (3) Except as provided in (3) (a), teachers of distance, online, and technology delivered learning programs shall be licensed and endorsed in Montana in the area of instruction taught. School districts receiving distance, online, and technology delivered learning programs described in this rule shall have a distance learning facilitator for each course and available to the students.

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10.11.17 Montana Educator Preparation

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## Distance Learning Continued...

(a) When a teacher of distance, online, and technology delivered learning programs and/or courses does not possess the qualifications specified in (3), the facilitator must be licensed and endorsed in Montana in the area of instruction facilitated.  
(i) The provisions of (3) and (3) (a) shall not be effective until July 1, 2009.

07/20/07

Board of Public Education - Montana

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## DLTF Phase II

(Distance Learning Task Force Phase II)

### Meeting Dates

Helena - Available by Vision Net

- October 25, 2007
- November 20, 2007
- January 15, 2008
- February 2008 (TBD)

### Focus

- Teacher Qualifications/Dual Credit
- Flexibility/Quality/Supplement vs. Supplant
- Fiscal

07/13/07

Board of Public Education - Montana

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## Assessment

- State Superintendent Linda McCulloch recommended to the Board of Public Education to discontinue the requirement of reporting the NRT.
- The Board believes that it is time to modernize the way that assessment is approached in Montana.
- May 2007 - BPE took action to discontinue the required use of the ITBS/ITED for state reporting purposes.
- An Assessment Task Force is being created by BPE and OPI.

07/13/07

Board of Public Education - Montana

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## Alternative Standards

### 10.55.604 Variances to Standards

Excluding

- Standards stating statutory criteria
- Standards pertaining to teacher licensure or endorsement
- Content and performance standards as defined by BPE

10/2004/97

Public Education Commission

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## Strategic Planning

- The Board's strategic plan is based on the mission, vision and goals of its own membership in collaboration with OPI and the Board's partners. The fundamental beliefs supporting the Board's policies, rules, statutes and constitutional provisions are that all children in the state have the capacity to perform at high levels in quality schools and that schools are responsible and accountable for developing quality outcomes.

10/2004/97

Public Education Commission

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## 5 Year Strategic Plan

- The Board of Public Education will be rewriting its 5 year strategic plan in 2008.
- The current 5 year strategic plan can be found on the Board's web site at [www.bpe.mt.gov](http://www.bpe.mt.gov).

10/2004/97

Public Education Commission

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## Contact Information

Steve Meloy  
Executive Secretary  
Board of Public  
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10/19/2007

Board of Public Education Presentation

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# Montana Board of Public Education

## Standards Revision 2005-2010

### Statement of Purpose

The purpose of the Standards Revision Project is to assure Montana citizens that its public schools are providing **all** children of our great state with challenging academic expectations. The Montana Board of Public Education is charged with the responsibility of leading a process of standards revision that meets the following guiding principles.

Revised learning standards which are academic in focus, rigorous but attainable, readily understandable, and designed to measure the progress of students toward meeting them, will lead to the improvement of Montana's schools and a brighter future for our people.

Revised standards must clearly and consistently identify what students should know, understand and be able to do. Parents, educators, and the greater Montana community must be involved in the revision process. Revised standards will provide a framework to help guide local curriculum and instruction, encouraging school districts and teachers to place emphasis on critical areas of learning. In addition, standards should be measured and made known to the Montana public.

With the vital purpose of improving Montana's schools as our goal, the Montana Board of Public Education sets forth the following criteria to guide Standards Revision:

1. Standards will be academic in nature and content specific.
2. Standards will be challenging and rigorous.
3. Standards will be clear, understandable and free of jargon.
4. Standards will be measurable.
5. Standards will address diversity specifically fulfilling the commitment to implementing 20-1-501, Indian Education for All.

With the purpose of developing a successful and useful product, the Montana Board of Public Education sets forth the following process to guide the Montana Standards Revision:

1. Use the existing Montana Standards Framework--current accreditation program delivery and foundation standards, content and performance standards and benchmarks, and existing structure (4<sup>th</sup>, 8<sup>th</sup>, and upon graduation);
2. Use proven practices from Montana classrooms;
3. Consider international, national and other states' standards;
4. Consider entrance expectations for work place and postsecondary education;
5. Consider achievement and other related data;
6. Consider other research e.g., Northwest Regional Educational Laboratory School Redesign Network, National Study of School Evaluation etc.;
7. Consider comments from tribal and school district educators;
8. Consider recommendations from Montana Advisory Council for Indian Education; and
9. Involve the Montana public.

## Standards Review Schedule 2005-2010

In March 2005, the Board approved the Standards Review Schedule (ARM 10.54.2503) to begin July 2005. The Office of Public Instruction (OPI) presents the schedule below.

<b>Standards Review Schedule (modified 10/2007)</b>		
<b>Cycle I</b>	<b>Science</b>	<b>July 2005 – November 2006</b>
<b>Cycle II</b>	<b>Library Media Technology Mathematics (Proposed)</b>	<b>2007-2008</b>
<b>Cycle III</b>	<b>Communication Arts Social Studies Arts Career and Technology Education Workplace Competencies</b>	<b>Proposed 2008-2009</b>
<b>Cycle IV</b>	<b>School Counseling World Languages Health Enhancement</b>	<b>Proposed 2009-2010</b>

### **Rationale**

In 2008, the state Science Criterion-Referenced Test (CRT) will be administered to all Montana students in grades 4, 8, and 10. Because Montana worked with Measured Progress to prepare the Montana CRT in Science, the timing was right for the 2005 review and revision of the K-12 Science Content and Performance Standards. The review ensured that the Science CRT aligned to the most up-to-date Montana standards. In addition, the review process generated not only the Montana K-12 Content Standards and Performance Descriptors for Science, but also produced model K-12 grade-level expectations for science.

### **Process**

- Announce the Standards Review Schedule through official e-mail, MASS Notes, post information on the OPI Web page, and networks of professional education associations;
- Call for nominations from the Montana Pre-K- postsecondary education community and public to participate in the process;
- Conduct focus group discussions to gather information related to K-12 content standards;
- Identify writing team membership and dates for work sessions; and
- Establish inclusive communication plan and public comment process.

**Board of Public Education Communication Arts Forum:  
From Policy to Practice  
Agenda**

Friday, October 19, 2007  
Belgrade High School Room 123  
8:00 – 9:50 a.m.

**Panel Members:** Steve Meloy, Executive Secretary, Board of Public Education; Linda Vrooman Peterson, Accreditation Division Administrator, Office of Public Instruction; Patty Myers, Board of Public Education Chair and Great Falls Elementary Teacher; Joyce Herbeck, University Professor, Montana State University; Ivanna Fritz, MT Association of English Language Arts President and Glacier High School Language Arts Teacher; and Janet Henning, Curriculum Specialist and Fairfield Elementary Teacher.

**Executive Secretary Steve Meloy – Board of Public Education Overview**

**Panel Presentation**

1. Steve Meloy – Introduce Panelists and Distribute Surveys
2. Joyce Herbeck
3. Ivanna Fritz
4. Janet Henning
5. Patty Myers
6. Linda Vrooman Peterson

**Questions and Answers**

**Complete and Collect Survey**



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**OFFICE OF PUBLIC INSTRUCTION**

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(888) 231-9393  
(406) 444-0169 (TTY)

**Linda McCulloch**  
Superintendent

**Grade-level Expectations**

**Grades 3-8 and 10**  
**Reading**

*"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."*

Grade 3	<ol style="list-style-type: none"> <li>1. Makes predictions using new material and previous information/experiences.</li> <li>2. Identifies basic main ideas and supporting details.</li> <li>3. Decodes unknown words in grade-level text using a variety of strategies.</li> <li>4. Identifies literary elements and devices in works of literature at grade-level</li> <li>5. Uses substantial reading vocabulary appropriate to grade-level.</li> <li>6. Applies, articulates, and self-monitors decoding and comprehension strategies—not measurable on statewide assessment.</li> <li>7. Sets appropriate reading goals – not measurable on statewide assessment.</li> <li>8. Identifies a variety of purposes for reading and selects appropriate print and non-print materials .</li> <li>9. Recognizes an author's point of view.</li> <li>10. Recognizes cultural differences including American Indians in various materials.</li> <li>11. Compares and integrates information from two sources.</li> </ol>
Grade 4	<ol style="list-style-type: none"> <li>1. Makes predictions and connections between new material and previous information/experiences.</li> <li>2. Demonstrates a basic understanding of main ideas and supporting details.</li> <li>3. Decodes unknown words in grade-level text using a variety of strategies .</li> <li>4. Identifies literary elements and devices in works of literature at grade-level.</li> <li>5. Uses a substantial reading vocabulary appropriate to grade-level</li> <li>6. Applies, articulates, and self-monitors decoding and comprehension strategies-not measurable on statewide assessment.</li> <li>7. Sets appropriate reading goals – not measurable on statewide assessment.</li> <li>8. Selects and uses appropriate print and non-print materials to meet a variety of purposes at grade-level (e.g., signs, labels, instructions, recipes, directions, schedules, maps, tables, charts).</li> <li>9. Recognizes an author's point of view and can distinguish fact from opinion.</li> <li>10. Recognizes cultural differences including American Indians in various materials.</li> <li>11. Compares and integrates information from more than two sources.</li> </ol>

Grade 5	<ol style="list-style-type: none"> <li>1. Makes predictions and describes connections between new materials and previous information/experience.</li> <li>2. Summarizes the main idea and details from materials read.</li> <li>3. Decodes unknown words in grade-level text and applies a variety of strategies when reading literature and content area material.</li> <li>4. Identifies and compares literary elements and devices in works of literature at grade-level.</li> <li>5. Uses a substantial reading vocabulary appropriate to grade-level.</li> <li>6. Applies, articulates, and self-monitors decoding and comprehension strategies and evaluates reading progress—not measurable on statewide assessment.</li> <li>7. Sets and meets appropriate reading goals – not measurable on statewide assessment.</li> <li>8. Selects and uses appropriate reading material to meet a variety of purposes at grade-level.</li> <li>9. Recognizes an author's point of view and purpose and can distinguish fact from opinion.</li> <li>10. Identifies cultural perspectives of diverse populations including American Indians in various materials.</li> <li>11. Compares and integrates information from a variety of sources.</li> </ol>
Grade 6	<ol style="list-style-type: none"> <li>1. Makes predictions and describes connections between new materials and previous information/experience.</li> <li>2. Identifies inferred and stated main ideas and selects important facts and details from materials read.</li> <li>3. Decodes unknown words in grade-level text and applies a variety of strategies when reading literature and content area material.</li> <li>4. Identifies and compares literary elements and devices in works of literature at grade-level.</li> <li>5. Uses a substantial reading vocabulary appropriate to grade-level.</li> <li>6. Applies, articulates, and self-monitors decoding and comprehension strategies and evaluates reading progress—not measurable on statewide assessment.</li> <li>7. Sets and meets appropriate reading goals – not measurable on statewide assessment.</li> <li>8. Selects and uses appropriate reading materials to meet a variety of purposes at grade-level.</li> <li>9. Recognizes an author's point of view and purpose and identifies some literary devices that authors use in composing text.</li> <li>10. Identifies cultural perspectives of diverse populations including American Indians in various materials.</li> <li>11. Compares and integrates information from a variety of print and non-print sources.</li> </ol>

Grade 7	<ol style="list-style-type: none"> <li>1. Makes predictions and clearly describes, with details, connections between new materials and previous information/experience.</li> <li>2. Interprets stated and inferred main ideas, and identifies important supporting details when reading material appropriate to the grade-level.</li> <li>3. Decodes unknown words in grade-level text and applies a variety of strategies when reading literature and content area material.</li> <li>4. Interprets and compares literary elements and devices in works of literature at grade-level.</li> <li>5. Uses a substantial reading vocabulary appropriate to grade-level.</li> <li>6. Applies, articulates, and self-monitors decoding and comprehension strategies and evaluates reading progress—not measurable on statewide assessment.</li> <li>7. Sets and meets appropriate reading goals – not measurable on statewide assessment.</li> <li>8. Selects and uses appropriate material to meet a variety of reading purposes at grade-level.</li> <li>9. Recognizes an author's point of view and purpose and identifies some literary devices that author used to influence readers.</li> <li>10. Identifies cultural perspectives of diverse populations including American Indians in various materials.</li> <li>11. Compares, contrasts and integrates information from a variety of print and non-print sources.</li> </ol>
Grade 8	<ol style="list-style-type: none"> <li>1. Makes predictions and clearly describes, with details, meaningful connections between new materials and previous information/experience.</li> <li>2. Interprets stated and inferred main ideas, and identifies important supporting facts and details when reading material appropriate to grade-level.</li> <li>3. Decodes unknown words in grade-level text and applies a variety of strategies when reading literature and content area material.</li> <li>4. Interprets and analyzes literary elements and devices in works of literature at grade-level.</li> <li>5. Uses a substantial reading vocabulary appropriate to grade-level.</li> <li>6. Applies, articulates, and self-monitors decoding and comprehension strategies and evaluates reading progress—not measurable on statewide assessment.</li> <li>7. Sets and meets appropriate reading goals – not measurable on statewide assessment.</li> <li>8. Selects and uses appropriate print and non-print material to meet a variety of reading purposes (e.g., to organize and understand information, to investigate a topic, to apply information to perform specific tasks).</li> <li>9. Recognizes an author's point of view and purpose and identifies use of language and literary devices used to influence readers.</li> </ol>

	<p>10. Identifies and interprets social responsibilities and cultural perspectives of diverse populations including American Indians in various materials.</p> <p>11. Compares, contrasts and integrates information from a variety of print and non-print sources to defend a point of view.</p>
Grade 10	<p>1. Makes and revises predictions and identifies connections within material and between material and pervious information/experiences.</p> <p>2. Paraphrases stated and inferred main ideas, identifies supporting evidence and responds using a variety of modes.</p> <p>3. Applies decoding strategies to understand grade-level text.</p> <p>4. Applies a few strategies to interpret, analyze and evaluate the language, literary elements, literary devices, and overall intent of print and non-print material.</p> <p>5. Uses a substantial reading vocabulary appropriate to grade-level.</p> <p>6. Articulates and evaluates the strategies used to monitor reading— not measurable on statewide assessment.</p> <p>7. Sets, evaluates and often meets appropriate reading goals – not measurable on statewide assessment.</p> <p>8. Selects, evaluates, compares, analyzes, and uses appropriate print and non-print material to meet a variety of reading purposes (e.g., reference material, pamphlets, electronic information, schedules, maps, technical manuals).</p> <p>9. Recognizes author's point of view and purpose. Analyzes and evaluates evidence, logic, language, bias and other strategies used to influence readers.</p> <p>10. Analyzes and evaluates and creates materials that demonstrate social responsibilities and cultural perspectives of diverse populations including American Indians.</p> <p>11. Logically gathers, analyzes, synthesizes and responds to information from a variety of sources.</p>

# IRA/NCTE STANDARDS FOR THE ENGLISH LANGUAGE ARTS



The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction.

Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

# MONTANA STANDARDS FOR READING

*Reading is essential to learning. It is the pathway to lifelong learning and the key to life's opportunities. Reading is a strategic problem-solving process of gaining personal meaning from text. Students use a range of skills and strategies in the process of reading to comprehend what they read. Reading is not only a basic skill, it is an indispensable tool for critical and creative thinking. There are a diversity of purposes for which readers read a variety of materials. Reading literacy allows students to make connections between their own and others' experiences, to inquire systematically, to access, analyze, synthesize, and critically evaluate information.*

*Early reading achievement is a reliable predictor of later school performance. Success in school is often determined by student proficiency in reading. Proficient readers monitor and evaluate their own progress in reading.*

Content Standards indicate what all students should know, understand, and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8, and grade 12.

**Content Standard 1—Students construct meaning as they comprehend, interpret, and respond to what they read.**

**Content Standard 2—Students apply a range of skills and strategies to read.**

**Content Standard 3—Students set goals, monitor, and evaluate their progress in reading.**

**Content Standard 4—Students select, read, and respond to print and nonprint material for a variety of purposes.**

**Content Standard 5—Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.**

## Reading Content Standard 1

**Students construct meaning as they comprehend, interpret, and respond to what they read.**

### Rationale

*Readers actively engage with text to build their own understanding. Thus, readers understand what they read as it relates to what they know. In this process, readers use prior knowledge and related experiences to:*

- *predict what a text might say and confirm or revise their understanding,*
- *integrate new information into their existing knowledge base;*
- *reflect upon what has been read in order to respond and create personal meaning through discussion and writing, as well as through artistic expression, formal presentation, media, etc.*

*As readers construct meaning they interpret what they read, selecting important ideas and details.*

### Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. make predictions and connections between new material and previous information/experiences.	1. make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences.	1. make predictions and describe inferences and connections within material and between new material and previous information/experiences.
2. incorporate new print/nonprint information into existing knowledge to draw conclusions and make application.	2. compare and contrast important print/nonprint information with existing knowledge to draw conclusions and make application.	2. integrate new important print/nonprint information with their existing knowledge to draw conclusions and make application.
3. provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material.	3. interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers.	3. provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material, providing examples of the way these influence one's life and role in society.
4. demonstrate basic understanding of main ideas and some supporting details.	4. demonstrate understanding of main ideas and select important supporting facts and details.	4. demonstrate understanding of main ideas and formulate arguments using supporting evidence.
5. accurately retell key elements of appropriate reading material.	5. provide accurate, detailed summaries using key elements of appropriate reading material.	5. accurately paraphrase reading material, reflecting tone and point of view.

## Reading Content Standard 2

### Students apply a range of skills and strategies to read.

#### Rationale

*Readers use a variety of strategies to construct meaning. Some of these strategies include phonics, grammatical structure, use of context clues, and self-monitoring. The student reads fluently by adjusting rate according to purpose, material, and understanding. Varied experiences with literature develop a rich vocabulary for lifelong learning and an understanding of the elements of fiction and nonfiction.*

#### Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, and context to understand reading material.	1. decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts, word connotation, and denotation and context to understand reading material.
2. demonstrate understanding of literary elements (e.g., plot, character, setting, problem, solution).	2. demonstrate understanding of and analyze literary elements (e.g., plot, character, setting, point of view, conflict).	2. identify, analyze, and evaluate literary elements (e.g., plot, character, theme, setting, point of view, conflict).
3. identify literary devices (e.g., figurative language and exaggeration).	3. identify and compare literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue).	3. identify, analyze, and evaluate the use of literary devices (e.g., figurative language, exaggeration, irony, humor, dialogue, satire, symbolism).
4. use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals).	4. use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals).	4. use features and organization of fiction and nonfiction materials to comprehend increasingly complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals, and methods of organization).
5. adjust fluency, rate, and style of reading to the purpose of the material with guidance.	5. adjust fluency, rate, and style of reading to the content and purpose of the material.	5. adjust fluency, rate, and style of reading to content and purpose of the material.
6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary).	6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.	6. develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and expand and refine vocabulary related to specific academic areas, culture, and technology.

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
7. identify and apply reading strategies, including decoding words, self-correcting, and rereading to comprehend.	7. use a variety of reading strategies to comprehend meaning, including self-correcting, rereading, using context, and adjusting rate.	7. use a variety of reading strategies to comprehend complex material, including self-correcting, re-reading, using context, and adjusting rate.
8. ask questions and check predictions prior to, during, and after reading.	8. ask questions, check predictions, and summarize information prior to, during, and after reading.	8. ask questions, check predictions, summarize, and reflect on information to monitor progress while taking responsibility for directing one's own reading.

### Reading Content Standard 3

**Students set goals, monitor, and evaluate their progress in reading.**

#### Rationale

*Readers monitor their reading progress. They assess their strengths as readers and recognize success. Successful readers determine areas for improvement and select appropriate strategies to continually grow as readers.*

#### Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from the teacher.	1. articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed.	1. articulate and evaluate strategies to solve reading problems, self-monitor progress, and direct one's own reading.
2. describe reading successes and set reading goals.	2. monitor reading successes and set reading goals.	2. analyze reading successes and attainment of reading goals.
3. select authors, subjects, and print and nonprint material to share with others.	3. select authors, subjects, and print and nonprint material, expressing reasons for recommendations.	3. select authors, subjects, and print and nonprint material, expressing reasons for recommendations, and information and insights gained.

## Reading Content Standard 4

**Students select, read, and respond to print and nonprint material for a variety of purposes.**

### Rationale

*Readers require a purpose to read related to personal, academic, and civic needs and respond in a variety of ways, including writing and discussion, as well as through artistic expression, formal presentation, media, etc.*

*Specific reasons to read include:*

- *to gain personal satisfaction*
- *to learn new information*
- *to perform a task*
- *to discover occupational applications*
- *to expand aesthetic experiences*
- *to use and to benefit from media and technological communication*
- *to fulfill civic and social responsibilities*
- *to gather information for responding*

### Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify a variety of purposes for reading (e.g., personal satisfaction, lifelong reading habits).	1. establish and adjust the purposes for reading (e.g., personal satisfaction, lifelong reading habits, sharing and reflecting upon their reading).	1. integrate purposes for reading into daily life (e.g., personal satisfaction, lifelong reading habits, reading as a leisure activity, sharing, and reflecting upon the reading).
2. solve a problem or answer a question through reading (e.g., signs, labels, instruction).	2. read to organize and understand information, and to use material to investigate a topic (e.g., reference material, manuals, public documents, newspapers, magazines and electronic information).	2. read to evaluate appropriate resource material for a specific task.
3. perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts).	3. read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs).	3. locate, read, analyze, and interpret material to investigate a question, topic, or issue (e.g., reference material, pamphlets, book excerpts, articles, letters, and electronic information).
4. read and provide oral, written, and/or artistic responses to diverse perspectives, cultures, and issues in traditional and contemporary literature.	4. read, analyze, and provide oral, written, and/or artistic responses to traditional and contemporary literature.	4. read, analyze, and synthesize information to perform complex tasks for a variety of purposes (e.g., schedules, maps, instructions, consumer reports, and technical manuals).

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
5. read a variety of sources to demonstrate an understanding of current events (e.g., newspapers, magazines).	5. identify recurring themes, perspectives, cultures, and issues by reading (e.g., identity, conflict, change).	5. read and analyze works of various authors (e.g., diverse cultures, perspectives and issues, recurring themes).
6. read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material).	6. read, and identify civic and social responsibilities by interpreting and analyzing social rules (e.g., handbooks, newspapers, other information).	6. read, evaluate, and create material and documents related to social and civic responsibilities (e.g., letters to the editor, posters).
	7. identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet).	7. locate, read, analyze, and evaluate information from a variety of sources (e.g., manuals, instructions, flowcharts, television, Internet).

## Reading Content Standard 5

**Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.**

### Rationale

*Readers depend on their ability to critically investigate text and analyze information in order to elaborate their understanding from various sources. They evaluate the author's use of language, style, purpose, and perspective. Readers then select and synthesize important information.*

### Benchmarks

When reading, students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify and summarize similarities and differences using a single element such as character within a text and between sources of information.	1. compare and contrast information and textual elements in print and nonprint material.	1. compare and contrast information and broad themes within and among a variety of information sources.
2. make connections, integrate, and organize information from multiple sources.	2. make connections, explain relationships among a variety of sources, and integrate similar information.	2. logically synthesize information from a complex range of print and nonprint sources.
3. recognize authors' points of view.	3. recognize authors' points of view and purposes.	3. apply basic principles of formal logic to print and nonprint material.
4. distinguish fact from opinion in various print and nonprint material.	4. recognize authors' use of language and literary devices to influence readers.	4. analyze use of evidence, logic, language devices, and bias as strategies to influence readers.
	5. recognize, express, and defend a point of view.	

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## Reading Performance Standards: A Profile of Four Levels

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**The Reading Performance Standards describe the readers' knowledge, skills, and abilities in the reading content area on a continuum from kindergarten through grade twelve. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency and novice.**

<i>Advanced</i>	This level denotes superior performance.
<i>Proficient</i>	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<i>Nearing Proficiency</i>	This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
<i>Novice</i>	This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

### **Grade 4 Reading**

**Advanced** A fourth-grade student at the advanced reading level demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and emerging independence as a learner;
- (b) uses a rich and varied reading and listening vocabulary;
- (c) critically evaluates reading material and provides thorough and thoughtful responses to the text;
- (d) critically judges and provides thorough, effective, and thoughtful oral, written, and/or artistic responses to reading material;
- (e) fluently and effectively applies, articulates, and self-monitors decoding and comprehension strategies;
- (f) accurately assesses and makes needed changes in reading strategies;
- (g) generalizes topics, concepts, and feelings in reading selections to a variety of situations;
- (h) consistently evaluates and monitors reading progress;
- (i) eagerly sets and meets personal reading goals;
- (j) chooses and successfully reads a variety of material for information and pleasure;
- (k) identifies a variety of purposes for reading;
- (l) recognizes how authors compose and use literary devices for a variety of purposes;
- (m) compares and contrasts information from several sources of reading; and
- (n) distinguishes fact from opinion.

**Proficient** A fourth-grade student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) uses a substantial reading and listening vocabulary appropriate to fourth-grade level;
- (b) demonstrates an overall understanding of the reading material, providing inferential as well as literal information;
- (c) applies reading strategies and methods when reading content area material;
- (d) effectively applies, articulates, and self-monitors decoding and comprehension strategies with grade-level material;
- (e) identifies a variety of purposes for reading;
- (f) self-selects appropriate reading material to meet a variety of purposes;
- (g) recognizes an author's purpose;

- (h) compares and integrates information from reading sources at grade level;
- (i) extends ideas in the reading material by making inferences, drawing conclusions, and making connections to his/her own experiences; and
- (j) distinguishes fact from opinion.

**Nearing Proficiency** A fourth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) articulates the overall meaning of the reading material;
- (b) uses a basic vocabulary to support content area reading material;
- (c) recognizes, applies, and self-monitors strategies to decode and to comprehend at or near grade-level material;
- (d) usually demonstrates an understanding of the elements of fiction and nonfiction;
- (e) makes obvious connections between the reading material and personal experiences, and extends these ideas by making simple inferences;
- (f) self-selects appropriate reading material to meet a specific purpose;
- (g) sometimes recognizes the author's purpose;
- (h) often defines a purpose for reading;
- (i) inconsistently compares and integrates information between sources; and
- (j) sometimes distinguishes fact from opinion.

**Novice** A fourth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) shows strength in detail, but not main idea;
- (b) randomly applies, articulates, and self-monitors decoding and comprehension strategies, seldom integrating, and using one strategy at a time;
- (c) sometimes demonstrates an understanding of the elements of fiction and nonfiction;
- (d) often limits reading selections;
- (e) sometimes defines a purpose for reading;
- (f) recognizes, with coaching, an author's purpose;
- (g) compares and integrates, with coaching, information from two sources at his/her reading level; and
- (h) distinguishes, with coaching, fact from opinion at his/her reading level.

### **Grade 8 Reading**

**Advanced** An eighth-grade student at the advanced reading level demonstrates superior performance. He/she:

- (a) demonstrates self-motivation and independence as a learner;
- (b) describes abstract themes and ideas of the overall reading selection;
- (c) consistently makes accurate predictions and connections between new material and prior knowledge, interprets stated and inferred main ideas, and identifies important supporting details when reading material beyond the eighth grade;
- (d) flexibly combines and monitors a variety of strategies to fluently and critically read material with comprehension, interpreting complex elements of fiction and nonfiction, literary devices, and vocabulary beyond eighth-grade level;
- (e) articulates and evaluates strategies used to monitor reading progress;
- (f) sets and meets reading goals;
- (g) consistently self-selects a variety of material, defines purposes for reading them, and provides thorough, thoughtful, and extensive responses;
- (h) analyzes both meaning and form and supports that analysis explicitly with examples from the reading material;
- (i) compares, contrasts, integrates, evaluates, and extends information, language, and point of view from many print or nonprint sources by relating it to his/her experiences and to world events.

**Proficient** An eighth-grade student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) consistently makes predictions and connections between new material and prior knowledge, locates and interprets stated and inferred main ideas, and identifies important supporting details when reading material appropriate to the eighth grade;
- (b) combines and monitors a variety of strategies to fluently read material with comprehension, interpreting elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;
- (c) articulates and evaluates the strategies used to monitor reading progress;
- (d) sets and meets reading goals;
- (e) self-selects appropriate material to meet reading purposes, and defines purposes for reading;
- (f) compares, contrasts, and integrates information, language and points of view from many print and nonprint sources by making clear inferences, drawing conclusions, and making connections to personal experiences, including other reading experiences; and
- (g) identifies some literary devices that authors use in composing text.

**Nearing Proficiency** An eighth-grade student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) demonstrates a literal understanding of the reading material and makes some interpretations;
- (b) makes some predictions and connections between new material and prior knowledge, usually locating main ideas, and identifies some important supporting details when reading material appropriate to the eighth grade;
- (c) sometimes combines strategies to read material with comprehension;
- (d) sometimes interprets elements of fiction and nonfiction, literary devices, and vocabulary at the eighth-grade level;
- (e) sometimes articulates, but seldom evaluates, the strategies used to monitor reading progress;
- (f) sets reading goals and sometimes meets them;
- (g) sometimes self-selects appropriate material to meet a reading purpose; and
- (h) compares information, language, and points of view between and among print or nonprint sources, but seldom integrates information.

**Novice** An eighth-grade student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) demonstrates a literal understanding of the reading material;
- (b) makes few predictions and connections between new material and prior knowledge, usually locating main ideas, but seldom identifies supporting details when reading material appropriate to the eighth grade;
- (c) often relies on one strategy to read material with incomplete comprehension, seldom interpreting elements of fiction and nonfiction and literary devices;
- (d) uses a limited eighth-grade reading vocabulary;
- (e) seldom articulates the strategies used to monitor reading progress;
- (f) rarely sets or meets reading goals; and
- (g) compares information, language, and point of view from two print or nonprint sources.

### **Upon Graduation Reading**

**Advanced** A graduating student at the advanced reading level demonstrates superior performance. He/she:

- (a) is self-motivated, an independent learner, and extends and connects ideas;
- (b) describes abstract themes and ideas in the overall reading material;
- (c) consistently makes, confirms, and revises complex predictions, supports inferences, and analyzes and evaluates causal relationships when reading increasingly complex material;
- (d) consistently and accurately paraphrases, formulates complex arguments with strong supporting evidence, and responds thoroughly, thoughtfully, and creatively to reading material;
- (e) effectively monitors and flexibly uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (f) uses an enriched reading vocabulary beyond the twelfth grade;

- (g) successfully monitors his/her own reading progress;
- (h) consistently sets ambitious reading goals as he/she selects, analyzes, and evaluates;
- (i) self-selects material appropriate to a variety of reading purposes; and
- (j) consistently applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources.

**Proficient** A graduating student at the proficient reading level demonstrates solid academic performance. He/she:

- (a) makes, confirms, and revises predictions, explains inferences, and analyzes causal relationships when reading material appropriate to twelfth grade;
- (b) usually paraphrases accurately, formulates arguments with supporting evidence, and responds creatively to reading material;
- (c) monitors and uses a variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (d) uses a substantial reading vocabulary appropriate to twelfth grade;
- (e) monitors his/her own reading progress;
- (f) sets and consistently meets reading goals;
- (g) selects, analyzes, and evaluates material appropriate to a variety of reading purposes;
- (h) applies complex thinking skills as he/she gathers, uses, and responds to information from a variety of sources; and
- (i) analyzes the author's uses of literary devices.

**Nearing Proficiency** A graduating student at the nearing proficiency reading level demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient reading. He/she:

- (a) makes predictions, identifies inferences, and describes causal relationships when reading material appropriate to twelfth grade;
- (b) frequently paraphrases accurately and formulates arguments with limited supporting evidence;
- (c) monitors his/her reading, but uses a limited variety of strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material;
- (d) uses a limited twelfth-grade reading vocabulary;
- (e) monitors his/her own reading progress and often sets reading goals while selecting, analyzing, and evaluating material within a limited range of reading purposes;
- (f) identifies elements of an author's style;
- (g) responds creatively to reading material; and
- (h) occasionally applies complex thinking skills while gathering, using, and responding to information from a variety of sources.

**Novice** A graduating student at the novice reading level is beginning to attain prerequisite knowledge and skills that are fundamental for reading at each benchmark. He/she:

- (a) makes simple predictions and inferences, but often does not grasp the meaning of causal relationships when reading material appropriate to twelfth grade;
- (b) sometimes accurately paraphrases, formulates arguments with limited supporting evidence, and provides simple responses to reading material;
- (c) sometimes monitors his/her use of strategies, but usually relies primarily on a few strategies to interpret the language, literary characteristics, and overall intent of print and nonprint material with limited success;
- (d) uses a reading vocabulary below twelfth-grade level;
- (e) sometimes monitors his/her own reading progress;
- (f) with guidance, sets and meets reading goals while selecting, analyzing, and evaluating material in a limited range of reading purposes; and
- (g) compares and contrasts material, but infrequently analyzes or applies complex thinking skills to gather, use, and respond to information from a limited number of sources.

# MONTANA STANDARDS FOR WRITING

*The standards set in this document represent what research and experience have described as important in the process of writing. Writing is essential to thinking and learning. As a strategic, problem-solving process, writing is a key element of communication and a critical part of comprehension. In addition to being a developmental basic skill, writing is also indispensable to critical, ethical, and creative thinking. Writers use a range of skills and strategies in the process of writing to communicate with diverse audiences and for diverse purposes. Writing proficiency enables individuals to learn, make connections between their own and others' experiences, create meaning, and evaluate information.*

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.

**Content Standard 1—Students write clearly and effectively.**

**Content Standard 2—Students apply a range of skills and strategies in the writing process.**

**Content Standard 3—Students evaluate and reflect on their growth as writers.**

**Content Standard 4—Students write for a variety of purposes and audiences.**

**Content Standard 5—Students recognize the structures of various forms and apply these characteristics to their own writing.**

**Content Standard 6—Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.**

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## Writing Content Standard 1

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**Students write clearly and effectively.**

### **Rationale**

*The goal of writing instruction at all grade levels is to enable all students to write clearly and effectively. While final drafts should be mechanically correct, good writing includes much more: organization, development of ideas with supporting detail, sentence fluency, word choice, and voice. Writers need many opportunities to write and revise their writing. As writers gain control of language, they discover the power of writing to communicate.*

### **Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation—End of Grade 12</b>
1. organize text in paragraphs with clear beginning, middle, and end.	1. organize text in paragraphs with clear beginning, middle, and end, using transitions and logical sequence.	1. organize text in paragraphs with clear beginning, middle, and end, using effective transitions and logical sequence.
2. develop a main idea through some supporting details.	2. develop a main idea through relevant supporting details.	2. develop and elaborate main ideas through relevant and specific supporting details.
3. demonstrate awareness of personal voice, sentence structure, and word choice.	3. demonstrate some control of personal voice, sentence structure, and word choice.	3. demonstrate purposeful control of personal voice, sentence structure, and word choice.
4. apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.	4. apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.	4. apply conventions of standard written English (e.g., spelling, punctuation, usage) appropriate for grade level and purpose.

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## Writing Content Standard 2

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**Students apply a range of skills and strategies in the writing process.**

### **Rationale**

*Writers use a variety of skills and strategies to construct a meaningful text. Writers progress recursively through five major stages: planning, composing, revising, editing and sharing/publishing. They need to learn, adapt and choose the writing strategies that best suit a particular writing task. By having ample time and frequent opportunities to write, writers grow in confidence and competence.*

### **Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. plan writing by generating and organizing ideas and by considering purpose and audience.	1. plan writing by generating and organizing ideas through a variety of strategies and by considering purpose and audience.	1. plan writing by generating ideas through a variety of strategies, and organizing by analyzing purpose and audience.
2. write a draft that captures and organizes ideas.	2. write one or more drafts that capture and organize ideas.	2. write one or more drafts that capture, explore, and organize ideas.
3. revise writing at the word, sentence, and paragraph levels using feedback and guidance from others.	3. revise writing at the word, sentence, and paragraph levels using feedback from others.	3. revise writing by seeking feedback from others and making appropriate changes to improve text.
4. edit, with assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).	4. edit, with some assistance, by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).	4. edit by correcting errors (e.g., grammar, capitalization, punctuation, spelling, usage).
5. share/publish a legible final product.	5. share/publish a legible final product.	5. share/publish a legible final product.

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## Writing Content Standard 3

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**Students evaluate and reflect on their growth as writers.**

### **Rationale**

*Writers monitor their writing progress. They assess their strengths and recognize successes in their own and others' writing. By using criteria for effective writing, successful writers set goals for writing improvement and select strategies and resources to accomplish those goals.*

### **Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation—End of Grade 12</b>
1. set goals and become aware of successes in their own and others' writing.	1. set goals and analyze successes in their own and others' writing.	1. set goals and evaluate successes in their own and others' writing.
2. share writing with others, listen to responses, ask questions, and offer positive comments to others.	2. share and discuss their own and others' writing for improvement and growth as writers.	2. seek and use feedback from others and offer constructive criticism to others.
3. identify their strengths as writers.	3. identify and describe strengths and weaknesses as writers.	3. analyze and evaluate strengths and weaknesses as writers.

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## Writing Content Standard 4

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**Students write for a variety of purposes and audiences.**

### **Rationale**

*Without purpose and audience, writing has no meaning. The purposes of writing include reflection, clarification, inquiry, problem solving, entertainment, information, and persuasion, all of which help writers make sense of the world. Once writers have a purpose, they select audiences and make stylistic and structural choices that allow them to communicate effectively.*

### **Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation—End of Grade 12</b>
1. identify the purpose for their writing and write appropriately.	1. identify and articulate the purpose for their writing and write appropriately.	1. identify and articulate the purpose for their writing and write appropriately.
2. choose audiences (e.g., self, peers, adults) appropriate to purposes and topics.	2. choose audiences (e.g., self, peers, adults) appropriate to purposes and topics.	2. choose audiences (e.g., self, peers, adults) appropriate to purposes and topics.
3. experience writing in different genres (e.g., descriptive writing).	3. experience writing in different genres (e.g., narrative writing).	3. experience writing in various genres (e.g., expository and persuasive writing).

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## Writing Content Standard 5

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**Students recognize the structures of various forms and apply these characteristics to their own writing.**

### **Rationale**

*By reading diverse selections of fiction and nonfiction, classic and contemporary pieces, individuals acquire the tools to express themselves in writing. When individuals analyze and reflect on the forms they read, they understand more fully how to apply the characteristics of those forms in their own writing.*

### **Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify the characteristics of different forms (poetry, fiction, non-fiction, technical, simple report).	1. identify and analyze characteristics of different forms (e.g., narrative, journal, technical).	1. identify, analyze and evaluate characteristics of different forms (e.g., multiparagraph essays, persuasive, expository, argumentative).
2. write using characteristics of different forms.	2. write using characteristics of different forms.	2. write using characteristics of different forms.

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## Writing Content Standard 6

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**Students use the inquiry process, problem-solving strategies, and resources to synthesize and communicate information.**

### **Rationale**

*As lifelong learners, individuals initiate their own inquiries, find solutions to real problems, and use current and emerging technologies and information sources. Writing enables individuals to analyze and synthesize information, as well as to present solutions using traditional and technological media.*

### **Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation—End of Grade 12</b>
1. pose questions or identify problems.	1. pose questions or identify problems.	1. pose questions or identify problems.
2. use selected technologies and information sources.	2. find and use a variety of technologies and information sources.	2. find, evaluate, and use a variety of technologies and information sources.
3. identify explanations or solutions, and draw a conclusion based on the information.	3. identify several explanations or solutions, and draw conclusions based on their analysis of the information.	3. identify and investigate alternative explanations or solutions, and use criteria to draw and defend conclusions based on their analysis and evaluation of the information.
4. share information in appropriate ways for intended audiences.	4. share information in appropriate ways for intended audiences.	4. share information in appropriate ways for intended audiences.

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## Writing Performance Standards: A Profile of Four Levels

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The Writing Performance Standards describe the writer's knowledge, skills, and abilities on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency, and novice.

<i>Advanced</i>	This level denotes superior performance.
<i>Proficient</i>	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<i>Nearing Proficiency</i>	This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
<i>Novice</i>	This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

### Grade 4 Writing

**Advanced:** (1) A fourth-grade student at the advanced level of writing demonstrates superior performance. He/she:

- (a) writes clearly and effectively by exhibiting strong organization, concrete development, and appropriate conventions/mechanics;
- (b) applies and experiments with a variety of skills and strategies in the writing process as he/she develops control of his/her writing;
- (c) shares and discusses his/her own writing and the writing of others to help make significant revisions;
- (d) writes, with assistance, for a variety of purposes and audiences and easily writes in different genres, including descriptive writing;
- (e) frequently proceeds with independent inquiries, with initial guidance; and
- (f) often uses a range of resources to seek information, solve problems, and communicate.

**Proficient:** (1) A fourth-grade student at the proficient level of writing demonstrates solid academic performance. He/she:

- (a) writes clearly and effectively by organizing the text with a clear beginning, middle, and end;
- (b) applies basic skills and strategies in the writing process as he/she develops as a writer;
- (c) shares and discusses his/her own writing and the writing of others;
- (d) recognizes and regularly practices using various forms of writing, including descriptive writing;
- (e) writes, with assistance, for a variety of purposes and audiences; and
- (f) responds to guided inquiry as he/she learns to search out information, solve problems, and communicate.

**Nearing Proficiency:** (1) A fourth-grade student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) sometimes writes clearly and effectively by organizing text with a basic beginning, middle, and end;
- (b) applies basic skills and limited strategies in the writing process as he/she develops as a writer;
- (c) sometimes shares and discusses his/her writing and the writing of others to make limited changes in the text;

- (d) recognizes and begins to write, with assistance, in basic forms of writing, including descriptive writing;
- (e) writes for a specific purpose and with some sense of audience; and
- (f) conducts inquiries, with support, to find information to communicate.

**Novice:** (1) A fourth-grade student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) writes with limited clarity or effectiveness;
- (b) shows some emerging level of organization;
- (c) demonstrates limited awareness of the structure of his/her writing;
- (d) requires frequent guidance to apply basic skills and limited strategies as he/she learns to write;
- (e) shares his/her writing although his/her discussion usually lacks substance or focus;
- (f) requires guidance to recognize various forms of writing, including descriptive writing;
- (g) writes with a limited purpose, often showing no awareness of audience; and
- (h) needs assistance to conduct inquiries, find information, and communicate.

### **Grade 8 Writing**

**Advanced:** (1) An eighth-grade student at the advanced level of writing demonstrates superior performance. He/she:

- (a) writes clearly and effectively by independently applying a range of skills and strategies to revise his/her writing;
- (b) eagerly seeks feedback to evaluate his/her writing and reflects on his/her growth as a writer;
- (c) identifies variations within writing forms and experiments as he/she applies these characteristics to his/her writing and in an expanded range of genres, including narrative writing;
- (d) successfully writes for a variety of purposes and audiences;
- (e) initiates his/her own inquiries; and
- (f) uses current technologies and information sources to communicate.

**Proficient:** (1) An eighth-grade student at the proficient level of writing demonstrates solid academic performance. He/she:

- (a) writes clearly and effectively by applying a range of skills and strategies in the writing process;
- (b) demonstrates the ability to respond to feedback, evaluate his/her writing, and reflect on his/her growth as a writer;
- (c) typically recognizes the structures of various forms of writing and applies these characteristics as he/she writes for a variety of purposes and audiences and in an expanded range of genres, including narrative writing; and
- (d) initiates his/her own inquiries and uses current technologies and information sources to communicate.

**Nearing Proficiency:** (1) An eighth-grade student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) occasionally writes clearly and effectively by applying, with assistance, a range of skills and strategies in the writing process;
- (b) sometimes demonstrates the ability to evaluate writing and reflect on his/her growth as a writer;
- (c) recognizes and applies some characteristics of some forms of writing;
- (d) writes for a narrow range of purposes and audiences, and has limited practice in narrative writing;
- (e) sometimes initiates his/her own inquiries; and
- (f) uses current and emerging technologies and information sources to communicate.

**Novice:** (1) An eighth-grade student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) rarely writes clearly and effectively without assistance;
- (b) applies a limited range of skills and strategies in the writing process;
- (c) is reluctant to revise and needs assistance to evaluate his/her writing;
- (d) demonstrates confusion about forms and has difficulty applying the characteristics to his/her writing;

- (e) often lacks purpose and needs guidance to identify an audience or practice in narrative writing at the basic level;
- (f) requires direction and support to conduct inquiries; and
- (g) often uses current and emerging technologies and information sources to communicate.

### **Upon Graduation Writing**

**Advanced:** (1) A graduating student at the advanced level of writing demonstrates superior performance. He/she:

- (a) consistently writes clearly and effectively, often about sophisticated subjects;
- (b) applies a range of skills and strategies in the writing process, eagerly seeking and responding to feedback and polishing his/her writing;
- (c) independently evaluates writing and reflects on his/her growth as a writer;
- (d) recognizes different levels of meaning as well as sophisticated variations within forms of writing;
- (e) takes risks and applies these characteristics to his/her own writing;
- (f) writes fluently for a variety of purposes and in different genre, including expository and persuasive, usually satisfying audiences;
- (g) demonstrates self-directed inquiry; and
- (h) makes effective use of current and emerging technologies and information sources to communicate.

**Proficient:** (1) A graduating student at the proficient level of writing demonstrates solid academic performance. He/she:

- (a) writes clearly and effectively by applying a range of skills and strategies in the writing process;
- (b) often seeks and responds to feedback to evaluate and revise writing, as well as reflects on his/her growth as a writer;
- (c) recognizes variations within the forms and often identifies different levels of meaning;
- (d) occasionally takes risks when applying these characteristics to write for a variety of purposes and audiences, and in different genres, including expository and persuasive writing;
- (e) initiates his/her own inquiries; and
- (f) uses current and emerging technologies and information sources to communicate.

**Nearing Proficiency:** (1) A graduating student at the nearing proficiency level of writing demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) often writes clearly and effectively by applying a limited range of skills and strategies;
- (b) still needs assistance to revise work in response to feedback;
- (c) often needs guidance to evaluate work and reflect on his/her growth as a writer;
- (d) recognizes the forms of writing and applies basic characteristics to his/her own writing;
- (e) writes for a limited range of purposes and audiences, and has some experience writing in different genres, including expository and persuasive writing;
- (f) conducts inquiries, with assistance, and
- (g) uses current technologies and information sources to communicate.

**Novice:** (1) A graduating student at the novice level of writing is beginning to attain prerequisite knowledge and skills fundamental for proficient writing. He/she:

- (a) occasionally writes clearly at a basic level by applying selected skills and strategies;
- (b) needs assistance to write effectively;
- (c) is reluctant to revise and needs guidance to evaluate his/her writing or respond to feedback;
- (d) demonstrates limited understanding of his/her growth as a writer;
- (e) recognizes basic forms of writing and applies some basic characteristics to his/her writing;
- (f) often lacks purpose in writing, including expository and persuasive, and writes for a limited audience;
- (g) seldom conducts inquiries; and
- (h) uses current technologies and information sources, with assistance, to communicate.

# MONTANA STANDARDS FOR LITERATURE

*Literature, a primary vehicle for teaching reading, attempts to show life in its uncertainties, complexities, and imperfections, offering many insights for the reader. Responding to print and nonprint media allows participants to experience vicariously other lives and to measure their own experiences against those of others. The exploration of literature and films encourages students to become critical and reflective thinkers and to develop personal aesthetic standards for print and nonprint media as art forms.*

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.

**Content Standard 1—Students construct meaning as they comprehend, interpret, analyze and respond to literary works.**

**Content Standard 2—Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.**

**Content Standard 3—Students reflect upon their literary experiences and purposefully select from a range of works.**

**Content Standard 4—Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.**

**Content Standard 5—Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.**

## Literature Content Standard 1

**Students construct meaning as they comprehend, interpret, analyze and respond to literary works.**

### **Rationale**

*The “meaning” of a piece of work is not a rigid, unchanging interpretation by an expert. Meanings depend upon readers, upon the times, and upon the interaction of reader and literary work. Authors provide clues, judgments, and insights about life that influence a reader’s attitude. Students actively engage with text to build their own understanding. Thus, students understand what they read as it relates to what they know.*

### **Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. make predictions and connections between new literary works and previous information/experiences.	1. make predictions and connections between new literary works and previous information/experiences and explore questions about the impact of literary elements.	1. propose and pursue questions and answers to the complex elements of literary works (e.g., historical and cultural influence, style, figures of speech).
2. identify main ideas and some supporting details of literary works.	2. identify and comprehend the main idea and supporting facts and details, and summarize ideas in own words.	2. develop and define with textual support interpretations of complex literary works.
3. retell key events of literary works in sequence.	3. summarize stories and identify major literary elements.	3. analyze the major elements significant to the interpretation process (e.g., point of view, tone, dramatic action).
4. make connections and comparisons of literary elements within and between works.	4. compare, contrast, and make connections of literary elements within and between works.	4. recognize, compare, contrast, make connections, and analyze approaches to literary elements in various works.
5. make, confirm, or revise predictions based on the literary works.	5. draw inferences and conclusions based on literary works.	5. compare and contrast individual and group responses/reactions with author’s purpose/intent.
6. respond personally to ideas and feelings generated by literary works.	6. respond to literary works on the basis of personal insights and respect the different responses of others.	6. demonstrate oral, written, and/or artistic responses to ideas and feelings generated in literary works.

## Literature Content Standard 2

**Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.**

### Rationale

*Recognizing how language is used to create meaning and achieve response helps readers gain critical power and assists them as communicators; furthermore, an understanding of language can deepen one's appreciation of literature.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify literary devices (e.g., figurative language, exaggeration).	1. identify the effect of literary devices (e.g., figurative language, allusion, diction, dialogue, description, imagery).	1. discuss ways in which literary devices and elements (e.g., syntax, imagery, figurative language, allusion, symbols, irony) produce a dominant tone, effect or theme.
2. demonstrate an understanding of literary elements (e.g., plot, character, setting, problem solving).	2. recognize the impact of literary elements (e.g., plot, theme, character, setting, point of view) and evaluate their effectiveness.	2. analyze and critique the effectiveness of an author's choice of literary devices/elements.
3. increase vocabulary through the use of context clues and reference sources (e.g., dictionary, thesaurus, glossary) to understand literary works.	3. evaluate how vocabulary and language contribute to literary works.	3. recognize and articulate how language enhances meaning and conveys power to impact an individual and/or society.
4. identify how language, literary devices, and forms contribute to the meaning of literary works.	4. demonstrate an understanding of how language, literary devices, and forms contribute to the impact of literary works.	4. evaluate how language, literary devices, and forms contribute to the impact of a work on the reader/listener/viewer.

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## Literature Content Standard 3

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**Students reflect upon their literary experiences and purposefully select from a range of works.**

### **Rationale**

*Learning to purposefully select literature to read and films to view which meet individual needs empowers individuals to take charge of their own development, to manage their time, to extend horizons, to challenge favorite viewpoints, to share other lives, to illuminate individual experiences and to grow as lifelong learners.*

### **Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation—End of Grade 12</b>
1. select a variety of literary works for purposes of discovery, appreciation, and enjoyment.	1. select a variety of literary works, expressing reasons for personal recommendation, discovery, appreciation, and enjoyment.	1. use prior experience to select materials and articulate purposes for selection (e.g., learn, enjoy, persuade, exchange information).
2. select print/nonprint works based upon reflection of prior literary experiences (e.g., author, subject, theme, genre).	2. apply given criteria to evaluate literary merit and express critical opinions about literary works.	2. develop and apply criteria to evaluate the reliability, authenticity, and literary merit of information conveyed in a literary work.
3. demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literature appreciation.	3. demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literature appreciation.	3. recognize literary works as vehicles for acquiring new information, responding to social and workplace needs, and discovering and gaining personal fulfillment.

## Literature Content Standard 4

**Students interact with print and nonprint literary works from various cultures, ethnic groups, traditional and contemporary viewpoints written by both genders.**

### Rationale

*Through the ages, literature has mirrored the sensibilities of the people who have produced those works. Students engaging in a variety of works come to understand that viewpoints, attitudes, and ideas change; that individuals view events in a variety of ways based upon their own frames of reference, beliefs, and experiences.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. select, read, listen to, and view a variety of literary works.	1. select, read, listen to, and view a variety of literary works.	1. select, read, listen to, and view a variety of traditional and contemporary works from diverse cultures (e.g., American Indian works), genders, genres, historical periods, and styles.
2. respond to traditional and contemporary works representing diverse perspectives, cultures, and issues (e.g., American Indian works).	2. respond to traditional and contemporary works representing diverse perspectives, cultures, and issues (e.g., American Indian works).	2. demonstrate how factors of history and culture, gender and genre, influence and give meaning to literature.
3. create and share responses to literary works through the application of technology, speaking, writing, and visual, and performing arts (e.g., discuss, write, move, design, compose, sing).	3. create and share responses to literary works through the application of technology, speaking, writing, visual, and performing arts (e.g., discuss, write, move, design, compose, sing).	3. create and share responses to literary works (e.g., discuss, write, move, design, compose, sing, dramatize, produce multimedia presentations).  4. analyze diverse literature to identify and compare common human experiences within and between cultures.

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## Literature Content Standard 5

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**Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts and issues.**

### **Rationale**

*Literature is a primary vehicle to widen and extend our experiences, to make us more aware of other individuals, issues, cultures and viewpoints and, thus, ourselves, our own cultures and our own attitudes. Literature moves us out of our personal spheres and extends our understanding as we change.*

### **Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify how culture, ideas, and issues influence literary works.	1. examine and explain how history, culture, ideas, and issues influence literary works.	1. examine, explain, and evaluate various perspectives concerning community, national, and world issues reflected in literary works.
2. compare one's culture to the culture portrayed in a literary work.	2. compare and contrast a variety of perspectives of self, others, and world issues through a selection of literary works.	2. identify and respond to philosophical assumptions and basic beliefs underlying selected texts.
3. make associations between ideas expressed in literary works and personal experiences.	3. use literary works to develop an understanding of the many dimensions of human experience (e.g., philosophical, ethical, aesthetic).	3. recognize patterns, symbols, and universal themes present across literary works and relate those to personal experience.  4. investigate and report ways in which authors, their works, and their styles have impacted or been influenced by social and cultural issues or events.

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## Literature Standards: A Profile of Four Levels

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The Literature Performance Standards describe students' knowledge, skills, and abilities in the literature content area on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency, and novice.

<i>Advanced</i>	This level denotes superior performance.
<i>Proficient</i>	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<i>Nearing Proficiency</i>	This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
<i>Novice</i>	This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

### Grade 4 Literature

**Advanced:** (1) A fourth-grade student at the advanced level of literature demonstrates superior performance. He/she:

- (a) accurately comprehends material at the literal level and sometimes at the figurative level;
- (b) makes predictions and connections within and between literary works;
- (c) interprets as a reader, listener, and viewer how language affects the meaning of literary works;
- (d) confidently identifies the language and literary tools that contribute to the meaning;
- (e) evaluate how language and literary tools contribute to the impact of literary works;
- (f) purposefully selects print and non-print material from diverse cultures and viewpoints to fulfill needs; and
- (g) demonstrates the depth of understanding by sharing responses to a variety of literary works.

**Proficient:** (1) A fourth-grade student at the proficient level of literature demonstrates solid academic performance. He/she:

- (a) comprehends materials at the literal level, but has difficulty at the figurative level;
- (b) makes predictions and connections within and between literary works;
- (c) demonstrates an understanding of how language affects the meaning of literary works as a reader, listener, and viewer;
- (d) identifies the language and literary tools that contribute to meaning;
- (e) purposefully selects print and non-print materials from diverse cultures and viewpoints to fulfill needs; and
- (f) explores creative ways to share appropriate and unique responses to a variety of literary works.

**Nearing Proficiency:** (1) A fourth-grade student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

- (a) usually comprehends material at the literal level;
- (b) makes obvious predictions and connections within and between those works;
- (c) demonstrates an understanding of how language affects the meaning of literary works as a reader, listener, and viewer;
- (d) usually identifies the language and literary tools that contribute to the meaning of literary works;

- (e) sometimes purposefully selects print and non-print materials from diverse cultures and viewpoints to fulfill needs; and
- (f) occasionally explores creative ways to share responses to a variety of literary works, but often relies on predictable or mechanical methods.

**Novice:** (1) A fourth-grade student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

- (a) seldom comprehends material at the literal level;
- (b) makes obvious predictions and connections, with assistance, within and between literary works;
- (c) occasionally identifies how language affects the meaning of literary works as a reader, listener, and viewer;
- (d) has difficulty identifying and/or discussing the language and literary tools that contribute to meaning;
- (e) randomly selects print and nonprint material from diverse cultures and viewpoints; and
- (f) uses limited methods to share responses to a variety of literary works.

### **Grade 8 Literature**

**Advanced:** (1) An eighth-grade student at the advanced level of literature demonstrates superior performance. He/she:

- (a) accurately comprehends material at the literal level and frequently at the figurative level;
- (b) makes complex predictions and meaningful connections when analyzing and responding to literary works;
- (c) consistently and thoughtfully interprets and evaluates as a reader, listener, and viewer how literary devices, forms, and language impact literary works;
- (d) willingly and confidently responds to a variety of works demonstrating individualized generalizations and thoughtful comparisons and hypotheses; and
- (e) expresses a clear, personalized criteria for evaluation of judgments of quality.

**Proficient:** (1) An eighth-grade student at the proficient level of literature demonstrates solid academic performance. He/she:

- (a) comprehends material at the literal level and is gaining understanding at the figurative level;
- (b) effectively uses sequencing, comparing, contrasting and predicting to analyze and respond to literary works;
- (c) competently identifies and interprets how literary devices, forms, and language impact literary works as a reader, listener, and viewer;
- (d) consistently and purposefully selects a variety of literary works, expressing reasons for the choices; and
- (e) recognizes how the time period and other relevant situations produce a work's context.

**Nearing Proficiency:** (1) An eighth-grade student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

- (a) usually comprehends material at the literal level and sometimes, with assistance, at the figurative level;
- (b) makes obvious predictions and brief descriptions when analyzing and responding to literary works;
- (c) identifies literary devices, forms, and language, and describes how these impact literary works as a reader, listener, and viewer;
- (d) purposefully selects a variety of literary works, briefly expressing reasons for choices; and
- (e) occasionally shares responses to literature, demonstrating knowledge of literary form and structure.

**Novice:** (1) An eighth-grade student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

- (a) usually comprehends material at the literal level but seldom at the figurative level;
- (b) makes simple predictions and brief descriptions when responding to literary works;
- (c) infrequently identifies literary devices, forms, and languages and, with assistance, describes how these impact literary works as a reader, listener, and viewer;

- (d) selects literary works, yet has difficulty expressing reasons for choices; and
- (e) often focuses on restatement of story and summarization with little comparison or investigation of the work's meaning or form.

### **Upon Graduation Literature**

**Advanced:** (1) A graduating student at the advanced level of literature demonstrates superior performance. He/she:

- (a) accurately and completely comprehends material at both literal and figurative levels;
- (b) seeks out increasingly complex and diverse material;
- (c) develops and defends multiple-analytic and interpretive responses to those works;
- (d) demonstrates the inquiry process through the articulation of greater insight and higher level skills;
- (e) connects prior literary experiences to purposeful selection and evaluation of material based on reliability, authenticity, and literary merit; and
- (f) experiments with a range of original and sophisticated ways to communicate independently designed responses to a variety of literary works.

**Proficient:** (1) A graduating student at the proficient level of literature demonstrates solid academic performance. He/she:

- (a) comprehends material at both literal and figurative levels;
- (b) develops and defends multiple-analytic and interpretive responses to literary works;
- (c) analyzes and critiques how language and literary tools create and enhance the meaning and impact of literary works as a reader, listener, and viewer;
- (d) thoughtfully uses prior experience to purposefully select material to fulfill needs;
- (e) applies criteria to evaluate the reliability, authenticity, and merit of literary works; and
- (f) consistently creates and shares unique and reasonable responses to a variety of literary works.

**Nearing Proficiency:** (1) A graduating student at the nearing proficiency level of literature demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficiency in literature. He/she:

- (a) comprehends material at the literal level but only occasionally at the figurative level;
- (b) develops and pursues questions and answers in his/her responses to literary works;
- (c) recognizes and discusses how language and literary tools influence the meaning and impact of literary works as a reader, listener, and viewer;
- (d) uses prior experience to select material;
- (e) occasionally applies criteria that assesses reliability, authenticity, and literary merits; and
- (f) relies on more predictable and limited forms to share responses to a variety of literary works.

**Novice:** (1) A graduating student at the novice level of literature is beginning to attain the prerequisite knowledge and skills that are fundamental at each benchmark in literature. He/she:

- (a) comprehends materials on the literal level, but rarely at the figurative level;
- (b) recognizes interpretive responses to literary works, but finds difficulty discussing the effectiveness of literary tools;
- (c) reluctantly interacts with literary works;
- (d) has difficulty connecting personal literary experiences to personal life experiences; and
- (e) waits for encouragement, hesitates to share, and usually limits responses to assigned products.

# MONTANA STANDARDS FOR SPEAKING AND LISTENING

*Oral communication is the bridge to the future. It provides the basis of language development, thinking, gathering information, and shaping how we see ourselves and how others see us. Studies show that over 80 percent of communication is spent in speaking and listening, which lends credence to the belief that teaching these skills is not just desirable, but critical. It is the responsibility of education to ensure that students are prepared for their roles as family members, workers, and citizens through oral communication instruction.*

*The National Communication Association defines speaking as “the uniquely human act or process of transmitting and exchanging information, ideas, and emotions using oral language” while listening is “the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.”*

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students’ knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points—the end of grade 4, the end of grade 8 and grade 12.

**Speaking and Listening Content Standard 1—Students demonstrate knowledge and understanding of the communication process.**

**Speaking and Listening Content Standard 2—Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**

**Speaking and Listening Content Standard 3—Students apply a range of skills and strategies to speaking and listening.**

**Speaking and Listening Content Standard 4—Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.**

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## Speaking and Listening Content Standard 1

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Students demonstrate knowledge and understanding of the communication process.

### **Rationale**

*Skills needed in communicating begins with a knowledge of communication as a process made up of multiple components which include message, sender, receiver, shared experiences, channel, feedback, and interference. The sender puts ideas into verbal and nonverbal symbols that are transmitted to the receiver through channels. The receiver interprets the message and reacts to it by providing feedback. Unless the experiences and vocabulary of sender and receiver are similar, the effective exchange of ideas is difficult. At any point in this process, interference can prevent intended meanings from being accurately shared.*

### **Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. recognize the important role of speaking and listening in daily life.	1. observe and describe the importance of speaking and listening in personal relationships.	1. explain the importance of effective oral communication in creating meaning, influencing thought, and making decisions.
2. identify oneself in various roles in the communication process and recognize the shared communication responsibilities of the speaker and the listener.	2. identify and define the components of the communication process.	2. identify and analyze the relationships among the components of the communication process.

## Speaking and Listening Content Standard 2

**Students distinguish among and use appropriate types of speaking and listening for a variety of purposes.**

### **Rationale**

*Everyday people must make decisions about the purpose of communication; will it be to exchange information, entertain or inspire, persuade, or solve problems? They must choose appropriate methods of communicating effectively with different types of audiences, whether favorable, hostile, or neutral, as well as with different audience sizes in conversation, small group, and public or mass. Delivery choice must also fit the presentation. It may be impromptu, extemporaneous, manuscript, or memorized delivery with or without audio and/or visual aids. Likewise, different types of listening, such as casual, appreciative, attentive, interpretive, critical and empathic are needed to different purposes and situations.*

### **Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. recognize the techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).	1. analyze one's own techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).	1. explain, apply, and evaluate one's own and others' techniques of listening in a variety of situations (e.g., focusing attention, reflecting, interpreting, analyzing, responding to messages).
2. demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations.	2. demonstrate appropriate speaking and listening behaviors in communicating with various audiences.	2. demonstrate effective adjustment of speaking and listening behaviors in communicating with various audiences.
3. speak and listen effectively for a range of purposes (e.g., reading aloud and listening to oral readings, sharing and listening to personal experiences, presenting and listening to oral reports, clearly giving and understanding directions and instructions).	3. speak and listen effectively for an expanded range of purposes (e.g., giving and understanding information, presenting and appreciating creative performances, delivering and analyzing persuasive messages).	3. speak and listen effectively for a broad range of purposes (e.g., delivering and evaluating entertaining or inspiring messages, presenting and critically evaluating problems and solutions).
4. identify and appropriately use different types of presentations (e.g., storytelling, narrative, description).	4. identify and appropriately use different types of presentations (e.g., reports, expository speeches, dramatic presentations, persuasive appeals).	4. identify and use different types of presentations appropriate to the purpose for speaking (e.g., impromptu, extemporaneous, manuscript, memorized deliveries, inter-personal endeavors).
5. identify and use different types of listening appropriate to the listening situation (e.g., casual, appreciative, attentive).	5. identify and use different types of listening appropriate to the listening situation (e.g., interpretive and empathic listening).	5. identify and use different types of listening appropriate to the listening situation (e.g., critical listening).

## Speaking and Listening Content Standard 3

**Students apply a range of skills and strategies to speaking and listening.**

### **Rationale**

*Speakers carefully select a topic organization, development, language, and delivery techniques appropriate to the audience and situation.*

*Listeners choose strategies to draw connections as they monitor understanding, evaluate information, enhance aesthetic experiences, and overcome listening barriers. Good listening is active, learned, and developed through practice.*

### **Benchmarks**

**Students will:**

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. communicate in a focused and organized manner.	1. communicate with a clear purpose, well-developed organization, and support from a variety of sources.	1. communicate with an identifiable thesis, logically developed points with appropriate supporting resources, and clear sequencing of ideas and transitions.
2. select and use appropriate verbal language to convey intended meaning.	2. use verbal language appropriate to occasion, audience, and topic.	2. use informal, standard, and technical verbal language effectively to fit the purpose, audience, occasion and task.
3. identify and begin to use appropriate verbal and nonverbal skills to enhance presentations and manage communication anxiety.	3. explain and appropriately use verbal and nonverbal skills to enhance presentations and manage communication anxiety.	3. apply, analyze and evaluate effective verbal and nonverbal skills to enhance presentations and manage communication anxiety.
4. monitor understanding by identifying and using strategies (e.g., asking relevant questions and restating information).	4. monitor understanding by identifying and using strategies (e.g., inquiring, taking notes, summarizing oral and visual clues).	4. monitor understanding by identifying and using strategies (e.g., asking probing questions, paraphrasing, interpreting, evaluating oral and visual clues).
5. distinguish new from familiar material, significant from insignificant information, fact from opinion, and fantasy from reality.	5. distinguish information from persuasion, and logic from emotion.	5. recognize and analyze points of view, purposes, emotional appeals, and logical fallacies in verbal and nonverbal messages.
6. draw connections between one's experiences, information, and insights, and experiences communicated by others.	6. compare and contrast one's own experiences, information, and insights with the message received in a variety of communication situations.	6. compare and contrast one's experiences, information, and insights with the message in a variety of communication situations.
7. identify characteristics of enjoyable listening experiences by examining rhythm in music and visualization of images.	7. compare and contrast enjoyable listening experiences by examining different renditions of the same work (e.g., the same selection interpreted by different performers).	7. analyze and evaluate aesthetic listening experiences by examining speakers' style, interpreting characters in a dialogue, and studying the projection of emotion.
8. identify, anticipate, and manage barriers to listening.	8. identify, anticipate, and manage barriers to listening.	8. identify, anticipate, and manage barriers to listening.

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## Speaking and Listening Content Standard 4

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Students identify, analyze, and evaluate the impacts of effective speaking and evaluative listening.

### Rationale

*After speaking or listening, students need to evaluate the completed communication process to identify successful and less successful strategies, incorporate the successful techniques in their own communication, and reflect on the impact the communication had on others. Training in speaking and listening cultivates respect for the feelings and values of others while increasing awareness of the ethical responsibilities inherent in communication. In a global village in the information age, it is imperative for all students to be competent, informed, and sensitive oral communicators.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. identify the characteristics of effective speaking and listening.</li><li>2. reflect on one's effectiveness as speakers and as listeners, and set personal goals.</li><li>3. show respect for the feelings and values of others when speaking and listening.</li></ol>	<ol style="list-style-type: none"><li>1. analyze and apply the characteristics of effective speaking and evaluative listening.</li><li>2. use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals.</li><li>3. explain the importance of speaking and listening in our democratic society within a culturally diverse world.</li></ol>	<ol style="list-style-type: none"><li>1. analyze the characteristics and evaluate the impact of informative, persuasive, and artistic presentations of self, peers, public figures, and the media.</li><li>2. use feedback to evaluate one's own effectiveness as a speaker and as a listener, and set personal goals.</li><li>3. analyze the legal and ethical issues associated with responsible communication.</li></ol>

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## Speaking and Listening Performance Standards

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The Speaking and Listening Performance Standards describe students' knowledge, skills, and abilities in the speaking and listening content area on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at four performance levels: advanced, proficient, nearing proficiency and novice.

<i><u>Advanced:</u></i>	This level denotes superior performance.
<i><u>Proficient:</u></i>	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
<i><u>Nearing Proficiency:</u></i>	This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
<i><u>Novice:</u></i>	This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

### **Grade 4 Speaking and Listening**

**Advanced:** (1) A fourth-grade student at the advanced level of speaking and listening demonstrates superior performance. He/she:

- (a) displays an extensive understanding of the importance of one's roles and responsibilities when speaking and listening in daily life;
- (b) effectively uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;
- (c) applies a range of speaking skills and strategies (e.g., clear focus, organization, delivery);
- (d) fluently applies a range of skills and strategies (e.g., questioning, restating, distinguishing types of information, drawing connections to oneself);
- (e) effectively examines the characteristics of enjoyable listening experiences;
- (f) consistently identifies characteristics of effective speaking and listening and appropriately modifies own behavior; and
- (g) shows respect for the feelings and values of others when speaking and listening.

**Proficient:** (1) A fourth-grade student at the proficient level in speaking and listening demonstrates solid academic performance. He/she:

- (a) recognizes the importance of one's roles and responsibilities when speaking and listening in daily life;
- (b) uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;
- (c) applies a range of speaking skills and strategies (e.g., clear focus, organization, delivery);
- (d) applies a range of speaking skills and strategies (e.g., questioning, restating, distinguishing types of information, drawing connections to oneself);
- (e) examines the characteristics of enjoyable listening experiences;
- (f) identifies characteristics of effective speaking and listening and appropriately modifies own communication behavior; and
- (g) shows respect for the feelings and values of others when speaking and listening.

**Nearing Proficiency:** (1) A fourth-grade student at the nearing proficiency level in speaking and listening demonstrates partial mastery of prerequisite skills and knowledge fundamental for proficient speaking and listening. He/she:

- (a) sometimes recognizes the importance of one's roles and responsibilities when speaking and listening in daily life;
- (b) sometimes uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;
- (c) applies a limited range of speaking skills and strategies, but is not always focused, organized, or clear in delivery;
- (d) applies a limited range of listening skills and strategies, but is not always effective in questioning, restating, distinguishing types of information, or drawing connections to one's experiences;
- (e) enjoys some listening and is beginning to identify the characteristics of enjoyable listening experiences;
- (f) begins to identify the characteristics of effective speaking and listening, but infrequently modifies communication behavior; and
- (g) shows some respect for the feelings and values of others when speaking and listening.

**Novice:** (1) A fourth-grade student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in speaking and listening. He/she:

- (a) is beginning to recognize the importance of one's roles and responsibilities when speaking and listening in daily life;
- (b) seldom uses appropriate speaking and listening behaviors in the classroom during oral readings, directions, and sharing personal experiences;
- (c) sometimes applies a limited range of speaking skills and strategies, but is seldom focused, organized, or clear in delivery;
- (d) sometimes applies a limited range of listening skills and strategies, but has difficulty questioning, restating, distinguishing types of information, or drawing connections to one's experiences;
- (e) enjoys some listening experiences, but has difficulty identifying the characteristics of the presentations;
- (f) identifies a limited number of the characteristics of effective speaking and listening, and shows a limited ability to modify communication behavior; and
- (g) shows little respect for the feelings and values of others when speaking and listening.

### **Grade 8 Speaking and Listening**

**Advanced:** (1) An eighth-grade student at the advanced level of speaking and listening demonstrates superior performance. He/she:

- (a) displays extensive understanding of communication as an important process and communicates easily to develop and maintain personal relationships.
- (b) effectively chooses appropriate types of speaking and listening for a variety of purposes;
- (c) uses a complex range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);
- (d) uses a complex range of listening skills and strategies (e.g., inquiry, note taking, summarizing), while distinguishing between information and opinion, and relating messages to one's experiences;
- (e) thoughtfully compares and contrasts enjoyable listening experiences;
- (f) analyzes communication impacts and effectively modifies speaking and listening behaviors; and
- (g) displays extensive understanding of the complexity of communication in our democratic society within a culturally diverse world.

**Proficient:** (1) An eighth-grade student at the proficient level of speaking and listening demonstrates solid academic performance. He/she:

- (a) describes speaking and listening as important processes, and uses communication to develop and maintain personal relationships;
- (b) recognizes and applies appropriate types of speaking and listening for a variety of purposes;
- (c) applies a range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);
- (d) applies a range of listening skills and strategies (e.g., inquiry, note taking, summarizing), while distinguishing between information and opinion, and relating messages to one's experiences;

- (e) compares and contrasts enjoyable listening experiences;
- (f) analyzes communication impacts and selects modifications to speaking and listening behaviors; and
- (g) consistently identifies and describes the importance of communication in our democratic society within a culturally diverse world.

**Nearing Proficiency:** (1) An eighth-grade student at the nearing proficiency level in speaking and listening demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficient speaking and listening. He/she:

- (a) sometimes recognizes speaking and listening as important processes and uses communication, with assistance, to develop and maintain personal relationships;
- (b) sometimes recognizes and applies, with assistance, appropriate types of speaking and listening for a variety of purposes;
- (c) sometimes applies a range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);
- (d) sometimes applies a range of listening skills and strategies (e.g., inquiry, note taking, summarizing), and has difficulty distinguishing between information and opinion, and relating messages to one's experiences;
- (e) contrasts, but seldom compares enjoyable listening experiences;
- (f) sometimes identifies communication impacts, but has difficulty modifying speaking and listening behaviors; and
- (g) has limited recognition of the importance of communication in our democratic society within a culturally diverse world.

**Novice:** (1) An eighth-grade student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark for speaking and listening. He/she:

- (a) seldom recognizes speaking and listening as important processes and has difficulty communicating to develop and maintain personal relationships;
- (b) recognizes and applies appropriate types of speaking and listening for limited purposes;
- (c) applies a limited range of speaking skills and strategies (e.g., a clear purpose, controlled organization, varied support, appropriate language);
- (d) applies a limited range of listening skills and strategies (e.g., inquiry, note taking, summarizing), and has difficulty distinguishing between information and opinion, and relating messages to one's experiences);
- (e) recognizes the obvious, but incompletely contrasts and seldom compares aesthetic listening experiences;
- (f) is beginning to understand communication impacts, and selects limited modifications to speaking and listening behaviors; and
- (g) has limited understanding of the importance of communication in our democratic society within a culturally diverse world.

### **Upon Graduation Speaking and Listening**

**Advanced:** (1) A graduating student at the advanced level of speaking/listening demonstrates superior performance. He/she:

- (a) displays extensive understanding of speaking and listening as important processes used to create meaning and influence thought and decision-making;
- (b) effectively distinguishes and chooses among appropriate types of speaking and listening used by self and others for a variety of audiences, purposes, and situations;
- (c) effectively applies speaking skills and strategies, creating a well-organized and thoroughly developed message using appropriate verbal and nonverbal language;
- (d) effectively applies listening skills and strategies (e.g., monitoring understanding, recognizing, and analyzing logical and emotional appeals, making personal associations with the message);
- (e) thoroughly and effectively interprets appreciative listening experiences by analyzing and evaluating characteristics of the presentation;
- (f) thoroughly analyzes, and evaluates the impact of presentations on self and others, using feedback to adjust speaking and listening behaviors; and
- (g) consistently demonstrates sensitivity to the legal and ethical issues associated with communication.

**Proficient:** (1) A graduating student at the proficient speaking and listening level demonstrates solid academic performance. He/she:

- (a) displays understanding of speaking and listening as important processes that create meaning and influence thought and decision-making;
- (b) makes reasonable distinctions and chooses among appropriate types of speaking and listening used by self and others for a variety of audiences, purposes, and situations;
- (c) applies a range of speaking skills and strategies, creating an organized and completely developed message using appropriate verbal and nonverbal language;
- (d) applies a range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);
- (e) often interprets appreciative listening experiences by analyzing and evaluating characteristics of the presentation;
- (f) almost always identifies, analyzes, and evaluates the impact of presentations on self and others, using feedback to adjust speaking and listening behaviors; and
- (g) consistently demonstrates sensitivity to the legal and ethical issues associated with communication.

**Nearing Proficiency:** (1) A graduating student at the nearing proficiency level in speaking and listening demonstrates partial mastery of prerequisite knowledge and skills fundamental for proficient speaking and listening. He/she:

- (a) often recognizes speaking and listening as important processes that create meaning and influence thought and decision-making;
- (b) sometimes distinguishes and chooses among appropriate types of speaking and listening used by self and others, but needs assistance to choose appropriate type for audiences, purposes, and situations;
- (c) sometimes applies a range of speaking skills and strategies, and creates, with assistance, an organized message using appropriate verbal and nonverbal language;
- (d) sometimes applies a range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);
- (e) describes appreciative listening experiences with minimal analysis and evaluation of the presentation;
- (f) sometimes identifies and analyzes the impact of presentations on self and others, but needs assistance to use feedback to adjust speaking and listening behaviors; and
- (g) demonstrates limited sensitivity to the legal and ethical issues associated with communication.

**Novice:** (1) A graduating student at the novice level in speaking and listening is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark for speaking and listening. He/she:

- (a) sometimes recognizes speaking and listening as important processes that create meaning and influence thought and decision-making;
- (b) seldom distinguishes among appropriate types of speaking and listening for a limited range of audiences, purposes, and situations;
- (c) applies a limited range of speaking skills and strategies, but has difficulty, even with assistance, creating an organized and developed message using appropriate verbal and nonverbal language;
- (d) applies a limited range of listening skills and strategies (e.g., monitoring understanding, recognizing and analyzing logical and emotional appeals, making personal associations with the message);
- (e) begins to describe appreciative listening experiences by analyzing, with assistance, the presentation;
- (f) identifies and analyzes, with assistance, the impact of presentations on self and others, but seldom uses feedback to adjust speaking and listening behaviors; and
- (g) begins to demonstrate some sensitivity to the legal and ethical issues associated with communication.

# MONTANA STANDARDS FOR MEDIA LITERACY

*We have long understood the importance of literacy to becoming productive citizens in a democratic society. In our world of powerful images, sounds and words, students must be media literate. Studies show that students view an average of 3,000 or more hours of television prior to graduation from high school than they spend in class. Media literacy is the tool students need to access, analyze, evaluate and produce communication in a variety of forms. Students need to understand the ways words, images and sounds influence the way meanings are created and shared in our contemporary global society.*

Content Standards indicate what students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points—the end of grade 4, the end of grade 8 and grade 12.

**Content Standard 1—Students recognize that media messages are constructed using specific techniques which manipulate sound, image, text and movement to convey meaning.**

**Content Standard 2—Students distinguish among and use appropriate types of media for a variety of purposes.**

**Content Standard 3—Students apply knowledge, skills and strategies to design and create media messages.**

**Content Standard 4—Students identify, analyze and evaluate the impacts of media on individuals and societies.**

## Media Literacy Content Standard 1

**Students recognize that media messages are constructed using specific techniques which manipulate sound, image, text and movement to convey meaning.**

### Rationale

*Media messages are representations of reality, rather than reality itself, but they affect people in very real ways. In order to understand messages sent through media and their ultimate impact on society, students need to realize that media messages are created with a specific goal or purpose in mind. Each form of media, whether newspaper, television or computer games, has its own unique "language" in which sounds, images, text and movement are manipulated to create the message. When students understand who creates the media messages and how the messages are created, they are less susceptible to manipulation by the media and are better able to enjoy media and use it effectively.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. recognize that media messages are constructed for specific purposes (e.g., entertain, persuade, inform).	1. analyze how media content are influenced by media form.	1. evaluate and compare how media forms, content, and products are constructed for specific audiences.

## Media Literacy Content Standard 2

**Students distinguish among and use appropriate types of media for a variety of purposes.**

### Rationale

*As producers and consumers of media, students must select the media most appropriate for their specific needs. For example, some media may be effective for entertaining, but less suited for informing or persuading. Students need to understand the dynamic nature of media and the ways in which media change to adapt to the times so that they will be better able to select the media which suits their purpose most appropriately.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. recognize and use various media for information, entertainment, and persuasion.  2. identify the way media have changed through history.	1. select and apply appropriate media to a task or topic.  2. compare the historical and cultural differences in media.	1. analyze the appropriateness of various media to specific purposes and audiences and predict outcomes.  2. analyze and evaluate the ways in which one form of media influences other forms and responds to the social and political climate of the times.

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## Media Literacy Content Standard 3

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Students apply knowledge, skills and strategies to design and create media messages.

### Rationale

*An effective way for students to understand how media messages are created is to design and create their own media messages. While available equipment may vary from school to school, all students can learn to select appropriate media to convey specific messages to specific audiences. They need to understand the techniques and strategies necessary to create effective media messages and how to apply those strategies to their own productions. Equally important, they develop skills to assess the strengths and weaknesses of the strategies selected and make adjustments for future productions.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"><li>1. create age appropriate media messages (e.g., skits, videos, advertisements).</li><li>2. identify strengths and weaknesses for personal media messages.</li></ol>	<ol style="list-style-type: none"><li>1. design or create media messages that integrate images, music, sound effects, graphics, etc.</li><li>2. analyze and evaluate strengths and weaknesses of personal media messages.</li></ol>	<ol style="list-style-type: none"><li>1. design, create, and display media messages in a variety of forms, targeting different audiences and purposes.</li><li>2. evaluate the technical and aesthetic appeal of personal media messages, modifying appropriately.</li></ol>

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## Media Literacy Content Standard 4

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Students identify, analyze and evaluate the impacts of media on individuals and societies.

### Rationale

*Students need to understand the impact that media of all kinds have on our society. They must analyze media to determine the point of view embedded in messages and the accuracy of the message. They must actively evaluate the influence that media have on behaviors, values, and democracy and learn to use media in legal and ethical ways.*

### Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. recognize that rules and laws exist to govern the use of all media and respond appropriately.	1. analyze the individual and social consequences of unethical use of media.	1. assume personal accountability for responsible media use (e.g., adherence to copyright laws, proper attention to citations).
2. identify fact, fiction, and opinion in various media messages.	2. analyze point of view and embedded values in media messages.	2. evaluate the origin, authority, accuracy, bias and distortion of information, and ideas in media.
3. recognize that all media influence individuals and society.	3. illustrate how media influence the way meanings and perception of reality are created and shared.	3. analyze media's influence on governmental, social, and cultural norms and their impact on democratic processes.

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## Media Literacy Performance Standards

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*The Media Literacy Performance Standards describe students' knowledge, skills, and abilities in the speaking and listening content area on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at four performance levels: advanced, proficient, nearing proficiency and novice.*

Advanced: This level denotes superior performance.

Proficient: This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency: This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Novice: This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

### Grade 4 Media Literacy

**Advanced:** (1) A fourth-grade student at the advanced level of media literacy demonstrates superior performance. He/she:

- consistently recognizes that media messages are constructed;
- effectively creates appropriate media messages and completes detailed evaluation of strengths and weaknesses;
- displays extensive understanding of the use of media for a variety of purposes and the ways media have changed;
- identifies and clearly describes media's influence and rules, and easily distinguishes among fact, fiction and opinion.

**Proficient:** (1) A fourth-grade student at the proficient level of media literacy demonstrates solid academic performance. He/she:

- recognizes that media messages are constructed;
- creates appropriate media messages and evaluates them for strengths and weaknesses;
- consistently recognizes and uses media for a variety of purposes and identifies the ways media have changed; and
- identifies media's influence and rules, and distinguishes among fact, fiction and opinion.

**Nearing Proficiency:** (1) A fourth-grade student at the nearing proficiency level of media literacy demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficient media literacy. He/she:

- often recognizes that media messages are constructed;
- creates, with assistance, appropriate media messages, and identifies some strengths and weaknesses;
- sometimes recognizes and uses media for a variety of purposes, and identifies the ways media have changed; and
- recognizes media's influence and rules and, with assistance, distinguishes among fact, fiction and opinion at a limited level.

**Novice:** (1) A fourth-grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark to media literacy. He/she:

- recognizes, with assistance, that media messages are constructed;
- has difficulty constructing appropriate media messages and rarely identifies strengths and weaknesses;
- recognizes, but seldom uses media for a variety of purposes and has difficulty identifying the ways media have changed; and
- incompletely recognizes media's influence and rules, and seldom distinguishes among fact, fiction and opinion.

## **Grade 8 Media Literacy**

**Advanced:** (1) An eighth-grade student at the advanced level of media literacy demonstrates superior performance. He/she:

- (a) independently and effectively analyzes how media content is influenced by media form;
- (b) flexibly applies appropriate skills and strategies to effectively produce, analyze and evaluate well-developed media messages;
- (c) displays extensive understanding of the historical and cultural differences in media and also consistently selects appropriate media for a task or topic; and
- (d) displays a highly developed understanding of the point of view, consequences and influences of media.

**Proficient:** (1) An eighth-grade student at the proficient level of media literacy demonstrates solid academic performance. He/she:

- (a) analyzes how media content is influenced by media form;
- (b) applies appropriate skills and strategies to effectively produce, analyze and evaluate media messages;
- (c) compares historical and cultural differences in media and selects appropriate media for a task or topic; and
- (d) displays a complete understanding of the points of view, consequences and influences of media.

**Nearing Proficiency:** (1) An eighth-grade student at the nearing proficiency level of media literacy demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficient media literacy. He/she:

- (a) recognizes, but incompletely analyzes how media content is influenced by media form;
- (b) sometimes applies appropriate skills and strategies to produce media messages;
- (c) describes historical and cultural differences in media and also often, but not always, selects appropriate media for a task or topic; and
- (d) shows a limited understanding of the points of view, consequences and influences of media.

**Novice:** (1) An eighth-grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark for media literacy. He/she:

- (a) recognizes how media content is influenced by media form;
- (b) applies, with assistance, a limited range of skills and strategies to produce media messages;
- (c) describes, with assistance, historical and cultural differences in media but has difficulty selecting appropriate media for a task or topic; and
- (d) lacks coherent understanding of the points of view, consequences and influences of media.

## **Grade 12 Media Literacy**

**Advanced:** (1) A graduating student at the advanced level of media literacy demonstrates superior performance. He/she:

- (a) thoroughly and independently evaluates and compares how different media messages are constructed;
- (b) displays originality and ease in creating, critically evaluating, and eagerly modifying the technical and aesthetic aspects of media messages for different audiences and purposes;
- (c) analyzes and evaluates the appropriateness and influences of media at a complex level; and
- (d) is consistently accountable in the ethical use of media, and thoroughly and thoughtfully evaluates media's content, influences and impact.

**Proficient:** (1) A graduating student at the proficient level of media literacy demonstrates solid academic performance. He/she:

- (a) evaluates and compares how different media messages are constructed;
- (b) creates, evaluates, and modifies the technical and aesthetic aspects of media messages for different audiences and purposes;
- (c) effectively analyzes and evaluates the appropriateness and influences of various media; and
- (d) is accountable in the ethical use of media, and erratically compares and evaluates media's content, influences and impact.

**Nearing Proficiency:** (1) A graduating student at the nearing proficiency level of media literacy demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficient media literacy. He/she:

- (a) sometimes evaluates and compares how different media messages are constructed;
- (b) creates, but seldom evaluates or modifies the technical and aesthetic aspects of media messages for different audiences and purposes;
- (c) incompletely analyzes and evaluates the appropriateness and influences of various media; and
- (d) is sometimes accountable in the ethical use of media, and sometimes evaluates media's content, influences and impact.

**Novice:** (1) A graduating student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark for media literacy. He/she:

- (a) shows limited ability to compare how different media messages are constructed;
- (b) sometimes constructs, but rarely evaluates, or modifies the technical and aesthetic aspects of media messages for different audiences and purposes;
- (c) is beginning to analyze and evaluate the appropriateness and influences of media; and
- (d) is inconsistently accountable in the ethical use of media, and seldom evaluates media's content, influences and impact.

# Montana Board of Public Education

## Communication Arts Forum: Policy to Practice

**POSITION:**

**NUMBER OF YEARS  
TAUGHT:**

**SIZE OF SCHOOL:**

**(Please circle)**

K - 3 Teacher

0 - 5

< 41

4 - 6 Teacher

6 - 10

41 - 150

7 - 8 Teacher

11 - 15

151 - 400

9 - 12 Teacher

16 - 20

401 - 850

Para Professional

21 - 25+

> 2500

Special Education Teacher

Administrator

Board Member

**Survey Questions:**

**1. Do you use the standards to direct your teaching and assessments?**

\_\_\_\_\_ **Not at all**

\_\_\_\_\_ **Sometimes**

\_\_\_\_\_ **Most of the time**

\_\_\_\_\_ **All of the time**

**2. How do you use the standards to direct your teaching and assessments?**

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**3. What are the strengths of the standards?**

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**4. What are the weaknesses of the standards?**

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**5. How does your district monitor the standards being taught?**

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**6. How do you assess your students on the standards being taught in your classroom?**

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**7. What would serve teachers better at the local level?**

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**8. How do the IRA and NCTE “Standards for the English Language Arts” compare to Montana’s “Content and Performance Standards in Communication Arts”?**

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**9. What suggestions would you like to offer the Board of Public Education?**

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**Montana Board of Public Education Science Forum:  
From Policy to Practice  
Agenda**

Friday, October 19, 2007  
Belgrade High School Room 203  
1:00 – 2:50 p.m.

**Panel Members:** Steve Meloy, Executive Secretary, Board of Public Education; Linda Vrooman Peterson, Accreditation Division Administrator, Office of Public Instruction; Sharon Carroll, Member, Board of Public Education, and High School Teacher, Ekalaka High School; Michael Brody, Associate Professor Curriculum and Instruction Science, Montana State University; Richard Jones, High School Science Teacher, Billings Senior High Freshman Academy; Marlene Simms, High School Science Teacher, Capital High School; and Liz Townsend, East Helena Elementary Teacher.

**Executive Secretary Steve Meloy – Board of Public Education Overview**

**Panel Presentation**

1. Steve Meloy – Introduce Panelists and Distribute Survey
2. Michael Brody
3. Richard Jones
4. Marlene Simms
5. Liz Townsend
6. Sharon Carroll
7. Linda Vrooman Peterson

**Questions and Answers**

**Complete and Collect Survey**



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**Linda McCulloch  
Superintendent**

**Grade Level Expectations  
Grades Pre-Kindergarten-10, & 12  
Science**

Pre Kindergarten	<ol style="list-style-type: none"> <li>1. Identifies what is safe, and what is dangerous.</li> <li>2. Identifies simple substances as solids and liquids.</li> <li>3. Identifies a set of animals and identify their environments (e.g., fish-water, deer-forest)</li> <li>4. Names Earth's features (e.g., mountain, hill, valley)</li> <li>5. Identifies basic technology used in society (e.g., telephones, vehicles)</li> </ol>
Kindergarten	<ol style="list-style-type: none"> <li>1. Asks appropriate questions after sharing a common experience.</li> <li>2. Demonstrates knowledge of matter.               <ol style="list-style-type: none"> <li>A. Identifies solids liquids and gases(e.g. Ice, water, vapor [breath on a cold day])</li> <li>B. Explains experiences with light, magnetism, and motion.</li> </ol> </li> <li>3. With directions, identifies living (biotic) and non-living (abiotic) objects; groups objects based on attributes.</li> <li>4. Names Earth's features and builds models of local features.</li> <li>5. Identifies and demonstrates different uses of technology(e.g. telephone, computer, DVD, VHS)</li> </ol>
Grade 1	<ol style="list-style-type: none"> <li>1. With step by step directions, does a simple investigation.</li> <li>2. Demonstrates knowledge of matter.               <ol style="list-style-type: none"> <li>A. Selects and uses simple tools for simple measurement of solids, liquids, and gases.</li> <li>B. Demonstrates experiments with light (e.g. prisms, and mirrors)</li> </ol> </li> <li>3. Illustrates a simple food chain with herbivores, carnivores.</li> <li>4. Demonstrates knowledge of Earth and objects in space.               <ol style="list-style-type: none"> <li>A. Identifies Earths, features, .ponds, lakes, deserts.</li> <li>B. Describe causes of day and night with respect to the sun and identify constellations (e.g. Big Dipper, Little Dipper)</li> </ol> </li> <li>5. Identifies and explains technologies used in school.</li> </ol>
Grade 2	<ol style="list-style-type: none"> <li>1. Completes a simple investigation and communicates results.</li> <li>2. Demonstrates knowledge of matter.               <ol style="list-style-type: none"> <li>A. Creates mixtures and separates them(e.g. oil and water, soil and iron filings)</li> <li>B. Describes a mechanical system.</li> </ol> </li> <li>3. Compares three features of plant and animal life cycles.</li> <li>4. Describes and illustrates Earth's features and identifies seasonal and weather changes.</li> <li>5. Provides examples of how people use various types of technologies.</li> </ol>

Grade 3	<ol style="list-style-type: none"><li>1. With direction, safely completes a simple investigation (direct inquiry) by asking questions with identified variables using appropriate tools, and communicates results. Identifies that observation is a key inquiry process used by American Indians.</li><li>2. Selects and safely uses tools for the simple measurement of each state of matter; identifies physical properties of matter and their relative location (e.g. size, shape, color, texture, and state of matter.)</li><li>3. Classifies living things based on similarities and differences in behavior, basic structure, function, life cycle, and energy needs.</li><li>4. Recognizes and describes Earth's features, illustrates changes of those features. Recognizes and describes changes in weather and seasons. Identify objects in the sky. (e.g. moon, stars, sun, planets)</li><li>5. A. Recognizes how technology, science and society are connected; recognizes Montana American Indian contributions. B. Recognizes that science can help us understand our local problems.</li><li>6. List the occupations that historically use science, (e.g. doctor, veterinarian, pharmacist, ethno botanist) including Montana American Indian examples.</li></ol>
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Grade 4	<ol style="list-style-type: none"><li>1. With direction, safely completes a simple investigation (direct inquiry) by asking questions with identified variables, using appropriate tools, and communicates results with appropriate data. Identifies that observation is a key inquiry process used by Montana American Indians.</li><li>2. Selects and safely uses tools for the simple measurement of each state of matter; identifies, describes and models characteristics of properties within physical and mechanical systems. (e.g. magnetism, motion, heat, light, and mixtures)</li><li>3. Identifies attributes of living (biotic) things and non-living (abiotic) objects, including classification based on similarities and differences in instinctual, inherited, and learned behaviors; basic structure and function, and life cycle processes including energy needs of each system.</li><li>4. Identifies and accurately illustrates Earth's features, locating several observable changes of those features (e.g. erosion, weathering). Observes and records changes in weather (e.g. water cycle). Identifies patterns of movement of stars, moon, sun, and planets. Investigates and makes inferences from fossils.</li><li>5. A. Identifies interactions among technology, science, and society; recognizes Montana American Indian contributions. B. Discusses and explains how scientific information is related to current events and local problems.</li><li>6. Lists the occupations that historically use science, (i.e. doctor, veterinarian, pharmacist, ethno botanist) including Montana American Indian examples. Identifies their impact on societies.</li></ol>
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Grade 5	<ol style="list-style-type: none"><li>1. Identifies a testable question, safely plans and conducts experimental investigations, and communicates results. Recognizes that observation is the key inquiry process for Montana American Indians.</li><li>2. Selects and safely uses tools for the simple measurement of each state of matter. Identifies physical interactions involving changes in energy. Identifies, describes, and models characteristics of properties and basic physical, chemical, and mechanical changes (e.g. forces in motion, work, and power).</li><li>3. Applies knowledge, including classification, based on similarities and differences in basic structure and function, and life cycle processes of each system (e.g. photosynthesis, respiration, transpiration, symbiotic relationships, adaptations; ecosystems and food chains).</li><li>4. Identifies and accurately illustrates Earth's features, locating several observable changes of those features, identifies the causes of those changes, and applies the knowledge. Recognize how wind, water, time, and geological shifts affect the earth's surface. Identifies and describes patterns of movement and features of stars, moon, sun, and planets.</li><li>5. A . Explains how technology, science, and society are connected; relates how science and technology are utilized by Montana American Indians. B. Observes and discusses scientific information related to current events and local problems.</li><li>6. Lists the occupations that historically use science, (i.e. doctor, veterinarian, pharmacist, ethno botanist) including Montana American Indian examples. Identifies the impacts on past and present societies.</li></ol>
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Grade 6	<ol style="list-style-type: none"><li>1. Student safely conducts and evaluates a simple investigation; identifies variables and controls, and communicates results with appropriate data. Identifies that observation is the key inquiry process used by Montana American Indians.</li><li>2. Given supporting details, describes the physical world of matter, forces and energy, including physical &amp; mathematical models.<ol style="list-style-type: none"><li>a. Identifies matter, and classifies by physical and chemical properties.</li><li>b. Identifies gravity, motion, and magnetism.</li><li>c. Identifies the types and changes of energy, and describes simple machines.</li></ol></li><li>3. Identifies the structures and functions of living things, identifies the diversity of life in both the micro &amp; macro world, and describes the interactions of living organisms with biotic and abiotic factors.</li><li>4. Describes the interactions of the Earth's lithosphere, hydrosphere, and atmosphere; identifies the components of the universe.<ol style="list-style-type: none"><li>a. Identifies the structure and processes of the Earth.</li><li>b. Identifies the components of the atmosphere and identifies Montana's weather and climate.</li><li>c. Identifies the components of the universe (i.e. solar systems, stars, and galaxies) and identifies different methods of space exploration.</li></ol></li><li>5. <ol style="list-style-type: none"><li>A. Identifies connections and interactions between technology science, and societies.</li><li>B. Identifies scientific information related to current events.</li><li>C. Identifies how science and technology have impacted Montana American Indians.</li></ol></li><li>6. Identifies examples of how science and technology are the results of human activity throughout history, including Montana American Indian contributions.</li></ol>
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Grade 7& 8	<ol style="list-style-type: none"><li>1. Identifies and communicates testable questions, safely designs and conducts experimental investigations using appropriate tools and metric measurements, identifies dependent and independent variables, controls, and communicates results with appropriate data. Identifies that observation is the key inquiry process use by Montana American Indians.</li><li>2. Given supporting details, describes the physical world of matter, forces and energy, including physical, conceptual and simple mathematical models.<ol style="list-style-type: none"><li>a. Classifies matter, and describes simple chemical reactions, and chemical formulas.</li><li>b. Describes gravity, motion, magnetism, and Newton's Laws of Motion.</li><li>c. Classifies the types of energy, transformation and conservation of energy, and analyzes simple and complex machines.</li></ol></li><li>3. Identifies and communicates the structures &amp; functions of living things, describes the processes and diversity of life in both the micro and macro world, and explains the interactions of living organisms with biotic and abiotic factors.</li><li>4. Describes and explains the interactions of the Earth's lithosphere, hydrosphere, and atmosphere; describes the components of the universe.<ol style="list-style-type: none"><li>a. Describes and explains the structure and processes of the Earth.</li><li>b. Describes and explains the components of the atmosphere and how they interact to create weather &amp; climate.</li><li>c. Describes and explains components of the universe (i.e. solar systems, stars, and galaxies) and how they have been discovered.</li></ol></li><li>5. <ol style="list-style-type: none"><li>A. Describes connections and interactions among technology science, and society, by applying scientific inquiry.</li><li>B. Describes scientific information related to current events and the impact on regional problems.</li><li>C. Describes and explains how science and technology have impacted Montana American Indians.</li></ol></li><li>6. Independently identifies and describes examples of how science and technology are the results of human activity throughout history, and with direction, seeks new information that connects past to present, including Montana American Indian contributions.</li></ol>
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<p>Grades 9 &amp; 10</p>	<ol style="list-style-type: none"><li>1. Generates testable questions, safely designs and conducts controlled investigations, uses SI (metric system), makes logical inferences based on observations, interprets data by analyzing the strengths and weaknesses in an investigation design, modifies investigation design based upon experimentation, and communicates results. Identifies that observation is the key inquiry process used by Montana American Indians.</li><li>2. Uses physical, mental, conceptual, and simple mathematical models to investigate classroom and group- generated problems and/or questions about;<ol style="list-style-type: none"><li>a. basic chemical phenomena including atomic theory and interactions of matter.</li><li>b. basic physical phenomena including kinematics and energy transformations.</li></ol></li><li>3. Organizes, classifies, and describes interactions of the biotic and abiotic parts of the biosphere as well as the natural history of interactions of life on Earth and uses these skills to recognize and help solve problems ranging from the sub-cellular level through the ecosystem level.</li><li>4. Describes, explains and begins to develop basic models of the processes that occur in the lithosphere, hydrosphere and atmosphere and describes the components of the universe.</li><li>5. Using methods of scientific inquiry, identifies and communicates, through a variety of means, connections and interactions among technology, science, and society including how these have impacted the Montana American Indian.</li><li>6. <ol style="list-style-type: none"><li>A. Makes decisions about scientific and social issues based on observations, data, analysis, and knowledge of the natural world, and communicates those decisions to others</li><li>B. Identifies the positive and negative impacts of past, present, and future technological and scientific advances and with direction, gives possible solutions to problems that affect local, regional, and global communities.</li><li>C. Explains attributes of Montana American Indian contributions to scientific and technological knowledge.</li></ol></li></ol>
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Grade 11 & 12	<ol style="list-style-type: none"><li>1. Generates testable questions, safely designs and conducts controlled investigations, using SI (metric system), and makes logical inferences based on observations, accurately interprets data by analyzing the strengths and weaknesses in an investigation design based upon experimentation, and effectively communicates results. Identifies that observation is the key inquiry process used by Montana American Indians.</li><li>2. Uses physical, mental, theoretical, and more complex mathematical models to investigate <u>individually</u>-generated problems and/or questions about...<ol style="list-style-type: none"><li>a. chemical phenomena including atomic theory and interactions of matter.</li><li>b. physical phenomena including complex kinematic interactions.</li></ol></li><li>3. Organizes, classifies, and describes interactions of the biotic and abiotic parts of the biosphere, as well as the natural history of interactions of life on Earth, and uses these skills to solve related, problems novel to the student ranging from the sub-cellular level through the ecosystem level.</li><li>4. Describes, explains and models the processes that occur in the lithosphere, hydrosphere, and atmosphere of the earth and universe.</li><li>5. Using methods of scientific inquiry, identifies, analyzes and communicates, through a variety of means, connections and interactions among technology, science, and society including how these have impacted the Montana American Indian.</li><li>6. A. Makes informed decisions about scientific and social issues, based on observations, data analysis, and knowledge of the natural world, and effectively communicates those decisions to others. B. Identifies the positive and negative impacts of past, present, and future technological advances, and gives possible solutions that may minimize the negative impacts on the global community. C. Explains and analyzes attributes of Montana American Indian contributions to science knowledge and to the application and use of technology.</li></ol>
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## MONTANA STANDARDS FOR SCIENCE

Science is an inquiry process used to investigate natural phenomena, resulting in the formation of theories verified by directed observations. Inquiry challenges students to solve problems by observing and collecting data and constructing inferences from those data. In doing so, students acquire knowledge and develop a rich understanding of concepts, principles, models, and theories. (National Science Education Standards, 2004, p.214) Inquiry requires the use of scientific thinking skills to address open-ended problems through non-prescriptive procedures and allows students to construct their own knowledge of the specific concepts. This validates different ways of gathering, synthesizing and communicating knowledge. Scientific theories are challengeable and changeable. Data used to support or contradict them must be reproducible.

A goal of science education...is to help students recognize the difference between personal opinion and knowledge gained through scientific investigation and debate." (NAEP, 2005, p. 8) "Inquiry is a multifaceted activity that involves making observations; posing questions; examining books and other sources of information to see what is already known; planning investigations; reviewing what is already known in light of experimental evidence; using tools to gather, analyze, and interpret data; proposing answers, explanations, and predictions; and communicating the results. Inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations. Students will engage in selected aspects of inquiry as they learn the scientific way of knowing the natural world, but they also should develop the capacity to conduct complete inquiries." (National Science Education Standards, 2004, p.23)

Although science as a body of knowledge is ever changing, the processes of science are constant. In scientific inquiry, a problem is identified, pertinent data is gathered, hypotheses are formulated, experiments are performed, the results are interpreted, and conclusions are drawn. Science education strengthens students' investigative skills and fosters their understanding of the world. Students acquire and apply critical thinking and problem-solving skills necessary to participate as citizens in dynamic, global technological societies. Thinking skills, for example, observing, measuring, classifying, predicting, deducing, and inferring are given meaning by the context of the subject matter being studied. (NAEP, 2005, p.8)

The unifying concepts and processes of science provide connections between and among traditional scientific disciplines. The unifying concepts and processes woven into the Montana Standards for Science include: systems, order, and organization; evidence, models and explanation; constancy, change, and measurement; evolution and equilibrium; and form and function. These concepts and processes must be experienced in a developmentally appropriate manner during K-12 science education.

**Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.**

## Montana K-12 Science Content Standards

Content Standards indicate what all students should know, understand and be able to do in a specific content area.
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Benchmarks define our expectations for students' knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points—the end of grades 4, 8 and 12.
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**Content Standard 1**—Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate results and reasonable conclusions of scientific investigations.

**Content Standard 2**—Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems.

**Content Standard 3**—Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.

**Content Standard 4**—Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space.

**Content Standard 5**—Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies.

**Content Standard 6**—Students understand historical developments in science and technology.

**Science Content  
Standard 1**

**Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate, and communicate the results and form reasonable conclusions of scientific investigations.**

**Rationale**

Students must understand the process of science—how information is gathered, evaluated and communicated to others. Learning by inquiry mirrors the process of science itself. The knowledge and skills related to scientific inquiry enable students to understand how science works. Inquiry allows students to construct understanding of scientific facts, principles, concepts and applications. In addition, scientific inquiry stimulates student interest, motivation and creativity.

Safety is a fundamental concern in all experimental science. Appropriate safety procedures must be applied when storing, using, and caring for materials.

**Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation End of Grade 12</b>
1. develop the abilities necessary to safely conduct scientific inquiry, including (a step-by-step sequence is not implied): (a) asking questions about objects, events, and organisms in the environment, (b) planning and conducting simple investigations	1. identify a question, determine relevant variables and a control, formulate a testable hypothesis, plan and predict the outcome of an investigation, safely conduct scientific investigation, and compare and analyze data	1. generate a question, identify dependent and independent variables, formulate testable, multiple hypotheses, plan an investigation, predict its outcome, safely conduct the scientific investigations, and collect and analyze data
2. select and use appropriate tools including technology to make measurements (including metric units) and represent results of basic scientific investigations	2. select and use appropriate tools including technology to make measurements (in metric units), gather, process and analyze data from scientific investigations	2. select and use appropriate tools including technology to make measurements (in metric units), gather, process and analyze data from scientific investigations using appropriate mathematical analysis, error analysis, and graphical representation
3. use data to describe and communicate the results of scientific investigations	3. review, communicate and defend results of investigations, including considering alternative explanations	3. review evidence, communicate and defend results, and recognize that the results of a scientific investigation are always open to revision by further

4. use models that illustrate simple concepts and compare those models to the actual phenomenon

5. identify a valid test in an investigation

6. identify how observations of nature form an essential base of knowledge among the Montana American Indians

4. create models to illustrate scientific concepts and use the model to predict change. (e.g., computer simulation, stream table, graphic representation)

5. identify strengths and weakness in an investigation design

6. compare how observations of nature form an essential base of knowledge among the Montana American Indians

investigations. (e.g. through graphical representation or charts)

4. analyze observations and explain with scientific understanding to develop a plausible model (e.g., atom, expanding universe)

5. identify strengths, weaknesses, and assess the validity of the experimental design of an investigation through analysis and evaluation

6. explain how observations of nature form an essential base of knowledge among the Montana American Indians

**Science Content  
Standard 2**

**Students, through the inquiry process, demonstrate knowledge of properties, forms, changes and interactions of physical and chemical systems.**

**Rationale**

Matter exists in a variety of forms. All physical interactions involve changes in energy. Therefore, knowledge of matter and energy is essential to interpreting, explaining, predicting, and influencing change in our world.

**Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation End of Grade 12
1. create mixtures and separate them based on different physical properties (e.g., salt and sand, iron filings and soil, oil and water)	1. classify, describe, and manipulate the physical models of matter in terms of: elements, and compounds, pure substances and mixtures, atoms, and molecules	1. describe the structure of atoms, including knowledge of (a) subatomic particles and their relative masses, charges, and locations within the atom, (b) the electrical and nuclear forces that hold the atom together, (c) fission and fusion, and (d) radioactive decay
2. examine, measure, describe, compare and classify objects in terms of common physical properties	2. examine, describe, compare and classify objects and substances based on common physical properties and simple chemical properties	2. explain how the particulate-level structure and properties of matter affect its macroscopic properties, including the effect of (a) valence electrons on the chemical properties of elements and the resulting periodic trends in these properties, (b) chemical bonding, (c) molecular geometry and intermolecular forces, (d) kinetic molecular theory on phases of matter, and (e) carbon-carbon atom bonding on biomolecules
3. identify the basic characteristics of light, heat, motion, magnetism,	3. describe energy and compare and contrast the energy transformations and	3. describe the major features associated with chemical reactions, including (a) giving

electricity and sound	the characteristics of light, heat, motion, magnetism, electricity, sound and mechanical waves	examples of reactions important to industry and living organisms, (b) energy changes associated with chemical changes, (c) classes of chemical reactions, (d) rates of reactions, and (e) the role of catalysts
4. model and explain that matter exists as solids, liquids, and gases and can change from one form to another	4. model and explain the states of matter are dependent upon the quantity of energy present in the system and describe what will change and what will remain unchanged at the particulate level when matter experiences an external force or energy change	4. identify, measure, calculate, and analyze relationships associated with matter and energy transfer or transformations, and the associated conservation of mass
5. identify that the position of an object can be described by its location relative to another object and its motions described, and measured by external forces action upon it	5. describe and explain the motion of an object in terms of its position, direction, & speed as well as the forces acting upon it	5. explain the interactions between motions and forces, including (a) the laws of motion and (b) an understanding of the gravitational and electromagnetic forces
6. identify, build, and describe mechanical systems and the forces acting within those systems	6. identify, build, describe, measure, and analyze mechanical systems (e.g., simple and complex compound machines) and describe the forces acting within those systems	6. explain how energy is stored, transferred, and transformed, including (a) the conservation of energy, (b) kinetic and potential energy and energy contained by a field, (c) heat energy and atomic and molecular motion, and (d) energy tends to change from concentrated to diffuse
7. observe, measure and manipulate forms of energy: sound, light, heat, electrical, magnetic	7. give examples and describe how energy is transferred and conserved (e.g. electric to light and heat [light bulb], chemical to mechanical [fuel to propulsion])	7. describe how energy and matter interact, including (a) waves, (b) the electromagnetic spectrum, (c) quantization of energy, and (d) insulators and conductors

**Science Content  
Standard 3**

**Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.**

**Rationale**

Students gain a better understanding of the world around them if they study a variety of organisms, both microscopic and macroscopic. Through the study of similarities and differences of organisms, students learn the importance of classification and the diversity of living organisms. The understanding of diversity helps students understand biological evolution and life's natural processes (e.g., cycles, growth, and reproduction). Structure, function, body organization, growth and development, health and disease are important aspects to the study of life. The study of living systems provides students important information about how humans critically impact Earth's biomes.

**Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation End of Grade 12</b>
1. identify that plants and animals have structures and systems that serve different functions for growth, survival, and reproduction	1. compare the structure and function of prokaryotic cells (bacteria) and eukaryotic cells (plant, animal, etc.) including the levels of organization of the structure and function, particularly with humans	1. investigate and use appropriate technology to demonstrate that cells have common features including differences that determine function and that they are composed of common building blocks (e.g., proteins, carbohydrates, nucleic acids, lipids)
2. identify, measure, and describe basic requirements of energy and nutritional needs for an organism.	2. explain how organisms and systems of organisms obtain and use energy resources to maintain stable conditions (e.g., food webs, photosynthesis, respiration)	2. describe and explain the complex processes involved in energy use in cell maintenance, growth, repair and development
3. describe and use models that trace the life cycles of different plants and animals and discuss how they differ from species to species	3. communicate the differences in the reproductive processes of a variety of plants and animals using the principles of genetic modeling (e.g., Punnet squares)	3. model the structure of DNA and protein synthesis, discuss the molecular basis of heredity, and explain how it contributes to the diversity of life
4. explain cause and effect	4. investigate and explain the	4. predict and model the

relationships between nonliving and living components within ecosystems; and explain individual response to the changes in the environment including identifying differences between inherited, instinctual, and learned behaviors

5. create and use a classification system to group a variety of plants and animals according to their similarities and differences

interdependent nature of populations and communities in the environment and describe how species in these populations adapt by evolving

5. create and use a basic classification scheme to identify plants and animals

interaction of biotic and abiotic factors that affect populations through natural selection, and explain how this contributes to the evolution of species over time

5. generate and apply biological classification schemes to infer and discuss the degree of divergence between using ecosystems

**Science Content  
Standard 4**

**Students, through the inquiry process, demonstrate knowledge of the composition, structures, processes and interactions of Earth's systems and other objects in space**

**Rationale**

By studying Earth, its composition, history and the processes that shape it, students gain a better understanding of the planet on which they live. Changes in lithosphere, atmosphere, and hydrosphere have profound effects on human existence. Knowledge of the Solar System and the universe helps students make predictions about Earth and informed decisions about the future.

**Benchmarks**

Students will:

End of Grade 4	End of Grade 8	Upon Graduation End of Grade 12
1. describe and give examples of earth's changing features	1. model and explain the internal structure of the earth and describe the formation and composition of earth's external features in terms of the rock cycle and plate tectonics and constructive and destructive forces	1. understand the theory of plate tectonics and how it explains the inter-relationship between earthquakes, volcanoes, and sea floor spreading
2. describe and measure the physical properties of earth's basic materials (including soil, rocks, water and gases) and the resources they provide	2. differentiate between rocks types and minerals types and classify both by how they are formed and the utilization by humans	2. identify and classify rocks and minerals based on physical and chemical properties and the utilization by humans (e.g., natural resources, building materials)
3. investigate fossils and make inferences about life the plants, animals, and the environment at that time	3. use fossils to describe the geological timeline	3. explain scientific theories about how fossils are used as evidence of changes over time
4. observe and describe the water cycle and the local weather and demonstrate how weather conditions are measured	4. describe the water cycle, the composition and structure of the atmosphere and the impact of oceans on large-scale weather	4. collect and analyze local and regional weather data to make inferences and predictions about weather patterns; explain factors influencing global weather

	patterns	and climate; and describe the impact on earth of fluctuations in weather and climate (e.g., drought, surface and ground water, glacial instability)
5. identify seasons and explain the difference between weather and climate	5. describe and model the motion and tilt of earth in relation to the sun, and explain the concepts of day, night, seasons, year, and climatic changes	5. explain the impact of terrestrial, solar, oceanic, and atmosphere conditions on global climatic patterns
6. identify objects (e.g., moon, stars, meteors) in the sky and their patterns of movement and explain that light and heat comes from a star called the sun	6. describe the earth, moon, planets and other objects in space in terms of size, force of gravity, structure, and movement in relation to the sun	6. describe the origin, location, and evolution of stars and their planetary systems in respect to the solar system, the milky way, the local galactic group, and the universe
7. identify technology and methods used for space exploration (e.g. star parties, space shuttles, telescopes)	7. identify scientific theories about the origin and evolution of the earth and solar system	7. relate how evidence from advanced technology applied to scientific investigations (e.g., large telescopes and space-borne observatories), has dramatically impacted our understanding of the origin, size, and evolution of the universe

**Science Content  
Standard 5**

**Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies.**

**Rationale**

Our world and human activity is shaped in many ways by the advances in science. Science and technology are parallel in that science drives technological advances and these advances drive future scientific endeavors. Many different cultures contribute to science and technology. These advances affect different societies in different ways. It is vital that students understand the interrelationships of science, technology and human activity.

**Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation End of Grade 12</b>
1. describe and discuss examples of how people use science and technology	1. describe the specific fields of science and technology as they relate to occupations within those fields	1. predict how key factors (e.g., technology, competitiveness, and world events) affect the development and acceptance of scientific thought
2. describe a scientific or technological innovation that impacts communities, cultures, and societies	2. apply scientific knowledge and process skills to understand issues and everyday events	2. give examples of scientific innovation challenging commonly held perceptions
3. simulate scientific collaboration by sharing and communicating ideas to identify and describe problems	3. simulate collaborative problem solving and give examples of how scientific knowledge and technology are shared with other scientists and the public	3. evaluate the ongoing, collaborative scientific process by gathering and critiquing information
4. use scientific knowledge to make inferences and propose solutions for simple environmental problems	4. use scientific knowledge to investigate problems and their proposed solutions and evaluate those solutions while considering environmental impacts	4. analyze benefits, limitations, costs, consequences, and ethics involved in using scientific and technological innovations (e.g., biotechnology, environmental issues)

5. identify how the knowledge of science and technology influences the development of the Montana American Indian cultures

5. describe how the knowledge of science and technology influences the development of the Montana American Indian cultures

5. explain how the knowledge of science and technology applies to contemporary Montana American Indian communities (e.g., natural resources development, management and conservation)

**Science Content  
Standard 6**

**Students understand historical developments in science and technology.**

**Rationale**

Students need to understand that scientific knowledge was influenced greatly by societal influences. They also need to know that scientific and technological advances have influenced society. For instance, the development of the atom bomb and the discovery that microbes cause disease both had a major impact on society. Therefore, the use of history in school science programs is necessary to clarify different aspects of scientific discovery, to understand that scientific knowledge is publicly shared and to understand the role that science has played in the development of various cultures.

**Benchmarks**

Students will:

<b>End of Grade 4</b>	<b>End of Grade 8</b>	<b>Upon Graduation End of Grade 12</b>
1. give historical examples of scientific and technological contributions to communities, cultures and societies, including Montana American Indian examples	1. give examples of scientific discoveries and describe the interrelationship between technological advances and scientific understanding, including Montana American Indian examples	1. analyze and illustrate the historical impact of scientific and technological advances, including Montana American Indian examples
2. describe how scientific inquiry has produced much knowledge about the world and a variety of contributions toward understanding events and phenomenon within the universe	2. identify major milestones in science that have impacted science, technology, and society	2. trace developments that demonstrate scientific knowledge is subject to change as new evidence becomes available
3. describe science as a human endeavor and an ongoing process	3. describe and explain science as a human endeavor and an ongoing process	3. describe, explain, and analyze science as a human endeavor and an ongoing process

# Montana K-12 Science Performance Descriptors

## A Profile of Four Levels

The Science Performance Descriptors define students' knowledge, skills, and abilities in the science content area on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at four performance levels: advanced, proficient, nearing proficiency, and novice.

**Advanced:** This level denotes superior performance.

**Proficient:** This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

### **Nearing**

**Proficiency:** This level denotes that the student has partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark.

**Novice:** This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

### **Grade 4 Science**

**Advanced:** (1) A fourth-grade student at the advanced level in science demonstrates superior performance. He/she:

- a. safely completes a simple investigation by asking questions, using appropriate tools and with identified variables, identifies relationships and communicates results, and identifies that observation is a key inquiry process used by Montana American Indians;
- b. selects and accurately uses tools for measurement of solids, liquids, and gases, identifying properties of each state of matter and describes and models characteristics of and changes within physical and mechanical systems;
- c. identifies multiple attributes of biotic (living) and abiotic (non-living) objects, including: classification based on similarities and differences; describes and models structures, functions, and processes of biotic (living) and abiotic (non-living) systems;
- d. describes and explains the details of Earth's physical features and cycles;
- e. discusses interactions among technology, science, and society;
- f. independently identifies scientific information in the news and discusses the possible impact on local problems;
- g. identifies the historical significance of scientists, discusses the impacts of their discoveries on humans today, and identifies influences of science and technology on the development of Montana American Indian cultures; and

- h. identifies examples of Montana American Indian contributions to scientific and technological knowledge.

**Proficient:** (1) A fourth-grade student at the proficient level in science demonstrates solid academic performance. He/she:

- a. with direction, safely completes a simple investigation by asking questions with identified variables, uses appropriate tools, communicates results, and identifies that observation is a key inquiry process used by Montana American Indians;
- b. selects and uses tools for simple measurement of solids, liquids, and gases, identifying properties of each state of matter and describes and models characteristics of and changes within basic physical and mechanical systems;
- c. identifies attributes of biotic (living) things and abiotic (non-living) objects, including: classification based on similarities and differences, basic structure and function, processes of each system;
- d. Identifies and accurately illustrates Earth's features, locating several observable changes of those features;
- e. identifies interactions among technology, science, and society;
- f. discusses scientific information related to current events and local problems;
- g. identifies the historical significance of scientists, identifies the impacts of their discoveries on humans today, and identifies influences of science and technology on the development of Montana American Indian cultures; and
- h. identifies examples of Montana American Indian contributions to scientific and technological knowledge.

**Nearing Proficiency:** (1) A fourth-grade student at the nearing proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

- a. identifies and describes a simple investigation, and with step by step direction, given the appropriate tools, identifies and describes a simple safe investigation, and identifies that observation is a key inquiry process used by Montana American Indians;
- b. with direction, effectively uses tools for simple measurement of solids, liquids, and gases, naming some properties of each state of matter and names components of basic physical and mechanical systems;
- c. with direction, identifies some of biotic (living) and abiotic (non-living) objects; groups objects based on common attributes; provides basic descriptions of structure, function, and processes of a system;

- d. with direction, identifies some and describes Earth's features and recognizes simple, observable changes of those features;
- e. with direction, identifies some interactions among technology, science and society;
- f. with direction, discusses how science plays a role in current events and local problems;
- g. with direction, identifies some of the historical significance of scientists, and with direction, identifies the impacts of their discoveries on humans today, and with direction, identifies influences of science and technology on the development of Montana American Indian cultures; and
- h. with direction, identifies some examples of Montana American Indian contributions to scientific and technological knowledge.

**Novice:** (1) A fourth-grade student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

- a. with direction, identifies and describes a safe, simple investigation with identified variables, and identifies that observation is a key inquiry process used by Montana American Indians;
- b. with direction, identifies and uses tools for simple measurement of solids, liquids, and gases; with direction, identifies basic components of basic physical and mechanical systems;
- c. with direction, identifies basic attributes of biotic (living) and abiotic (non-living) objects; groups objects based on common attributes;
- d. with direction, identifies basic Earth's features and identifies fundamental changes of those features;
- e. with direction, identifies how basic scientific inquiry can blend current events and local issues;
- f. with direction, identifies how science plays a role in current events and local problems;
- g. with direction, identifies the basic historical significance of a prominent scientist, with direction, identifies the impact of his or her discoveries on humans today, and with direction, identifies influences of science and technology on the development of Montana American Indian cultures; and
- h. with direction, identifies an example of Montana American Indian contributions to scientific and technological knowledge.

### **Grade 8 Science**

**Advanced:** (1) An eighth-grade student at the advanced level in science demonstrates superior performance. He/she:

- a. generates testable questions, safely constructs a plan for a controlled investigation, makes logical inferences based on observations, accurately interprets data by identifying the strengths and

weaknesses in an investigation design, communicates results, and communicates that observation is a key inquiry process used by Montana American Indians;

b. uses physical, mental, theoretical, and mathematical models to investigate individually generated problems and/or questions about physical and chemical phenomena;

c. organizes, classifies, and describes interactions of the biotic (living) and abiotic (non-living) parts of the biosphere as well as the natural history of interactions of life on Earth and uses these skills to solve related novel (to the student) problems;

d. describes, explains and models the processes that occur in the lithosphere, hydrosphere, and atmosphere of the Earth and the universe;

e. analyzes and communicates connections and interactions among technology, science, and society by applying scientific inquiry;

f. makes informed decisions about scientific and social issues based on observations, data, analysis, and knowledge of the natural world, and effectively communicates those decisions to others;

g. independently identifies and describes examples of how science and technology are the results of human activity throughout history, independently seeks new information that connects past to present, and describes influences of science and technology on Montana American Indian cultures; and

h. describes and explains multiple examples of Montana American Indian contributions to scientific and technological knowledge.

**Proficient:** (1) An eighth-grade student at the proficient level in science demonstrates solid academic performance. He/she:

a. identifies and communicates testable questions, safely plans and conducts experimental investigations, communicates results, and communicates that observation is a key inquiry process used by Montana American Indians;

b. given supporting detail, describes the physical world through the application of simple chemical reactions, chemical formulas, physical, theoretical and mathematical models;

c. identifies and classifies biotic (living) things and abiotic (non-living) objects through the application of common classification schemes; identifies the interdependence of life and the environment, and explains how characteristics of living things change because of the environment;

d. describes and explains the structure and function of the Earth's lithosphere, hydrosphere, and atmosphere and the universe;

e. describes connections and interactions among technology, science, and society by applying scientific inquiry;

f. describes scientific information related to current events, and the impact on local problems;

- g. independently identifies and describes examples of how science and technology are the results of human activity throughout history, seeks new information that connects past to present, and describes influences of science and technology on Montana American Indian cultures; and
- h. describes and explains multiple examples of Montana American Indian contributions to scientific and technological knowledge.

**Nearing Proficiency:** (1) An eighth-grade student at the nearing proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

- a. with step by step direction identifies and communicates testable questions, safely plans a controlled investigation, making simple inferences based on observations and interpretation of data, and communicates that observation is a key inquiry process used by Montana American Indians;
- b. gives explanations describing the physical world; through the use of simple chemical reactions, chemical formulas and physical laws, and physical models;
- c. describes interactions of the biotic (living) and abiotic (non-living) parts of the biosphere; uses common classification schemes, lists examples of the interdependence of life and the environment;
- d. describes the basic structure and function of the Earth's lithosphere, hydrosphere, and atmosphere and the universe;
- e. with direction, describes connections and interactions among technology, science, and society by applying scientific inquiry;
- f. expresses how current events impact local problems and with prompting, can discuss scientific information that effects these problems;
- g. with direction, identifies and describes examples of how science and technology are the results of human activity throughout history, with direction, seeks new information that connects past to present, and describes influences of science and technology on Montana American Indian cultures; and
- h. with direction, describes examples of Montana American Indian contributions to scientific and technological knowledge.

**Novice:** (1) An eighth-grade student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

- a. identifies and describes a testable question, plans for a safely controlled investigation, makes simple observations, and communicates that observation is a key inquiry process used by Montana American Indians;
- b. with direction describes the physical world; identifies simple chemical reactions, chemical formulas, and demonstrates a limited understanding of physical models;

- c. with direction, describes some basic interactions of the biotic (living) and abiotic (non-living) parts of the biosphere; with direction provides basic descriptions of structure and function;
- d. with direction, identifies and describes the basic structure and function of the Earth's lithosphere, hydrosphere, and atmosphere and the universe;
- e. with direction, identifies connections and interactions among technology, science, and society;
- f. with direct instruction, can discuss basic scientific information in current events and how it impacts local problems;
- g. with direction, identifies and describes examples of how science and technology are the results of human activity throughout history, and with direction, describes influences of science and technology on Montana American Indian cultures; and
- h. with direction, describes examples of Montana American Indian contributions to scientific and technological knowledge.

### **Upon Graduation Science**

**Advanced:** (1) A graduating student at the advanced level in science demonstrates superior performance. He/she:

- a. formulates testable questions, safely constructs a plan, makes logical inferences, interprets data by identifying the strengths and weaknesses, communicates results, presents another investigation that more accurately assesses the topic of study, and explains that observation is a key inquiry process used by Montana American Indians;
- b. creates and uses physical, mental, theoretical, and mathematical models to investigate individually generated problems and/or questions about physical and chemical phenomena;
- c. creates and uses physical, mental, theoretical, and mathematical models to investigate individually generated problems and/or questions about the biotic (living) and abiotic (non-living) parts of the biosphere as well as the natural history of interactions of life on Earth and uses these skills to solve related novel (to the student) problems;
- d. creates and uses physical, mental, theoretical, and mathematical models to investigate individually generated problems and/or questions about the processes that occur in the lithosphere, hydrosphere, and atmosphere of the Earth and the universe;
- e. analyzes and evaluates connections and interactions among technology, science, and society by applying scientific inquiry;
- f. discriminately compares scientific and social issues based on observations, data, analysis, and knowledge of the natural world, and effectively communicates those decisions to others;
- g. identifies the positive and negative impacts of past, present, and future technological and scientific advances, gives possible solutions that may minimize the negative impacts on the

global community, and describes and explains how science and technology apply to contemporary Montana American Indian communities; and

- h. analyzes and explains Montana American Indian contributions to scientific and technological knowledge and analyzes and explains the historical impact of scientific and technological advances, including Montana American Indian examples.

**Proficient:** (1) A graduating student at the proficient level in science demonstrates solid academic performance. He/she:

- a. generates testable questions, safely constructs a plan for a controlled investigation, makes logical inferences based on observations, accurately interprets data by identifying the strengths and weaknesses in an investigation design, communicates results, and describes and explains that observation is a key inquiry process used by Montana American Indians;
- b. uses physical, mental, theoretical, and mathematical models to investigate individually generated problems and/or questions about physical and chemical phenomena;
- c. organizes, classifies, and describes interactions of the biotic (living) and abiotic (non-living) parts of the biosphere as well as the natural history of
- d. interactions of life on Earth and uses these skills to solve related novel (to the student) problems;
- e. describes, explains and models the processes that occur in the lithosphere, hydrosphere, and atmosphere of the Earth and the universe;
- f. analyzes and communicates connections and interactions among technology, science, and society by applying scientific inquiry;
- g. identifies the positive and negative impacts of past, present, and future technological and scientific advances, with direction, gives possible solutions that may minimize the negative impacts on the global community, and describes and explains how science and technology apply to contemporary Montana American Indian communities; and
- i. analyzes and explains Montana American Indian contributions to scientific and technological knowledge and analyzes and explains the historical impact of scientific and technological advances, including Montana American Indian examples.

**Nearing Proficiency:** (1) A graduating student at the nearing proficiency level in science demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in science. He/she:

- a. with step by step direction, safely conducts and communicates the results from simple investigations, sometimes inferring real world applications and explains that observation is a key inquiry process used by Montana American Indians;

- b. identifies and constructs physical, mental, and mathematical models depicting the properties of matter in the physical world to investigate teacher-guided problems and/or questions about scientific phenomena;
- c. uses models to investigate problems and/or questions about the biotic (living) and abiotic (non-living) parts of the biosphere as well as the natural history of the interactions of life on Earth;
- d. with direction, describes, explains, and models the processes that occur in the lithosphere, hydrosphere, and atmosphere of the Earth and the universe;
- e. identifies and describes connections and interactions among technology, science, and society by applying scientific inquiry;
- f. using scientific inquiry, partially communicates interactions of science, technology, and society;
- g. identifies the positive and negative impacts of past, present, and future technological and scientific advances and describes how science and technology apply to contemporary Montana American Indian communities; and
- j. explains Montana American Indian contributions to scientific and technological knowledge and explains the historical impact of scientific and technological advances, including Montana American Indian examples.

**Novice:** (1) A graduating student at the novice level in science is beginning to attain the prerequisite knowledge and skills that are fundamental in science. He/she:

- a. identifies, describes, and safely conducts a simple investigation, identifies a variable and makes real world applications, and with direction, explains that observation is a key inquiry process used by Montana American Indians;
- b. with direction, identifies and uses models depicting the properties of matter in the physical world;
- c. with direction, uses physical models to investigate problems and/or questions about the biotic (living) and abiotic (non-living) parts of the biosphere; describes some factors which may cause the extinction of a species;
- d. with direction, describes and explains processes that occur in the lithosphere, hydrosphere, and atmosphere of the Earth and the universe;
- e. identifies connections and interactions among technology, science, and society by applying scientific inquiry;
- f. identifies and, with direction, communicates interactions of science, technology, and their effect on society;
- g. with direction, identifies the positive and negative impacts of past, present, and future technological and scientific advances, and with direction, describes how science and technology apply to contemporary Montana American Indian communities; and

- h. with direction, explains Montana American Indian contributions to scientific and technological knowledge, and with direction, describes the historical impact of scientific and technological advances, including Montana American Indian examples.

## **ONLINE BPE AGENDA REPORT**

**Prepared by: Carol Will, BPE Administrative Assistant**

**Overview:** The Board of Public Education would like to progress to a paperless system for its Board meetings. Presently the Board's agendas and agenda packets are available on-line through a link on the BPE's website found at [www.bpe.montana.edu](http://www.bpe.montana.edu). The agenda packets are prepared using a continuous PDF file through Adobe Acrobat Professional 8.0. This informational presentation is to provide the Board with the recommended requirements and desired requirements to proceed to "electronic meetings." Points of discussion will be addressed.

### **Recommended Hardware Purchases:**

- DELL XPS M1330 Notebook – Starting cost \$1,299 each
- Carrying cases for each notebook - \$50 each
- Cisco Aironet 1200 – Wireless Access Point - \$600 - \$700
- Surge protectors - \$22.99 each
- Extension cords - \$18.99 each

### **Desired Hardware Purchases:**

- Projection screens - \$249 each
- Extron 4-port distribution amplifier (amplifies the video signal to all of the projectors) - \$277
- Kramer 3X1 VGA switcher - \$348
- 50' Extron VGA extension cable - \$73 each
- Epson 821 p projector - \$1,432.00

### **Recommended Software Purchases:**

- Adobe Acrobat Professional 8.0 - \$46 each
- Microsoft Office - \$63 each
- Symantec Antivirus - \$40 each per year

### **Paper System:**

- Ream of Paper - \$11.50 each
- Postage - \$1.65 each
- Copy Charges - \$.04 each

### **Points of Discussion:**

- Handouts need to be kept to a minimum.
- Taking notes on a PDF document. (See Sticky Note on computer screen handout).
- Meeting at a place where there is no wireless connection.
- Downloading PDF files can be very slow and cumbersome.

- To be “fully online” the format should be to have individual PDF documents on the web. An example of the first Board of Regents’ September meeting that was “fully online” can be found at <http://mus.edu/board/meetings/2007/Sept07/Sept07.asp>.
- Dream Weaver Training - \$400
- Configuring the Wireless Access Point

# EXECUTIVE SUMMARY

DATE: JULY 2007

**PRESENTATION:**

Professional Educator Preparation Program Standards (PEPPS)  
Request for Initial Accreditation - Salish Kootenai College

**PRESENTER:**

Linda Vrooman Peterson, Administrator  
Office of Public Instruction  
Cindy O'Dell, Chairperson  
Professional Education Unit  
Salish Kootenai College

**Sticky Note** 10/11/2007 2:56:59 PM  
cwill Options

- Write a press release.
- Send a congratulations letter from Patty and the Board.

**OVERVIEW:** On April 10-12, 2007, the Office of Public Instruction conducted a review of the Professional Education Unit at the Salish Kootenai College (SKC) in Pablo, Montana. The review was to validate the Professional Education Unit's Institutional Report (IR) for the Elementary Education Program at the SKC. The review was based on the standards articulated in the Board of Public Education's approved 2007-2013 Professional Educator Preparation Program Standards (PEPPS) and Procedures Manual. SKC requests initial accreditation for its Elementary Education program.

Professor Audrey Peterson, the University of Montana-Missoula, served as chairperson of the review. Peter Donovan, Bonnie Klein, and Linda Vrooman Peterson served as members of the State Verification Team.

## **BoR Meeting Audio-Visual equipment needs/requirements**

Large Display screen - 8-10 ft

Projector for large screen

Audio mixer for a minimum of 15 Microphones

15 Mics, table stands, and cords

PA system

Wireless "Internet" for approximately 50 people

Power for all BoR Executives and for approximately 50 audience members

2 small display screens

2 projectors for small screens

Video distribution amplifier

Scanner or Document camera (Elmo)

Laptop for scanning/PowerPoint/data to be displayed

Audio/Video/Power cords...

Tables for the required layout (Contact Edwina for more info [regarding layout](#))

### **Items the BoR has:**

Projector for Large Screen

2 projectors for small screens

2 small display screens

Video distribution amplifier

Laptop for scanning/PowerPoint/data to be displayed

Wireless access point

2 - 50' VGA cables

3x1 VGA switcher

numerous surge protectors

## **Highlights of the October 10 & 11, 2007 CSPAC and Joint Council of Deans Meeting**

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on October 10-11, 2007, at the University of Montana in Missoula, Montana. On the afternoon of October 10, 2007, the CSPAC met jointly with the Council of Deans of Higher Education. The Certification 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 are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Melodee Smith-Burreson, Teacher, Missoula; Ms. Charla Bunker, Teacher, Great Falls; Ms. Tonia Bloom, Trustee, Corvallis; Ms. Kim Warrick, Reading Specialist, Bozeman; Ms. Judie Woodhouse, Teacher, Polson; and Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings.

Meeting attendees included: Provost Royce Engstrom, University of Montana-Missoula; Dr. Larry Baker, MSU-Bozeman; Dr. Lynette Zuroff, Carroll College; Dr. Roberta Evans, University of Montana-Missoula; Dr. Barbara Vail, Rocky Mountain College; Cindy Dell, Salish Kootenai College; Dr. Robert Carson, MSU-Bozeman; Bonnie Graham, MSU-Billings; Tracy Grazley, University of Montana-Western; Ms. Angel Turoski, University of Great Falls; Dr. Linda Peterson, OPI; Mr. Larry Nielsen, MEA-MFT; Mr. Erik Burke, MEA-MFT.

### **Joint CSPAC/ Council of Deans Meeting October 10, 2007**

The CSPAC and Council of Deans discussed the current goals for each respective group as well as strategies for enhancing communication and collaboration of K-12 and Higher Education stakeholders. Other topics discussed included the following topics: An update of the ongoing review of educator licensure rules in Chapter 57 of the administrative Rules of Montana; a review of a report by the National Council for Teacher Quality; a summary of an AACTE Accreditation Forum in Washington, D.C.; and an overview of proposed changes to federal laws contained in the ESEA Reauthorization Bill that is in Congress. The University of Montana sponsored a reception for CSPAC and the Council of Deans at Shadows Keep in Missoula.

### **CSPAC Meeting October 11, 2007**

#### **Executive Committee**

Dr. Douglas Reisig recapped the Joint CSPAC and Council of Deans meeting and conducted a review of the CSPAC bylaws. Dr. Reisig also led discussion of the CSPAC goals and will work with CSPAC to solidify the specific short-term CSPAC goals to be accomplished in 2008.

#### **Administrative Officer's Report**

Mr. Donovan provided CSPAC with a summary of meetings he has attended since the July CSPAC meeting and with an update on his activities with NASDTEC.

## **Board of Public Education Report**

Mr. Steve Meloy was attending the NASBE Annual Conference in Philadelphia, so Mr. Donovan presented Mr. Meloy's report on Phase II of the Distance Learning Task Force and an update on the process for implementation of the Quality Educator Loan Assistance Program.

## **OPI Update**

Dr. Linda Vrooman Peterson updated the Council on the Office of Public Instruction and its current work.

## **Montana Commission on Teaching Committee**

Ms. Melodee Smith-Burreson and Ms. Judie Woodhouse spoke to the Council about the NCTAF Symposium they attended, along with Mr. Donovan. Ms. Woodhouse and Ms. Smith-Burreson talked specifically about an informational map they received entitled, "2006-2016 Map of Future Forces Affecting Education". Ms. Smith-Burreson and Ms. Woodhouse also spoke about state conferences they attended on the subject of teacher mentoring. The Committee also discussed surveying Montana school districts to determine the status of mentoring programs in the state. Data gathered from these surveys will be utilized to develop a CSPAC research project on teacher mentoring. Dr. Reising, Ms. Woodhouse, Dr. Fishbaugh and Mr. Donovan discussed their participation in the 2007 Educator Forum that was hosted in Helena on September 28.

## **Licensure and Endorsement Committee**

Ms. Kim Warrick gave the Council a brief update and timeline for the ongoing review of teacher licensure policies by the Chapter 57 Review Committee.

## **Pre-Professional Preparation and Development Committee**

Ms. Charla Bunker discussed the need for addressing appropriate manner of dress with incoming teachers across the state. The Council agreed the talk should start at the student teaching level. Bonnie Graham of MSU Billings agreed to present the Power Point shown to students at MSU Billings at the next CSPAC meeting in January.

Please contact the CSPAC office to request copies of the Highlights from previous CSPAC meetings: CSPAC, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601.

# NASDTEC

## 11<sup>th</sup> Professional Practices Institute

October 17-19, 2007

Doubletree Castle Hotel, Orlando, Florida

### *Navigating the Changing Landscape of Professional Practices*

Wednesday, October 17		
7:30 AM – 3:30 PM	Conference Registration	
7:30 AM – 8:30 AM	NEW ATTENDEE BREAKFAST and GENERAL BREAKFAST	
8:30 AM – 9:00 AM	<b>GENERAL SESSION #1</b> <i>Welcome</i> NASDTEC President  <i>Opening Remarks</i>	<b>Peter Donovan</b> Certification Standards & Practices Advisory Council, Montana  <b>Jeanine Blomburg</b> , Commissioner Florida Department of Education
9:00 AM – 10:00 AM	<b>GENERAL SESSION #2</b>  <i>Emerging Trends in Educator Misbehavior</i>	<b>Robert. J. Shoop</b> Professor and Senior Scholar Leadership Studies Kansas State University
10:00 AM – 10:15 AM	BREAK	
10:15 AM – 11:45 AM	<b>GENERAL SESSION #3</b>  <i>You Be the Judge: Evaluation and Investigation Simulation</i>	<b>Robert. J. Shoop</b> Professor and Senior Scholar Leadership Studies Kansas State University
11:45 AM – 1:00 PM	LUNCH	
1:00 PM – 2:30 PM	<b>GENERAL SESSION #4</b> <i>Women Who Offend: Sorting the Truth from the Myths</i>	<b>Ted Shaw</b> The ITM Group Gainesville, Florida
2:30 PM – 2:45 PM	BREAK	
2:45 PM – 4:00 PM	<b>Concurrent Sessions #1</b> <b>1-A</b> <i>Educator Professional Practices, Survey of States</i>  <b>1-B</b> <i>Boundary Violations; Understanding the Professional Relationship</i>	<b>Pamela Stewart</b> Deputy Chancellor, K-12 Educator Quality and, <b>Ed Croft</b> Director of Accountability, Research and Measurement Florida Department of Education  <b>Shirley Nakata</b> Director, Professional Conduct British Columbia College of Teachers
4:00 PM – 5:15 PM	<b>Concurrent Sessions #2</b> <b>2-A</b> <i>Assessing Witness Credibility</i>  <b>2-B</b> <i>Ethical Leadership</i>	TBA  <b>Gary Walker</b> Educator Ethics Division Georgia Professional Standards Comm.
Thursday, October 18		

7:30 AM – 3:30 PM	Conference Registration	
8:00 AM – 9:00 AM	BREAKFAST	
9:00 AM – 10:30 AM	<b>GENERAL SESSION #5</b> <i>New Frontiers in Technology</i>	<b>Kurt Opsahl</b> Senior Staff Attorney Electronic Frontier Foundation
10:30 AM – 10:45 AM	BREAK	
10:45 AM -12:00	<b>Concurrent Sessions #3</b> <b>3-A</b> <i>Florida's Recovery Network Program: A Model for Educator Rehabilitation and Treatment</i>  <b>3-B</b> <i>Utopia: A Model Program</i>	<b>Marian Lambeth</b> Chief, Professional Practices Services Florida Department of Education <b>Thomas H. Kramer</b> Recovery Network Program Director Florida Department of Education  <b>Adrian Allison</b> Director, Professional Conduct and Licensure, Ohio Department of Education
12:00 – 1:30	LUNCH	
1:30 PM – 2:45 PM	<b>GENERAL SESSION #6</b> <i>Florida's Statewide Online Ethics Course for K-12 Teachers</i>	<b>Keith Goree</b> Applied Ethics Institute, Director <b>JoAnne Hopkins</b> Professor, Applied Ethics <b>Adeniji Odutola</b> BA Programs & University Partnerships St. Petersburg College
2:45 PM – 3:00 PM	BREAK	
3:00 PM – 4:00 PM	<b>Concurrent Session # 4</b> <b>4-A</b> <i>What Should You Do When Someone Cheats On the Licensure Exam</i>  <b>4-B</b> <i>Cultural Sensitivity</i>	<b>Bart Zabin</b> Investigative Unit New York State Dept. of Education <b>Victoria Chamberlin</b> Executive Director, Teacher Standards and Practices Commission, Oregon  TBA
4:00 PM – 5:00 PM	<b>GENERAL SESSION #7</b> <i>Roundtable Forum</i>	<b>Victoria Chamberlain, Moderator</b> Professional Practices Committee
<b>Friday, October 19</b>		
8:00 AM – 9:00 AM	BREAKFAST	
9:00 AM – 10:15 AM	<b>GENERAL SESSION #8</b> <i>What Does It Have To Do With Society What I Do In My Spare Time?</i>	<b>Christopher Sach-Anderson</b> Manager of Investigations <b>Nadine Carpenter</b> Dispute Resolution Coordinator Ontario College of Teachers
10:15 AM – 10:30 AM	BREAK	
10:30 AM – 12:00 NOON	<b>GENERAL SESSION #9</b> <i>Institute Debriefing: Review and Future Planning</i>	Professional Practices Committee
12:00 NOON	<b>INSTITUTE ADJOURNMENT</b>	

*Navigating the Changing Landscape of Professional Practices*

Report to the Montana Board of Public Education  
November 2007

Prepared By: Pete Donovan, Elizabeth Keller, Kathleen Magone, Bonnie Jones Graham and  
Angela McLean

1) Letters of reprimand

- Consider whether to add reprimands to NASTDEC database (beyond suspensions and revocations)

Pros and cons – this will make the job of licensing entities in other states more challenging, as they currently have no way to use this information and it may hinder their processes; at the same time, it can provide a warning to other states of bad behavior that otherwise will not show up

- Definite need to increase efforts within MT to heighten scrutiny of those who have received letters of reprimand, both at state/OPI level and especially at local level – major liability for districts and administrators who do not keep an eye on those who have been reprimanded and misbehave again
- Some states have trainings to ensure that all admin and educational professionals know how to use the database; do we want to do this in Montana? Concerns over cost, privacy, need to know, control, access of potentially unauthorized people

2) Need for courses in ethics on what is appropriate/inappropriate behavior in and out of the classroom (available in FL, GA)

- Teachers who have received letters of reprimand in other states are required to take such a course; in MT, although we have a need for such a course for some educators, little or nothing is currently available
- Incoming/new teachers in some states are required to take course during teacher training and/or at district level
- Virtues of having an ethics course for administrators, whether in their initial training or in subsequent training while on the job: many may not know what to look for, guard against, how to respond
- Courses would have to address “threshold behaviors”

- Issues in Montana

Requiring separate ethics course: who would teach? Length? How to evaluate? Can't just be on-line w/o some other evaluation

Class could be a requirement for renewal of certificate for some offenders  
Some work is being done in this regard by MSU - professional ethics and boundary training prior to student teaching at MSU Billings

- Need for annual professional development of teachers, administrators, all staff (custodians, cafeteria workers, bus drivers, crossing guards, etc.)

- Students and parents need to be made aware of the issues as well

Students must be instructed by an "unbiased" person, not their teachers (whom they trust, but who could be abusive)

3) Evaluating activities of teachers outside of school in relationship to their ability to teach and their ability to be a good role model vs. rights of free speech and expression

- On-line blogs, web pages, instant-messaging
- Importance of establishing threshold of what is and is not acceptable
- Understanding that definition of "immoral conduct" under the regulation contains a list of behaviors, but is not limited to that list

4) Growing need to raise awareness of how to keep kids safe

- Powerful presentation on emerging trends in educator misbehavior in the classroom, out of school and on line (both men and women)
  - Importance of a collaborative effort in this area to be PROACTIVE rather than reactive
  - Many states' administrator and school boards organizations leading the way, along with teacher unions and boards of public education – setting up classes

5) Districts need to have policy on sexually inappropriate behavior; policy should address prevention, detection, and investigation

- Need annual training for all in district (not just new) administrators, teachers, crossing guards, cooks, bus drivers, etc.

- Training students (especially in small groups) is a key component

6) Some states do not include surrenders with revocations when reporting so NASDTEC database does not include many whose licenses we would consider revoked

- Montana does include when reporting-more than 50% in MT surrender, so we may be missing many not on NASDTEC (many of these "settle" or surrender in other states, as they do here, rather than proceeding to hearings)
- 7) Mont. Code Ann. § 20-4-110 requires that administrators/boards report to OPI when an educator is fired or resigns under circumstances which could lead to suspension or revocation of license
- Unfortunately, frequently not the case despite statutory requirements; districts don't want public to know they have been employing someone with problems, exposing kids to those people, so they "pass the trash"
  - Inappropriate behavior and those responsible aren't reported until several schools and several victims later
  - Often districts stop investigating when teachers/admin quit (heightening the district's liability and those of others who knew, as they could be sued for failing to address the problem or warn others of the problem)
  - Because they knew of problem and allowed it to continue and failed to warn, district could also be sued by parents in districts where bad educator was subsequently employed
  - Districts need to complete investigation AND report to OPI, regardless of confidentiality agreements (as is the requirement under statute)
- 8) Discussion on pros and cons of fingerprinting teachers as they renew license
- 9) Importance of understanding cultural differences when interviewing abused students; not every culture promotes eye contact, strong hand shakes – dangers of judging others by our own cultural stands, which may not apply
- 10) New series of stories coming out about problems with teacher misconduct/licensure, evaluating number of complaints, how reported to state level, how investigated, how determined, etc.:

<http://www.hiddenviolations.com/>

<http://teachertrash.blogspot.com/>

<http://teachertrash.blogspot.com/search/label/Montana>

# 2007 MASC survey

- \_\_\_ 1. What grade are you currently in?
- a. 9
  - b. 10
  - c. 11
  - d. 12
- \_\_\_ 2. How old are you?
- a. 14
  - b. 15
  - c. 16
  - d. 17
  - e. 18
  - f. None of these
- \_\_\_ 3. What is your current unweighted GPA?
- a. 3.5 +
  - b. 3.0-3.5
  - c. 2.5-3.0
  - d. 2.0-2.5
  - e. Lower than 2.0
- \_\_\_ 4. What is your ethnicity?
- a. Caucasian
  - b. Native American
  - c. African American
  - d. Latino
- \_\_\_ 5. What class school do you attend?
- a. AA
  - b. A
  - c. B
  - d. C
- \_\_\_ 6. Do you think that your school spends enough time studying Native American culture and history?
- a. Yes
  - b. No
- \_\_\_ 7. Is harassment or bullying a problem at your school (including during extracurricular activities)?
- a. Yes
  - b. No
- \_\_\_ 8. Have you ever been harassed or bullied at school or during an extracurricular activity?
- a. Yes
  - b. No
- \_\_\_ 9. Do you feel safe at your school?
- a. Yes
  - b. No
- \_\_\_ 10. Do you enjoy going to school?
- a. Yes
  - b. No
- \_\_\_ 11. Do you feel that your school does an adequate job of teaching Civic education?
- a. Yes
  - b. No

- \_\_\_ 12. Do you feel your school accommodates your educational needs?
- a. Yes
  - b. No

13. In what area do you feel your school could most improve?

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- \_\_\_ 14. Do you plan on pursuing postsecondary education?

- a. Yes, 4 year college or university
- b. Yes, 2 year vo-tech or trade school
- c. Yes, Armed Forces
- d. No
- e. Undecided

- \_\_\_ 15. Do you plan on pursuing your postsecondary plans in Montana?

- a. Yes
- b. No
- c. Undecided

- \_\_\_ 16. Do you plan on pursuing a career in Montana?

- a. Yes
- b. No
- c. Undecided

- \_\_\_ 17. Do you participate in school sponsored or extracurricular activities?

- a. Yes
- b. No

- \_\_\_ 18. How many hours a week do you spend on school sponsored or extracurricular activities?

- a. 1-7
- b. 8-14
- c. 15 +
- d. I do not participate in any

- \_\_\_ 19. Do you feel random drug testing should be used to discourage drug abuse in high school athletics and other extracurricular activities?

- a. Yes
- b. No

- \_\_\_ 20. Do you feel your school has a drug/ alcohol abuse problem?

- a. Yes
- b. No

- \_\_\_ 21. Do you feel your school provides enough drug/ alcohol prevention education?

- a. Enough
- b. Not enough
- c. Too much

- \_\_\_ 22. Do you feel that your school has a problem with teenage pregnancy?

- a. Yes
- b. No

- \_\_\_ 23. Do you feel your school provides enough sexual education?

- a. The right amount
- b. Not enough
- c. Too much

- \_\_\_ 24. Do you know what the Board of Public Education does?

- a. Yes
- b. No

- \_\_\_ 25. How would you rate the education you have received thus far?

- a. Very good
- b. Good
- c. Fair
- d. Poor

\_\_\_\_ 26. Do you feel that education has adequately prepared you for postsecondary education or work after high school?

- a. Yes
- b. No

\_\_\_\_ 27. Do you feel the No Child Left Behind policy has improved the education of students in your school?

- a. Yes
- b. No
- c. Don't know

\_\_\_\_ 28. What is your attitude about taking standardized tests?

- a. Try to do my best
- b. Don't put forth much effort
- c. Don't care at all
- d. Try to do poorly

\_\_\_\_ 29. Do you feel that your standardized test scores accurately reflect your ability?

- a. Yes
- b. No
- c. Unsure

\_\_\_\_ 30. Do you eat hot lunch provided by school?

- a. Yes
- b. No
- c. Sometimes

\_\_\_\_ 31. Does your school have soda machines that contain non-diet beverages?

- a. Yes
- b. No

\_\_\_\_ 32. Is candy available to buy at your school?

- a. Yes
- b. No

\_\_\_\_ 33. If you could attend a Native American culture camp during the summer for credit, would you?

- a. Yes
- b. No

34. What is the biggest problem at your school?

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35. What does your school do well?

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36. What needs to change at your school?

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37. Additional Comments?

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## Montana Board of Public Education Final Report on NASBE/ MetLife Grant

### I. Summary of activity during grant period

An online survey was published and publicized in order to expand the Montana Board of Public Education's (MBPE) awareness of student opinions in the state with special emphasis on students not well represented in past surveying.

The survey, including questions on issues ranging from harassment and bullying to civic education in schools, was available online on the MBPE website and Montana Office of Public Instruction (OPI) website during the grant period.

In the six month grant period, two waves of radio spots were broadcast through public radio explaining both the online survey and the MBPE. Additionally, emails were sent through the OPI list serve to all Montana high schools about the survey urging administrators to encourage student participation. Further emails were sent to all Montana high school tech administrators urging them to place a link to the survey on school homepages. These emails included the offer of paper copies of the surveys for schools with limited technical resources.

### II. Use of funds during grant period

In the original grant proposal, the budget was divided into funding for radio spots and paper copies of the survey. Public radio, through the Missoula station, made free radio spots possible. No schools requested paper copies of the survey. As a result, the grant objectives were accomplished without utilization of any of the provided funds.

### III. Challenges

Coordinating radio spots across the state was very difficult as many smaller stations are independent and larger scale radio spots were cost prohibitive. As a result, all spots went out on public radio which may have a more limited listener base.

Timing was difficult. The end of the year is a busy time for schools and students and therefore a less likely time for teachers and administrators to encourage students to take the online survey.

Student response was not extensive. A limited number of students responded to the online survey though a greater proportion of these respondents were from previously underrepresented groups.

### IV. Sustainable impact

New student Representative Katie Wood has agreed to continue efforts to increase the MBPE's efforts to collect information on student opinions with special attention to previously underrepresented groups including ethnic minorities, low income students, rural students, students in small schools, and students not affiliated with the Montana Association of Student Councils (MASC). She will present the survey at the MASC annual conference and summarize results for the MBPE.

## EXECUTIVE SUMMARY

DATE: NOVEMBER 2007

**PRESENTATION:** Summit Preparatory School - Report on Third Year of Provisional Accreditation

**PRESENTER:** Al McMilin  
Accreditation Educator Quality Specialist  
Office of Public Instruction

**OVERVIEW:** Summit Preparatory School is a private nonprofit therapeutic boarding school "specializing in compassionate, relationship-based treatment of bright, capable high school age youth who are struggling in their current academic and/or home community due to emotional, academic and behavioral concerns." The school is currently serving 60 students. The school is located near Kalispell, Montana and is in the third year of provisional accreditation. The Office of Public Instruction (OPI) has completed the accreditation review process required prior to receiving a recommendation for final accreditation status. The review process has included both a review of the accreditation process to date, an analysis of the 2007 Annual Data Collection documentation submitted by the school and an on-site visit to the school by an OPI team on October 16, 2007. This team consisted of Al McMilin from the OPI Accreditation Division (Team Leader), Nikki Sandve from the OPI Special Education Division, Colet Bartow, Library Specialist from the Accreditation Division, and Jerry Pauli, Superintendent of Thompson Falls Public Schools. Mr. McMilin, Ms. Sandve, and Mr. Pauli have been on the accreditation team working with Summit since the school's initial application for accreditation in 2003. This will be their fourth visit to the school. The review process has shown that Summit meets both the letter and intent of all accreditation rules and procedures. Mr. McMilin will provide a summary of the accreditation process to date for Summit as well as a more indepth look at the third year review process just completed.

Summit Preparatory School Web site: [www.summitprepschool.org](http://www.summitprepschool.org).

**REQUESTED DECISION(S):** Information/discussion

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

**EXECUTIVE SUMMARY**  
**DATE: NOVEMBER 2007**

**PRESENTATION:** Professional Educator Preparation Program Standards (PEPPS)  
Request for New Program – Discussion Item

**PRESENTER:** Linda Vrooman Peterson, Administrator  
Office of Public Instruction  
Barbara Vail, Associate Dean  
Rocky Mountain College

**OVERVIEW:** In September the Office of Public Instruction presented to the Board of Public Education information regarding an initial proposal to develop a Master of Educational Leadership program in the Professional Education Unit at Rocky Mountain College in Billings. The Professional Education Unit of Rocky Mountain College will discuss the continued work at Rocky Mountain College toward its goal to launch the Master in Educational Leadership program. Dr. Barbara Vail will provide to the BPE additional information related to the program development including the final decision by the Rocky faculty.

Materials attached:

- Program and Course Descriptions
- Response to Requirements of ARM 10.58.802

**REQUESTED DECISION(S):** Discussion

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Discussion



## **Educational Leadership Program**

**Program Description:** The Rocky Mountain College Educational Leadership program emphasizes the realities and issues of public education today by blending practical tasks with the research-based models of effective leadership and accountability for student performance. The program combines an intensive internship component with relevant pedagogy and meets the rigor of the nationally recognized ISLLC Standards and the State of Montana's PEPPS Standards. Curricular emphasis includes school and instructional leadership, assessment, data-driven decision making, diversity, curriculum, collaborative vision for teaching and learning, school culture, a safe and orderly environment conducive to learning, school finance and law, collaboration with community, ethical leadership, and program assessment.

**Program Delivery:** The educational leadership curriculum uses a blend of Web technology, print, face to face delivery, and other media to maximize learning and foster professor and student interaction. Communication tools including online conferencing, bulletin boards, and e-mail are used to foster a collaborative environment, providing students with the opportunity to learn from one another as well as from the professor(s). The curriculum and course format will help to develop practical applications of the topics studied.

**Admission Requirements:** Requirements for admission include a minimum score GRE (verbal and quantitative), three letters of recommendation, official transcripts from all previous coursework, and interview(s) with the admission committee. The cohort size will be limited and an admission timeline will be established by the admission committee. In order to be licensed as a school administrator in Montana, candidates must meet all of the State of Montana requirements.

### **Faculty:**

#### **Full Time Faculty:**

To Be Determined

#### **Part-time Professional Faculty:**

Part-time Professional faculty will be determined through an application process looking for qualified candidates with expertise, education and experience.

in a school reform effort. Practical application of analyzing school data followed by program intervention will be explored. Participants will explore how today's leaders must create and nurture a culture of collaboration, collegiality, and continuous improvement.

**EDL 510--Dimensions of Leadership II (Three Credits)**

The focus of this course is to build on the knowledge and understanding of how leadership influences instruction and teacher practice. Participants will explore the leadership skills required to nurture instructional improvement in schools.

Pre-requisite: Dimensions of Leadership I

**EDL 570--School Curriculum (Three Credits)**

The focus of this course is on the role of leadership in curriculum planning and development with topics including educational and cultural foundations, curricular outcomes, K-12 alignment, standards and community values, developing, managing, and evaluating curriculum, multicultural education, equal access (special education, gifted and talented, ESL, poverty, sex ed., character ed., etc.) academic freedom, technology, scheduling, and censorship.

**EDL 580 – Public School and Community Relationships (Three Credits)**

This course will focus on the interdependence of school and community; identifying and defining societal expectation of schools and the effects of those expectations on educational policy; impact of social, political, economic, and demographic changes on public school policy.

**EDL 590 – School Finance (Three Credits)**

This course will explore the revenue and expenditures allowed for public schools in Montana. Reporting, legislation, and related court cases that pertain to public school funding in Montana and the related impact on school districts in Montana will be examined.

**EDL 545 – Administrative Practicum II (Two Credits)**

Advanced directed internship experiences designed to relate theories and concepts explored in coursework to educational settings. Practical application of theories will be implemented in field work. This practicum is a continuation of EDL 540.

Co-Requisite EDL 555 Seminar II.

**EDL 555 – Seminar II (One Credit)**

This course will include reflection and inquiry regarding Administrative Practicum. Problem-solving and best-practices will be a component of this advanced course. Completion of the administrative portfolio will be completed during this course.

Co-Requisite EDL 545 Administrative Practicum II.

**EDL 600 – Educational Leadership Capstone (Two Credits)**

This course will be the culminating experience for students in the Educational Leadership Program. A comprehensive review of material covered as well as an exit interview will be components of this experience. Theories and principles of advanced leadership practiced in educational settings will be explored within the context of the overall program.

**Masters Degree 34 Credits**

**Endorsement 31 Credits**

10.58.802 Standards for Approval (1) The unit shall provide a clear statement justifying the request for the approval of a new, innovative, or experimental program. The statement shall include the program's assumptions, rationale, and objectives.

Assumptions:

- There are over 600 practicing administrators in the state of Montana, many of whom are nearing retirement from their role as a superintendent, building administrator or central office administrator.
  - 8.7 %, 2005 administrator retirees
  - 9.00%, 2006 administrator retirees
  - 7.8%, 2007 administrator retirees (source, Montana Teachers' Retirement office)
- Educational Leadership program options are limited in the eastern part of the state causing problems for school districts to replace retiring administrators
- Up to date, researched based principal preparation programs are vitally important to public education particularly as it pertains to the accountability requirements outlined in the No Child Left Behind Legislation, Montana PEPPS standards, and national ISSLC standards.
- There is a shortage of certified administrators in the state of Montana representing minority populations, especially in schools located on Montana's Indian reservations.

Rationale:

- Rocky Mountain College is located in an educational rich environment allowing professional staff in the area to serve as professional instructional staff and mentors.
- Rocky Mountain College currently has several agreements with neighboring tribal colleges bringing education degrees to local students via VisionNet and WEBCT.
- Rocky Mountain College would assist in providing pre-service administrators located in the far reaches of eastern Montana an opportunity to complete a master of educational leadership degree through distance education and some residential coursework.

Objectives:

- The Rocky Mountain College master of educational leadership will produce quality school administrators who will ultimately serve as leaders in educational settings around the state of Montana and neighboring states.

**staff serving as mentors to interns will complete a training outlining supervision and evaluation requirements.**

(d) develop provisions for keeping records of the students' progress in the program; **All master of educational leadership faculty will maintain records required by the state of Montana to complete the accreditation process.**

(e) make arrangements for systematic and scheduled program evaluation by both the unit and the Office of Public Instruction; **Educational Leadership faculty will follow all regularly scheduled program evaluations required by OPI.**

(f) be supported by identifiable human and physical resources that will be available throughout the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the Board of Public Education: **Formal agreements between Rocky Mountain College and the participating school district will be required for a pre-service administrator to complete the practicum portion of the degree requirements.**

(g) include a timetable setting forth:

(i) the program's beginning and ending dates; **Cohort groups will start the year long program with a four day institute preceding the first semester of required coursework. The practicum experience will begin following the four day institute. The required coursework will be completed following two semesters of a combination of residency and non-residency requirements. At the completion of the four day institute, two semesters of coursework, a four day capstone course, following the second semester coursework, will complete the requirements.**

(ii) the sequence of activities that will occur; **The RMC Educational Leadership program emphasizes the realities and issues of public education today by blending practical tasks with research-based models of effective leadership and accountability for student performance. The program combines an intensive internship component with relevant pedagogy and meets the rigor of the nationally recognized ISLLC standards and the State of Montana PEPPS standards. The educational leadership curriculum uses a blend of Web technology, print, face to face delivery, and other media to maximize learning and foster instructor and student interaction. Communication tools including online conferencing, bulletin boards, and email are used to foster a collaborative environment, providing students with the opportunity to learn from one another as well as from the instructors. The curriculum and course format will help to develop practical applications of the topics studies.**

(iii) selection and schedules of intervals for competency and program evaluations; and **RMC pre-service administrators will be required to demonstrate competency in the practicum outcomes, which are based on state and national standards. Mentor building principals and college supervisors will be required to evaluate the pre-service administrator's competency through observation and actual application in the school environment. The practicum will be separated into two 108 outcomes based driven evaluation instruments. In addition, students in the educational leadership program will have the opportunity to evaluate course delivery, content, and instruction for all required courses.**

(iv) the approximate dates for submitting periodic program reports to the appropriate institutional officials and to the superintendent of public instruction; and

## **EXECUTIVE SUMMARY**

**DATE: NOVEMBER 2007**

**PRESENTATION:** No Child Left Behind Act

**PRESENTER:** Nancy Coopersmith  
Assistant Superintendent  
Office of Public Instruction (OPI)

**OVERVIEW:** This presentation will include information about the reauthorization of the Elementary and Secondary Education Act (ESEA), as reauthorized by the No Child Left Behind (NCLB) Act. Information will also be included about federal monitoring of ESEA/NCLB programs in Montana, U.S. Congress appropriations, and OPI professional development activities.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

**Montana University System**

UNIVERSITY OF MONTANA  
Missoula  
MT Tech  
Northern  
Western

MONTANA STATE UNIVERSITY  
Bozeman  
Billings  
Great Falls  
Northern

COMMUNITY COLLEGES  
Dawson  
Flathead Valley  
Miles

## High School Follow-up Report

Continuation, Remediation, & Retention  
of Montana High School Graduating Classes  
Entering the Montana University System  
2003-2006

Office of the Commissioner of Higher Education

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**MONTANA UNIVERSITY SYSTEM**

### Emerging Issues & Trends

**College Continuation Rates are Above Regional Average**

College Continuation Rate, Fall 2004  
Percent of high school graduates enrolled as 1st-time, degree-seeking college students in the fall semester immediately following graduation

State	Continuation Rate (%)
South Dakota	69%
North Dakota	68%
New Mexico	67%
Wyoming	66%
Colorado	65%
Montana	58%
Nevada	57%
Hawaii	56%
WYOMING STATES	51%
Arizona	50%
Idaho	49%
Oregon	48%
Alaska	47%
Utah	46%
Washington	45%

On average, 35% of recent high school graduates enter the MUS, 5% enroll in tribal or private colleges in Montana, while 15% choose to enroll out-of-state.

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**MONTANA UNIVERSITY SYSTEM**

### Capture Rate

Percent of recent Montana high school graduates enrolling in Montana University System in the fall semester immediately following graduation.

Capture Rate of Recent MT High School Graduates  
(in 1st semester of college immediately following graduation)  
does not include community colleges

Year	Capture Rate (%)
2002-03 Grads Enrolling Fall 03	31.1%
2003-04 Grads Enrolling Fall 04	30.9%
2004-05 Grads Enrolling Fall 05	32.8%
2005-06 Grads Enrolling Fall 06	32.0%

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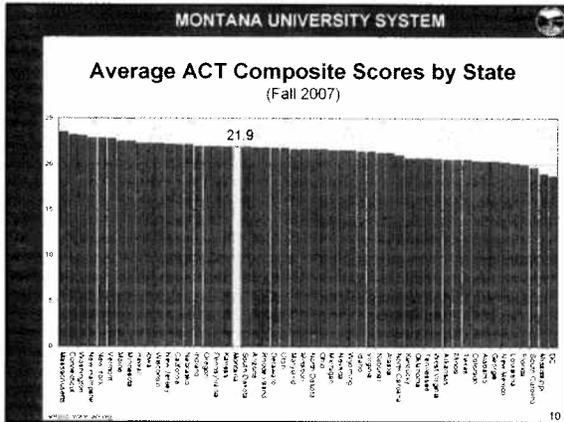
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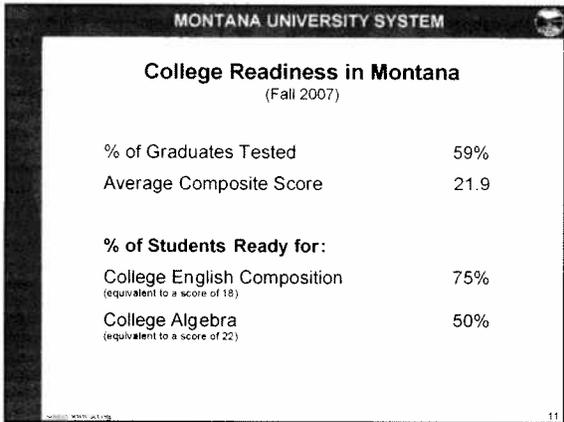
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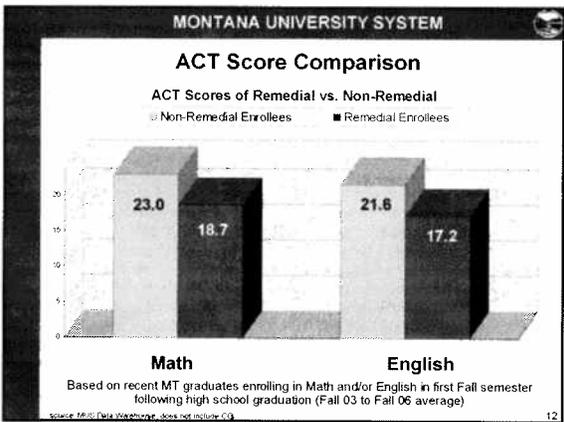
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**Board of Public Education  
Task Force Phase II**

October 25, 2007

1:00 p.m. – 4:00 p.m.

Montana School Board Association – Conference Room

1 S. Montana Ave.

Helena, Montana

**AGENDA**

- ❖ **Welcome – Co-Chairs: Bud Williams and Dr. Kirk Miller**
- ❖ **Introductions**
- ❖ **Purpose of Task Force – Standards for Learning and Teacher Quality**
- ❖ **Parameters for Phase II**
- ❖ **Consensus Process**
- ❖ **Ground Rules**
- ❖ **Timeline**
- ❖ **Work Topics and Resource Groups**
- ❖ **For Consideration...Individual Written Comments**
- ❖ **Public Comment**
- ❖ **Next Work Session November 20, 2007**

# Board of Public Education

## Task Force Phase II

October 25, 2007

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### **Purpose**

To review and resolve K-12 education issues related to dual credit, teacher qualifications, supplement, not supplant, and funding.

### **Guiding Principle**

Montana K-12 education serves the student learning needs of the present and future providing flexibility and ensuring quality.

### **Charge**

The Phase II Task Force shall provide to the Board of Public Education and the education community recommendations for implementing a dual credit system which maintains the quality of standards for learning and teaching.

### **Task Force Co-Chairs**

Kirk Miller – Board of Public Education  
Bud Williams – Office of Public Instruction

### **Records Facilitator**

Janet Thomson

### **Staff**

#### **Board of Public Education**

Steve Meloy  
Carol Will

#### **Office of Public Instruction**

Linda Peterson  
TJ Eyer  
Donna Waters

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## EXECUTIVE SUMMARY

DATE: NOVEMBER 8, 2007

- PRESENTATION:** Quality Educator Loan Assistance
- PRESENTER:** Madalyn Quinlan  
Chief of Staff  
Office of Public Instruction
- OVERVIEW:** Senate Bill 2, approved during the Special Session of the 60<sup>th</sup> Montana Legislature, contains provisions for a quality educator loan assistance program. This presentation will include information about the responsibilities of the Board of Public Education and the Office of Public Instruction in the implementation of this program. The Office of Public Instruction will present information on the process that it followed to develop its listing of specific schools and specific quality educator licensure and endorsement areas impacted by critical quality educator shortage areas.
- REQUESTED DECISION(S):** None at this time
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None

## **EXECUTIVE SUMMARY**

**DATE: NOVEMBER 2007**

- PRESENTATION:** Alternative Standard Requests - Recommendations
- PRESENTER:** Al Mc Milin  
Educator Quality Program Specialist  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education for consideration of Initial Alternative Standard and Five-Year Renewal Alternative Standard Requests recommended either for approval or for disapproval by state Superintendent Linda McCulloch.
- REQUESTED DECISION(S):** Approve state superintendent's recommendations.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action

## **EXECUTIVE SUMMARY**

**DATE: NOVEMBER 9, 2007**

- PRESENTATION:** Quality Educator Loan Assistance
- PRESENTER:** Madalyn Quinlan  
Chief of Staff  
Office of Public Instruction
- OVERVIEW:** Senate Bill 2, approved during the Special Session of the 60<sup>th</sup> Montana Legislature, contains provisions for a quality educator loan assistance program. This presentation will include a recommendation from the Office of Public Instruction regarding the schools and licensure and endorsement areas impacted by critical quality teacher shortages.
- REQUESTED DECISION(S):** The board will be asked to adopt a listing of specific schools and specific quality educator licensure and endorsement areas that are impacted by critical quality educator shortages.
- OUTLYING ISSUE(S):** Once the board adopts the listing, Section 20-5-503, MCA requires the board to publish an annual report listing the critical quality educator shortage areas, explaining the reasons that specific schools and licensure or endorsement areas have been identified and providing information regarding any success in retention.
- COMMENDATION(S):** The board will be provided with a recommended listing and will be asked to adopt the listing for the 2007-2008 school year. Based on information provided to OPI through the Annual Data Collection in October 2007, the Office of Public Instruction will be able to bring a recommendation to the board for the 2008-2009 school year in March 2008.

**Montana School for the Deaf and the Blind  
Board of Public Education Committee Agenda  
November 9, 2007 Meeting**

<b><u>Item</u></b>	<b><u>Presenter</u></b>	<b><u>Time</u></b>
1. Student Enrollment/Evaluation	Gettel	3 min
2. Human Resources <ul style="list-style-type: none"><li>- Personnel actions</li><li>- Update on negotiations with MEA-MFT</li></ul>	Gettel	3 min
3. School Improvement <ul style="list-style-type: none"><li>- Update on SIP activities</li><li>- Update on strategic planning process</li><li>- Update on strategies for increasing educational opportunities for students</li></ul>	Gettel	10 min
4. Professional Development Activities <ul style="list-style-type: none"><li>- Update on in-service training</li></ul>	Informational	
5. MSDB Foundation Activities <ul style="list-style-type: none"><li>- Update on activities</li></ul>	Informational	
6. Conferences, meetings and contacts	Informational	
7. Finance and Facilities <ul style="list-style-type: none"><li>- Update on budget and maintenance projects</li></ul>	Sykes	5 min
8. School Calendar of Events	Informational	
9. Student News and School Events	Informational	
10. Public Comment for Non Agenda Items		

# Montana Board of Public Education

## Science Forum: Policy to Practice

### POSITION:

### NUMBER OF YEARS TAUGHT:

### SIZE OF SCHOOL:

(Please circle)

K - 3 Teacher

0 - 5

< 41

4 - 6 Teacher

6 - 10

41 - 150

7 - 8 Teacher

11 - 15

151 - 400

9 - 12 Teacher

16 - 20

401 - 850

Para Professional

21 - 25+

> 2500

Special Education Teacher

Administrator

Board Member

### Survey Questions:

1. Do you use the standards to direct your teaching and assessments?

\_\_\_\_\_ Not at all

\_\_\_\_\_ Sometimes

\_\_\_\_\_ Most of the time

\_\_\_\_\_ All of the time

2. How do you use the standards to direct your teaching and assessments?

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3. What are the strengths of the standards?

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4. What are the weaknesses of the standards?

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**5. How does your district monitor the standards being taught?**

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**6. How do you assess your students on the standards being taught in your classroom?**

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**7. What would serve teachers better at the local level?**

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**8. How do you view the National Science Standards in relationship to the Montana's Content and Performance Standards in Science as revised?**

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**9. What suggestions would you like to offer the Board of Public Education?**

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