

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

September 10-11, 2009

BROWNING SCHOOL ADMINISTRATION BUILDING  
ADMINISTRATION BOARD ROOM  
129 1<sup>ST</sup> Avenue South East  
Browning, MT

**September 10, 2009 - Thursday**  
**8:30 AM**

**CALL TO ORDER**

- A. Pledge of Allegiance – Flag Song by Browning Students
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome by Donna Yellow Owl, Browning Board of Trustees Chair
- E. Welcome Visitors
- F. Adopt Agenda

**PUBLIC COMMENT**

**CONSENT AGENDA**

(Items can be pulled from Consent Agenda if requested)

- A. July 16-17, 2009 Minutes
- B. August 24, 2009 Conference Call Minutes
- C. Financials
- D. Proposed 2010-2011 Board of Public Education Schedule
- E. Annual Agenda Calendars September 2009 – November 2011
- F. 2009-2010 Working Document from Strategic Planning Session

**INFORMATION ITEMS**

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

Item 1                   **CHAIRPERSON'S REPORT**  
Patty Myers

**BOARD OF PUBLIC EDUCATION APPEARANCES**

Item 2                   **EXECUTIVE SECRETARY'S REPORT**  
Steve Meloy

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

Item 3                   **CSPAC REPORT**  
Peter Donovan

**CLASS 8 UPDATE**

**AREAS OF PERMISSIVE SPECIALIZED COMPETENCY UPDATE**

**ACCESS TO TRAINING FOR TEACHERS OF DEAF AND BLIND STUDENTS**

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

- Item 4                    **STATE SUPERINTENDENT’S REPORT**  
State Superintendent Denise Juneau
- Item 5                    **COMMISSIONER OF HIGHER EDUCATION’S REPORT**  
Deputy Commissioner, Academic & Student Affairs, Dr. Sylvia Moore
- Item 6                    **GOVERNOR’S OFFICE REPORT**  
Dan Villa
- Item 7                    **STUDENT REPRESENTATIVE’S REPORT**  
Tim Seery

❖ **EXECUTIVE COMMITTEE – Patty Myers (Item 8)**

- Item 8                    **SPOTLIGHT ON THE OPI SPECIAL EDUCATION DIVISION**  
Tim Harris

❖ **INDIAN EDUCATION FOR ALL – Cal Gilbert (Item 9)**

- Item 9                    **MONTANA INDIAN EDUCATION ASSOCIATION REPORT**  
Senator Carol Juneau, Chair, MIEA

**DISCUSSION ITEMS**

❖ **KINDERGARTEN TO COLLEGE WORKGROUP – Bernie Olson (Item 10)**

- Item 10                    **KINDERGARTEN TO COLLEGE WORKGROUP UPDATE**  
Bernie Olson and Steve Meloy

❖ **LICENSURE COMMITTEE – Angela McLean (Items 11-13)**

- Item 11                    **SURRENDER OF TEACHER LICENSES (CLOSED SESSION)**  
Ann Gilkey
- Item 12                    **RECOMMENDED REVISIONS OF ADMINISTRATIVE RULES OF MONTANA**  
**CHAPTER 57, EDUCATOR LICENSURE**  
Peter Donovan

**ACTION ITEM**

**PUBLIC COMMENT**

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

- Item 13                    **RECOMMEND APPROVAL OF NOTICE OF PUBLIC ADOPTION TO**  
**ADMINISTRATIVE RULES OF MONTANA OF NEW RULE I PERTAINING TO**  
**SIGN LANGUAGE INTERPRETERS**  
Peter Donovan

**DISCUSSION ITEMS**

❖ **ASSESSMENT COMMITTEE – Sharon Carroll (Item 14)**

Item 14                    **ASSESSMENT UPDATE**  
Nancy Coopersmith

❖ **GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Items 15-16)**

Item 15                    **FEDERAL UPDATE**  
Nancy Coopersmith

Item 16                    **NATIONAL COMMON CORE STATE STANDARDS INITIATIVE**  
Nancy Coopersmith and Steve Meloy

**INFORMATION ITEMS**

❖ **MSDB LIAISON – Patty Myers (Item 17)**

Item 17                    **MSDB COMMITTEE MEETING REPORT**  
Steve Gettel

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**September 11, 2009 – Friday**

8:00 AM                    **Meet at the Browning School Administration Building to take the school bus to tour the new Browning High School and surrounding community.**

9:30 AM                    **Meeting Resumes**

❖ **INDIAN EDUCATION FOR ALL – Cal Gilbert (Item 18)**

Item 18                    **BLACKFEET LEARNING ACADEMY**  
Nikki Hannon and Dennis Juneau

**DISCUSSION ITEMS**

❖ **ACCREDITATION COMMITTEE – Storrs Bishop (Items 19-23)**

Item 19                    **UPDATE ON COMMUNICATION ARTS CONTENT STANDARDS REVISIONS**  
Dr. Linda Vrooman Peterson

Item 20                    **REVIEW OF ACCREDITATION RESPONSE OPTIONS FOR SERIOUS OR CONTINUING DEVIATIONS**  
Dale Kimmet

Item 21                    **NEW ACCREDITATION ON-SITE VISITATION PROCESS**  
Dale Kimmet

**ACTION ITEMS**

**PUBLIC COMMENT**

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

- Item 22**                    **RECOMMEND APPROVAL OF NOTICE OF PUBLIC ADOPTION RELATING TO ADMINISTRATIVE RULES OF MONTANA 10.54.4010 THROUGH 10.54.4098 MATHEMATICS CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS**  
Jean Howard
- Item 23**                    **RECOMMEND APPROVAL OF BROCKTON PUBLIC SCHOOLS PLAN TO CORRECT ONGOING EMPLOYMENT OF NON-LICENSED TEACHER**  
Dale Kimmet
- ❖ **LICENSURE COMMITTEE – Angela McLean (Item 24)**
- Item 24**                    **RECOMMEND APPROVAL OF NOTICE OF PUBLIC HEARING AND TIMELINE RELATING TO PROPOSED REVISIONS OF ADMINISTRATIVE RULES OF MONTANA CHAPTER 57, EDUCATOR LICENSURE**  
Peter Donovan
- ❖ **GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Item 25)**
- Item 25**                    **ELECTION OF NASBE BOARD OF DIRECTORS**  
Steve Meloy
- ❖ **EXECUTIVE COMMITTEE – Patty Myers (Items 26-27)**
- Item 26**                    **ELECTION OF BOARD OFFICERS**  
Steve Meloy
- Item 27**                    **COMMITTEE APPOINTMENTS**  
Patty Myers

**PRELIMINARY AGENDA ITEMS – November 12-13, 2009**

**\*\* Note: This date is different than originally scheduled**

- Assessment Update
- Federal Update
- Alternative Standards Request
- MACIE Annual Report
- Joint MACIE/BPE/OPI Meeting
- Youth Risk Behavior Survey Update (Odd years)

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

July 16-17, 2009

MONTANA STATE CAPITOL  
Room #317  
Helena, MT

**July 16, 2009 - Thursday**  
**8:30 AM**

**CALL TO ORDER**

Chairperson Patty Myers called the meeting to order at 8:35 a.m. Mr. Tim Seery led the Board in the Pledge of Allegiance. Ms. Carol Will took roll call; a quorum was noted. State Superintendent Denise Juneau introduced Mr. Dennis Parman as the Deputy Superintendent and Ms. Deb Halliday as the Policy Advisor for the Community at the Office of Public Instruction. Chairperson Patty Myers noted that the nominations for MACIE will be presented under the State Superintendent's Report. The Governor's Office Report will be presented before the State Superintendent's Report. The Montana School for the Deaf and Blind's report will be presented on Thursday, July 16, 2009 instead of Friday, July 17, 2009.

***Ms. Angela McLean moved: to adopt the agenda as revised. Mr. John Edwards seconded and motion was unanimously approved.***

**PUBLIC COMMENT**

**CONSENT AGENDA**

**Items Pulled from Consent Agenda if Requested**

Items on the consent agenda were adopted as presented.

Those in attendance at the meeting included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Angela McLean, Ms. Sharon Carroll, Mr. Storrs Bishop, Mr. Cal Gilbert, Mr. Bernie Olson, Mr. John Edwards, and Student Representative Mr. Tim Seery. Staff present at the meeting included: Mr. Steve Meloy, Executive Secretary, 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 members present included: State Superintendent Denise Juneau; Dr. Mary Sheehy Moe represented Commissioner Sheila Stearns, and Mr. Dan Villa represented Governor Brian Schweitzer. Visitors in attendance included: Ms. Nancy Coopersmith, Assistant Superintendent OPI; Mr. Dennis Parman, Deputy Superintendent, OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Mr. Eric Feaver, MEA-MFT; Mr. Dale Kimmert, Accreditation Specialist, OPI; Mr. Al McMilin, Educator Quality Program Specialist, OPI; Ms. Jean Howard, Mathematics Curriculum Specialist, OPI; Dr. Larry Baker, Dean of Education, MSU-Bozeman; Mr. Bill Sykes, Finance Director, MSDB; Mr. Steve Gettel, Superintendent, MSDB; Dr. Bruce Messinger, Superintendent, Helena School District; Ms. Cathy Kendall, Health Enhancement Division Administrator, OPI; Mr. T.J. Eyer, Operations Manager, OPI; Ms. Sue Buswell, Montana Association of School Nurses; Ms. Sue Mohr, Administrator of the Division of Measurement & Accountability, OPI; Mr. Andy Boehm, Research Specialist, OPI; Ms. Margaret Bowles, Instructional Coordinator, OPI; Ms. Madalyn Quinlan, Chief of Staff, OPI; Dr. Joanne Erickson, Interim Department Head, MSU-Bozeman; Mr. Michael Munson-Lenz, Indian Education Specialist, OPI; Mr. Tim Harris, Special Education Division Administrator, OPI;

and Ms. Judy Snow, Statewide Student Assessment Specialist, OPI ; Ms. Nancy Hall, Lead Budget Analyst, Governor's Budget Office; Ms. Kathy Boutilier, RN, BSN; and Mr. Bruce Swanson.

## INFORMATION ITEMS

### Item 1

#### **CHAIRPERSON'S REPORT - Patty Myers**

- May 23, 2009 MSDB Graduation – Great Falls, MT
- June 12, 2009 BPE Executive Committee Meeting – Helena, MT
- June 17, 2009 Virtual Academy discussion with Assistant Superintendent Tom Moore, GFPS – Great Falls, MT
- June 19, 2009 Accreditation Process via conference call
- July 7, 2009 MSDB Committee Meeting via conference call
- July 15, 2009 Executive Committee Meeting – Helena, MT

#### **EXECUTIVE COMMITTEE REPORT**

- **BOARD APPOINTEES TO THE MT VIRTUAL ACADEMY (Action)**

The BPE Executive Committee met on July 15, 2009 in Helena, MT to review the applications for the Montana Virtual Academy's Governing Board. The Executive Committee recommended to the Board of Public Education to postpone the application process until August 18, 2009 at 5:00 p.m. to extend the diversity of the applicant pool. The University of Montana has been selected as the sight. Commissioner Sheila Stearns and Deputy Superintendent Dennis Parman will be on the Governing Board of the Montana Virtual Academy representing the Office of the Commissioner of Higher Education and the Office of Public Instruction respectively.

- **COMMON CORE STANDARDS**

The development of the state's common core standards is an initiative from CCSSO and the NGA. The underwriters appear to be ACHIEVE, ACT, College Board and others of those in the assessment business. It appears as if no state will be eligible for the Race to the Top grant money unless they adopt or align 85% of the suggested common core standards. The state, through the OPI and the Governor's Office, will facilitate the application for grant monies which will be funneled through the OPI with spending authority garnered through the executive branch and not the legislature. The common core standards will be sent directly to the OPI. The adoption of these standards is voluntary and the OPI and the BPE are moving forward very cautiously, but feels the need to be at the table.

- **SCHOOL NURSE/STUDENT RATIO**

The BPE noted during its strategic planning session on July 15, 2009 that this issue will be incorporated in the Chapter 55 standards when it is up for review. See Item 16 that provided the recommendation for review of ARM Chapter 55 – Proposal and Timeline.

- **TEACHER SHORTAGE AT MSDB**

Ms. Patty Myers noted that June 12, 2009 Executive Committee Meeting Minutes provided a thorough summary of this issue. CSPAC will be considering an area of special competency to address this need.

#### **BOARD OF PUBLIC EDUCATION APPEARANCES**

##### **Angela McLean**

- June 10-11, 2009 Making Opportunity Affordable Conference – Denver, CO
- June 12, 2009 BPE Executive Committee Meeting – Helena, MT

- June 14-18, 2009 We the People Conference – Billings, MT
- June 24, 2009 Reviewing the legal road map – revising licensure via conference call
- July 15, 2009 Executive Committee Meeting – Helena, MT

**Bernie Olson**

- May 14, 2009 K- College Workgroup – Helena, MT

**Storrs Bishop**

- June 19, 2009 Accreditation Process via conference call

**Cal Gilbert**

- July 7, 2009 MSDB Committee Meeting via conference call

**Item 2 EXECUTIVE SECRETARY’S REPORT - Steve Meloy**

Mr. Steve Meloy addressed some of the following topics during this report: HB 459, sponsored by Representative Grinde; common core standards; Learning First Alliance; and the “legal roadmap” for handling license discipline cases.

**STRATEGIC PLANNING**

Mr. Steve Meloy reviewed the work of the strategic planning session held on July 15, 2009. Topics of discussion from the BPE Members, its partners, and the public included: Professional development; engaging school boards and their trustees in accreditation standards; school nurse/student ratio to be addressed in the Chapter 55 revisions; BPE’s response to continued deviations; initiate and review research on effective instruction; advocate when standards are threatened or at-risk; monitor and evaluate federal reform efforts; determine cooperative measures to seek ways to prepare educators for the teacher shortage at MSDB; NCATE and other accrediting entities; P-20; common core standards; alternative pathways to diplomas; early childhood education; recruitment and retention; and engage in the discussion of the fundamentals of school law. The BPE discussed the following topics on boardsmanship: committee structure; consent agendas; public comment vs. board discussion; and the student representative’s role.

**Item 3 CSPAC REPORT - Peter Donovan**

Mr. Peter Donovan informed the Board of Public Education that the Class 8 Review Panel will meet on July 22, 2009 to review approximately 50 applications for Class 8 licenses. He stated that a number of applicants, particularly in the sciences and social studies, have requested endorsement in a broad area when their credentials suggest a much narrower expertise. It is the consensus of the OPI/CSPAC/OCHE leadership that the broadfields endorsement should not be granted in these instances according to the rule. There is further discussion to amend the rule to allow for Class 8 endorsements in limited, narrow academic areas. Ms. Angela McLean requested that Mr. Peter Donovan consult with CSPAC and the Council of Deans to discuss the NCATE accreditation process for Montana’s teacher preparation institutions and provide a recommendation to the Board of Public Education as this topic was addressed at the BPE’s strategic planning session. In conclusion, Mr. Peter Donovan provided the Board with a list of meetings attended from April to July, 2009.

**Item 6 GOVERNOR’S OFFICE REPORT - Dan Villa**

Mr. Dan Villa discussed HB 645 which is the act implementing the American Recovery and Reinvestment Act of 2009 that will provide appropriations of federal stimulus and recovery funds. He stated that as of May 15, 2009, The Montana Department of Commerce has been providing competitive grants for Montana schools to perform energy audits and energy efficiency upgrades. Quick Start, one of Governor Schweitzer’s priority initiatives approved by the 61st Legislature in the Montana Reinvestment Act (HB 645), implements the federal American Recovery Reinvestment Act of 2009. This program is designed to assist schools with conducting energy audits and completing energy efficiency projects that provide long-

term, cost-effective benefits to K-12 school facilities.

The Department of Commerce will distribute up to \$14,950,000 million in Quick Start funds on a reimbursement basis until September 30, 2009. As of June 22, 2009, the Department has awarded \$8,852,331.59 in Quick Start grants. Energy efficiency audits have accounted for \$1,767,290.59, with energy efficiency improvement projects accounting for \$7,085,041.00. The Department of Commerce has \$6,137,668.41 remaining in Quick Start funds and will accept applications for both energy efficiency audits and energy efficiency improvement projects until September 1, 2009 or until the funds are exhausted.

The Department will not reimburse any costs incurred by successful grant applicants after September 30th, 2009. Per legislation, any funding not obligated for reimbursement by this date will roll into the Quality Schools Grants Program created by the 61st Legislature and signed by Governor Schweitzer in HB152.

There has been money left in flex funds and Governor Brian Schweitzer has charged Mr. Dan Villa with figuring out how he can get some of this money into the classrooms of Montana. Schools are allowed to use flex funds to exceed the maximum budget authority.

Mr. Dan Villa stressed the 5 points of the Governor's educational plan are: affordability, accessibility, portability, durability, and sustainability.

Discussion ensued about the "Race to the Top" in conjunction with the common core standards and how they are all tied together in the broader scheme. These State Incentive Grants encourage 3 multi-state consortia to seek excellence in the reform areas. States must show progress on the assurances to obtain one of these grants, and 50% of the funds will flow to districts based on the Title I formula. Mr. Dan Villa stated that it is still uncertain how these funds will be going to the schools. Anyone can write grants, but when they expire then the funds revert back to the general fund. In addition, Montana needs to be careful in not allowing private schools to obtain public school funds. State Superintendent Denise Juneau would like to draft a letter with the Governor's Office, the Board of Public Education and partners to Secretary Arne Duncan explaining Montana's point-of-view in regards to charter schools. The Board of Public Education was in support of drafting a letter to the U.S. Department of Education.

#### **10:05 a.m. Dan Villa departed**

#### **Item 4 STATE SUPERINTENDENT'S REPORT - State Superintendent Denise Juneau**

State Superintendent Denise Juneau provided the Board of Public Education with a memorandum dated July 16, 2009 with the nominees for the Montana Advisory Council on Indian Education (MACIE). The following representatives have been nominated to MACIE by their respective organizations:

- James DeHerrera, nominated by the Montana School Boards Association
- Luke Enemy Hunter, nominated by Indian Impact Schools of Montana
- Norma Bixby, nominated by the Montana Indian Education Association
- Peggy Cochran Seelye, nominated by the Missoula Indian Center to represent Missoula urban Indians
- Mariah Maxwell, nominated by the Northern Cheyenne Tribe
- Dale Four Bear, nominated by the Fort Peck Tribes
- Sandra Boham, nominated by the Indian Family Health Clinic to represent Great Falls urban Indians

***Mr. Cal Gilbert moved: to accept the nominations of the MACIE appointments as recommended by State Superintendent Denise Juneau. Mr. Bernie Olson seconded and was motion was unanimously approved.***

State Superintendent Denise Juneau stated that after visiting the College Board she stressed the need to expand Advanced Placement Courses in rural Montana to raise expectations for all students across the state. Some other events that she attended were: Montana Girls' State; Montana Educator Institute; MASBO; Making Opportunity Affordable Conference; Class 8 meetings; Land Board; and the Montana Behavioral Initiative (MBI) Summer Institute. Other projects that the OPI is working on are: OPI's strategic planning to ensure that every child graduates with a P-20 education; address and meet the needs of high priority schools; create agency-wide educational opportunities for continuing education; use and analyze data to make policy change and professional development; create shared policy goals between the OPI and the BPE to develop shared policy goals to be submitted to the Legislative Interim Committee.

Discussion ensued about the lack of money to promote Advanced Placement Courses, but the OPI has some money available to assist students to pay for their testing fees. There may be Title II type D funds available for technology. Ms. Angela McLean and Ms. Sharon Carroll stressed the need of increased funding to promote professional development for educators.

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

Dr. Mary Sheehy Moe presented a PowerPoint representing some information from the Making Opportunity Affordable Conference that was held in Denver, CO in June 2009.

- To keep pace with leading nations, by the year 2025 the U.S. needs to produce 64 million more undergraduate degrees
- Montanans' engagement in higher education is low in comparison to other states
- Although enrollments and completions in two-year colleges have increased significantly in the past 20 years, the percentage of Montana's college students enrolled in two-year colleges (24%) is far below the regional average (45%)
- Montana ranks last in the west and 49<sup>th</sup> in the nation in the percentage of its population over 25 years of age engaged in higher education
- Montana ranks last in the west and 45<sup>th</sup> in the nation in the percentage of 15- to 17- year-olds taking at least one college course
- At critical points in the education pipeline, Montana fails to retain American Indians, resulting in associate degree and baccalaureate degree completion rates that lag behind overall Montana rates
- Although remediation rates have dropped recently, nearly 1/3 of Montana high school graduates attending a campus of the Montana University System must take at least one development course
- College participation rates of low-income students in Montana have been steadily declining since 1999

The Board of Regents adopted the following resolutions:

1. Bring the full two-year mission to all two-year colleges and charge them to serve as regional hubs for workforce development, dual credit, and adult access
2. Coordinate approaches to dual credit, transfer, and adult access
3. Use an integrated information system to facilitate access, coordination, resource-sharing, and efficiency

The questions that Dr. Mary Sheehy Moe left with the Board of Public Education are:

- Where do these themes intersect with K-12?
- How can we work together to improve all Montanans' educational opportunities?

Discussion ensued about the cost ratio of attending a 4-year institution vs. a 2-year institution, following Wyoming's model of funding one university, being more effective and efficient, and the focus of low economic students.



**Item 9****KINDERGARTEN TO COLLEGE WORKGROUP REPORT - Bernie Olson and Steve Meloy**

Mr. Bernie Olson reported that the Kindergarten to College Workgroup met on May 14, 2009 in Helena and he specifically addressed the Montana Career Information System (MCIS)'s Progress Report that was presented by Mr. Keith Kelly, Commissioner of Department of Labor & Industry. Mr. Bernie Olson stated that the federal Carl Perkins program requires states to develop sequences of courses that lead to careers. The state needs an effective way to distribute that information to students and parents and MCIS is a free resource already embedded in schools across the state. Schools can upload their course offerings into the system and Montana University System course data specific to programs of study will be uploaded over the summer. The new tool will also have the capacity to identify courses that are dual-credit or dual-enrollment. In addition, the new MCIS tool will help students see the relevancy of high school courses if students can map how high school courses are prerequisites for a college degree and a career. Mr. Bernie Olson questioned how the MCIS would be available in every school? What can the state do to get all schools on the same page? Mr. Tim Seery thinks that it is a powerful system and that its expansion should be promoted for students across Montana.

**Adjourned for Lunch at 12:15 p.m.**

**Reconvened at 1:30 p.m.**

**Item 10****DROPOUT AND GRADUATE REPORT FOR 2007-08 - Andy Boehm**

The Montana School Accreditation Standards (Administrative Rules of Montana 10.55.603) require schools to do follow-up studies of graduates and students no longer in attendance. The overview of this report provided information on students who graduated or dropped out of Montana public, state-funded and non-public, accredited schools, during the 2007-2008 school year.

Ms. Madalyn Quinlan, the Office of Public Instruction's Chief of Staff, introduced Mr. Andy Boehm and Ms. Sue Mohr as the Division of Measurement & Accountability staff. Mr. Andy Boehm pointed out some of the following facts from the 2007-2008 Montana Statewide Dropout Rate Summary:

- Montana accredited schools reported that 2,540 students dropped out of grades 7 through 12 during the 2007-08 school year. The corresponding October enrollment was 69,943 yielding a dropout rate of 3.6% for the 2007-08 school year.
  - The 2007-08 dropout rate for Montana grades 7 and 8 was relatively low (0.3%), but represents 65 students leaving school.
  - The 2007-08 dropout rate for Montana high schools was 5.2%.
  - Dropouts increased this year due to an increase in accountability in the student information system (AIM) and quality control procedures.
- For the 2007-08 school year, American Indian students represented 10.7% of the total school enrollment for grades 7 through 12, but account for 24.1% of the total dropouts.
  - The 2007-08 American Indian dropout rate for Montana grades 7 and 8 was 1.3%.
  - The 2007-08 American Indian dropout rate for Montana high schools was 11.5%.
  - The American Indian Dropout rate increased by 3.0%, while the dropout rate went up to 0.8% for White students from the 2006-07.
  - The five year average for all students increased by 0.8% to 3.3%.

Discussion ensued about the following: If the OPI tracked the 36 students that left the Butte Public School System; who is responsible about tracking students; what happens when a student leaves a public school and attends a private school or is homeschooled; what constitutes a transfer vs. a dropout; is the graduation rate affected by a student completing a GED to participate in a Job Corp; what if a student drops out of high school and enrolls in college; OPI's effort to change the age a student may drop out by law; the need to evaluate the completion rate when students takes longer to graduate than 4 years; and redefining the definition of Montana's graduation rate.

**Item 11** **ANNUAL GED REPORT - Margaret Bowles**

The 2008 Montana GED Statistical and Demographic Reports were used to give an overview of the GED testing program in Montana and to identify current trends occurring in the state. The yearly status report of the GED included an overview of the implementation of the GED Online and the development of standards to guide adult educators to better prepare students for the GED. Ms. Margaret Bowles, GED Administrator, stated that the people who take the GED are some of the most courageous people because they put themselves on the line to take the GED. Most take the GED for some of the following reasons: family, job, pregnant, felt like they didn't belong in school, trouble in reading, trouble in math, excessive absenteeism, and personal satisfaction. People who take the GED are better prepared and are exhibiting a 79% passage rate. Ms. Margaret Bowles stated that she anticipates a much higher passage rate in the future. Some changes that have occurred: implementing the GED on-line; more rigorous to keep up with the high school standards; and students can no longer bank scores. Each person who passes the GED receives a letter signed by the State Superintendent and the Governor, a diploma, and a transcript. In conclusion, no one should view anyone with a GED as having a lesser education than any high school graduate.

**Item 12** **SPECIAL EDUCATION REPORT - Tim Harris**

The report covered a discussion of the numbers of students with disabilities served through public education in Montana, the types of disabilities served, and numbers of students per category. The report also compared the funding sources, trends of participation of the funding sources over a number of years, and concluded with a description of 20 performance indicators the Office of Special Education programs in the Department of Education requires the states to address each year.

Analysis of the December 1, 2008 Child Count data (term used for the collection of student special education data) shows there was a decrease of 513 students from the previous year with the most significant decreases occurring in the speech-language impairment and learning disabilities categories. Analysis of the data also showed a significant decrease in the count of students reported in the disability category of emotional disturbance. Factors affecting the decrease include implementation of positive behavioral supports in general education and the positive effects of the implementation of over 100 Comprehensive School and Community Treatment Services (CSCT) programs in schools across the state. Students are not required to be eligible for special education services to receive CSCT services.

Mr. Tim Harris reviewed the charts that demonstrate the expenditures of state, federal, and local funds in comparison by year. He stressed that the financial burden is being placed further and further on the local tax payer because school districts need to pass levies to fund their special education programs.

Part 3 of the report is on accountability which is separated by 20 indicators. Most of the indicators demonstrate that the target has been met; however, in the following areas Montana did not meet the necessary target:

- Child Find – All regions
- Part C to Part B Transition – All regions
- Secondary Transition with IEP Goals – All regions
- Post-School Outcomes – Region II
- General supervision system identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification – All regions

Discussion ensued about the reasons why there is a decrease in state funding, how the autism legislation is going to affect school districts; and how special education co-ops are formed and obtain approval.

**DISCUSSION ITEMS**

**Item 13** **ASSESSMENT UPDATE - Judy Snow**

Reports: 1) Online Writing Assessment Pilots; 2) MontCAS Presents; and 3) 2010 Assessment

Conference. Ms. Judy Snow provided the following information from MontCAS's online professional development:

- May 4, 2009 Strategies for including students with disabilities in the general curriculum-information on standards-based IEPs
- May 21, 27, 2009 MontCAS presents information sessions
- May 28, 2009 Montana Analysis and Reporting System (MARS): Introduction and review of accessing CRT and CRT-Alternate test results
- June 4, 2009
- June 18, 2009 Book discussion of Jim Popham's, *Transformative Assessment*
- August 20, 2009 Online course on Formative Assessment presented by Dr. Margaret Heritage of CRESST/UCLA (Course outline and syllabus was provided)
- December 3, 2009

In addition, Ms. Judy Snow provided the school sites, number of students, grade, contractors, and programs for those who are piloting the online writing assessments. The contracted assessment companies are: Vantage Learning, NCS Pearson, Houghton-Mifflin/Harcourt/Riverside, and CTB/McGraw Hill.

#### **Mr. Storrs Bishop arrived at 3:00 p.m.**

Discussion ensued on the following: Obtaining a range of experience and quality; alignment with the university system's assessments; the common core standards and its implications for assessment in Montana; and the BPE taking an active role in promoting fine arts education. Ms. Sharon Carroll stressed that even though she was only able to attend one NASBE Assessment Study Group session; she has been kept informed through podcasts and electronic data. She believes that the fine arts are being neglected.

#### **Item 14 NO CHILD LEFT BEHIND UPDATE - Nancy Coopersmith**

This presentation included information about the scheduled determination of Adequate Yearly Progress for Montana schools, as required by the No Child Left Behind Act. In addition, information was presented about issues surrounding requirements for qualifications of teachers of core academic areas. The 2009 timelines for adequate yearly progress and assessment data was included. Ms. Nancy Coopersmith noted that July 27-29, 2009 the proposed AYP determinations are printed and mailed to schools/districts.

Districts have 10 working days to file an appeal. There were a number of appeals in the beginning, but now that schools/districts understand the process better the numbers of appeals have decreased substantially. Mr. Steve Meloy requested if the Board would be able to see this data before the schools/districts. Ms. Nancy Coopersmith said that the OPI would be able to provide an embargoed report to the Board in the future.

Ms. Nancy Coopersmith noted that the reauthorization of No Child Left Behind is probably not going to happen within the next couple of years. She has provided the BPE with information at the last couple of meetings in regard to the Highly Qualified Teacher issues from the ESEA. The OPI has received a letter of resolution that says Montana is on the track to address the findings from the monitoring review. The OPI reported that Montana did not have an attachment T assigned to the ESEA Title II funds that will be appropriated this fall. The attachment T is distributed to states that have compliance problems. Much kudos of congratulations was expressed between the Board of Public Education and the Office of Public Instruction.

#### **Item 15 RECOMMENDATION FOR THE CONTINUED REVIEW OF ADMINISTRATIVE RULES OF MONTANA CHAPTER 54 CONTENT AND PERFORMANCE STANDARDS, 10.54.2503 - Linda Vrooman Peterson**

The Office of Public Instruction provided to the Board of Public Education the revised Standards Review Schedule.



When a school in deficiency status has failed to develop and/or implement an approved corrective plan to remedy the deviations that resulted in the deficiency status, the Superintendent of Public Instruction will recommend to the Board of Public Education that the school be placed in an intensive assistance process.

This process provides for a timely prescriptive technical assistance program for the school to be administered by the Office of Public Instruction. It is understood that the OPI would have been working with the school and district to resolve the issues without taking this additional step. The OPI will work with the district administrator and local board of trustees to ensure the intensive assistance process is coordinated with, and supported by the district. This process represents the final effort to resolve the significant accreditation issues facing the school and can and will lead to a recommendation by the Superintendent of Public Instruction to the Board of Public Education to move the school to non-accreditation status, and the BPE to order the withholding of all state equalization aid or county equalization funds. Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education. The draft document listed the steps. Discussion ensued about the need to ensure that collaboration is occurring between superintendents, school boards, and their constituents. Mr. Storrs Bishop stressed the significance of streamlining this process.

#### **State Superintendent Denise Juneau departed at 4:45 p.m.**

#### **Item 26**

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

The following items were presented: MSDB Annual Report; Adoption of MSDB Strategic Plan; Human Resources of Personnel Actions; Professional Development of the Orientation plans for 2008-09; MSDB Foundation Update of Activities; Conferences, Meetings, and Contacts; Finance and Facilities; School Calendar of Events; and Student News.

Mr. Steve Gettel distributed a letter from Ms. Alice Guilbert, Secretary of the Montana Association of the Deaf, Inc. This letter extended heartfelt thanks to Mr. Steve Gettel for support and success of maintaining the high standards of education at the Montana School for the Deaf and Blind.

There are open positions at MSDB which produced a very limited applicant pool. It was decided to re-open these positions with the hope to expand the applicant pool. It was noted that there are fewer students coming into the program on campus which results in a growing outreach. Presently the budget will allow for MSDB to complete the work with the budget constraints, but they feel that there may be some challenges with the vacancy savings requirements.

Mr. Steve Gettel visited the South Dakota School for the Deaf in Sioux Falls, SD and stated that its Board of Regents decided to close the school. This decision was made because the enrollment dropped significantly due to political issues. Mr. Steve Gettel questioned how the state is able to meet its responsibility to its students. Montana has some similarities and MSDB hopes that some of these issues are dealt with proactively in its strategic plan for 2009-2016. Ms. Steve Gettel appreciated the fact that the Board of Public Education addressed the teacher shortages at MSDB in the BPE strategic plan. The key is providing professional development for the teachers who serve these students so deaf and blind impaired children have equal access to meet their constitutional rights. Discussion ensued about considering an area of special competency to promote professional development. Another thought was sending teachers from Montana to other states that have the resources to properly train these teachers, much like a Western Interstate Commission for Higher Education (WICHE) program that would enable Montana students to pay same fees as resident students. If all options are expended, then litigation may be necessary to come to a solution.

Mr. Bill Sykes presented the finance and facilities report. Mr. Bill Sykes and Ms. Carol Will met in FY09 to review the Board of Public Education's and the Montana School for the Deaf and Blind's internal control

procedures as recommended by the Montana State Legislative Auditor.

***Mr. Bernie Olson moved: to accept the Montana School for the Deaf and Blind's strategic plan for 2009-2016. Mr. Cal Gilbert seconded and motion was unanimously approved.***

**Meeting adjourned at 5:33 p.m.**

\*\*\*\*\*

**July 17, 2009 – Friday**

**8:30 AM**

**Meeting reconvened at 8:32 a.m.**

**Deputy Superintendent Dennis Parman represented State Superintendent Denise Juneau  
Deputy Commissioner Dr. Mary Sheehy Moe represented Commissioner Sheila Stearns**

**ACTION ITEMS**

### **PUBLIC COMMENT**

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

**Item 18                      RECOMMEND APPROVAL OF NOTICE OF PUBLIC ADOPTION RELATING  
TO ADMINISTRATIVE RULES OF MONTANA 10.54.4010 THROUGH  
10.54.4098 MATHEMATICS CONTENT STANDARDS AND PERFORMANCE  
DESCRIPTORS - Jean Howard**

Ms. Patty Myers noted that the Board of Public Education will not approve the mathematics content standards and performance descriptors as written because there was language that was inadvertently omitted throughout the document. The words were, "including those of Montana American Indians."

**Mr. Storrs Bishop moved: to amend the proposed adoption notice which pertains to the math content standards and performance descriptors to extend the comment period for 30 days. Mr. Cal Gilbert seconded.**

#### **Public Comment**

Mr. Bruce Swanson apologized that he did not participate in the public hearing for the mathematics content standards and performance descriptors. He stated that he is a radical, wants the Board to hear what he has to say, and include it in the public record. Mr. Bruce Swanson believes that he observed a school district damaged his sons by the way they taught mathematics. He has spoken with significant people involved in math and believes that they cannot and do not disagree with his arguments. He has experienced mathematics in the industry and it is nothing like it is being represented in the university classroom. Mr. Bruce Swanson encouraged the Board of Public Education not to listen to the university math professors because they are only justifying their positions in the system. Their research can be largely discounted. Mr. Bruce Swanson provided a bullet point summary of his presentation to the Board of Public Education. Here is some of the bulleted information that was provided:

- "I have pointed out the brain programming disadvantages of the strands-and-spiral structure to OPI over the years and while that organization was formulating the proposed new standards. Although I was politely listened to the final form of the standards shows my assertions were completely disregarded. They understood full well what my points were and they offered no defense against them. (I did not put my points in writing as promised.) They seemed intent on

adopting standards that were compatible with the tentative emerging national standards despite any counter argument and that is what they did (in my opinion).”

- “As I remember the strands-and spiral pedagogical structure was introduced into the nation’s elementary schools in the middle 1960s. This means most people under the age of 50 have been put through the program including the teachers in that age range. I’ve yet to meet a teacher who has passed through the strand-and-spiral structure who can articulate a coherent operationally tight elementary math program.”

Mr. Bruce Swanson concluded by stating that he cannot hold back the engine, but believes that his way to educate children is better. Mr. Bernie Olson questioned what country in the world provides the type of math instruction that Mr. Bruce Swanson referred to as being the best. Mr. Bruce Swanson stated the only country that doesn’t seem to be dedicated to social engineering is the Republic of China using the Singapore Program. Mr. Bruce Swanson went on to say that Saxon math is the best program available in the state of Montana. Mr. Steve Meloy noted that Mr. Bruce Swanson’s comments will be included in the notice to be filed with the Secretary of State as part of the hearing process. Ms. Patty Myers repeated the motion and noted that the action brought before the Board is extending the notice of hearing for 30 days.

***Motion was unanimously approved.***

**Item 19**

**APPROVAL PROCEDURES AND FOLLOW-UP – RECOMMEND APPROVAL OF PROVISIONAL ACCREDITATION OF THE PROFESSIONAL EDUCATION UNIT OF THE COLLEGE OF EDUCATION, HEALTH AND HUMAN DEVELOPMENT AT MONTANA STATE UNIVERSITY - Linda Vrooman Peterson and Dr. Joanne Erickson, Interim Department Head**

At the March 2009 Board of Public Education meeting, Dr. Lynette Zuroff, On-Site State Verification Review Team Chairperson, presented the exit report and team recommendations of the provisional accreditation of the Professional Education Unit at MSU. Dr. Larry Baker, Dean of the College of Education, Health and Human Development, provided to the BPE the MSU Rejoinder to the exit report.

In May 2009 the OPI presented to the BPE the On-Site State Verification Review Team’s Response to the MSU Rejoinder. The state team reconfirmed the recommendation of provisional accreditation. The BPE accepted for consideration and review the Response to the MSU Rejoinder and recommendation for provisional accreditation.

This presentation requested that the BPE approve the recommendation of provisional accreditation of the Unit of the College of Education, Health and Human Development. Dr. Joanne Erickson, Interim Department Head at MSU, reported to the BPE as to the Unit’s progress toward meeting the standards “Met with Weakness” and “Not Met.” If the report to the BPE indicates the Unit is making progress, the team chairperson and appropriate team members will conduct a focused site visit of the Unit within six months of the final action.

***Ms. Angela McLean moved: to accept State Superintendent Denise Juneau’s recommendation to approve the exit report as presented. Ms. Sharon Carroll seconded and motion was unanimously approved.***

***Ms. Angela McLean moved: to accept the State Superintendent Denise Juneau’s recommendation to approve the provisional accreditation of the Professional Education Unit of the College of Education, Health and Human Development at Montana State University – Bozeman. Mr. John Edwards seconded and motion was unanimously approved.***

Dr. Larry Baker and Dr. Joann Erickson presented Montana State University-Bozeman’s plan and progress to correct each deficiency to the Board of Public Education. Dr. Linda Vrooman Peterson stated

that the Office of Public Instruction pledged to help Montana State University-Bozeman move forward with the plan that was presented.

**Ms. Angela McLean moved: to accept the State Superintendent Denise Juneau's recommendation to approve MSU-Bozeman's plan to correct each deficiency and to have the Office of Public Instruction conduct a follow-up on-site focused visit within six months. Ms. Sharon Carroll seconded and motion was unanimously approved.**

#### **Public Comment**

Mr. Eric Feaver noted that he was very disappointed that Montana State University-Bozeman did not continue with NCATE, but believes this action by the Board of Public Education documented evidence that there are still standards that need to be met by all.

#### **Item 20**

#### **UPDATE ON BROCKTON PUBLIC SCHOOLS' PLAN TO CORRECT ONGOING EMPLOYMENT OF NON-LICENSED TEACHER BASED ON THE ON-SITE REVIEW OF THE PLAN IN EARLY JULY WITH THE NEW BROCKTON SUPERINTENDENT - Dale Kimmet**

The Montana State Superintendent directed Mr. Dale Kimmet and Mr. Al McMillin to meet with the new Brockton Public Schools' Superintendent and the Board of Trustees prior to the July Board of Public Education meeting. The new superintendent and board will receive all the information and documents to date concerning the non-licensure issue and how the accreditation status of Brockton Public Schools is being affected. The report and process was provided to the Board of Public Education during this agenda item.

Mr. Dale Kimmet stated that the State Superintendent Denise Juneau recommended approval of the following plan that was submitted to the Office of Public Instruction on July 1, 2009 via an e-mail by Terry L. Falcon, Brockton Public Schools' Superintendent:

"I am writing in reference to the use of a non-certified music teacher in our school during the 2008-2009 school year. [The teacher in question] has been removed as the school music teacher and hired as a teacher's aide. We are presently advertising for a certified music instructor. In case we are unable to hire a certified music teacher for the high school, we will not be offering music this year. We have a certified art teacher and her class will be our fine arts for our high school students. This is our present plan if we are unable to hire a certified music teacher."

**Mr. Storrs Bishop moved: to accept the recommendation of the State Superintendent to approve the Brockton Public Schools' corrective plan to address the continued use of a non-licensed teacher. The Office of Public Instruction will monitor the implementation of the plan and provide an update report at the Board of Public Education's September 2009 meeting. While this Board is confident that this plan can, and will succeed, the Brockton Board of Trustees needs to be noticed that should the plan not be followed, or if it is found that the district is using any other non-licensed teacher during the coming year, the Board of Public Education will resume the course of action initiated at its May 2009 meeting to move the schools of Brockton to non-accreditation status effective July 1, 2010. Mr. John Edwards seconded.**

Board discussion following the motion centered on the need to express the need to the superintendent and the board of trustees to communicate this action to the community of Brockton. This is an excellent opportunity for Mr. Terry Falcon to open the lines of communication with the community.

#### **Public comment**

Mr. Eric Feaver stated that Brockton Public Schools bear scrutiny, but it is not the only school district that

defies the Board of Public Education's standards. Oversight is essential.

***Motion was unanimously approved.***

**Item 21                            2008-2009 ACCREDITATION STATUS RECOMMENDATIONS – ADDENDUM 2 - Dale Kimmet**

This presentation provided to the Board of Public Education for consideration an addendum to the 2008-2009 accreditation determinations for all schools as recommended by State Superintendent Denise Juneau. These changes are due to errors identified by the Office of Public Instruction after the accreditation determinations were acted on during the March 2009 BPE meeting and the districts were notified of those determinations. The report was included.

Mr. Dale Kimmet noted that all of the schools improved their accreditation status with the exceptions of Valier Elementary and Valier High School that moved into deficient status due to using an aide to teach math classes. Mr. Dale Kimmet said that the new superintendent was not aware of the arrangement, but has since been informed and intends to address the teacher licensure issue immediately.

**Mr. Storrs Bishop moved: to accept and approve State Superintendent Denise Juneau's recommendations regarding the 2008-2009 Accreditation Status Recommendations – Addendum 2 as presented. Mr. Cal Gilbert seconded and motion was unanimously approved.**

**Item 22                            RECOMMENDATIONS FOR ALTERNATIVE TO STANDARD REQUESTS - Dale Kimmet**

This presentation provided to the Board of Public Education for consideration of the Initial Alternative Standard and/or Five-Year Renewal Alternative Standard Requests recommended either for approval or disapproval by State Superintendent Denise Juneau. The report was included. A spreadsheet of the current approved variance was included. This report was requested as an ongoing report. The yellow band represents the alternative to the standards to be approved at this meeting. The green band represents the alternative to the standards that expire at the end of June.

Mr. Dale Kimmet provided a memorandum to State Superintendent Denise Juneau dated June 19, 2009 that provided a review of the Montana Small Schools Alliance (MSSA) Plan for Alternative Standard Collaboration. Also contained in this memorandum were 22 renewal alternative standard requests representing 15 districts and 15 schools that have been received and evaluated in accordance with 10.55.604, ARM. In conclusion the memorandum included 5 initial alternative standard requests representing 5 districts and 5 schools that were received and evaluated in accordance with 10.55.604, ARM. Mr. Dale Kimmet reviewed some of the specifics for several school districts noting which ones were recommended for approval or disapproval.

**Mr. Storrs Bishop moved: to approve State Superintendent Denise Juneau's recommendations to the alternative standard requests as presented. Ms. Angela McLean seconded and motion was unanimously approved**

**Item 23                            RECOMMENDATION FOR APPROVAL OF PROVISIONAL ACCREDITATION FOR LONE PEAK HIGH SCHOOL, BIG SKY, MONTANA - Dale Kimmet**

The Ophir School District has been working since 2004 to accomplish their vision of having a high school located in Big Sky, Montana. That vision is almost complete. During the past three years the district has worked with the Office of Public Instruction to insure the new school's facilities and programs will meet the accreditation standards. The accreditation team has completed their third and final formal visit/review and has submitted a report to the Montana State Superintendent. The Montana State Superintendent is ready to recommend provisional accreditation be granted. Lone Peak High School will remain in provisional status for three years. Any accreditation deviations resulting in Advice or Deficiency status



Specialized Competency, Mentor Teachers. This presentation requested the BPE to adopt the proposed amendment to create a new Area of Permissive Specialized Competency (APSC) for Mentor Teachers. The current APSCs authorized by the BPE include: early childhood education, gifted and talented education, and technology in education. The APSCs are statements of specialized competency that appear on educator licenses to indicate that the educator has completed a minimum of 20 semester college credit hours or equivalency in a specific academic area that has been approved by the Board of Public Education. Mr. Peter Donovan reviewed the process that occurred and explained that this is the fourth area of specialized competency if approved. Discussion ensued about whether or not a specialized competency could be considered to promote training for Advanced Placement teachers and the need to select the best faculty to teach AP. The discussion then refocused to the mentoring rule in regard to retaining qualified teachers through effective mentoring.

***Ms. Angela McLean moved: to adopt the proposed amendment of ARM 10.57.412 and 10.58.527 pertaining to mentor teachers. Mr. John Edwards seconded and motion was unanimously approved.***

Mr. Peter Donovan noted that there was a typo stating an incorrect rule number on the executive summary that was included in the agenda packet. The notice has the correct rule numbers.

#### **PRELIMINARY AGENDA ITEMS – September 10-11, 2009**

Set Annual Agenda Calendar  
Election of Board Officers  
Committee Appointments  
Superintendent Goals  
BPE Goal Review  
Assessment Update  
NCLB Update  
MACIE Update  
Youth Risk Behavior Survey Update (Odd years)

***Mr. Bernie Olson moved: to adjourn the Board of Public Education Meeting. Ms. Angela McLean seconded and motion was unanimously approved.***

**Meeting adjourned at 10:54 a.m.**

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*The Montana Board of Public Education is a Renewal Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive renewal units. One hour of contact time = 1 renewal unit up to 4 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.*

# **BOARD OF PUBLIC EDUCATION** **CONFERENCE CALL MEETING MINUTES**

August 24, 2009

**August 24, 2009 - Monday**  
**3:45 p.m.**

## **CALL TO ORDER**

Chairperson Patty Myers called the conference call meeting to order at 3:45 p.m. Ms. Carol Will read the statement of public participation and took roll call; a quorum was noted. Those in attendance included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Angela McLean, Ms. Sharon Carroll, Mr. Storrs Bishop, Mr. Bernie Olson, Mr. John Edwards, and Student Representative Mr. Tim Seery. Staff present at the meeting included: Mr. Steve Meloy, Executive Secretary, 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 members present included: Commissioner Sheila Stearns and Deputy Superintendent Dennis Parman represented State Superintendent Denise Juneau. Visitors in attendance included: Mr. Eric Feaver, MEA-MFT and Mr. Tom Gibson, OCHE.

## **CONSENT AGENDA**

Item on the consent agenda was adopted as presented.

## **PUBLIC COMMENT**

Mr. Eric Feaver announced that MEA-MFT wrote a letter to the Secretary of Education, Arne Duncan, in regard to its position concerning the criteria surrounding Race to the Top.

## **ACTION ITEMS**

### **PUBLIC COMMENT**

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

#### **Item 1 MONTANA VIRTUAL ACADEMY APPOINTMENTS – Patty Myers**

Ms. Patty Myers noted that the Montana Board of Public Education extended the application process for the Montana licensed school district administrator, licensed and endorsed classroom teacher, and the trustee of a Montana school district to the Montana Virtual Academy to expand the diversity of the applicant pool. A list was provided identifying the name of each candidate, current position, and category in which they applied to the governing board of the Montana Virtual Academy. It was noted that the Board of Public Education received e-mails of support for Dr. Bruce K. Messinger, Ms. Barbara Fettig, and Mr. Bryan Duvall from MEA-MFT, MTSBA, SAM, and MREA. The list of Montana licensed school district administrators was read.

**Ms. Angela McLean moved: to appoint Dr. Bruce K. Messinger as the Montana licensed school district administrator to the governing board of the Montana Virtual Academy. Ms. Sharon Carroll seconded.**

### **Public Comment**

Mr. Eric Feaver supported the motion to appoint Dr. Bruce K. Messinger on behalf of MEA-MFT.

### **Board Discussion**

Deputy Superintendent Dennis Parman supported the motion to appoint Dr. Bruce K. Messinger on behalf of State Superintendent Denise Juneau due to Dr. Messinger's experience in distance learning. Mr. Storrs Bishop supported Dr. Bruce K. Messinger based on the outstanding work exhibited on the Distance Learning Task Force.

***Motion was unanimously approved.***

The list of Montana licensed and endorsed classroom teachers was read. Ms. Patty Myers noted that the teacher candidate Ms. Carrie L. Merkel-Patterson was not qualified because she is a paraprofessional and the teacher candidate Mr. Larry Nielsen was not qualified because he is no longer a practicing teacher. These two candidates were not considered.

### **Public Comment**

Mr. Eric Feaver supported Ms. Barbara Fettig on behalf of MEA-MFT due to her experience of distance learning in Eastern Montana.

***Ms. Angela McLean moved: to appoint Ms. Barbara Fettig as the Montana licensed and endorsed classroom teacher to the governing board of the Montana Virtual Academy. Ms. Sharon Carroll seconded.***

### **Board Discussion**

Deputy Superintendent Dennis Parman supported the motion to appoint Ms. Barbara Fettig on behalf of State Superintendent Denise Juneau.

***Motion was unanimously approved.***

The list of trustees of a Montana school district was read.

### **Board Discussion**

Mr. Storrs Bishop noted his sensitivity to rural school districts as a former trustee and recommended Mr. Bryan Duvall. Deputy Superintendent Dennis Parman recommended Mr. Bryan Duvall on behalf of State Superintendent Denise Juneau.

***Mr. Storrs Bishop moved: to appoint Mr. Bryan Duvall as the trustee of a Montana school district to the governing board of the Montana Virtual Academy. Ms. Angela McLean seconded.***

### **Board Discussion**

Mr. Bernie Olson expressed his disappointment in Mr. Bryan Duvall's application and is hopeful in Mr. Duvall's performance on the Montana Virtual Academy. Ms. Angela McLean expressed that she initially had the same concerns but after having a phone conversation with Mr. Duvall, she felt comfortable with his qualifications and his interest in serving on the Board.

***Motion was unanimously approved.***

### **Item 2           MACIE NOMINATIONS – Dennis Parman**

Mr. Dennis Parman noted that the by-laws of the Montana Advisory Council on Indian Education (MACIE) state the following in Article I, Membership: "The membership shall be selected in consultation with Indian tribes, Indian organization, major education organization in which Indians participate and schools

where Indian students and adults attend. The Board of Public Education and the Superintendent of Public Instruction will jointly make appointments to MACIE.” State Superintendent Denise Juneau recommended the following nominees as members of MACIE:

- Melody Henry, nominated by the Chippewa-Cree Tribe
- Nicole Big Leggings-Fetter, nominated by the Fort Belknap Tribes

***Ms. Sharon Carroll moved: to approve the nominees of Melody Henry of the Chippewa-Cree Tribe and Nicole Big Leggings-Fetter of the Fort Belknap Tribe. Mr. Storrs Bishop seconded. Motion was unanimously approved.***

***Ms. Angela McLean moved: to adjourn the conference call meeting. Mr. John Edwards seconded. Motion was unanimously approved.***

Meeting adjourned at 4:15 p.m.

Draft

REPORT ID: MTGL0106-O  
 BUS. UNIT: 51010 Board of Public Education  
 FOR THE FY PERIOD: JULY 2010  
 ORG: 1 - BOARD OF PUBLIC EDUCATION  
 MGR NAME: MELOY, STEVE

| PART-A ACTUAL EXPENSE ACCOUNT SUMMARY       |       | CURRENT MONTH | CURRENT YEAR | CM PRIOR YR | PRIOR YEAR | ELAPSED TIME YTD: | 8% |
|---------------------------------------------|-------|---------------|--------------|-------------|------------|-------------------|----|
| ACCOUNT                                     | FUND  | 698.21        | 698.21       |             |            | CURR+PRIOR        |    |
| 61101 Regular                               | 01100 | 698.21        | 698.21       |             |            | 698.21            |    |
| 61301 Per Diem                              | 01100 | 600.00        | 600.00       |             |            | 600.00            |    |
| 61401 FICA                                  | 01100 | 49.46         | 49.46        |             |            | 49.46             |    |
| 61402 Retirement - Other                    | 01100 | 24.22         | 24.22        |             |            | 24.22             |    |
| 61403 Group Insurance                       | 01100 | 150.68        | 150.68       |             |            | 150.68            |    |
| 61404 Workers Compensation Insur            | 01100 | 10.68         | 10.68        |             |            | 10.68             |    |
| 61410 State Unemployment Tax                | 01100 | 2.44          | 2.44         |             |            | 2.44              |    |
| 61411 Teachers Retirement                   | 01100 | 34.13         | 34.13        |             |            | 34.13             |    |
| TOTAL 61400 Employee Benefits               |       | 271.61        | 271.61       |             |            | 271.61            |    |
| TOTAL 61000 Personal Services               |       | 1,569.82      | 1,569.82     |             |            | 1,569.82          |    |
| 62102 Consult & Prof Services               | 01100 | 3.00          | 3.00         |             |            | 3.00              |    |
| 62104 Insurance & Bonds                     | 01100 | 309.00        | 309.00       |             |            | 309.00            |    |
| 62114 HRIS Service Fees                     | 01100 | 124.00        | 124.00       |             |            | 124.00            |    |
| TOTAL 62100 Other Services                  |       | 436.00        | 436.00       |             |            | 436.00            |    |
| 62241 Office Sup/Minor Equip-NonStat        | 01100 | 222.08        | 222.08       |             |            | 222.08            |    |
| 62280 Program Expense                       | 01100 | 225.77        | 225.77       |             |            | 225.77            |    |
| TOTAL 62200 Supplies & Materials            |       | 447.85        | 447.85       |             |            | 447.85            |    |
| 62304 Postage & Mailing                     | 01100 | 603.29        | 603.29       |             |            | 603.29            |    |
| 62489 Non-Employee In State Mileage         | 01100 | 1,937.10      | 1,937.10     |             |            | 1,937.10          |    |
| 62490 Non-Employee In State Meals           | 01100 | 393.00        | 393.00       |             |            | 393.00            |    |
| 62497 Non-Employee In-State Lodging         | 01100 | 1,000.68      | 1,000.68     |             |            | 1,000.68          |    |
| TOTAL 62400 Travel                          |       | 3,330.78      | 3,330.78     |             |            | 3,330.78          |    |
| 62528 Rent-Non Dept of Admin                | 01100 | 544.39        | 544.39       |             |            | 544.39            |    |
| 62801 Dues                                  | 01100 | 10,997.50     | 10,997.50    |             |            | 10,997.50         |    |
| 62878 Parking Fees                          | 01100 | 104.00        | 104.00       |             |            | 104.00            |    |
| TOTAL 62800 Other Expenses                  |       | 11,101.50     | 11,101.50    |             |            | 11,101.50         |    |
| TOTAL 62000 Operating Expenses              |       | 16,463.81     | 16,463.81    |             |            | 16,463.81         |    |
| TOTAL FUND 01100 General Fund               |       | 18,033.63     | 18,033.63    |             |            | 18,033.63         |    |
| TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY |       | 18,033.63     | 18,033.63    |             |            | 18,033.63         |    |
| PART-B BUDGET EXPENSE ACCOUNT SUMMARY       |       |               |              |             |            |                   |    |
| ACCOUNT                                     | FUND  | PROG          | SUB-CLS      | BUDGET      | ENCUMBERED | EXPENDED          | %  |
| 61000 Personal Services                     | 01100 | 2010          | 235H1        | 161,640.00  |            | 1,569.82          | 1  |
| 61000 Personal Services                     | 01100 | 2010          | 235H2        | 510.00      |            | 510.00            | 1  |
| TOTAL 61000 Personal Services               |       |               |              | 162,150.00  |            | 1,569.82          | 1  |
| 62000 Operating Expenses                    | 01100 | 2010          | 235H1        | 60,171.00   |            | 16,463.81         | 27 |
| TOTAL SUB-CLS 235H1 ADMINISTRATION          |       |               |              | 221,811.00  |            | 18,033.63         | 8  |
| TOTAL SUB-CLS 235H2 HB 13 OTO PAYMENT       |       |               |              | 510.00      |            | 510.00            | 8  |
| TOTAL FUND 01100 General Fund               |       |               |              | 222,321.00  |            | 18,033.63         | 8  |
| TOTAL PROGRAM 2010                          |       |               |              | 222,321.00  |            | 18,033.63         | 8  |

PART-B BUDGET EXPENSE ACCOUNT SUMMARY  
 ACCOUNT TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY FUND PROG SUB-CIS BUDGET EXPENSE YTD: 8%  
 222,321.00 BALANCE %  
 18,033.63 204,287.37 8

| ACCOUNT | CURR MONTH | DETAIL EXPENSE                 | TRANSACTIONS | JRNL-ID                 | DATE     | JRNL-LN | DESCRIPTION | AMOUNT | VCHR-ID  | VENDOR NAME                 | EXPENDED  | ELAPSED TIME YTD: |
|---------|------------|--------------------------------|--------------|-------------------------|----------|---------|-------------|--------|----------|-----------------------------|-----------|-------------------|
| TOTAL   | 61101      | Regular                        |              |                         |          |         |             | 698.21 |          |                             | 18,033.63 | 8%                |
| 61301   | ACC1885322 | 07/20/2009                     | 000030       | Per                     | Diem     |         |             | 150.00 | 00002137 | JOHN EDWARDS                |           |                   |
| 61301   | ACC1885322 | 07/20/2009                     | 000031       | Per                     | Diem     |         |             | 150.00 | 00002138 | BERNIE OLSON                |           |                   |
| 61301   | ACC1885322 | 07/20/2009                     | 000032       | Per                     | Diem     |         |             | 150.00 | 00002139 | PATTY MYERS                 |           |                   |
| 61301   | ACC1885322 | 07/20/2009                     | 000033       | Per                     | Diem     |         |             | 150.00 | 00002136 | STORRS BISHOP               |           |                   |
| TOTAL   | 61301      | Per Diem                       |              |                         |          |         |             | 600.00 |          |                             |           |                   |
| 61401   | PAY1880647 | 07/15/2009                     | 000001       | PPE                     | 7/3/2009 | IN1     | FY2010      | 0.32   |          |                             |           |                   |
| 61401   | PAY1880647 | 07/15/2009                     | 000022       | PPE                     | 7/3/2009 | IN1     | FY2010      | 49.14  |          |                             |           |                   |
| TOTAL   | 61401      | FICA                           |              |                         |          |         |             | 49.46  |          |                             |           |                   |
| 61402   | PAY1880647 | 07/15/2009                     | 000006       | PPE                     | 7/3/2009 | IN1     | FY2010      | 24.06  |          |                             |           |                   |
| 61402   | PAY1880647 | 07/15/2009                     | 000020       | PPE                     | 7/3/2009 | IN1     | FY2010      | 0.16   |          |                             |           |                   |
| TOTAL   | 61402      | Retirement - Other             |              |                         |          |         |             | 24.22  |          |                             |           |                   |
| 61403   | PAY1880647 | 07/15/2009                     | 000013       | PPE                     | 7/3/2009 | IN1     | FY2010      | 149.45 |          |                             |           |                   |
| 61403   | PAY1880647 | 07/15/2009                     | 000019       | PPE                     | 7/3/2009 | IN1     | FY2010      | 1.23   |          |                             |           |                   |
| TOTAL   | 61403      | Group Insurance                |              |                         |          |         |             | 150.68 |          |                             |           |                   |
| 61404   | PAY1880647 | 07/15/2009                     | 000003       | PPE                     | 7/3/2009 | IN1     | FY2010      | 0.07   |          |                             |           |                   |
| 61404   | PAY1880647 | 07/15/2009                     | 000023       | PPE                     | 7/3/2009 | IN1     | FY2010      | 10.61  |          |                             |           |                   |
| TOTAL   | 61404      | Workers Compensation Insur     |              |                         |          |         |             | 10.68  |          |                             |           |                   |
| 61410   | PAY1880647 | 07/15/2009                     | 000002       | PPE                     | 7/3/2009 | IN1     | FY2010      | 0.02   |          |                             |           |                   |
| 61410   | PAY1880647 | 07/15/2009                     | 000007       | PPE                     | 7/3/2009 | IN1     | FY2010      | 2.42   |          |                             |           |                   |
| TOTAL   | 61410      | State Unemployment Tax         |              |                         |          |         |             | 2.44   |          |                             |           |                   |
| 61411   | PAY1880647 | 07/15/2009                     | 000004       | PPE                     | 7/3/2009 | IN1     | FY2010      | 33.92  |          |                             |           |                   |
| 61411   | PAY1880647 | 07/15/2009                     | 000008       | PPE                     | 7/3/2009 | IN1     | FY2010      | 0.21   |          |                             |           |                   |
| TOTAL   | 61411      | Teachers Retirement            |              |                         |          |         |             | 34.13  |          |                             |           |                   |
| 62102   | 0001880442 | 07/02/2009                     | 000001       | Consult & Prof Services |          |         |             | 3.00   |          |                             |           |                   |
| 62104   | 0001880450 | 07/07/2009                     | 000001       | Insurance & Bonds       |          |         |             | 309.00 |          |                             |           |                   |
| 62114   | 0001901371 | 07/28/2009                     | 000001       | Payroll Service Fees    |          |         |             | 124.00 |          |                             |           |                   |
| 62241   | ACC1885322 | 07/20/2009                     | 000034       | Refreshments            |          |         |             | 26.00  | 00002141 | SWEET FLOURS BAKE SHOPPE    |           |                   |
| 62241   | ACC1886683 | 07/22/2009                     | 000005       | Refreshments            |          |         |             | 189.60 | 00002145 | BOVEE FOOD SERVICE          |           |                   |
| 62241   | ACC1901620 | 07/28/2009                     | 000020       | Refreshments            |          |         |             | 6.48   | 00002152 | ALBERTSONS INC              |           |                   |
| TOTAL   | 62241      | Office Sup/Minor Equip-NonStat |              |                         |          |         |             | 222.08 |          |                             |           |                   |
| 62280   | ACC1873661 | 07/01/2009                     | 000009       | July Cable              |          |         |             | 30.44  | 00002128 | BRESNAN COMMUNICATIONS LLC  |           |                   |
| 62280   | ACC1885322 | 07/20/2009                     | 000035       | Copier Lease            |          |         |             | 84.37  | 00002142 | LYON FINANCIAL SERVICES INC |           |                   |

| ACCNT | JRNL-ID                                       | DATE                          | JRNL-LN | DESCRIPTION             | AMOUNT    | VCHR-ID  | VENDOR NAME                       | ELAPSED TIME YTD: |
|-------|-----------------------------------------------|-------------------------------|---------|-------------------------|-----------|----------|-----------------------------------|-------------------|
| TOTAL | 62280                                         | Program Expense               |         |                         | 225.77    |          |                                   | 8%                |
| 62304 | 0001901368                                    | 07/28/2009                    | 000001  | Postage & Mailing       | 603.29    |          |                                   |                   |
| 62489 | ACC1885322                                    | 07/20/2009                    | 000039  | Mileage, Lodging, Meals | 246.40    | 00002137 | JOHN EDWARDS                      |                   |
| 62489 | ACC1885322                                    | 07/20/2009                    | 000040  | Mileage, Lodging, Meals | 211.20    | 00002138 | BERNIE OLSON                      |                   |
| 62489 | ACC1885322                                    | 07/20/2009                    | 000041  | Mileage, Lodging, Meals | 97.90     | 00002139 | PATTY MYERS                       |                   |
| 62489 | ACC1885322                                    | 07/20/2009                    | 000042  | Mileage and Meals       | 293.70    | 00002134 | CAL GILBERT                       |                   |
| 62489 | ACC1885322                                    | 07/20/2009                    | 000043  | Mileage, Lodging, Meals | 198.00    | 00002140 | ANGELA MCLEAN                     |                   |
| 62489 | ACC1885322                                    | 07/20/2009                    | 000044  | Mileage, Lodging, Meals | 547.80    | 00002135 | SHARON CARROLL                    |                   |
| 62489 | ACC1885322                                    | 07/20/2009                    | 000045  | Mileage, Lodging, Meals | 244.20    | 00002136 | STORRS BISHOP                     |                   |
| 62489 | ACC1886683                                    | 07/22/2009                    | 000006  | Mileage, Lodging, Meals | 97.90     | 00002144 | TIMOTHY SEERY                     |                   |
| TOTAL | 62489                                         | Non-Employee In State Mileage |         |                         | 1,937.10  |          |                                   |                   |
| 62490 | ACC1885322                                    | 07/20/2009                    | 000046  | Mileage, Lodging, Meals | 40.00     | 00002136 | STORRS BISHOP                     |                   |
| 62490 | ACC1885322                                    | 07/20/2009                    | 000047  | Mileage, Lodging, Meals | 46.00     | 00002137 | JOHN EDWARDS                      |                   |
| 62490 | ACC1885322                                    | 07/20/2009                    | 000048  | Mileage, Lodging, Meals | 46.00     | 00002138 | BERNIE OLSON                      |                   |
| 62490 | ACC1885322                                    | 07/20/2009                    | 000049  | Mileage, Lodging, Meals | 46.00     | 00002139 | PATTY MYERS                       |                   |
| 62490 | ACC1885322                                    | 07/20/2009                    | 000050  | Mileage and Meals       | 41.00     | 00002134 | CAL GILBERT                       |                   |
| 62490 | ACC1885322                                    | 07/20/2009                    | 000051  | Mileage, Lodging, Meals | 41.00     | 00002140 | ANGELA MCLEAN                     |                   |
| 62490 | ACC1885322                                    | 07/20/2009                    | 000052  | Mileage, Lodging, Meals | 87.00     | 00002135 | SHARON CARROLL                    |                   |
| 62490 | ACC1886683                                    | 07/22/2009                    | 000007  | Mileage, Lodging, Meals | 46.00     | 00002144 | TIMOTHY SEERY                     |                   |
| TOTAL | 62490                                         | Non-Employee In State Meals   |         |                         | 393.00    |          |                                   |                   |
| 62497 | ACC1885322                                    | 07/20/2009                    | 000053  | Mileage, Lodging, Meals | 166.78    | 00002137 | JOHN EDWARDS                      |                   |
| 62497 | ACC1885322                                    | 07/20/2009                    | 000054  | Mileage, Lodging, Meals | 166.78    | 00002138 | BERNIE OLSON                      |                   |
| 62497 | ACC1885322                                    | 07/20/2009                    | 000055  | Mileage, Lodging, Meals | 166.78    | 00002139 | PATTY MYERS                       |                   |
| 62497 | ACC1885322                                    | 07/20/2009                    | 000056  | Mileage, Lodging, Meals | 83.39     | 00002140 | ANGELA MCLEAN                     |                   |
| 62497 | ACC1885322                                    | 07/20/2009                    | 000057  | Mileage, Lodging, Meals | 166.78    | 00002135 | SHARON CARROLL                    |                   |
| 62497 | ACC1885322                                    | 07/20/2009                    | 000058  | Mileage, Lodging, Meals | 83.39     | 00002136 | STORRS BISHOP                     |                   |
| 62497 | ACC1886683                                    | 07/22/2009                    | 000008  | Mileage, Lodging, Meals | 166.78    | 00002144 | TIMOTHY SEERY                     |                   |
| TOTAL | 62497                                         | Non-Employee In-State Lodging |         |                         | 1,000.68  |          |                                   |                   |
| 62528 | ACC1873661                                    | 07/01/2009                    | 000011  | July Rent               | 544.39    | 00002127 | SEB LLP                           |                   |
| 62801 | ACC1873661                                    | 07/01/2009                    | 000014  | 2009 Dues               | 10,997.50 | 00002130 | NATIONAL ASSOC OF STATE BOARDS OF |                   |
| 62878 | ACC1873661                                    | 07/01/2009                    | 000015  | July Parking            | 104.00    | 00002129 | HELENA CITY OF TREASURER          |                   |
| TOTAL | PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS |                               |         |                         | 18,033.63 |          |                                   |                   |

| PART-A ACTUAL EXPENSE ACCOUNT SUMMARY       |       |               |              |
|---------------------------------------------|-------|---------------|--------------|
| ACCOUNT                                     | FUND  | CURRENT MONTH | CURRENT YEAR |
| 61101 Regular                               | 02122 | 1,045.54      | 1,045.54     |
| 61401 FICA                                  | 02122 | 77.89         | 77.89        |
| 61402 Retirement - Other                    | 02122 | 21.77         | 21.77        |
| 61403 Group Insurance                       | 02122 | 215.19        | 215.19       |
| 61404 Workers Compensation Insur            | 02122 | 19.09         | 19.09        |
| 61410 State Unemployment Tax                | 02122 | 3.65          | 3.65         |
| 61411 Teachers Retirement                   | 02122 | 70.27         | 70.27        |
| TOTAL 61400 Employee Benefits               |       | 407.86        | 407.86       |
| TOTAL 61000 Personal Services               |       | 1,453.40      | 1,453.40     |
| TOTAL FUND 02122 Advisory Council           |       | 1,453.40      | 1,453.40     |
| TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY |       | 1,453.40      | 1,453.40     |

| PART-B BUDGET EXPENSE ACCOUNT SUMMARY       |       |            |            |
|---------------------------------------------|-------|------------|------------|
| ACCOUNT                                     | FUND  | PROG       | SUB-CLS    |
| 61000 Personal Services                     | 01100 | 2010       | 235H1      |
| 61000 Personal Services                     | 01100 | 2010       | 235H2      |
| 61000 Personal Services                     | 02122 | 2010       | 235H1      |
| TOTAL 61000 Personal Services               |       | 111,049.00 | 112,199.00 |
| TOTAL SUB-CLS 235H1 ADMINISTRATION          |       | 640.00     | 640.00     |
| TOTAL SUB-CLS 235H2 HB 13 OTO PAYMENT       |       | 510.00     | 510.00     |
| TOTAL FUND 01100 General Fund               |       | 1,150.00   | 1,150.00   |
| TOTAL SUB-CLS 235H1 ADMINISTRATION          |       | 111,049.00 | 109,595.60 |
| TOTAL FUND 02122 Advisory Council           |       | 111,049.00 | 109,595.60 |
| TOTAL PROGRAM 2010                          |       | 112,199.00 | 110,745.60 |
| TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY |       | 112,199.00 | 110,745.60 |

| PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS |            |            |                                |
|-----------------------------------------------|------------|------------|--------------------------------|
| ACCNT                                         | JRNL-ID    | DATE       | JRNL-LN DESCRIPTION            |
| 61101                                         | PAY1880646 | 07/15/2009 | 000001 PPE 7/3/2009 IN1 FY2010 |
| 61101                                         | PAY1880646 | 07/15/2009 | 000014 PPE 7/3/2009 IN1 FY2010 |
| 61101                                         | PAY1880647 | 07/15/2009 | 000005 PPE 7/3/2009 IN1 FY2010 |
| TOTAL 61101 Regular                           |            |            | 1,001.97                       |
| 61401                                         | PAY1880646 | 07/15/2009 | 000009 PPE 7/3/2009 IN1 FY2010 |
| 61401                                         | PAY1880646 | 07/15/2009 | 000017 PPE 7/3/2009 IN1 FY2010 |
| 61401                                         | PAY1880647 | 07/15/2009 | 000024 PPE 7/3/2009 IN1 FY2010 |
| TOTAL 61401 FICA                              |            |            | 6.04                           |
| 61402                                         | PAY1880646 | 07/15/2009 | 000011 PPE 7/3/2009 IN1 FY2010 |
| 61402                                         | PAY1880646 | 07/15/2009 | 000018 PPE 7/3/2009 IN1 FY2010 |
| 61402                                         | PAY1880647 | 07/15/2009 | 000025 PPE 7/3/2009 IN1 FY2010 |
| TOTAL 61402 Retirement - Other                |            |            | 37.53                          |
| 61403                                         | PAY1880646 | 07/15/2009 | 000004 PPE 7/3/2009 IN1 FY2010 |
| TOTAL 61403                                   |            |            | 1,045.54                       |

| ELAPSED TIME YTD: | 8% | CURR+PRIOR | PRIOR YEAR | PRIOR YR | CM | ENCUMBERED | EXPENDED | BALANCE    |
|-------------------|----|------------|------------|----------|----|------------|----------|------------|
|                   |    | 1,045.54   | 77.89      |          |    |            |          | 640.00     |
|                   |    | 21.77      | 21.77      |          |    |            |          | 510.00     |
|                   |    | 215.19     | 215.19     |          |    |            |          | 109,595.60 |
|                   |    | 19.09      | 19.09      |          |    |            |          | 110,745.60 |
|                   |    | 3.65       | 3.65       |          |    |            |          | 640.00     |
|                   |    | 70.27      | 70.27      |          |    |            |          | 510.00     |
|                   |    | 407.86     | 407.86     |          |    |            |          | 1,150.00   |
|                   |    | 1,453.40   | 1,453.40   |          |    |            |          | 640.00     |
|                   |    | 1,453.40   | 1,453.40   |          |    |            |          | 510.00     |
|                   |    | 1,453.40   | 1,453.40   |          |    |            |          | 1,150.00   |
|                   |    | 109,595.60 | 109,595.60 |          |    |            |          | 640.00     |
|                   |    | 110,745.60 | 110,745.60 |          |    |            |          | 510.00     |
|                   |    | 110,745.60 | 110,745.60 |          |    |            |          | 1,150.00   |

| AMOUNT   | VCHR-ID | VENDOR NAME |
|----------|---------|-------------|
| 1,001.97 |         |             |
| 6.04     |         |             |
| 37.53    |         |             |
| 1,045.54 |         |             |
| 0.46     |         |             |
| 74.76    |         |             |
| 2.67     |         |             |
| 77.89    |         |             |
| 0.12     |         |             |
| 18.96    |         |             |
| 2.69     |         |             |
| 21.77    |         |             |
| 203.32   |         |             |

ELAPSED TIME YTD: 8%

| ACCT  | CURR       | MONTH                      | DETAIL | EXPENSE | TRANSACTIONS | JRNL-ID      | DATE   | JRNL-LN | DESCRIPTION | AMOUNT   | VCHR-ID | VENDOR NAME |
|-------|------------|----------------------------|--------|---------|--------------|--------------|--------|---------|-------------|----------|---------|-------------|
| TOTAL | 61403      | Group Insurance            |        |         |              |              |        |         |             | 215.19   |         |             |
|       | PAY1880646 | 07/15/2009                 | 000015 | PPE     | 7/3/2009     | IN1          | FY2010 |         |             | 2.48     |         |             |
|       | PAY1880647 | 07/15/2009                 | 000009 | PPE     | 7/3/2009     | IN1          | FY2010 |         |             | 9.39     |         |             |
|       | PAY1880646 | 07/15/2009                 | 000005 | PPE     | 7/3/2009     | IN1          | FY2010 |         |             | 18.29    |         |             |
|       | PAY1880646 | 07/15/2009                 | 000013 | PPE     | 7/3/2009     | IN1          | FY2010 |         |             | 0.11     |         |             |
|       | PAY1880647 | 07/15/2009                 | 000010 | PPE     | 7/3/2009     | IN1          | FY2010 |         |             | 0.69     |         |             |
| TOTAL | 61404      | Workers Compensation Insur |        |         |              |              |        |         |             | 19.09    |         |             |
|       | PAY1880646 | 07/15/2009                 | 000010 | PPE     | 7/3/2009     | IN1          | FY2010 |         |             | 3.51     |         |             |
|       | PAY1880646 | 07/15/2009                 | 000016 | PPE     | 7/3/2009     | IN1          | FY2010 |         |             | 0.01     |         |             |
|       | PAY1880647 | 07/15/2009                 | 000016 | PPE     | 7/3/2009     | IN1          | FY2010 |         |             | 0.13     |         |             |
| TOTAL | 61410      | State Unemployment Tax     |        |         |              |              |        |         |             | 3.65     |         |             |
|       | PAY1880646 | 07/15/2009                 | 000002 | PPE     | 7/3/2009     | IN1          | FY2010 |         |             | 0.42     |         |             |
|       | PAY1880646 | 07/15/2009                 | 000003 | PPE     | 7/3/2009     | IN1          | FY2010 |         |             | 69.85    |         |             |
| TOTAL | 61411      | Teachers Retirement        |        |         |              |              |        |         |             | 70.27    |         |             |
| TOTAL | PART-C     | CURR                       | MONTH  | DETAIL  | EXPENSE      | TRANSACTIONS |        |         |             | 1,453.40 |         |             |

| PART-A ACTUAL EXPENSE ACCOUNT SUMMARY         |                                       | CURRENT MONTH   | CURRENT YEAR | CM PRIOR YR             | PRIOR YEAR | ELAPSED TIME YTD: | 8%                                 |
|-----------------------------------------------|---------------------------------------|-----------------|--------------|-------------------------|------------|-------------------|------------------------------------|
| FUND                                          | DESCRIPTION                           | AMOUNT          | BUDGET       | ENCUMBERED              | EXPENDED   | BALANCE           | %                                  |
| 02219                                         | Group Insurance                       | 886.13          | 886.13       |                         | 886.13     | 22,070.87         | 4                                  |
| 02219                                         | Consult & Prof Services               | 3.00            | 3.00         |                         | 3.00       | 48,143.93         | 7                                  |
| 02219                                         | Insurance & Bonds                     | 309.00          | 309.00       |                         | 309.00     | 70,214.80         | 6                                  |
| 02219                                         | HRIS Service Fees                     | 124.00          | 124.00       |                         | 124.00     | 70,214.80         | 6                                  |
| TOTAL                                         | 62100 Other Services                  | 436.00          | 436.00       |                         | 436.00     |                   |                                    |
| 02219                                         | Office Sup/Minor Equip-NonStat        | 28.75           | 28.75        |                         | 28.75      |                   |                                    |
| 02219                                         | Program Expense                       | 225.74          | 225.74       |                         | 225.74     |                   |                                    |
| TOTAL                                         | 62200 Supplies & Materials            | 254.49          | 254.49       |                         | 254.49     |                   |                                    |
| 02219                                         | Postage & Mailing                     | 603.28          | 603.28       |                         | 603.28     |                   |                                    |
| 02219                                         | Non-Employee In State Mileage         | 1,056.00        | 1,056.00     |                         | 1,056.00   |                   |                                    |
| 02219                                         | Non-Employee In State Meals           | 115.00          | 115.00       |                         | 115.00     |                   |                                    |
| 02219                                         | Non-Employee In-State Lodging         | 385.92          | 385.92       |                         | 385.92     |                   |                                    |
| TOTAL                                         | 62400 Travel                          | 1,556.92        | 1,556.92     |                         | 1,556.92   |                   |                                    |
| 02219                                         | Rent-Non Dept of Admin                | 544.38          | 544.38       |                         | 544.38     |                   |                                    |
| 02219                                         | Dues                                  | 400.00          | 400.00       |                         | 400.00     |                   |                                    |
| 02219                                         | Parking Fees                          | 104.00          | 104.00       |                         | 104.00     |                   |                                    |
| TOTAL                                         | 62800 Other Expenses                  | 504.00          | 504.00       |                         | 504.00     |                   |                                    |
| TOTAL                                         | 62000 Operating Expenses              | 3,899.07        | 3,899.07     |                         | 3,899.07   |                   |                                    |
| TOTAL                                         | FUND 02219 Research Fund              | 4,785.20        | 4,785.20     |                         | 4,785.20   |                   |                                    |
| TOTAL                                         | PART-A ACTUAL EXPENSE ACCOUNT SUMMARY | 4,785.20        | 4,785.20     |                         | 4,785.20   |                   |                                    |
| PART-B BUDGET EXPENSE ACCOUNT SUMMARY         |                                       |                 |              |                         |            |                   |                                    |
| FUND                                          | PROG SUB-CLS                          | BUDGET          | ENCUMBERED   | EXPENDED                | BALANCE    | %                 |                                    |
| 02219                                         | 2010 235H1                            | 22,957.00       |              | 886.13                  | 22,070.87  | 4                 |                                    |
| 02219                                         | 2010 235H1                            | 52,043.00       |              | 3,899.07                | 48,143.93  | 7                 |                                    |
| TOTAL                                         | SUB-CLS 235H1 ADMINISTRATION          | 75,000.00       |              | 4,785.20                | 70,214.80  | 6                 |                                    |
| TOTAL                                         | FUND 02219 Research Fund              | 75,000.00       |              | 4,785.20                | 70,214.80  | 6                 |                                    |
| TOTAL                                         | PROGRAM 2010                          | 75,000.00       |              | 4,785.20                | 70,214.80  | 6                 |                                    |
| TOTAL                                         | PART-B BUDGET EXPENSE ACCOUNT SUMMARY | 75,000.00       |              | 4,785.20                | 70,214.80  | 6                 |                                    |
| PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS |                                       |                 |              |                         |            |                   |                                    |
| ACCNT                                         | JRNL-ID                               | DATE            | JRNL-LN      | DESCRIPTION             | AMOUNT     | VCHR-ID           | VENDOR NAME                        |
| 61403                                         | PAY1880646                            | 07/15/2009      | 000006       | PPE 7/3/2009 IN1 FY2010 | 420.20     |                   |                                    |
| 61403                                         | PAY1880647                            | 07/15/2009      | 000011       | PPE 7/3/2009 IN1 FY2010 | 465.93     |                   |                                    |
| TOTAL                                         | 61403                                 | Group Insurance |              |                         | 886.13     |                   |                                    |
| 62102                                         | 0001880442                            | 07/02/2009      | 000002       | Consult & Prof Services | 3.00       |                   |                                    |
| 62104                                         | 0001880450                            | 07/07/2009      | 000002       | Insurance & Bonds       | 309.00     |                   |                                    |
| 62114                                         | 0001901371                            | 07/28/2009      | 000002       | Payroll Service Fees    | 124.00     |                   |                                    |
| 62241                                         | ACC1901620                            | 07/28/2009      | 000021       | Name Badge              | 28.75      | 00002153          | HELENA STAMP WORKS & ENGRAVING LLC |

**Proposed**

**BOARD OF PUBLIC EDUCATION**

**2010-2011 SCHEDULE**

**2010**

|                              |                    |
|------------------------------|--------------------|
| <b>January 7-8, 2010</b>     | <b>Helena</b>      |
| <b>March 11-12, 2010</b>     | <b>Helena</b>      |
| <b>May 13-14, 2010</b>       | <b>Great Falls</b> |
| <b>July 14-16, 2010</b>      | <b>Helena</b>      |
| <b>September 16-17, 2010</b> | <b>TBD</b>         |
| <b>November 4-5, 2010</b>    | <b>Helena</b>      |

**2011**

|                            |                    |
|----------------------------|--------------------|
| <b>January 6-7, 2011</b>   | <b>Helena</b>      |
| <b>March 10-11, 2011</b>   | <b>Helena</b>      |
| <b>May 12-13, 2011</b>     | <b>Great Falls</b> |
| <b>July 13-15, 2011</b>    | <b>Helena</b>      |
| <b>September 8-9, 2011</b> | <b>TBD</b>         |
| <b>November 3-4, 2011</b>  | <b>Helena</b>      |

Revised 08/11/2009

**BOARD OF PUBLIC EDUCATION**  
**ANNUAL AGENDA CALENDAR September 2009 – November 2010**  
(Proposed Items from OPI are in italics)

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**SEPTEMBER 10-11, 2009      BROWNING**

Set Annual Agenda Calendar  
Election of Board Officers  
Committee Appointments  
*Superintendent Goals*  
BPE Goal Review  
*Assessment Update*  
*NCLB Update*  
MACIE Update  
*MACIE Renewal (Even Years)*  
*Youth Risk Behavior Survey Update (Odd Years)*

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**NOVEMBER 12-13, 2009      HELENA**  
**BOE**

*Assessment Update*  
*NCLB Update*  
*Alternative Standards Request*  
MACIE Annual Report  
Joint MACIE/BPE/OPI Meeting

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**JANUARY 7-8, 2010      HELENA**

*5 YCEP Process Update*  
Exiting Board Member-Last Meeting  
*Transportation Report*  
*Assessment Update*  
*NCLB Update*  
MACIE Update  
*Report on Teacher Education Program*

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**MARCH 11-12, 2010      HELENA**

**Executive Secretary Performance Evaluation &  
Contract Extension Discussion**  
**MSDB Superintendent Performance Evaluation &  
Contract Extension Discussion**  
**Establish Executive Staff Salaries**  
CSPAC/BPE Joint meeting  
Annual CSPAC Report  
*Annual School Food Services Report*  
*Assessment Update*  
*Accreditation Recommendations*  
*NCLB Update*  
*Alternative Standards Requests & Renewals*  
MACIE Update

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**MAY 13-14, 2010      GREAT FALLS**

Student Representative Survey Report  
Student Representative Last Meeting  
CSPAC Appointments  
*BASE Aid Payment Schedule*  
*Assessment Update*  
*Alternative Standards Request & Renewals*  
MACIE Update  
*NCLB Update*

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**JULY 14-16, 2010      HELENA**

Strategic Mtg.–Review Bylaws & Operational Rules  
*Assessment Update*  
*NCLB Update*  
MACIE Update  
*Annual GED Report*  
*Special Education Report*

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**SEPTEMBER 16-17, 2010      TBD**

Set Annual Agenda Calendar  
Election of Board Officers  
Committee Appointments  
*Superintendent Goals*  
BPE Goal Review  
*Assessment Update*  
*NCLB Update*  
MACIE Update  
*MACIE Renewal (Even Years)*  
*Youth Risk Behavior Survey Update (Odd Years)*

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**NOVEMBER 4-5, 2010      HELENA**

*Assessment Update*  
*NCLB Update*  
*Alternative Standards Request*  
MACIE Annual Report  
Joint MACIE/BPE/OPI Meeting

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Revised 08/11/2009

**BOARD OF PUBLIC EDUCATION**  
**ANNUAL AGENDA CALENDAR September 2010 – November 2011**  
(Proposed Items from OPI are in italics)

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**SEPTEMBER 16-17, 2010**      **TBD**

Set Annual Agenda Calendar  
Election of Board Officers  
Committee Appointments  
*Superintendent Goals*  
BPE Goal Review  
*Assessment Update*  
*NCLB Update*  
MACIE Update  
*MACIE Renewal (Even Years)*  
*Youth Risk Behavior Survey Update (Odd Years)*

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**MAY 12-13, 2011**      **GREAT FALLS**

Student Representative Survey Report  
Student Representative Last Meeting  
CSPAC Appointments  
*BASE Aid Payment Schedule*  
*Assessment Update*  
*Alternative Standards Request & Renewals*  
MACIE Update  
*NCLB Update*

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**NOVEMBER 4-5, 2010**      **HELENA**

*Assessment Update*  
*NCLB Update*  
*Alternative Standards Request*  
MACIE Annual Report  
Joint MACIE/BPE/OPI Meeting

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**JULY 13-15, 2011**      **HELENA**

Strategic Mtg.–Review Bylaws & Operational Rules  
*Assessment Update*  
*NCLB Update*  
MACIE Update  
*Annual GED Report*  
*Special Education Report*

---

**JANUARY 6-7, 2011**      **HELENA**

*5 YCEP Process Update*  
Exiting Board Member-Last Meeting  
*Transportation Report*  
*Assessment Update*  
*NCLB Update*  
MACIE Update  
*Report on Teacher Education Program*

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**SEPTEMBER 8-9, 2011**      **TBD**

Set Annual Agenda Calendar  
Election of Board Officers  
Committee Appointments  
*Superintendent Goals*  
BPE Goal Review  
*Assessment Update*  
*NCLB Update*  
MACIE Update  
*MACIE Renewal (Even Years)*  
*Youth Risk Behavior Survey Update (Odd Years)*

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**MARCH 10-11, 2011**      **HELENA**

**Executive Secretary Performance Evaluation & Contract Extension Discussion**  
**MSDB Superintendent Performance Evaluation & Contract Extension Discussion**  
**Establish Executive Staff Salaries**  
CSPAC/BPE Joint meeting  
Annual CSPAC Report  
*Annual School Food Services Report*  
*Assessment Update*  
*Accreditation Recommendations*  
*NCLB Update*  
*Alternative Standards Requests & Renewals*  
MACIE Update

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**NOVEMBER 3-4, 2011**      **HELENA**

*Assessment Update*  
*NCLB Update*  
*Alternative Standards Request*  
MACIE Annual Report  
Joint MACIE/BPE/OPI Meeting

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Montana Board of Public Education  
2009-2010 Working Document  
From Strategic Planning Session July 15, 2009

## Mission Statement

The Montana Constitution created and empowered the Board of Public Education to supervise, serve, maintain, and strengthen Montana's system of free quality public elementary and secondary schools. The Board exists to promote high academic achievement for all Montana students.

Strategic Goals:

For the next year, the Board of Public Education shall:

Goal 1: Evaluate the Board's accreditation standards to ensure they are contemporary, effective, and supported by all school districts in their local obligations to meet high quality education for all Montana students.

- Updates to Chapter 57
- School law education for administrators
- Participation in educator conferences
- Legal road mapping
- License disciplinary processes
- Accreditation processes – expand to improve local school boards understanding of process
- Defend board autonomy
- Chapter 55 revisions
- Assessment alignment
- Refinement of Board's website
  - \* *School nurse/student ratio*
  - \* *BPE responses to continued deviations*
  - \* *Initiate and review research on effective instruction*
  - \* *Advocate when standards are threatened or at risk – monitor and evaluate federal reform efforts*
  - \* *Engage in the discussion of the importance of school law fundamentals*

Goal 2: Provoke quality teaching and administration in an era of high school change and 21<sup>st</sup> century learning.

- Area of permissive specialized competency for mentor teachers
- Proposed rules for sign language interpreters
- Class 8 licensure implementation

- Indian Education for All in pre-service teacher education programs
- Teacher shortage – MSDB – Cooperative measures to seek ways to prepare educators
- Recruitment of skilled Indian education leaders
- Teacher recruitment and retention
- Standards review for teachers of sensory impaired students
  - \* *Professional development*
  - \* *NCATE – What does it mean to ensure quality education when an institution decides to use a different accrediting method?*
  - \* *Support the offering of competitive wages*
  - \* *Support efforts of reform of taxes on TRS*

Goal 3: Promote researched and reasonable governing decisions in the Board's constitutional and statutory authority to adopt and implement elementary and secondary school innovation and change.

- School safety/threshold behaviors
- School nurse/student ratio
- Ed forum
- NASBE

Goal 4: Embrace necessary educational reform to guarantee that all Montana students are prepared for work, post secondary education, and civic life.

- Montana Virtual Academy
- Work on common core standards
- Joint meetings of CSPAC, Board of Public Education, and Council of Deans of Education
- Collaborative support of two-year education
- Efforts to reduce remediation
- K-College Workgroup
- P-20 (OPI)
- Indian Education for All
- Learning First Alliance
- MACIE
- MIEA
- Interim committees
- High school reform efforts
- School counselor initiatives
- Data driven decision making
- Financial education
- Civic education
- Collaboration with OCHE and partners
- Healthy schools network
- Encouragement of more rigor in math and science
  - \* *Common core standards*

- \* *Alternative pathways to diplomas*
- \* *Early childhood education*

Inherent in these four goals are strategic objectives to:

- Review and amend as necessary standards of accreditation and licensure focused on enhanced student achievement and increased graduation rates.
- Collaborate with educational partners to create a statewide learning environment that fosters technological advancements, school achievement, and 21<sup>st</sup> century teaching and student learning.
- Promote competitive recruitment and retention of high quality teachers in all Montana school districts regardless of size, student enrollment, or wealth.
- Increase awareness, visibility, autonomy, and proactive involvement of the Board among educational stakeholders, the state legislature, and the Montana public.
- Support data driven decision making.

***NOTE: The starred bulleted items in italics were the additions made to the 2009-2010 working document during the July 15, 2009 BPE's Strategic Planning Session.***



## Board of Public Education

### BOARD MEMBERS

#### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

Angela McLean – Vice Chair  
Anaconda

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

#### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

#### EXECUTIVE SECRETARY:

Steve Meloy

August 26, 2009

Bruce K. Messinger  
1020 Strawberry Drive  
Helena, MT 59601

Dear Dr. <sup>Bruce</sup>Messinger,

On behalf of the Montana Board of Public Education I would like to officially congratulate and notify you of your appointment to the governing board of the Montana Virtual Academy as the Montana licensed school district administrator. The Board of Public Education is confident that you will ensure the following according to HB 459: "make learning opportunities available to all school-age children through public school districts in the state of Montana; offer high-quality instructors who are licensed and endorsed in Montana and courses that are in compliance with all relevant education and distance learning rules, standards, and policies; and emphasize the core subject matters required under the accreditation standards, offer advanced courses for dual credit in collaboration with the Montana University System, and offer enrichment courses. "

The Board of Public Education is exceptionally pleased with your experience in the formation of the Montana Schools E-Learning Consortium (MSEL) and serving as its Chair for the Board of Directors. It has been noted by the Board of Public Education and its educational partners that you have worked directly on many of the key issues important to the successful implementation of distance learning programs and acknowledged that the success of HB 459 was impacted by the accomplishments of MSEL. The knowledge obtained from MSEL will provide a significant beginning to direct the Montana Virtual Academy.

Again the Board of Public Education extends its congratulations to you and anxiously awaits the benefits that the Montana Virtual Academy will be able to provide to Montana students.

Sincerely,

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

Patty Myers  
Chairwoman



# Board of Public Education

## BOARD MEMBERS

August 26, 2009

## APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

Angela McLean – Vice Chair  
Anaconda

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

## EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

## EXECUTIVE SECRETARY:

Steve Meloy

Barbara Fettig  
1021 Picador Way  
Billings, MT 59105

Dear Ms. <sup>Burb</sup>Fettig,

On behalf of the Montana Board of Public Education I would like to officially congratulate and notify you of your appointment to the governing board of the Montana Virtual Academy as the Montana licensed and endorsed classroom teacher. The Board of Public Education is confident that you will ensure the following according to HB 459: "make learning opportunities available to all school-age children through public school districts in the state of Montana; offer high-quality instructors who are licensed and endorsed in Montana and courses that are in compliance with all relevant education and distance learning rules, standards, and policies; and emphasize the core subject matters required under the accreditation standards, offer advanced courses for dual credit in collaboration with the Montana University System, and offer enrichment courses. "

The Board of Public Education was pleased with your commitment to the use of technology as a means of improving public education. Your involvement in the Teachers Integrating and Learning Technology (TILT), virtual classrooms, webinars, video-conferencing, and as a student of distance learning will provide valuable experiences to the Montana Virtual Academy. The Board of Public Education acknowledges some of the technology limitations that occur in Eastern Montana and is confident that you will be sensitive to the needs of this area in our vast state.

Again the Board of Public Education extends its congratulations to you and anxiously awaits the benefits that the Montana Virtual Academy will be able to provide to Montana students.

Sincerely,

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

Patty Myers  
Chairwoman



# Board of Public Education

## BOARD MEMBERS

August 26, 2009

## APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

Bryan Duvall  
P.O. Box 343  
Geraldine, MT 59446

Angela McLean – Vice Chair  
Anaconda

Dear Mr. Duvall,

Storrs Bishop  
Ennis

On behalf of the Montana Board of Public Education I would like to officially congratulate and notify you of your appointment to the governing board of the Montana Virtual Academy as the trustee of a Montana school district. The Board of Public Education is confident that you will ensure the following according to HB 459: “make learning opportunities available to all school-age children through public school districts in the state of Montana; offer high-quality instructors who are licensed and endorsed in Montana and courses that are in compliance with all relevant education and distance learning rules, standards, and policies; and emphasize the core subject matters required under the accreditation standards, offer advanced courses for dual credit in collaboration with the Montana University System, and offer enrichment courses. ”

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

## EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

## EXECUTIVE SECRETARY:

Steve Meloy

The Board of Public Education understands that your district has had to rely on distance learning over the years to meet accreditation standards, which would provide a unique and needed perspective to the Montana Virtual Academy coming from a rural school district. Your application also came to the Board with support from the Board’s educational partners.

Again the Board of Public Education extends its congratulations to you and anxiously awaits the benefits that the Montana Virtual Academy will be able to provide to Montana students.

Sincerely,

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

Patty Myers  
Chairwoman

## Will, Carol

---

**From:** Will, Carol  
**Sent:** Tuesday, August 25, 2009 10:24 AM  
**To:** 'cljp3@earthlink.net'; 'grabowskad@florence.k12.mt.us'; 'frankf@dodson.k12.mt.us'; 'highnotewriter@gmail.com'; 'jim.howard@fortbenton.k12.mt.us'; 'Kathleen\_galvin-halcro@mail.gfps.k12.mt.us'; 'lnielsen@mea-mft.org'; lhly, Lynn G.; 'nancyc@harlem-hs.k12.mt.us'; 'dobellr@stevensville.k12.mt.us'; 'tom\_moore@gfps.k12.mt.us'; 'walter\_acra@laurel.k12.mt.us'; 'jonesmtn@centurytel.net'; 'cschultz@mcps.k12.mt.us'; 'dixon@centurytel.net'; 'jonartjm@butte.k12.mt.us'; 'katie\_kotynski@gfps.k12.mt.us'; 'timtharp@tetonwireless.net'; 'johnhughes@bresnan.net'  
**Cc:** 'smeloy@mt.gov'  
**Subject:** Montana Virtual Academy Appointments

Dear Applicants:

The Montana Board of Public Education conducted a conference call meeting on August 24, 2009 to make the appointments to the three positions on the Governing Board of the Montana Virtual Academy as defined in HB 459. Dr. Bruce Messinger is appointed as the licensed school district administrator, Ms. Barbara Fettig is appointed as the licensed and endorsed classroom teacher, and Mr. Bryan Duvall is appointed as the Montana school district trustee.

The Board of Public Education was pleased with the quality and diversity of the applicants and hopes to capitalize on the expertise and resources that it finds in this exceptional group. Thank you for your interest in making distance learning opportunities available to all school-age children throughout school districts in the state of Montana. The work that you do on behalf of the students in Montana is greatly appreciated by the Board.

Sincerely,  
Carol Will

Carol Will  
Board of Public Education  
Administrative Assistant  
P.O. Box 200601  
46 N. Last Chance Gulch  
Helena, MT 59620-0601  
(406)444-0302 - Office  
(406)444-0847 - Fax  
[cwill@mt.gov](mailto:cwill@mt.gov)

**From:** Meloy, Steve

**Sent:** Monday, August 24, 2009 4:35 PM

**To:** fettigb@gmail.com; bmessinger@helena.k12.mt.us; Bryan Duvall

**Cc:** Will, Carol; Patty Myers; amclean89@hotmail.com; John Edwards; Storrs Bishop; bernard003@centurytel.net; Llane and Sharon Carroll; Tim Seery; Stearns, Sheila; Villa, Dan; Juneau, Denise; Donovan, Pete

**Subject:** Montana Virtual Academy Appointments

Barbara, Bruce, and Bryan,

Please be advised that the Montana Board of Public Education met this day at 3:45 PM and voted unanimously to appoint each of you to the appropriate positions on the governing board of the Montana Virtual Academy. Specifically, Bruce is appointed as a licensed school district administrator, Barbara is appointed as a licensed and endorsed classroom teacher, and Bryan is appointed as the Montana school district trustee. The Board, as well as the education community, spoke very highly of your candidacies and our staff would like to extend to you our thanks and congratulations for your application, your interest and dedication to the concepts embodied and anticipated in HB459 creating the Montana Virtual Academy.

This informal notification will be followed up with an official letter of appointment signed by the Board of Public Education Chair, but we felt that you should know today of the Board's actions. Again congratulations and welcome to this new and exciting chapter of on-line learning in our great state.

Sincerely,  
Steve

*Steve H. Meloy  
Executive Secretary  
Board of Public Education  
P.O. Box 200601  
Helena, MT 59620-0601  
(406)444-6576  
smeloy@mt.gov*



Public Schools, Public Service

August 24, 2009

Honorable Arne Duncan  
Secretary of Education  
c/o Office of Elementary and Secondary Education  
U.S. Department of Education  
400 South Maryland Avenue SW, Room 3W329  
Washington, D.C. 20202-0008

Dear Secretary Duncan:

MEA-MFT is the merged Montana affiliate of NEA and AFT. We are the only union of k-12 teachers, Head Start, and higher education faculty in the state. We are the largest union of k-12 paraprofessionals and other school support personnel. In one way or another we have continuously served Montana since 1882, seven years before statehood.

We work at the forefront of Montana public school reform. For years we have been the most consistent, determined advocate for teacher preparation, licensure, and endorsement. We are the largest provider of teacher and paraprofessional development in the state. In 1987, we prevailed upon the legislature to create the Certification, Standards, and Practices Advisory Council to provide independent research and recommendations to the Montana Board of Public Education. We helped write the Board of Public Education's charter school accreditation standard. We helped design many Board of Public Education adopted alternative pathways to teacher licensure and endorsement. We harbor in our own foundation - the Montana Professional Teaching Foundation - the promotion and administration of National Board Certification. We helped author and push through the last three legislative sessions a new school funding formula based in part on school district employment of highly qualified teachers, specialists, and administrators (2007); a state funded loan repayment program for new and experienced teachers taking high demand/low supply teaching positions (2007); state funding of full-day kindergarten (2007); and a brand new, state funded virtual academy (2009).

We have forever defended, sometimes by ourselves, the constitutional and statutory authority and duties of the Board of Public Education and Office of Public Instruction to govern Montana public schools. We do not believe our term-limited state legislature, meeting for four months every two years can properly govern Montana public schools.

We believe your proposed criteria in Race to the Top cast aside the sound practices and policies that have helped Montana public schools meet the highest expectations of our school communities. Rather than allowing states to themselves craft solutions that build from existing strengths and long-standing practices that have served our students well, Race to the Top offers criteria that would compel us to implement unproven, untested, ineffective, not-from-here approaches to school improvement.

- \* Public Schools • Higher Education
- \* State & County Employees
- \* Head Start • Health Care

Working for Montana's Future

1232 East sixth Ave., Helena, MT 59601 •

TEL 406/442-4250 or 800/398-0826 FAX 406/442-5081 www.mea-mft.org

Page 2

Honorable Arne Duncan

August 24, 2009

If such criteria remain, MEA-MFT will do everything in our power to insist that Montana does not apply for these funds.

Federal education policy over the past eight years has been a misguided experiment in top-down reform. We had hoped that a new administration would outline a new, more thoughtful school reform program. Instead, the publication of your criteria has signaled a devastating and irrational continuation of the same.

Charter Schools:

Montana does not prohibit charter schools. We have no caps on charter schools. A dozen years ago, the Board of Public Education adopted a variance to school accreditation standards that invites school districts to create charter schools that conform to Montana's constitution, school accreditation and teacher licensure standards, and labor law. Further, the board requires that charter schools provide open access to all students.

As proposed, Race to the Top would have us create charter schools that would be independent of and compete with existing public schools for public and political attention and funding. If funding competition does not confound the legislature's constitutional obligation to fund free quality public elementary and secondary schools, which we think it would, we believe the requirement that charter schools be independent of existing governing structures would for sure require us to amend our constitution to eliminate the general supervisory authority of the Board of Public Education and the specific supervision and control of local school districts. If not yet convinced, please know that a charter school in the overwhelming majority of Montana school communities would be the second school in town.

Alternative Certification:

We believe teaching is a career. It is a course of study and lifetime professional practice and development. Pedagogy and experience do matter.

Montana already provides innovative, alternative paths to licensure and endorsement. The Board of Public Education designed (and continues to design) alternatives with significant input from the Certification, Standards and Practices Advisory Council, Office of Public Instruction, MEA-MFT, School Administrators of Montana, Montana School Boards Association, Montana Rural Education Association, and Montana University System. All of these entities have a clear idea of the needs of Montana schools. In Montana, teacher licensure is the sole purview of the Board of Public Education. We believe that is where it should remain.

Page 3  
Honorable Arne Duncan  
August 24, 2009

Performance Pay:

Montana is a labor state that requires school districts to bargain salaries, benefits, and working conditions with their organized employees. Nothing in the Montana Collective Bargaining Act prevents a teacher bargaining unit from bargaining performance based pay, including merit pay based on student test scores. If local folks want to bargain performance based pay, so be it. But we doubt any teacher bargaining unit will agree to a contractual salary enhancement provision based exclusively on student test scores. Teachers know what everyone should know that compensation based on student test scores ignores the environmental realities in which students live and teachers teach.

Further Reliance on Test Scores:

We had hoped that the mistakes of the past eight years were behind us. Instead it seems like your administration is poised to continue in the absolutely wrong direction. Emphasis on test scores has narrowed curriculum, narrowed the ability of public schools to address needs of all students, and has provoked destructive incentives for teachers, administrators, and schools to concentrate on student test scores with little regard for getting students to meet and enjoy a broad spectrum of educational and development goals.

School Restructure:

We argued vehemently during the ramp up to No Child Left Behind that there is no provision in Montana constitution, law, or school accreditation standards for a third party to assume authority over a school deemed a failure. There still isn't. As proposed, Race to the Top would require Montana to identify struggling schools, which we can do and have done. But it would further require Montana to restructure our lowest performing schools by replacing their governance and staffs and converting them to charter schools or some other alien construct. This is not possible under our constitution.

Conclusion:

We concede that even if adopted, your proposed criteria do not compel Montana to compete for the money. (How much money is in there for us anyway?)

But if as proposed Race to the Top criteria is a harbinger of things to come when you present your ideas on how Congress should reauthorize the Elementary and Secondary Education Act, cynically labeled No Child Left Behind, then we are chilled to the bone and our opposition to Race to the Top grows exponentially.

Page 4  
Honorable Arne Duncan  
August 24, 2009

Secretary Duncan, we ask for your reconsideration of the proposed criteria in Race to the Top so that states such as Montana might work with you to implement meaningful, effective, and locally designed strategies to improve our public schools, strategies that do not violate our constitution, compromise our law, or rub our culture raw.

Thank you for your consideration our point of view.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric", with a long horizontal flourish extending to the right.

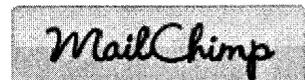
Eric Feaver, President  
MEA-MFT

cc: Governor Brian Schweitzer  
Senator Max Baucus  
Senator Jon Tester  
Representative Denny Rehberg  
Superintendent Denise Juneau  
Board of Public Education Chair Patty Myers  
Commissioner of Higher Education Sheila Stearns  
NEA President Dennis Van Roekel  
AFT President Randi Weingarten

Will, Carol

**From:** Ophir/LPHS High School [browley=3rivers.net@mcsv8.net] on behalf of Ophir/LPHS High School [browley@3rivers.net]  
**Sent:** Friday, August 21, 2009 4:23 PM  
**To:** Will, Carol  
**Subject:** Grand Opening Lone Peak High!

Sent to [cwill@mt.gov](mailto:cwill@mt.gov). [Unsubscribe](#) | [Update Profile](#) | [Forward to a Friend](#)





## Board of Public Education

August 19, 2009

### BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

Angela McLean – Vice Chair  
Anaconda

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

Dear AFT Innovation Fund Committee:

The Montana Board of Public Education is an ardent supporter of the concepts embodied in the legislative mandate to create a Montana Virtual Academy. The Board has been intimately involved with initiatives and programs to better enable distance learning opportunities for all school-aged children through locally controlled public school districts in our great state. In addition, the Board has taken a proactive approach to the assurances that high-quality instructors, licensed and endorsed in Montana or elsewhere, are in position to provide instruction on par with the same high-quality offered on-site in our school buildings.

The Board of Public Education has been granted the authority by the Montana Virtual Academy enabling legislation to make three critical appointments to the governing board. The Board appreciates this responsibility and has undertaken a process to identify and appoint a governing board which has as its number one priority, understanding of the latest generation of technology and the many nuances embedded in on-line delivery of education without sacrificing quality or excellence.

The Board wishes to go on record in support of the MEA-MFT application for an innovation grant to assist our state in the development of a first-class virtual academy. We appreciate their efforts and those of all our partners in a consolidated belief that on-line learning will be an invaluable tool for our students in this new, highly competitive, global learning environment.

Sincerely,

Handwritten signature of Patty Myers in cursive.

Patty Myers  
Chair

Handwritten signature of Steve Meloy in cursive.

Steve Meloy  
Executive Secretary

**Will, Carol**

---

**From:** efeaver@mea-mft.org  
**Sent:** Tuesday, August 18, 2009 5:44 PM  
**To:** amclean89@hotmail.com; bernard003@centurytel.net; cal\_gilbert@gfps.k12.mt.us; Will, Carol; John.Edwards@edwardslawfirm.org; pmyersbpe@bresnan.net; Donovan, Pete; sbwillow@3rivers.net; scarroll@midrivers.com; Meloy, Steve  
**Cc:** Juneau, Denise; Stearns, Sheila; Villa, Dan  
**Subject:** Appointment of Barb Fettig to Virtual Academy board of directors  
**Attachments:** Fettig's app for Virtual Academy.pdf

MEA-MFT supports Barb Fettig for appointment to the teacher position on the Virtual Academy board of directors.

Barb's application speaks for itself. She more than qualifies. She will serve us all with distinction.

As you know, in collaboration with several Montana education community partners, MEA-MFT helped write and lobby the Virtual Academy bill through the last legislature. Our commitment to this exciting new state funded educational opportunity cannot be questioned. In this regard, we very much want and need a strong teacher with distance learning credentials who is also a strong member/leader in our union serving on the Virtual Academy board of directors. Barb is that person.

My regards and thanks.

ef  
\*\*\*\*\*

Only the individual sender is responsible for the content of the message, and the message does not necessarily reflect the position or policy of the National Education Association or its affiliates.

August 17, 2009

To: Our Friends in Montana Public Education  
From: Eric Feaver  
Re: Race to the Top - proposed regulations

**Summary:** As proposed, Race to the Top is flat wrong for our state. We are NOT Chicago.

In order to qualify valid pursuit of an uncertain amount of one-time-only federal funds, we Montanans would have to bend if not break historic school and labor law, bend if not eliminate well articulated and innovative school accreditation and teacher licensure standards, dramatically amend our constitution, restructure the cultural and legal integrity of our public schools, and frankly run against the grain of what works and common sense.

We believe our governor, superintendent of public instruction, and board of public education are working hard to secure and maintain quality schools and classroom instruction for all our students. We believe the Montana education community wants the best public schools money and sweat equity can buy. And where we find schools that do not or cannot comply with law and standards, the superintendent and board of public education are already actively pursuing school review, assistance, and restoration under Montana law.

After a long dry period of dreadfully inadequate state funding from 1991 through 2003, the last three legislatures have purchased significant new reform ideas such as state funding of full-time kindergarten, a virtual (distance learning) academy, a loan repayment program for teachers in high demand/low supply positions, Indian Education for All, and more stable funding based in part on the number of quality educators working in our public schools.

We don't need Race to the Top to do what we know needs to be done better!

**Charter Schools:** Montana does not prohibit charter schools. We have no caps on charter schools. A dozen years ago, the board of public education adopted a variance to school accreditation standards that invites school districts to create charter schools through that conform to Montana's constitution, school accreditation and teacher licensure standards . . . and labor law. Further, the board requires that charter schools provide open access to all students.

No school district has chosen to create charter schools per se. Perhaps they have read the educational research that shows charter schools are no better and may be worse than so-called regular public schools. Perhaps they can plainly see that in the vast majority of Montana school communities, a charter school would be the second school in town. Or perhaps they have concluded that if charter schools are good for some students then maybe all schools should be charter schools for all students. Our superintendent and other education community leaders have already corresponded with the U.S. Department of Education stating our opposition to any federally mandated charter schools.

Fortunately, many school districts, sometimes out of innovation, sometimes necessity, provide alternative educational environments such as alternative high schools, Montessori, dual enrollment in and dual credit from higher education, open invitation to home school and private and sectarian school students to enroll in public school course offerings onsite and off, and a wide array of distance learning opportunities.

As proposed, Race to the Top would have us create charter schools that would be independent of and compete with existing public schools for public and political attention and funding. If funding competition does not confound the legislature's constitutional obligation to fund free quality public elementary and secondary schools, which we think it does, we believe the requirement that charter schools be independent of existing governing structures would for sure require us to amend our constitution to reduce if not eliminate the general supervisory authority of the board of public education and the specific supervision and control of local school districts.

**Alternative Licensure:** We believe teaching is a career. It is course of study and lifetime professional practice and

development. It is not Teach for America. We are not interested in cheap, quick, and easy paths to classroom instruction. Pedagogy and experience do matter. We do not want unlicensed persons day after day in our classrooms pretending to teach. Anyone cannot teach.

Having said that, Montana already provides innovative, alternative paths to licensure and endorsement. Our historic Class 5 license permits degreed persons with limited pedagogy to teach for up to three years during which time they must complete an accredited teacher preparation program. Our Class 7 license empowers Montana's Native American tribes in collaboration with the superintendent of public instruction to certify who may be licensed to teach Native languages and culture. Our Class 8 license authorizes higher education instructors to teach students for both high school and college credit. In addition, we permit already licensed and endorsed teachers to teach out of field from special education to math for up to three years while they pursue the necessary and appropriate teaching endorsements.

**Performance Based Pay:** Montana law is silent on performance based pay however it may be defined. Montana does not have a statewide salary schedule. Teacher compensation is a matter of local control and collective bargaining. The vast majority of Montana school teachers work in unionized districts, more than 200 of them, mostly small and rural.

Montana is a labor state with a public employee collective bargaining act that requires school districts to bargain salaries, benefits, and working conditions with their organized employees. No exceptions. Nothing in the Montana collective bargaining act prevents a teacher bargaining unit from bargaining performance based pay, including merit pay based on student test scores. If local folks want to bargain performance based pay, so be it. But we doubt many, if any teacher bargaining unit would agree to a contractual salary enhancement provision based exclusively on student test scores. Teachers know what everyone should know that compensation based on student test scores ignores the environmental realities in which students live and teachers teach.

**School Restructure:** We quarreled with certain parties during the drafting and debate on No Child Left Behind that there

is no provision in Montana constitution, law, or school accreditation standards for a third party to assume authority over a school deemed a failure. There still isn't. As proposed, Race to the Top would require Montana to identify struggling schools, which we can do, have done. But it would further require Montana to restructure our lowest performing schools by replacing their governance and staffs and converting them to charter schools or some other alien construct.

This proposed regulation is so absurd, it hardly deserves comment, but there it is, crude, offensive, unbelievable in any Montana school community context.

**Conclusion:** We concede that even if adopted, these proposed regulations do not compel Montana to qualify and compete for the money. (How much money is in there for us anyway?)

But if these proposed Race to the Top regulations are a harbinger of things to come when the Obama/Duncan administration presents its ideas on how Congress should reauthorize the Elementary and Secondary Education Act, cynically labeled No Child Left Behind, then we are chilled to the bone and our opposition to Race to the Top grows exponentially.

NCLB has been a savage slap across the face of Montana public schools. It demands we divert human and financial resources from things that work to costly, redundant, time-consuming student testing and school measurements that will in time only prove that all Montana schools have failed. NCLB is the most massive, unwarranted, mean-spirited federal intrusion into public education in history. It has none of the integrity and character of the Individual with Disabilities Act, Title One, or Title Nine. It has no brain, no conscience. It is wrong.

As proposed, Race to the Top, is even more wrong.

We believe instead of screwing ourselves into the ground to apply for Race to the Top funding, Montana public school leaders should oppose these proposed regulations with every ounce of political energy we may have at our disposal.

Maybe if we stand up, others will, too, today.

# United States Senate

WASHINGTON, DC 20510

July 29, 2009

The Honorable Arne Duncan  
Secretary  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-0008

Dear Secretary Duncan:

We are writing in reference to the guidelines issued by the Department of Education on July 17, 2009, for awarding Race to the Top State Education funds, which were funded as part of the American Recovery and Reinvestment Act (ARRA). As states prepare to meet these standards and compete for stimulus funding for education, we are writing today to urge you to reconsider the proposed criteria that gives clear advantage to states with charter schools in awarding these funds.

One of our top priorities is to give children the best opportunities to better themselves through education. It is our responsibility to give students any and all resources to reach their full potential and prepare our children for jobs in the 21<sup>st</sup> century. We are proud to have supported the over \$90 billion in education funding in ARRA to help close the achievement gap, and to enable low-income and disadvantaged students to reach their potential.

Of this funding, the ARRA provides \$4.35 billion for the competitive "Race to the Top" grant fund, rewarding states for their increased attention to education reforms. This fund incentivizes solid and comprehensive change to benefit our teachers, schools, and students. Unfortunately, the regulations being prepared by the Department of Education will hinder reform in communities across the country. Specifically, states without charter laws are penalized under the proposed regulations. Because many states do not have charter schools, countless students—especially those from rural and disadvantaged areas—may not benefit from the Race to the Top program.

Innovation in education can take many forms and should not solely be linked to the creation of charter schools, which may not always address challenges within rural areas. Furthermore, many states without charter schools have higher educational outcomes than states that have enacted charter laws. While we strongly believe in the quality of our nation's public school system, we must ensure that both urban and rural areas are given the opportunity to enhance and improve our children's future. Race to the Top funding is a vital component to improving our schools and increasing student achievement.

All students deserve to benefit from these programs – not just those in states with charter schools. Education is the key to a good quality of life for our children, and to getting good-paying jobs in our states. Working together, we can make these programs effective for all students.

Sincerely,

My Bances

Patrick Leahy

Jay Byrnes

to Benjamin Nelson

Jim Johnson

Bob Sanders

John Testa

Kent Conrad

Byron G. Dorgan

## Will, Carol

---

**From:** Meloy, Steve  
**Sent:** Wednesday, July 29, 2009 10:06 AM  
**To:** kirk.miller@bsd7.org; Bob Vogel (bvogel@mtsba.org)  
**Cc:** Steve Johnson; Will, Carol  
**Subject:** RE: Race to the Top

Kirk,

Great to hear from you. I can relate to you what I know to-date.

- The development of state's common core standards is an initiative from CCSSO and the National Governor's Association (NGA)
- The underwriters appear to be ACHIEVE, ACT, College Board and others of those in the assessment business
- To-date the common core work has not been very transparent. In fact, review of the draft common core standards to be adopted by states has not yet been released to anyone in Montana except the OPI
- Race to the Top is federal stimulus money that will be available to states to create comprehensive strategies in four core reform areas:
  1. Common, internationally benchmark standards and assessments
  2. Effective teachers and principals
  3. Data to inform decisions
  4. Turnarounds of the lowest performing schools
- It appears as if no state will be eligible for this grant money unless they adopt or align (not sure yet) 80% of the suggested common core standards
- The state, through OPI and the Governor's Office, will facilitate the application for grant monies which will be funneled through OPI with spending authority garnered through the executive branch and not the legislature (No one is sure about this process yet)
- Yesterday I attended a meeting of OPI's curriculum specialists to review the common core standards of the math and communication arts standards
- OPI will draft a letter to a national committee regarding likes and dislikes and recommendations for improvement
- The three questions we will answer for the national CCSSO reviewers are:
  1. What are your overall impressions of the college- and career-readiness standards?
  2. What are your concerns regarding this current standards document?
  3. What do you like about this current standards document?
- This work will be forwarded to a validation committee in early September
- A draft of the grade-by-grade standards will arrive back in Montana in December
- The adoption of these standards is still voluntary and OPI and the Board are moving forward very cautiously

As you might expect, the Governor's Office is very interested in accessing this stimulus money and is pushing for an expedited process to create a Montana plan. I attended the review meeting yesterday and came away with the impression that the review group felt that there were many things missing in the common core standards, and in many instances the Montana standards are better written. The impression is that since much money is to be made by assessment companies, the common core standards are lacking rigor and "texture" in order to facilitate easier and more uniform assessments. As you can see, a state effort to receive this money lies in our acceptance of at least 80% of the recommendations of the common core. The Board is more interested in aligning with, rather than adopting language from this national project. The Board will be very careful about amending its standards. Denise will be very careful about the money issues and subsequent responsibilities on the state.

As you can see, there is much discomfort with this concept because it is on such a fast track, so much money is at stake, and to-date there has been very little transparency. I can tell you that OPI is working very hard through these issues.

Hope this helps,

Steve

---

**From:** Kirk Miller [mailto:kirk.miller@bsd7.org]  
**Sent:** Tuesday, July 28, 2009 6:34 PM  
**To:** Meloy, Steve; Bob Vogel (bvogel@mtsba.org)  
**Cc:** kirk.miller@bsd7.org; Steve Johnson  
**Subject:** Race to the Top

Hi Steve and Bob,

I'm interested in knowing how Montana is going to weigh in on the Obama Administration Race to the Top guidelines and if we know the plan for coordinating this as a state or local school district effort. Everything I have been reading indicates that the funds are available for States. There are some heavy statewide issues involved in the guidelines as presented:

Under Race to the Top guidelines, states seeking funds will be pressed to implement four core interconnected reforms.

-- To reverse the pervasive dumbing-down of academic standards and assessments by states, Race to the Top winners need to work toward adopting common, internationally benchmarked K-12 standards that prepare students for success in college and careers.

-- To close the data gap -- which now handcuffs districts from tracking growth in student learning and improving classroom instruction -- states will need to monitor advances in student achievement and identify effective instructional practices.

-- To boost the quality of teachers and principals, especially in high-poverty schools and hard-to-staff subjects, states and districts should be able to identify effective teachers and principals -- and have strategies for rewarding and retaining more top-notch teachers and improving or replacing ones who aren't up to the job.

-- Finally, to turn around the lowest-performing schools, states and districts must be ready to institute far-reaching reforms, from replacing staff and leadership to changing the school culture.

In wanting to continue to seek every opportunity for our schools in Montana, a dialogue about how to proceed from the state level will help those of us out in local schools make decisions on how much effort to put into applications, etc. This is likely one place where statewide agreement that turns into multiple millions of dollars could be used to develop a Performance Management System (the newest computer software systems, a step up from data warehouses like Infinite Campus, that actually allows drilling up and down for information and can even forecast!) purchased by the state with a license for each school district. This is directly tied to monitoring advances in guideline 2 above. We (Bozeman) have done some research on such systems and know we can't afford it, but it becomes the gateway for using Formative

assessments to drive instructional strategies based on standards that ultimately increases student achievement and learning. This is the big goal for all of us in the school business.

Please let me know what you know of the effort to coordinate Race to the Top or if we are just to go off as individual districts and seek funding (not sure we can).

Hope both of you are doing well!

Kirk

*Kirk J. Miller, Ed.D.*  
Superintendent  
Bozeman School District #7  
404 W Main, PO Box 520  
Bozeman, MT 59771-0520  
406-522-6001  
*Quality Bozeman Education!*

# OFFICE OF PUBLIC INSTRUCTION

## STATE OF MONTANA

**Denise Juneau**  
Superintendent



[www.opi.mt.gov](http://www.opi.mt.gov)  
(406) 444-5643

July 28, 2009

The Honorable Arne Duncan  
Secretary, U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-0008

Dear Secretary Duncan:

I am writing to thank you, and President Obama, for your leadership priorities for public education. I serve as Montana's State Superintendent of Public Instruction to help our state's public schools achieve many of the same priorities you are promoting. I believe in the power of public education to transform children's lives. I believe in making data-driven decisions to improve instruction. I believe in good educators' ability to spark children's interest in academics and make them successful citizens. I believe in having high standards, high expectations, and creating the correct assessment tools for accountability. Finally, I too believe we must do more for children who have languished for generations in our lowest performing schools.

During my first six months as the State Superintendent of Public Instruction, our agency has pulled together in teams around many of these same strategic directions to develop plans to help us achieve our goals in these areas. Please understand that your goals are our goals. However, the business of getting this done and achieving success in these areas may be carried out in our state differently than is currently envisioned by your administration.

As you may recall from your visit to our great state, our large land mass is very rural. According to the 2000 U.S. Census, there are 6.2 people per square mile in our state. Only 6 percent of Montana schools have an enrollment of more than 500 students, while 54 percent of schools enroll fewer than 100 students. Our largest district serves approximately 15,500 students.

In Montana, the State Board of Public Education (BPE) adopts standards of accreditation for K-12 public schools upon the recommendation of the State Superintendent of Public Instruction. Accordingly, the State Superintendent recommended, and the BPE adopted, a standard for the establishment of charter schools. This process honors the Montana Constitution by empowering the local school board as the chartering entity and the BPE providing oversight in determining approval.

There have been no requests to the BPE to approve charter schools since the effective date of the Rule, July 1, 1989, indicating that local school boards have found sufficient flexibility to operate under existing rules without resorting to a charter system. Montana's rural context and economic status has made it challenging for many communities and the state to support the public schools we currently have, much less encourage the duplication of infrastructure a charter school would mean in most communities.

As the State Superintendent, I stand by the BPE's accreditation standard for charter schools and do not feel the need to support legislation introduced in Montana for the creation of charter schools. Requiring the opening of charter schools in very small communities does not make sense. Requiring the opening of charter schools in areas where students are performing well does not make sense. As for turning around our lowest performing schools, we are creating a plan that makes sense for our rural context. This plan does not require charter schools. I hope you can support the plan when it is completed.

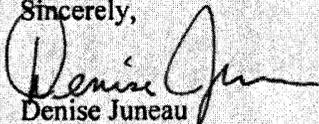
I have heard you speak about your visit to the Northern Cheyenne Reservation and how bright the students are and how they deserve better than they are receiving. We have seven Indian reservations in Montana, which include our highest poverty communities. In Montana, our achievement gap exists predominantly between American Indian (economically disadvantaged) and White students. These areas need more than a charter school. These students need support from all adults in their communities. Our plan to turnaround these schools consists of more than changing the structure of a school system and giving it a new label. We intend to transform the system and include many stakeholders in the effort to help the communities take control of their destiny. Please allow us to approach our turnaround effort in our own way and not penalize us because we do not, and will not, support the requirement of charter schools as the vehicle to get the job done.

We have many partners we call upon to assist all of our efforts at the state level. You will see below the signature of some of these partners. We urge you to consider priorities for the Race to the Top grants that will be equitable for all states. We believe the requirement for operational charter schools may not be attainable for all states.

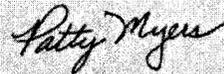
Using a one-size-fits-all measurement will do a disfavor to states that cannot meet the established criteria. We strongly believe all states deserve an equal opportunity to qualify for this important funding that will help to improve teaching and learning for all of our students.

Thank you for considering our comments and concerns. We look forward to our continued partnership.

Sincerely,



Denise Juneau  
State Superintendent of Public Instruction



Patty Myers  
Chairperson, Board of Public  
Education



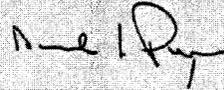
Eric Feaver  
President, MEA-MFT



Shelia Stearns  
Commissioner of Higher Education



Lance Melton  
Executive Director, Montana  
School Boards Association



Dave Puyear  
Executive Director, Montana Rural  
Education Association



Lynda Brannon  
Executive Director, Montana  
Association of School  
Business Officials



Darrell Rud  
Executive Director, School  
Administrators of Montana



Carol Juneau  
Chairperson, Montana Indian  
Education Association



Claudette Morton  
Montana Small Schools Alliance



## Board of Public Education

August 17, 2009

### BOARD MEMBERS

### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

Angela McLean – Vice Chair  
Anaconda

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

Nicole Big Leggins-Fetter  
RR 1 Box 66  
Harlem, MT 59526

Dear Ms. Big Leggins-Fetter:

On behalf of the Board of Public Education I would like to extend an invitation for you to attend the BPE's regularly scheduled meeting that will be held in Browning, MT on September 10-11, 2009. It is my understanding that the Montana Advisory Council on Indian Education (MACIE) will be having its meeting on Friday, September 11<sup>th</sup> in Browning. If it fits into your schedule, the Board would enjoy having you meet at 8:00 AM at the Browning School Administration Building located at 109 1<sup>st</sup> Avenue South East, Browning, MT to join us on a tour of the new Browning High School, in which we will observe a Blackfeet Language Class, and Browning's community.

After the tour the Board of Public Education meeting will resume at approximately 9:30 AM. I would be honored to have you return to the meeting and extend introductions and acknowledge the work that you do with MACIE on behalf of Montana students. I will send you a copy of the agenda once it has been approved.

Sincerely,

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

Patty Myers  
Chairwoman



## Board of Public Education

### BOARD MEMBERS

August 13, 2009

### APPOINTED MEMBERS:

Patty Myers – Chair  
Great Falls

Angela McLean – Vice Chair  
Anaconda

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

Senator Carol Juneau  
P.O. Box 55  
Browning, MT 59417

Dear Senator *Carol* Juneau:

On behalf of the Board of Public Education I would like to extend an invitation for you to attend the BPE's regularly scheduled meeting that will be held in Browning, MT on September 10-11, 2009. It would be an honor and a privilege to introduce you to the Board on Thursday, September 10 at 8:30 a.m. The meeting will be held at the Browning School Administration Building's Board Room, 109 1<sup>st</sup> Avenue South East, Browning, MT.

The meeting will be opened by Browning students performing the flag song and a welcome by Browning's Board Chair, Donna Yellow Owl. The agenda has not been finalized to-date, but I will see that you receive a copy of the approved agenda. If you are able to attend the Board of Public Education's meeting, even if only for a brief moment due to your hectic schedule, please let Executive Secretary Steve Meloy know at (406) 444-6576 or [smeloy@mt.gov](mailto:smeloy@mt.gov) by September 8, 2009 whether or not you are able to attend.

Sincerely,

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

Patty Myers  
Chairwoman



## Board of Public Education

### BOARD MEMBERS

August 13, 2009

### APPOINTED MEMBERS:

Representative Shannon Augare  
P.O. Box 2031  
Browning, MT 59417

Patty Myers – Chair  
Great Falls

Angela McLean – Vice Chair  
Anaconda

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

### EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

Dear Representative Augare:

On behalf of the Board of Public Education I would like to extend an invitation for you to attend the BPE's regularly scheduled meeting that will be held in Browning, MT on September 10-11, 2009. It would be an honor and a privilege to introduce you to the Board on Thursday, September 10 at 8:30 a.m. The meeting will be held at the Browning School Administration Building's Board Room, 109 1<sup>st</sup> Avenue South East, Browning, MT.

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Sincerely,

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

Patty Myers  
Chairwoman



# Board of Public Education

## BOARD MEMBERS

**APPOINTED MEMBERS:** August 7, 2009

Patty Myers – Chair  
Great Falls

Angela McLean – Vice Chair  
Anaconda

Storrs Bishop  
Ennis

Cal Gilbert  
Great Falls

Sharon Carroll  
Ekalaka

Bernie Olson  
Lakeside

John Edwards  
Billings

Tim Seery, Student Rep.  
Great Falls

**EX OFFICIO MEMBERS:**

Sheila Stearns, Ed.D.  
Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

**EXECUTIVE SECRETARY:**

Steve Meloy

Melodee Smith-Burreson  
540 Ford Street  
Missoula, MT 59801

Dear Ms. Smith-Burreson,

On behalf of the Montana Board of Public Education, I would like to thank you for your hours of dedication and diligent service in developing the Area of Permissive Specialized Competency for mentor teachers. While completing the writing of the standards, we commend you for maintaining the guiding principle of educators by placing the needs of the child first.

The Certification Standards and Practices Advisory Council's recommendation for an ASPC for mentor teachers was adopted by the Board of Public Education at the July 17, 2009 meeting. I have included a copy of the rule for your personal records.

Thank you for your hard work and dedication to the development of this Area of Permissive Specialized Competency. This rule will help with the further development of Montana's current educators, as well as educators to come.

Sincerely,

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

Patty Myers  
Chairwoman

Enclosures

## Will, Carol

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**From:** Donovan, Pete  
**Sent:** Tuesday, August 04, 2009 9:20 AM  
**To:** Warhank, Anneliese; Will, Carol  
**Subject:** FW: On Path to Self-Sustainability, Non-Profit ABCTE's Initial Grant Draws to Close

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**From:** MT-MFerro@nea.org [mailto:MT-MFerro@nea.org]  
**Sent:** Monday, August 03, 2009 3:49 PM  
**To:** sbwillow@3rivers.net; cal\_gilbert@gfps.k12.mt.us; John.Edwards@edwardslawfirm.org; timothyseery@gmail.com; dreisig@hellgate.k12.mt.us; tonia@mtbloom.net; MFishbaugh@msubillings.edu; Donovan, Pete; Meloy, Steve; Juneau, Denise; Villa, Dan; Stearns, Sheila  
**Cc:** efeaver@mea-mft.org  
**Subject:** FW: On Path to Self-Sustainability, Non-Profit ABCTE's Initial Grant Draws to Close

Dear BPE and CSPAC members,

As all of you know MEA-MFT is constantly on the lookout for groups whose primary motive is to undermine the teacher licensure process, a process which all of us have worked hard to protect. Below is a message from NEA and an article about the future of ABCTE. I thought that you might be interested in what may be coming our way.

Thanks for all of the work that you do.

Please see the press release below. ABCTE's initial grant has run out and the organization is preparing "to operate without requesting an extension of these government funds." And exactly how is that possible? David Saba is planning on coming to your state! To stand on its own, ABCTE has to have an influx of cash from somewhere. David Saba is about to get real-friendly with some states, get the ABCTE-test accepted as an approved licensure route, and before you know it, your state will become an ABCTE-state.

Let's be clear – the ABCTE Passport Exam is a test. ABCTE is a fast-track method to licensure that does not require student teaching before entering the classroom. It's a test and teach model. Pass the test and we will let you teach our students...Student teaching? Who needs that? Residency models? Why participate in one those when I become the teacher-of-record immediately? This statement about Instructional Experiences appears on their website.....

ABCTE also strongly recommends that individuals participate in various instructional experiences (e.g., volunteer work, tutoring, student teaching, substitute teaching, teacher's aide, etc.) before entering the classroom. However, instructional experience is not a requirement of ABCTE certification; therefore, no documentation is required.

It's important that you know what's going on in your state, who is meeting with the licensure board, the department of education staff, and the board of education. Let us know what you know and how we can help! Thanks in advance for assisting us with maintaining high standards for teacher licensure! – Richelle

<http://news.prnewswire.com/DisplayReleaseContent.aspx?ACCT=104&STORY=/www/story/07-27-2009/0005066696&EDATE=>

**On Path to Self-Sustainability, Non-Profit ABCTE's Initial Grant Draws to Close**

**Teaching Certification Program Controls Costs, Increases Revenues to 'Stand on its Own'**

WASHINGTON, July 27 /PRNewswire-USNewswire/ -- Less than eight years after being founded via a grant from the U.S. Department of Education, the non-profit American Board for Certification of Teacher Excellence (ABCTE) has announced that the organization's initial grant has drawn to a close and that ABCTE has reached a financial position that will allow them to continue to operate without requesting an extension of these government funds.

"I am pleased to announce that, as our initial grant draws to a close, we have achieved a financial position that will allow us to continue to grow the number of ABCTE states and teacher candidates," said ABCTE President David Saba. "Based upon our ability to control costs and increase revenue, ABCTE is on pace to become self-sustaining within four years."

In September 2001, the National Council on Teacher Quality received a \$5 million two-year grant from the United States Department of Education's Fund for the Improvement of Education to begin the project that was to become ABCTE. That initial grant was followed in 2003 by a five-year, \$35 million award.

To-date, ABCTE has recruited over 7,500 potential teachers into its rigorous, self-paced program and more than 1,700 certifications have been issued. With the recent additions of Missouri (2008) and Oklahoma (2009), nine states now accept ABCTE teaching certification for employment in their public schools. In 2010, the organization is forecasting 1,100 certifications on a budget of \$4.5 million or \$1,116 per candidate enrolled.

"Going forward, our cash reserves will fund any difference between our enrollment fees and our costs. Despite our achievements, future assistance in the form of donations will allow us to grow our program further. Any private funding we obtain will be essential to ensuring we keep our enrollment fees low, maintain the quality of our resources and expand ABCTE to new states," explained Saba.

"We now stand on our own as an organization, grateful for the grant money that helped us get to where we are today," said Saba. "This milestone is a testament to the tireless work of the dedicated team at ABCTE, our friends in the education world, legislators who see the limitless value in ensuring every student has a great teacher and the countless groups and individuals throughout the country who believe in the importance of our program. We look forward to continuing to live up to our mission to recruit, prepare, certify and support more teachers for America's schools."

**ABCTE**

The American Board for Certification of Teacher Excellence is a non-profit organization, dedicated to recruiting, preparing, certifying and supporting dedicated professionals to improve student achievement through quality teaching. ABCTE offers an innovative teacher preparation and certification program for highly knowledgeable individuals who want to change careers and become teachers. For more information about ABCTE, please visit [www.abcte.org](http://www.abcte.org).

CONTACT: Mike Holden of ABCTE, +1-202-261-2636

SOURCE American Board for Certification of Teacher Excellence

Marco Ferro  
Director of Public Policy  
MEA-MFT  
800-398-0826 or 406 447-1462  
[mferro@mea-mft.org](mailto:mferro@mea-mft.org)

\*\*\*\*\*

Only the individual sender is responsible for the content of the message, and the message does not necessarily reflect the position or policy of the National Education Association or its affiliates.



OFFICE OF PUBLIC INSTRUCTION

PO BOX 202501  
HELENA MT 59620-2501  
[www.opi.mt.gov](http://www.opi.mt.gov)  
(406) 444-3095  
(888) 231-9393  
(406) 444-0169 (TTY)

Denise Juneau  
Superintendent

July 31, 2009

Gene Wilhoit, Executive Director  
CCSSO  
One Massachusetts Ave, NW, Suite 700  
Washington, DC 20001-1431

Dear Mr. Wilhoit:

Montana educators and I appreciate the opportunity to comment on the draft college and career readiness standards for mathematics and English language arts. The comments are attached with this letter.

My staff, in conjunction with a panel of secondary educators and university professors, extensively reviewed the draft documents. These reviewers included educators who have been involved in the standards revision process in Montana and are respected members of the Montana education community. We believe a collaborative approach leads to transparency and a commitment to the rich and rigorous content of our state standards.

In this spirit, I request that you extend the development process to increase the transparency of, and commitment to, the national core standards initiative. A rushed process serves no one well. Further, I request that you post on your Web site all comments received in the review process. A response to each comment should be developed and posted as well. The public and all educators deserve to know and understand our work if the products are to have credibility, meaning, and usefulness.

Thank you again for the opportunity to comment on this important initiative. I look forward to an improved process that is more inclusive, more comprehensive in content, and more defensible. If more information is needed, please contact Assistant Superintendent Nancy Coopersmith at [ncoopersmith@mt.gov](mailto:ncoopersmith@mt.gov) or (406) 444-5541.

Sincerely,

Denise Juneau  
State Superintendent

Attachment

**Montana's Response to the College and Career Readiness Standards for Mathematics and Reading, Writing and Communication**  
**July 31, 2009**

**1. What are your overall impressions of the College and Career Readiness Standards?**

- Our Nation deserves quality readiness standards created through a more inclusive K-16 process. Our Nation deserves better.
- There is an omission of any recognition of any or all culture; specifically the cultural heritage of Montana American Indians. Montana integrates this state constitutional mandate throughout all curricular areas and does not treat it as an "addition" to the standards. The college and career readiness standards do not provide this integration nor allude to its necessary inclusion.

**Constitution of Montana -- Article X -- EDUCATION AND PUBLIC LANDS**  
**MCA 20-1-501 (Indian Education for All)**

20-1-501. Recognition of American Indian cultural heritage -- legislative intent. (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

(a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and

(b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

(3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 527, L. 1999.

- These readiness standards must realistically address career readiness. From the university professors' perspective on our review committee, these readiness standards appear to address only college-bound students.
- It appears that people with different points of view wrote these documents. This is evident in the disjointed use of language even within the academic fields and the

inconsistent format. The lack of connection within the document and across academic areas results in documents that are not coherent or congruent.

- The use of new language (e.g., principles, coherent understanding) or previously used language with various definitions (e.g., standards, strands, benchmarks) is unclear. The language must be clearly defined.
- In Media Literacy and Speaking and Listening, Montana's content standards are more rigorous than the readiness standards. For example, Montana Speaking and Listening Content Standard 2: Students distinguish among and use appropriate types of speaking and listening for a variety of purposes. Variety of purposes is not addressed in the readiness standards.
- These readiness standards are more limiting than Montana's. Montana's standards incorporate the use of technology and the integration of culture. More than recognize, describe, analyze; Montana's proficient student is expected to justify, verify, prove and use deductive reasoning.

## **2. What are your concerns regarding this current readiness standards document?**

### **Mathematics Review**

- The College and Career Readiness Standards for Mathematics are inconsistent in specificity, rigor and realism for all career **and** college ready students. Some of the Core Concepts and Core Skills are extremely rigorous; others are realistically rigorous, while others are unrealistically low.
- The College and Career Readiness Standards for Mathematics are not a balanced set of concepts, they only focus on Algebra.
- The document is written in a fragmented fashion. The Mathematical Practices are not incorporated within the document. The Coherent Understanding, Core Concepts and Core Skills are not connected. For example: recursion is addressed in A Coherent Understanding of Statistics, but is not in the Core Concepts or Core Skills. Although the conceptual metamathematical language is enjoyable to read it does not give a clear understanding of the expectations.

### **Reading, Writing, and Communication Review**

- While the College and Career Readiness Standards for Reading, Writing, and Communication are rigorous, they are not always realistic. The Core Readiness standards contain skills that all students should know and be able to do, but the complexity of the texts does not seem to match those skills and may increase the readiness standards to an unrealistic level of expectation. These readiness standards appear to be a "sorter" of students; academia versus the world of work.

- Communication is inherently a collaborative process. It is essential that this process explicitly includes collaboration. For example, when reading, collaboration or discussions are a means of constructing meaning; and when writing, collaboration is essential to providing the writer with the feedback necessary to revise effectively. Collaborative aspects of group and interpersonal dynamics are essential to written and spoken language. In addition, the readiness standards need to acknowledge that reading, writing, and communication experiences enhance our human experience and are not just a means to career or college readiness.
- The use of the word text only implies written and does not include video and audio text.
- In the Application of the Core Media, the focus is on computer-based media. This definition needs to be expanded.

### **3. What do you like about this current standards document?**

#### **Mathematics Review**

- Mathematical Practices address the five strands of mathematical proficiency: procedural fluency, conceptual understanding, strategic competence, adaptive reasoning, and productive disposition.
- Each Principle contains a section describing the connections to other Principles. For example: Statistics Principle described "Connections to Probability, Expressions, and Number."
- The three levels, A Coherent Understanding, Core Concepts, and Core Skills, provide important ways to look at each Principle. For example: Coordinates Principle includes "Core Concepts, A Coherent Understanding of Coordinates, and Core Skills."

#### **Reading, Writing, and Communication Review**

- The connection charts within the "Applications of the Core" show coherence between research and media and the Reading, Writing, and Speaking and Listening Core Standards.
- The clarity and rigor of the Core Standards for college-bound students is evident.
- The Core Standards clearly promote reading and writing across all content areas. These Core Standards will create a necessity for all content area teachers to incorporate reading and writing in the curriculum.

#### 4. Recommendations, Questions and Comments

##### Recommendations

- Use the same tool(s) and criteria that have been used to evaluate state content standards to guide the quality for this set of readiness standards.
- Create a balanced set of cohesive Coherent Understandings, Core Concepts, and Core Skills that include the Mathematical Practices that are measureable. This includes reasoning and making sense, as well as discrete mathematics.
- The following should be included: a definition and purpose of literature; reading for one's own purpose; discussing reading to discover other people's understanding; interpretation and evaluation of texts; writing to learn, reflect, and explore; sentence fluency in writing; seeking feedback to improve writing; collaborative writing; an addition to writing "to convey experiences"; problem solving, group processes and feedback in speaking and listening, as well as empathy and active listening.

##### Questions

- What is meant by Internationally Benchmarked Standards? What process is used to develop Internationally Benchmarked Standards and was this process applied to the development of these readiness standards?
- Where is the evidence that these readiness standards are research-based? It is not clear these readiness standards incorporate the works cited.
- College and career ready - is this all we care about in education? Is it not educating the whole person?
- Where are the processes and skills in writing and reading? Are they already expected to be mastered?
- Included in the Core Standards for Writing are "writing arguments" and "writing to inform or explain"; why is narrative writing only addressed as a side bar under "Required Range and Contexts"?
- Will balanced standards be written which address both college and career readiness?

##### Comments

- On examination of content standards from other countries; other nations include more than an Algebra focus.
- These readiness standards appear to be Back-to-Basic Standards written from a postsecondary viewpoint.



# Board of Public Education

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Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

July 28, 2009

Casey Barrs  
Office of Research and Policy Analysis  
Legislative Services Division  
PO Box 201706  
Helena, MT 59620-1706

Dear Mr. Barrs:

Please find attached a notice of public hearing on proposed adoption of New Rule I pertaining to sign language interpreters as well as an amended notice of public hearing and extension of comment period on proposed adoption, amendment, and repeal of New Rule I through New Rule XII, amendment of ARM 10.54.4010 through 10.54.4013, 10.54.4020 through 10.54.4023, 10.54.4030 through 10.54.4033, and 10.54.4040 through 10.54.4043, and repeal of ARM 10.54.4050 through 10.54.4053, 10.54.4060 through 10.54.4063, 10.54.4070 through 10.54.4073, and 10.54.4087 through 10.54.4098 pertaining to math content standards and performance descriptors. The Board is sending you these documents to satisfy its requirement under MCA 20-7-101(2) which states, "Prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the education and local government interim committee for review."

If you have any questions in this regard, please do not hesitate to contact our office.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve H. Meloy", with a long horizontal line extending to the right.

Steve H. Meloy  
Executive Secretary

Cc: Jim Standaert, Legislative Senior Fiscal Analyst  
Jeremy Gersovitz, Legal Counsel, LSD  
Kris Wilkinson, Legislative Fiscal Analyst



# Board of Public Education

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### EXECUTIVE SECRETARY:

Steve Meloy

July 27, 2009

Margaret Aukshun  
671 Javelin Court  
Billings, MT 59102

Dear Ms. Aukshun,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as a Montana state-level finalist by the selection committee for this year's Presidential Awards for Excellence in Mathematics and Science Teaching Program. Your continued commitment to your school and the Billings community is very much appreciated.

Thank you for your dedication to education and to the students of your school.

Sincerely,

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

Patty Myers  
Chairwoman



## Board of Public Education

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Commissioner of  
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Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

#### EXECUTIVE SECRETARY:

Steve Meloy

July 27, 2009

Catherine Frazer  
63 Spring Creek Road  
Absarokee, MT 59001

Dear Ms. Frazer,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as a Montana state-level finalist by the selection committee for this year's Presidential Awards for Excellence in Mathematics and Science Teaching Program. Your continued commitment to your school and the Absarokee community is very much appreciated.

Thank you for your dedication to education and to the students of your school.

Sincerely,

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

Patty Myers  
Chairwoman



## Board of Public Education

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Higher Education

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Superintendent of  
Public Instruction

Brian Schweitzer, Governor

#### EXECUTIVE SECRETARY:

Steve Meloy

July 27, 2009

David McDonald  
PO Box 265  
Sidney, MT 59270

Dear Mr. McDonald,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as a Montana state-level finalist by the selection committee for this year's Presidential Awards for Excellence in Mathematics and Science Teaching Program. Your continued commitment to your school and the Sidney community is very much appreciated.

Thank you for your dedication to education and to the students of your school.

Sincerely,

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

Patty Myers  
Chairwoman



# Board of Public Education

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Great Falls

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Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

July 27, 2009

Robyn Nuttall  
211 Mary  
Missoula, MT 59801

Dear Robyn,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as a Montana state-level finalist by the selection committee for this year's Presidential Awards for Excellence in Mathematics and Science Teaching Program. Your continued commitment to your school and the Missoula community is very much appreciated.

Thank you for your dedication to education and to the students of your school.

Sincerely,

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

Patty Myers  
Chairwoman



# Board of Public Education

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Commissioner of  
Higher Education

Denise Juneau,  
Superintendent of  
Public Instruction

Brian Schweitzer, Governor

### EXECUTIVE SECRETARY:

Steve Meloy

July 27, 2009

Darlene Ruble  
1325 Indian Creek Road  
Eureka, MT 59917

Dear Ms. Ruble,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as a Montana state-level finalist by the selection committee for this year's Presidential Awards for Excellence in Mathematics and Science Teaching Program. Your continued commitment to your school and the Eureka community is very much appreciated.

Thank you for your dedication to education and to the students of your school.

Sincerely,

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

Patty Myers  
Chairwoman



## Board of Public Education

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Superintendent of  
Public Instruction

Brian Schweitzer, Governor

#### EXECUTIVE SECRETARY:

Steve Meloy

July 27, 2009

LeAnne Yenny  
3880 Equestrian Lane  
Bozeman, MT 59718

Dear Ms. Yenny,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as a Montana state-level finalist by the selection committee for this year's Presidential Awards for Excellence in Mathematics and Science Teaching Program. Your continued commitment to your school and the Bozeman community is very much appreciated.

Thank you for your dedication to education and to the students of your school.

Sincerely,

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

Patty Myers  
Chairwoman



# Board of Public Education

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### EXECUTIVE SECRETARY:

Steve Meloy

July 23, 2009

Terry L. Falcon, Superintendent  
Brockton Public Schools  
P.O. Box 198  
Brockton, MT 59213

Dear Mr. Falcon:

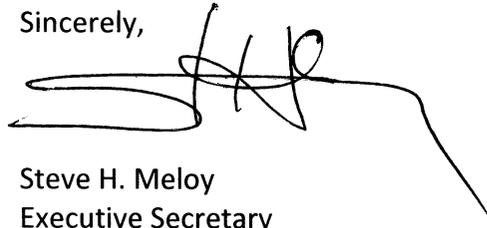
The Montana Board of Public Education took the following action based on the recommendation from State Superintendent Denise Juneau to approve the plan that was submitted to Mr. Dale Kimmet of the Office of Public Instruction on July 1, 2009 via an e-mail from you:

**MOTION: Mr. Storrs Bishop moved that the Board of Public Education accept the recommendation of the State Superintendent to approve the Brockton Public Schools' corrective plan to address the continued use of a non-licensed teacher. The Office of Public Instruction will monitor the implementation of the plan and provide an update report at the Board of Public Education's September 2009 meeting. While this Board is confident that this plan can, and will succeed, the Brockton Board of Trustees needs to be noticed that should the plan not be followed, or if it is found that the district is using any other non-licensed teacher during the coming year, the Board of Public Education will resume the course of action initiated at its May 2009 meeting to move the schools of Brockton to non-accreditation status effective July 1, 2010. Mr. John Edwards seconded. Motion passed unanimously.**

The Board of Public Education recommends that you take this opportunity, along with the Brockton Board of Trustees, to communicate with Brockton's community the significance of this accreditation issue and what steps have been taken to address Brockton's accreditation status.

If you have any questions in this regard, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to be 'S. Meloy', with a long horizontal stroke extending to the right.

Steve H. Meloy  
Executive Secretary

Cc: Dale Kimmet, Accreditation Specialist, OPI  
Brockton Board of Trustees

## Will, Carol

---

**From:** Meloy, Steve  
**Sent:** Friday, July 17, 2009 2:47 PM  
**To:** Bruce Messinger; Bryan Duvall; Carrie Merkel; Daniel Grabowska; Eve Dixon; Frank Frickanisce; Gary Kidd; Ihly, Lynn G.; Jim Howard; Kathleen Galvin-Halcro; Katie Kotynski; Larry Nielsen; Nancy Coleman; Robert DoBell; Thomas Moore; Walt Acra  
**Cc:** Juneau, Denise; Parman, Dennis; Runkel, Bob; pmyersbpe@bresnan.net; amclean89@hotmail.com; Will, Carol  
**Subject:** Montana Virtual Academy Update

Dear Applicants,

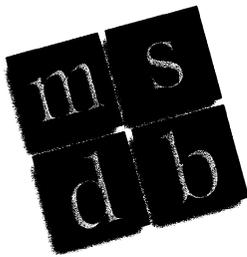
On July 16, 2009 at a regularly scheduled meeting the Board of Public Education chose to defer its decision on appointments to the Montana Virtual Academy for 30 days. Though the Board considered the current pool to be excellent, it felt a need to develop a larger applicant pool from which to choose. The Board has directed me to expand the deadline for applications to the Montana Virtual Academy Governing Board 30 days out from July 20, 2009. The purpose of this e-mail is to notify you that we will:

1. Notify the educational community of an expanded deadline to 5:00 p.m. on August 18, 2009
2. Certainly keep your application in the pool process for consideration unless otherwise directed by you
3. Notify every applicant of the time and place of a future Board conference call to make a decision
4. Notify all applicants of the Board's decision following its conference call

The Board wishes to thank you for your interest and application. If you have any questions in this regard, please contact me.

Sincerely,  
Steve

*Steve H. Meloy  
Executive Secretary  
Board of Public Education  
P.O. Box 200601  
Helena, MT 59620-0601  
(406)444-6576  
[smeloy@mt.gov](mailto:smeloy@mt.gov)*



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3911 Central Avenue  
Great Falls, Montana 59405  
406.771.6000 V/TTY  
406.771.6164 FAX  
[www.msdb.mt.gov](http://www.msdb.mt.gov)

RECEIVED  
JUL 15 2009  
BOARD OF PUBLIC EDUCATION

July 9, 2009

Steve Meloy, Executive Secretary  
Board of Public Education  
PO Box 200601  
Helena, MT 59620-0601

Re: Audit of Internal Controls

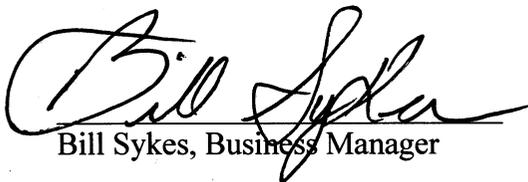
Dear Mr. Meloy:

The Legislative Auditor recommended in the board's audit for the two fiscal years ended June 30, 2008 that an outside agency come in and review the board's internal control procedures. I met with Carol Will, BPE Administrative Assistant, on June 2, 2009 to examine the board's payroll and accounting processes.

Mrs. Will provided me with the board's internal control processes and authorized signatures in advance of the meeting. I reviewed during my meeting with Mrs. Will payroll documents, invoices, travel vouchers, and procurement card bank statements; verified who is authorized to enter and approve payroll; reviewed SABHRS authorizations for entering and approving warrants in the AP module; reviewed travel reimbursement procedures; use of Procurement Cards and monthly reconciliations; and reviewed purchasing procedures and inventory control. I have determined from my review the Board of Public Education is following its documented internal control procedures.

I would like to thank Carol for taking the time to meet with me. She has exceptional organizational skills and does an outstanding job for the board.

Sincerely,



Bill Sykes, Business Manager

CC: Carol Will, BPE Administrative Assistant  
Tori Hunthausen, Legislative Auditor

## Meloy, Steve

---

**To:** Kevin Johnson  
**Subject:** RE: Updating Montana Profile in the Keeping Pace with K12 Online Learning report

Kevin,

This looks pretty good. However in your second paragraph, it appears as if you are representing that a teacher of online education must “be licensed or endorsed by an entity approved by the Northwest Association of Accredited Schools”. First the licensing and endorsement entity is the Montana Office of Public Instruction. Secondly, teachers delivering online courses must receive their preparation from an entity approved by a regional association of accredited schools in the area of instruction taught and not limited to approval by the Northwest Association of Accredited Schools. Therefore, perhaps your language should read, “the Board of Public Education approved a new distance learning rule to amend the state administrative rules to require that the teacher delivering the online course or a local facilitator for students in online courses be licensed and endorsed by a state whose teacher preparation programs are regionally accredited and whose licensure requirements are equal to or greater than those of Montana.”

Hope this helps. Thanks for the opportunity to review this summary.

Steve

---

**From:** Kevin Johnson [mailto:kevinlj@me.com]  
**Sent:** Tuesday, July 14, 2009 9:19 AM  
**To:** Meloy, Steve  
**Subject:** Updating Montana Profile in the Keeping Pace with K12 Online Learning report

Hello Steve,

Evergreen Consulting Associates publishes an annual report on K-12 online learning called *Keeping Pace with K-12 Online Learning*. This will be the sixth report and we are updating our description of online learning in Montana. Bruce Messinger has reviewed the attached updated 1.5 page profile on Montana and felt it was accurate. He thought it would be good for you to also look at it to make sure you felt it was accurate as well. Would you mind reviewing it and advising on any changes you think we should make?

Thank you. This report is read by a myriad of parties interested in the current status of online learning in K12 and is sponsored by many statewide online learning providers. We'd be happy to send you a copy of the 2009 report when it's published.

Best Regards,

Kevin

# July 2009

| Sunday | Monday                                                         | Tuesday                                                    | Wednesday                                                                                                         | Thursday                                                     | Friday | Saturday                                                                                 |
|--------|----------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------|------------------------------------------------------------------------------------------|
| Notes: |                                                                |                                                            | 1                                                                                                                 | 2<br>Class 8 Process Meeting - <b>Pete</b>                   | 3      | 4<br> |
| 5      | 6<br>Healthy School                                            | 7<br>MSDB Committee Meeting - <b>Cal, Patty, Steve</b>     | 8<br>Mini-Ed Forum<br><b>Pete, Steve</b>                                                                          | 9<br>Board of Regents' Meeting - Little Big Horn College     | 10     | 11                                                                                       |
| 12     | 13<br>Class 8 Process Meeting - <b>Pete</b>                    | 14                                                         | Executive Committee - Review Virtual Academy Applications - <b>Patty, Angela, Steve</b><br>BPE Strategic Planning | 16<br>Board of Public Education Meeting - Helena             | 17     | 18                                                                                       |
| 19     | 20                                                             | 21<br>Dennis Parman visited BPE Office - <b>Pete/Steve</b> | 22<br>Class 8 Review Panel - <b>Pete</b>                                                                          | 23<br>CSPAC Meeting - Helena - <b>Pete/Steve</b>             | 24     | 25                                                                                       |
| 26     | Meeting with Joyce Silverthorne concerning P-20 - <b>Steve</b> | 28<br>Meeting with Common Core Review Team - <b>Steve</b>  | 29                                                                                                                | 30<br>Meeting with OPI & OCHE concerning P-20 - <b>Steve</b> | 31     | Notes:                                                                                   |

# August 2009

| Sunday | Monday                                                          | Tuesday                                                            | Wednesday                                                              | Thursday                                                                            | Friday                                                      | Saturday |
|--------|-----------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------|----------|
| Notes: |                                                                 |                                                                    |                                                                        |                                                                                     |                                                             | 1        |
| 2      | 3                                                               | 4                                                                  | 5<br>Conference Call with TEAC - <b>Pete</b>                           | 6<br>Race to the Top                                                                | Meeting with OCHE on School Counselors<br><b>Pete/Steve</b> | 8        |
| 9      | 10                                                              | 11                                                                 | 12                                                                     | 13                                                                                  | 14                                                          | 15       |
| 16     | 17<br>Welcomed Teachers/Staff @MSDB in Great Falls <b>Patty</b> | 18                                                                 | Math/Science Teacher Initiative Steering Committee - <b>Pete/Patty</b> | Learning First Alliance - <b>Steve</b><br>K-College Workgroup - <b>Steve/Bernie</b> | 21                                                          | 22       |
| 23     | 24<br>BPE Conference Call Meeting                               | 25<br>Federal Registration Guidelines Meeting<br><b>Pete/Steve</b> | 26<br>Planning for NASDTEC Conference - Indianapolis, IN - <b>Pete</b> |                                                                                     | 28                                                          | 29       |
| 30     | 31                                                              | Notes:                                                             |                                                                        |                                                                                     |                                                             |          |

# September 2009

| Sunday | Monday                                                                            | Tuesday                                                                                           | Wednesday                                                    | Thursday                                                                                                                       | Friday                                                             | Saturday |
|--------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------|
| Notes: | Chapter 57 Review Meeting - <b>Pete</b><br>September 1st                          | MSDB Committee Meeting<br>Conference Call<br><br>Review Comments on Math Standards - <b>Steve</b> | 2<br><br>Montana Virtual Academy Meeting - <b>Steve/Pete</b> | Interpreter's Rule Implementation Conference Call - <b>Pete</b><br><br>Sign Language Interpreter's Hearing - <b>Pete/Steve</b> | 4<br><br>Meeting with Ann Gilkey concerning Denial Hearing Process | 5        |
| 6      |  | 8                                                                                                 | 9                                                            | 10<br><br>Board of Public Education - Browning                                                                                 | 11                                                                 | 12       |
| 13     | 14                                                                                | 15                                                                                                | 16                                                           | 17<br><br>Multi-Agency Coordinating Group - <b>Steve</b>                                                                       | 18                                                                 | 19       |
| 20     | 21                                                                                | 22                                                                                                | 23                                                           | 24<br><br>Board of Regents Meeting - MSU-Billings                                                                              | 25                                                                 | 26       |
| 27     | 28                                                                                | 29                                                                                                | 30                                                           | Notes:                                                                                                                         |                                                                    |          |

## **Executive Secretary's Report**

Thursday, September 10, 2009

By: Steve Meloy/ Executive Secretary

A final piece of the Board's responsibility with HB 459, sponsored by Representative Grinde, was addressed by special conference call on August 24<sup>th</sup> when the Board appointed three members to the governing board of the Virtual Academy. We have worked with our OPI partners on process and developed a way to receive 22 excellent applications to the governing board of the Montana Virtual Academy in a very transparent manner. The work surrounding the development of a uniform common core standard in both math and language arts is progressing from the extent that we have (OPI and others) reviewing the draft and posting comments with a national review committee. This work has been handed down to states by ACHIEVE, College Board, and ACT. The idea is for Montana and 46 other states to adopt common standards which are designed to increase rigor and create international benchmarks. The AARA federal stimulus money to states is aligned with common core in that applicants are required to adopt at least 85% of the common core. We continue to work on implementation of the new Class 8 license and a CSPAC review committee met to review applications and approve thirty- nine applicants at a meeting held on the 22<sup>nd</sup> of July. Only 4 applications were returned because of inadequate information provided. We continue our strategic planning work formulated in July and continue to work on measurements for the coming year. We have implemented minor changes to our board meeting protocol and the way motions are documented in the minutes. The Learning First Alliance continues to explore the idea of a common group leadership in the area of early childhood educational development, which will consider learning from birth through age three. The alliance will consider adopting bylaws at its meeting in September. We continue to be engaged in work to address the teacher shortage at MSDB. CSPAC will be involved with this issue, and is considering an area of specialized competency for teaching of sensory impaired children. The Board continues to work in concert with OPI and partners to continue the implementation of the work of the Distance Learning Task Force Phase II amendments to Chapter 55, and specifically Chapter 57, which resulted in the adoption of new category of K-12 licensure. Amendments, mostly minor, will be acted upon by the Board at our September 2009 meeting and will facilitate the licensing of at least 13 more applicants.

Work continues with legislative oversight committees and the Executive Committee of the Board will schedule meetings with the Superintendent of the OPI to draft some strategic planning goals to be shared with the Interim Committee. Our planning work was evaluated by the Legislative Appropriations Sub-Committee on Education in the first part of the 2009 Session. I reported out to the sub-committee and advised them of the difficulties that we face to unilaterally guarantee 100% compliance with our standards each year. The interest of the committee is for the Board to demonstrate the status of those schools in deficiency accreditation status in a given school year, and whether or not the deficiency has been corrected or abated. I wrote an earlier correspondence to Senator Wanzenreid, and copied the whole committee on a position in this regard. The Education and Local Government Committee remains engaged in a process with our

partners at OCHE about college preparedness and how to reduce remediation rates on campus. They envision that a paper be prepared to articulate shared goals in this regard. The paper is to be prepared during this interim. This work spills over into the “leaky pipeline” and post-secondary readiness work of the Kindergarten to College Workgroup. Work continues in the coordination with the OPI on an assessment working group to continue identifying appropriate and meaningful assessments for all of our students. A new wrinkle with which to contend are proposed assessments which will be coordinated with common core standards if that becomes a reality for the state. An Assessment Task Force was appointed and has been meeting. The OPI curriculum specialists will be involved with assessment, which should be helpful even though recruiting for these positions continues to be difficult. The CSPAC crew continues their work with the licensure folk at the OPI to continue the important review and modification process tied with Chapter 57, which was a revised chapter adopted by the Board at our March meeting and to which further amendments are forth coming. We continue to work with our attorney and outside legal counsel in processing revocations and appeals of license denials brought before the Board. The case which has been appealed to the First Judicial District for judicial review has yet to be litigated and is still pending. We continue to advise the OBPP of our potential budgetary shortfalls for the coming two years.

We intend to convene a second statewide meeting regarding information surrounding “threshold” behaviors of educators who may constitute a breach of safety for public school students. The next meeting is to be after the major work surrounding Chapter 57 has been completed and hopefully in early fall of 2009. The Board is currently faced with a 2% cut to its budget for the coming biennium which will amount to about \$10,000. We worked very hard to be exempted out as we are a small agency, but we were not successful.

Board work continues to include but is not limited to: Common Core Standards; Race to the Top; federal grant money to develop a longitudinal data system; Learning First Alliance; Montana Association of School Nurses; implementation of the new rule for post-secondary faculty and the development of an intake document for licensure; strategic planning meeting; school safety issues; wrap-up of the Distance Learning Phase II Task Force; work with the Interim Committee on Legislative Finance; design performance measures to the satisfaction of the LFD; implementation of the BPE’s five year planning process; future of assessments in the absence of the NRT, as well as future assessments to inform instruction; future assessments associated with common core requirements; total review and final implementation of Chapter 57 prior to the 2009 license cycle; Kindergarten to College Workgroup; dual enrollment/credit work; counsellorship initiative; assessment alignment work; MSDB coordination and oversight; MSDB strategic planning; 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; work of the Montana E-Learning Consortium and its future; meetings of the Ed Forums; Special Purpose Schools Task Force; Chapter 55 review process with a focused look at alternative standards; PEPPS Review Advisory Panel; involvement with planning for NASBE’s annual meeting; monitoring of the writing assessment consortia project;

writing implementation committee work; monitor the Indian Education for All efforts; 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 presentation to the 2009 session; project development to implement the teacher loan repayment plan found in SB 2; 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 follow-up on student leadership; 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 legislature on fiscal responsibility processes for SB 152
- Planning for the fall educator conference
- Coordination of efforts on the Montana Virtual Academy planning
- Met with Dennis Parman regarding BPE work and protocol
- Attended August Kindergarten to College Workgroup meeting
- Attended July School Law Education for School Administrators meeting
- Attended meeting(s) of the Learning First Alliance
- Met with the OCHE on Class 8 implementation concerns/issues
- Met with Dan Villa of the Governor’s Office
- Attended organizational meetings of the Montana Virtual Academy
- Attended July 16, 2009 BPE Executive Committee meeting
- Attended July CSPAC meeting
- Attended the OPI review of Common Core Standards
- Met with Joyce Silverthorne and Sylvia Moore on P-20 initiative
- Met with the OCHE on School Counselor Initiative
- Attended special meeting of BPE regarding Virtual Academy applicants
- Met with Ann Gilkey on pending litigation before the BPE
- Attended mini education forum meeting

The work before the Board continues with a high level of importance, including; the common core concept; Race to the Top; longitudinal data systems; implementing dual enrollment/credit with emphasis on the class eight licensing phase; and the Learning First Alliance. There is a great deal of interest from the legislature to expand our state’s distance learning offerings and the work of the Virtual Academy will certainly lend to this effort. Other areas include assessment, strategic planning, and relation building with the OPI, the Board of Regents, the Governor’s office, the legislature, the OCHE, and the Kindergarten to College Workgroup.

## **Highlights of the July 23, 2009 CSPAC Meeting**

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on July 23, 2009 at the MEA-MFT Conference Room in Helena, MT. 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; Ms. Judie Woodhouse, Teacher, Polson; Ms. Patty Muir, K-12 Specialist, Laurel; Ms. Tonia Bloom, Trustee, Corvallis; Ms. Sharon Applegate, Teacher, Kalispell; and Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings; Mr. Jon Runnalls, Teacher, Helena.

Meeting attendees included: Ms. Elizabeth Keller, OPI; Mr. Mike Miller, U of M Western; Mr. Marco Ferro, MEA-MFT; Dr. Linda Vrooman Peterson, OPI; Ms. Nancy Coopersmith, OPI; Mr. Dennis Parman, OPI; Ms. Deena Miller, Write/Right 2 Read Program; Mr. Dan Villa, Governor's Office.

### **Executive Committee**

The meeting began with the election of officers. Dr. Reisig was reappointed as Chairman. Ms. Judie Woodhouse was appointed as Vice Chairwoman. Committee appointments followed. Ms. Patty Myers was moved to the Montana Commission on Teaching Committee. Mr. Jon Runnalls took the open spot on the Licensure and Endorsement Committee. All other Council members remained on the committee they previously served. The annual calendar was then set followed by the goals for the 2009-2010 year. The Council requested someone from OPI to speak to them about the P-20 efforts. On the 22<sup>nd</sup> of July the Council reviewed a new batch of applications for the Class 8 Educator License. Ms. Keller came to speak about the proposed language to modify the Class 8 to allow for educators whose area study does not tie into any existing academic areas in the K-12 environment the opportunity to be licensed. The Council voted to approve the intent to adjust the Class 8 Dual Credit Only Post Secondary Faculty License. The Sign Language Interpreter Standards were adopted for notice of public hearing at the Board of Public Education meeting on July 17, 2009. A hearing date of September 3, 2009 has been set.

### **Executive Secretary's Report**

Mr. Meloy gave an overview of the work BPE had accomplished since the joint BPE/CSPAC meeting in March. Some of the topics he covered included: the development of the Montana Virtual Academy, including the selection process of the Governing Board; and the proposed National Standards Common Core State Standards Initiative.

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

Mr. Donovan covered the meetings he has attended since the last CSPAC meeting. He spoke about the NASDTEC Professional Practices Institute, and Ms. Keller's appointment as chair of the Interstate Agreement Committee. The Council also discussed the shortage of instructors of Braille and sign language interpreters in the state and the possibility of looking into how we can lessen the shortage.

### **Introduction of Dan Villa, Governor's Education Policy Advisor**

Mr. Villa came to speak to the Council as the newly appointed Education Policy Advisor to Governor Schweitzer. Mr. Villa spoke to the Council about various issues including the Montana University System's request for a tuition increase, the debate around the necessity of NCATE as an accrediting body to the state teacher preparation programs, and "Turn Around Schools".

### **Montana Commission on Teaching Committee**

Ms. Woodhouse spoke about Ms. Nikki Sandve from OPI, and her work on the mentoring survey. The surveys will be distributed at the beginning of the school year in August. Mr. Reisig inquired about the Board's stance on the proposed sign language interpreter standards. The Board supports them but there is some concern about how available the resources to become certified will be to people across the state.

### **Professional Preparation and Continuing Education Committee Report**

Ms. Deena Miller from the Write/Right 2 Read Program came to speak about the program and her desire to develop a professional certification/endorsement through the series of classes. The program currently consists of workshops that aim to make more sense of the English language. The Council, as well as members of the audience, offered Ms. Miller many suggestions as to how and who she should talk to for looking into developing this program at the collegiate level.

### **Licensure and Endorsement Committee Report**

Ms. Elizabeth Keller came to give an update on the Chapter 57 revisions. Ms. Woodhouse asked about the Montana Virtual Academy. Mr. Ferro stepped forward to talk about the recent developments, the financial setbacks, and the history of the Academy and MSEL. C.

### **OPI Update**

Ms. Nancy Coopersmith from OPI came before the Council to explain the Common Core State Standards Initiative. The standards are being proposed for math and language arts, at this point 46 states have agreed to participate in the development. Discussion ensued over the development process and the concerns people have for the Initiative.

### **Plan for Future Conferences**

The NASDTEC Professional Practices Institute will be taking place October 14-16, 2009 in Albuquerque, NM. The Western States Certification Conference is January 6-8, 2010 in San Diego, CA. Dr. Reisig plans on attending this conference.

### **Future Agenda Items**

The Council will review its by-laws and meet with the Montana Council of Deans of Education at its October 8-9, 2009 meeting.

### **Public Comment**

There was no public comment.

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.

*Meetings Attended by Peter Donovan*  
*07/17/09 to 09/09/09*

1. Conference Call – Preparation for Class 8 Review Panel 07/20/09
2. Dennis Parman and Steve Meloy (Orientation re: BPE, CSPAC) 07/21/09
3. Class 8 Application Review Panel 07/22/09
4. CSPAC 07/23/09
5. Joyce Silverthorne and Steve Meloy (P-20; Distance Learning) 07/27/09
6. Conference Call – Linda Peterson (Accreditation Agreements) 08/05/09
7. Rene Dubay and Steve Meloy (School Counselor Standards) 08/07/09
8. Follow up to Class 8 Review Panel (Draft ARM for Class 8) 08/18/09
9. BPE Conference Call 08/24/09
10. Elizabeth Keller (Preparation for BPE Meeting) 09/01/09
11. Montana Virtual Academy Governing Board 09/02/09
12. BPE Hearing on ARM for Sign Language Interpreters 09/03/09
13. Conference Call – Steve Gettel, Tim Harris and Marilyn Pearson 09/03/09  
(Strategies for Access to Training for Sign Language Interpreters)

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2009**

**PRESENTATION:** Special Education Division Spotlight September 2009

**PRESENTER:** Tim Harris  
Director, Special Education Division  
Office of Public Instruction

**OVERVIEW:** The report will focus on the role of the Division and services it provides to local schools and parents

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None



## Special Education Division

### Professional Development Unit

*Mentoring:* training and support to educators who mentor new teachers, including:

- Greater understanding of teacher mentoring concepts;
- Ability to extend and consolidate the tools and techniques of skillful mentoring;
- Expanding the learner's repertoire of strategies for navigating between coaching, consulting and collaborating with protégés – an essential part of a good mentoring relationship; and
- Developing strategies that support the implementation of the Mentoring Matters curriculum.

*Response to Intervention:* provide training to schools committed to implementing RTI in their schools. Consultants meet with their schools as frequently as needed to ensure schools are following appropriate implementation strategies to give students opportunities to improve skills in reading and to a degree, math.

*Differentiated Instruction:* training and support to teachers to assist them in improving skills in meeting the diverse needs of students in their classrooms, emphasizing the inclusion of students with disabilities into the general curriculum in the regular classroom.

*Higher Education Consortium:* meets twice yearly to discuss issues pertaining to teacher preparation in the education colleges across Montana. National trends are presented, local concerns are discussed—potential changes to instructional approaches may be a result of the consortium's two-day meetings. The emphasis is not on special education but on teacher preparation in general.

*We Teach All:* training and information about including students with disabilities and other challenging students in regular classroom environments.

*Universal Design for Learning:* a means for providing equity in access to education for all students by encouraging educators to rethink teaching practices to create curricula and courses inclusive of all learners, including technology and classroom environments.

*Regional Comprehensive System of Personnel Development:* providing professional development to teachers, related service providers, persecutors, administrators, parents, and other agency personnel on a regional basis designed to meet the unique needs of each region.

*Montana Behavioral Initiative:* training and support to schools across Montana in using positive behavioral interventions and supports that are adopted schoolwide to address inappropriate behaviors at school, on school grounds and at school-sponsored events. This requires schools, professional staff and students alike to internalize a philosophy that treats students and staff with dignity and respect.

*Early Childhood Partnership for Professional Development:* collaboration to enhance professional competencies of individuals who provide quality care and education for all young children and their families.

*Center for Early Literacy and Learning:* focus on support for preschool activities to create opportunities for young learners to improve school readiness skills.

*Para Consortium:* providing training opportunities for paraeducators.

*Deaf/Blind Grant:* services to Montana's deaf/blind students via contract with the University of Montana.

*Autism:* Developing a statewide response to improve the capacity of Montana's schools to meet the needs of children who are on the autism spectrum.

*Transition:* training and technical assistance to schools needing to address transition services to students by their 16<sup>th</sup> birthday. The support will enable students to move smoothly into post-secondary environments (continued education, employment and daily living).

*Standards-Based IEPs:* training to improve Individualized Education Program teams' skills in development of IEPs that are tied to state academic standards.

## School Improvement/Monitoring Unit

*IDEA Implementation:* development of administrative rules to assist with implementing regulations and statutes associated with special education; policy development; development and disbursing special education forms and technical assistance guides for schools and parents.

*Training:* provide technical assistance to schools regarding monitoring outcomes in concert with the Professional Development Unit; train schools on the monitoring process; consult with schools and parents on issues relating to the provision of a free appropriate public education (FAPE); train schools on the use of the special education tool in Achievement in Montana (AIM).

*Compliance Monitoring:* on-site review of schools' policies and practices in implementing the IDEA through student record reviews; school policies and practices and interviews with staff determine the status of the school regarding compliance with state and federal laws and regulations.

*Improvement:* assist schools to meet the requirements for change due to corrections needed to address monitoring concerns through training and follow up to ensure schools are meeting the requirements of the IDEA.

## Part B/Data and Accountability Unit

*IDEA Funding:* oversee the distribution of over \$35 million to public schools and the Department of Corrections for services to IDEA-eligible students; manage school budgets through the E-grant system; determine schools' maintenance of fiscal effort

*Data Collection/Data Analysis/Data Reporting:* collect a number of data points required by the IDEA, analyze the data quality and submit timely reports to the Department of Education; prepare an annual Special Education Report for the Board of Public Education; develop the State Performance Plan on a five-year schedule and submit an Annual Performance Report to the Office of Special Education Programs; review school data to establish Levels of Determination regarding performance on several performance and compliance indicators.

**Division of Special Education**

Director (Harris)  
PN #: 351-00060

**IDEA School Improvement**  
Unit Manager:  
PN#: 351-03402 (Trerise)  
  
Specialists  
PN#: 351-00646  
(Kimmet)  
PN#: 351-00626  
(Doty)  
PN#: 351-00561 (Vacant)  
PN#: 351-00635 (Roman)  
  
PN#: 351-00622  
(1 FTE: Part-Time  
Seasonal)

**IDEA Professional Development**  
Unit Manager:  
PN#: 351-00185 (Bailey-Anderson)  
  
Specialists  
PN#: 351-03401  
(Ferriter-Smith)  
PN#: 351-00624 (Sandve)  
PN#: 351-00037 (Casey)  
  
PN#: 351-3403  
(1 FTE Part-Time Seasonal)

**IDEA Part B Program**  
Unit Manager (Podobnik)  
PN#: 351-0058

**IDEA Data and Accountability**  
  
Specialists  
PN#. 351-00194 (Rainey)  
PN#: 351-00036 (Scott)  
PN#: 351-3404 (Crogan)

**Administrative Support**  
  
Supervisor (Wallis)  
PN# 351-00168  
  
Program Specialists:  
PN#: 351-00629 (Jeschke)  
PN#: 351-00184 (Synness)

OFFICE OF THE GOVERNOR  
STATE OF MONTANA

BRIAN SCHWEITZER  
GOVERNOR



JOHN BOHLINGER  
LT. GOVERNOR

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

August 20, 2009  
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 May 14, 2009 Meeting Minutes
- 1:15 pm Opening Remarks  
*Chairperson Erin Williams*
- 1:30 pm Leveraging Longitudinal Data Systems for [Student Success](#)  
*Dan Villa, Governor's Education Policy Advisor*
- 2:00 pm Green Jobs Grants Update  
*Adam de Yong, Department of Labor and Industry*
- 2:15 pm Break
- 2:30 pm School Reform and Student Performance in Montana  
*What is Montana Reform?*
- *Brainstorming Session*
- 4:00 pm Adjourn

Public comment welcome on all items

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2009**

**PRESENTATION:** Educator Licensure/Legal

**PRESENTER:** Ann Gilkey  
Chief Legal Counsel  
Office of Public Instruction

**OVERVIEW:** Notification to the Board of Public Education of surrenders of educator license.

**REQUESTED DECISION(S):** Information Only

**OUTLYING ISSUE(S):** none

**RECOMMENDATION(S):** none

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2009**

**PRESENTATION:** Chapter 57, Educator Licensure Rule Revision

**PRESENTER:** Peter Donovan  
Administrative Officer, CSPAC  
On behalf of the Office of Public Instruction

**OVERVIEW:** During the Board of Public Education meeting on March 13, 2009, the Board adopted changes to Chapter 57 of Administrative Rule, Educator Licensure, as recommended by the Chapter 57 Review Team. The Review Team convenes every 5 years as required by ARM 10.57.101 (1) to conduct a comprehensive review of the entire Chapter. In implementing those recommended changes, the OPI Educator Licensure Division discovered omissions and clerical errors in administering the new rule. This agenda item is presented to correct those omissions and errors. No significant changes are requested to most of the chapter. However, with the implementation of the Class 8 Dual Credit-only Postsecondary Faculty License, two difficulties arose with regard to (1) endorsement of faculty who are highly specialized in their field of study and (2) those faculty members teaching in Career and Technical fields, e.g. Health Occupations. Changes to the Class 8 language will allow licensing of these areas and create additional Dual Credit opportunities for Montana's students.

**REQUESTED DECISION(S):** None

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

|                               |   |                          |
|-------------------------------|---|--------------------------|
| In the matter of the proposed | ) | NOTICE OF PUBLIC HEARING |
| Amendment                     | ) | ON PROPOSED              |
| of rules relating to          | ) | AMENDMENT                |
| educator licensure            | ) |                          |

TO: All Concerned Persons

1. On \_\_\_\_\_, 2009, at \_\_\_\_\_ a public hearing will be held in room [number] of the [building] at Helena, Montana, to consider the amendment of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this public hearing or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on \_\_\_\_\_, 2009, to advise us of the nature of the accommodation that you need. Please contact Steve Meloy, P.O. Box 200601, Helena, MT 59620-0601, telephone: (406) 444-6576, FAX: (406) 444-0847, e-mail: smeloy@mt.gov.

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

10.57.102 DEFINITIONS The following definitions apply to this chapter.

(1) "Acceptable evidence" means current official transcripts, portfolio, and such other data as may be deemed necessary by the Board of Public Education or the Superintendent of Public Instruction.

(2) "Accredited" refers to program approval (accreditation) by the National Council for the Accreditation of Teacher Education (NCATE) or accreditation by a state board of education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana.

(3) "Accredited professional educator preparation program" means:

(a) an educator preparation program accredited by NCATE; or

(b) an educator preparation program approved (accredited) by a state board of education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana.

(4) "Accredited specialist program" means:

(a) a program for the preparation of specialists accredited by a national professional accrediting body; or

(b) a program for the preparation of specialists approved by a state board of public education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana.

(5) "Appropriate endorsements" are those subject fields such as English, mathematics, science, social studies, etc. identified by the Board of Public Education.

(6) "Appropriate grade level(s)" means elementary, secondary or other levels as defined by the Board of Public Education.

(7) "Appropriate official" means the Superintendent of Public Instruction, the dean of the school of education or another official designated by them.

(8) "Certification" means licensure of an educator/specialist, as issued by the state of Montana, based on completion of a teacher, administrator or specialist program of an accredited college/university. Certification includes grade level(s), endorsement(s) and classification.

(9) "College credit" means credit received for completion of a course from a regionally accredited college. College credits are counted as one quarter credit being equal to 10 clock hours, or one semester credit being equal to 15 clock hours. One semester credit is equivalent to one and one-half quarter credits and one quarter credit is equivalent to two-thirds semester credit.

(10) "Dual credit-only postsecondary faculty" means:

(a) Qualified faculty employed by a regionally accredited postsecondary institution who:

(i) meet all qualifications for faculty set forth by the Montana Board of Regents or the regional accreditation organization, and the employing institution; and

(ii) have entered into a contractual employment relationship with the employing institution to assume formal teaching responsibilities for the course offered for dual credit.

(b) The regionally accredited postsecondary institution shall have hired the applicant through a process that includes all of the following:

(i) reference checks;

(ii) verification of the educational attainment level and experience appropriate and required for the discipline and the institution; and

(iii) compliance with the prevailing institution, system, and state policies, regulations, and laws.

(c) In addition to any postsecondary teaching assignments, an individual licensed as a dual credit-only postsecondary faculty pursuant to [ARM 10.57.437](#) and [10.57.438](#) is limited to teaching dual credit courses in their endorsed area to Montana high school students.

(11) "Elementary endorsement" means the holder is authorized to teach in grades kindergarten through eight.

(12) "Endorsement" means an official indication on a license of the subject area(s) and/or specialized program area(s) for which the holder of the license is authorized to practice in Montana accredited schools.

(13) "Lapsed license" means that a license is considered lapsed if:

(a) the holder has not earned the required number of renewal units during the term of the license (units earned through August 31 immediately following the expiration date of a license also shall be considered for renewal); or

(b) the holder has earned the required number of renewal units during the term of the license but has not renewed the license by June 30 following the year of expiration.

(14) "License" or "licensure" means a certificate issued or applied for under 20-4-101, et seq., MCA.

(15) "Minimal educator licensure requirements" means:

(a) a bachelor's degree from a regionally accredited institution of higher education;

(b) six semester credits in any coursework under a department of education from an accredited education preparation program either in Montana or elsewhere; and

(c) verification of student teaching or one year of teaching experience in an elementary and/or secondary school or school district either in Montana or elsewhere or eligibility for a Class 5 alternative license to complete this requirement.

(16) "Regional accrediting agency" means one of the following accrediting associations:

(a) Middle States Association of Schools and Colleges;

(b) New England Association of Schools and Colleges;

(c) North Central Association of Schools and Colleges;

(d) Northwest Commission on Colleges and Universities;

(e) Southern Association of Schools and Colleges; and

(f) Western Association of Schools and Colleges.

(17) "Regionally accredited institution" means an institution of higher education accredited by one of the regional accrediting agencies specified in (16).

(18) "Secondary level endorsement" means the holder is authorized to teach in grades 5-12 specifically in the subject field endorsement. Those applicants who have completed a secondary level teacher preparation program shall be granted a 5-12 level license.

(19) "Supervised teaching experience" means teaching experience while under the supervision of an accredited professional educator preparation program and is identified on a university transcript as field experience, internship, practicum, or student teaching.

(20) "Year of administrative experience" means employment in an accredited school during a school fiscal year as a licensed member of a supervisory or administrative staff. The experience required must be obtained in a school organization consistent with Montana's K-12 pattern. Experience gained prior to basic eligibility for initial licensure is not considered. Any

individual wishing to have their experience as a County Superintendent considered as "administrative" experience must provide evidence of the following:

(a) possession of a Class 3 administrative license for the time as County Superintendent they are requesting to be considered for administrative experience; and

(b) the school(s) they are claiming to hold or have held supervisory responsibilities over have noted there is no superintendent or principal by having the chair of the Board of Trustees submit evidence of the supervisory role of the county superintendent.

(21) "Year of teaching experience" means employment in an accredited school during a school fiscal year as a licensed member of an instructional staff. The experience required must be obtained in a school organization consistent with Montana's K-12 pattern. Experience gained prior to basic eligibility for initial licensure is not considered.

(22) "Year of validity" means the full year of a teaching license. All licenses are validated July 1 through June 30. (History: 20-4-102, MCA; IMP, 20-4-106, MCA; ARM Pub. 11/25/77; AMD, 1978 MAR p. 1488, Eff. 10/27/78; AMD, 1980 MAR p. 2645, Eff. 9/26/80; AMD, 1982 MAR p. 379, Eff. 2/26/82; AMD, 1983 MAR p. 220, Eff. 3/18/83; AMD, 1987 MAR p. 591, Eff. 5/14/87; AMD, 1988 MAR p. 1812, Eff. 8/12/88; AMD, 1992 MAR p. 230, Eff. 3/1/92; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2005 MAR p. 916, Eff. 6/17/05; AMD, 2008 MAR p. 2050, Eff. 9/26/08; AMD, 2009 MAR p. 345, Eff. 3/27/09.)

10.57.201 GENERAL PROVISIONS TO ISSUE LICENSES (1) Teacher, specialist, or administrator licenses ~~are~~ may be issued by the Superintendent of Public Instruction to applicants who submit acceptable evidence of successful completion of an accredited professional educator preparation program.

(2) Applicants for initial licensure who qualify under subchapter 4 and meet the following qualifications to practice may be licensed Class 1, 2, 3, or 6 as appropriate:

(a) individuals who have a current professional - not provisional or alternative - teacher, specialist, or administrator license from another state in an area that can be licensed in Montana. This section applies only to individuals who have completed an applicable accredited professional educator preparation program in an area that can be licensed in Montana and have satisfied minimal educator licensure requirements as defined in ARM 10.57.102;

(b) individuals who have graduated within the last five years from an accredited teacher, specialist, or administrator professional educator preparation program in an area that can be licensed in Montana and have satisfied minimal educator licensure requirements as defined in ARM 10.57.102;

(c) individuals who hold a current license from the national board for professional teaching standards in an area that can be licensed in Montana and have satisfied minimal educator licensure requirements as defined in ARM 10.57.102; or

(d) individuals who currently hold a Class 5 alternative license who meet one or more of the above three qualifications and have satisfied minimal educator licensure requirements as defined in ARM 10.57.102;

(3) Applicants for initial Class 1 or 2 licensure must verify completion of a supervised teaching experience either as part of an accredited professional educator preparation program or successfully complete one year of supervised internship in a state accredited elementary and/or secondary school or school district either in Montana or elsewhere.

(4) Applicants for initial Class 1, 2, or 3 licensure whose degree is more than five years old and who do not have current out-of-state licensure must have earned six semester credits within the five-year period preceding the effective date of the license.

(5) Applicants for ~~an~~ initial Class 6 licensure who meet relevant sections of ARM 10.57.433, 10.57.434 and 10.57.435 may be licensed as appropriate. Those whose degree is more than five years old and who do not have current out-of-state licensure must have earned six graduate semester credits within the five-year period preceding the effective date of the license.

(6) Applicants for initial Class 4 licensure who have a current career and technical license from another state in an area that can be endorsed in Montana shall be licensed as Class 4A, 4B, or 4C depending on the level of education and extent of training as required under ARM 10.57.420 and 10.57.421.

(7) Applicants for initial Class 5 alternative licensure who meet the requirements of ARM 10.57.424 and the relevant section(s) of ARM 10.57.425 through 10.57.432 may be licensed as appropriate.

(8) Applicants for initial Class 7 native American language and culture licensure who meet the requirements of ARM 10.57.436 may be licensed as appropriate.

(89) Applicants for initial Class 8 dual credit-only postsecondary faculty licensure shall meet requirements of ARM 10.57.437 and 10.57.438.

(910) Applicants must meet all other nonacademic requirements for licensure in Montana. (History: 20-4-102, MCA; IMP, 20-4-103, MCA; Eff. 4/21/75; ARM Pub. 11/25/77; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2004 MAR p. 2910, Eff. 12/3/04; AMD, 2005 MAR p. 916, Eff. 6/17/05; AMD, 2008 MAR p. 2050, Eff. 9/26/08; AMD, 2009 MAR p. 345, Eff. 3/27/09.)

10.57.204 EXPERIENCE VERIFICATION (1)–The determination of appropriate educational experience shall be made by the Superintendent of Public Instruction.

~~—(2) When teaching experience is required for a new license or endorsement, the majority of the experience required must be obtained in a school organization consistent with Montana's K-12 pattern.~~

~~—(3) When experience is required for a new license or endorsement, experience gained prior to basic eligibility for initial licensure is not considered.~~

10.57.215 RENEWAL REQUIREMENTS (1) Requirements for renewal of Montana educator licenses are as follows:

- (a) Class 1 ~~and 3~~ licenses require 60 renewal units;
- (b) Class 2 licenses require college credit and renewal units as follows:
  - (i) three semester credits and 15 renewal units;
  - (ii) four semester credits;
  - (iii) four quarter credits and 20 renewal units;
  - (iv) five quarter credits and 10 renewal units; or
  - (v) six quarter credits;
- (c) Class 3 licenses require 60 renewal units;
- (d) Class 4 licenses require 60 renewal units. The requirements specific to each type of license are set forth in ARM 10.57.420(3);

~~(e) Class 5 licenses can not be renewed.~~

(ef) Class 6 licenses require college credit or renewal units as follows:

- (i) four graduate semester credits;
  - (ii) six graduate quarter credits; or
  - (iii) 60 renewal units;
- (fg) Class 7 licenses require 60 renewal units as verified by the tribe and as set forth in ARM 10.57.536;

(hg) Class 8 licenses require 60 renewal units.

(2) Participation in renewal activities is equivalent to the following renewal units:

- (a) one hour of attendance at a workshop = one renewal unit;
  - (b) one quarter college credit = 10 renewal units;
  - (c) one semester college credit = 15 renewal units.
- (3) Renewal activities used to renew all licenses must be:

(a) for activities other than (3)(b) or (c);  
(i) a planned and structured experience;  
(ii) of benefit to the license holder's professional development as defined in ARM 10.55.714;  
(iii) an exposure to a new idea or skill or an extension of an existing idea or skill; and  
(iv) in compliance with (6) and (7); or  
(b) the instruction of a relevant higher education course, based upon the academic credit of the course, by a Montana license holder who has achieved a graduate degree in an endorsed field of specialization; or  
(c) the completion of the assessment process for national board licensure, or renewal of national board licensure, through the National Board for Professional Teaching Standards. Verification of completion of the national board assessment shall result in 60 renewal units. Renewal units earned may apply to renewal of an expiring license. Class 2 license holders may use national board renewal units in lieu of college course credits as required in (1). This process may also be used in lieu of any credits required to reinstate a lapsed license.

(4) All renewal units must be earned during the valid term of the license. Renewal units earned through August 31 immediately following the expiration date of a license shall also be considered for renewal.

(5) The license holder shall be solely responsible for retaining the renewal unit verification to be used in the application for license renewal.

(6) Educators licensed in Montana who are living out of state and participate in another state's validated professional development activities other than college/university credit may use these renewal unit activities when the intent and structure of the process assures the meeting or exceeding of Montana renewal unit requirements for licensure.

(7) Educators licensed in Montana who are living in state and who wish to participate in professional development activities offered by providers who have not been approved as a renewal unit provider pursuant to ARM 10.57.216 may apply to the state superintendent for approval prior to beginning the program. (History: 20-2-121, 20-4-102, MCA; IMP, 20-4-102, 20-4-108, MCA; NEW, 1992 MAR p. 230, Eff. 3/1/92; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1997 MAR p. 1188, Eff. 7/8/97; AMD, 1998 MAR p. 1919, Eff. 7/17/98; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2004 MAR p. 2910, Eff. 12/3/04; AMD, 2009 MAR p. 345, Eff. 3/27/09.)

10.57.301 ENDORSEMENT INFORMATION (1) The only endorsements on Montana teaching, administrative or specialist licenses are those approved by the Board of Public Education. A major or a minor or the equivalent in the endorsement area is required.

(2) ~~Licenses are endorsed~~ Endorsements are granted by the Superintendent of Public Instruction for the appropriate level(s) and area(s) of preparation based on the college program completed.

(3) An endorsement may be dropped from a teaching license at the end

of the valid term of the license if minimum licensure requirements (major and minor or extended major) are met without that endorsement. (History: 20-4-102, MCA; IMP, 20-4-103, 20-4-106, MCA; Eff. 4/21/75; AMD, Eff. 7/12/76; AMD, Eff. 9/14/76; ARM Pub. 11/25/77; AMD, 1978 MAR p. 1489, Eff. 10/27/78; AMD, 1980 MAR p. 2645, Eff. 9/26/80; AMD, 1985 MAR p. 1396, Eff. 9/27/85; AMD, 1986 MAR p. 1902, Eff. 11/15/86; AMD, 1988 MAR p. 52, Eff. 1/15/88; AMD, 1989 MAR p. 662, Eff. 5/26/89; AMD, 1991 MAR p. 299, Eff. 3/15/91; AMD, 1991 MAR p. 300, Eff. 3/15/91; AMD, 1994 MAR p. 1690, Eff. 6/24/94; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD, 1996 MAR p. 1835, Eff. 6/21/96; AMD, 1998 MAR p. 347, Eff. 1/30/98; AMD, 1998 MAR p. 1922, Eff. 7/17/98; AMD, 1998 MAR p. 1923, Eff. 7/17/98; AMD, 2000 MAR p. 1511, Eff. 6/16/00; AMD, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2004 MAR p. 2910, Eff. 12/3/04; AMD, 2009 MAR p. 345, Eff. 3/27/09.)

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE (1) A Class 3 administrative license shall be valid for a period of five years.

(2) Appropriate administrative areas acceptable for license endorsement are the following: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.

(3) To obtain a Class 3 administrative license an applicant must hold at least the appropriate master's degree and qualify for one of the endorsements set forth in ARM 10.57.414 through 10.57.419.

(4) A Class 3 administrative license shall be renewable pursuant to the requirements of ARM 10.57.215.

(45) A lapsed Class 3 administrative license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the validation date of the new license. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 978, Eff. 5/9/03; AMD, 2009 MAR p. 345, Eff. 3/27/09.)

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

(1) A Class 4 license is specific to career and technical education and shall be valid for a period of five years.

(2) There are three types of Class 4 licenses:

(a) A Class 4A license shall be issued to individuals holding a valid Montana secondary level teaching license, but without an appropriate career and technical education endorsement;

(b) A Class 4B license shall be issued to individuals with at least a bachelor's degree, but who do not hold a valid Montana secondary level teaching license with the appropriate career and technical education endorsement; and

(c) A Class 4C license shall be issued to individuals who hold at least a high school diploma or GED and meet the minimum requirements for endorsement.

(3) To obtain a Class 4 career and technical educator license an applicant must meet the requirements of (2) (a), (b) or (c) above and qualify for

one or more endorsement(s) as outlined in ARM 10.57.421.

(34) A Class 4 license shall be renewable pursuant to the requirements of ARM 10.57.215 and the requirements specific to each type of Class 4 license.

(a) Class 4A licenses (with a bachelor's degree) shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit. Endorsement related to technical studies may be accepted with prior approval. The first renewal must show evidence of renewal units earned in the following content areas:

- (i) principles and/or philosophy of career and technical education; or
- (ii) safety and teacher liability.

(b) Class 4A licenses (with a master's degree) shall be renewable by earning 60 renewal units. The first renewal must show evidence of renewal units earned in the following content areas:

- (i) principles and/or philosophy of career and technical education; or
- (ii) safety and teacher liability.

(c) Class 4B or 4C licenses shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit. Appropriate coursework to renew a Class 4B or 4C license includes the following:

(i) principles and/or philosophy of career and technical education;  
(ii) curriculum and instruction in career and technical education;  
(iii) learning styles/teaching styles; including serving students with special needs;

- (iv) safety and teacher liability;
- (v) classroom management;
- (vi) teaching methods;
- (vii) career guidance in career and technical education; or
- (viii) endorsement related technical studies, with prior approval.

(45) A lapsed Class 4 license may be reinstated by showing verification of the following:

(a) for Class 4A licenses:

(i) if the licensee does not have a master's degree, 60 renewal units, 40 of which must be earned by college credit or prior approved endorsement related technical studies, earned during the five-year period preceding the validation date of the new license; or

(ii) if the licensee has a master's degree, 60 renewal units earned during the five-year period preceding the validation date of the new license.

(b) for Class 4B and 4C licenses, the licensee must verify completion of four semester credits of coursework earned during the five-year period preceding the validation date of the new license in the following areas:

(i) principles and/or philosophy of career and technical education;  
(ii) curriculum and instruction in career and technical education;  
(iii) learning styles/teaching styles; including serving students with special needs;

- (iv) safety and teacher liability;
- (v) classroom management;
- (vi) teaching methods;

- (vii) career guidance in career and technical education; or
- (viii) endorsement related technical studies, with prior approval. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 2081, Eff. 9/26/03; AMD, 2009 MAR p. 345, Eff. 3/27/09.)

#### 10.57.425 CLASS 5 ALTERNATIVE LICENSE – ELEMENTARY LEVEL

(1) To obtain a Class 5 alternative license with an elementary level endorsement, an applicant must provide verification of:

(a) ~~meeting or exceeding the minimal educator licensure requirements set forth in ARM 10.57.102(15)~~a bachelor's degree;

(b) a minimum of 60 semester credits of academic preparation in language arts and literature, history, government and related social science, mathematics, and any two of the following: art, music, foreign languages, speech, drama, library science, or health;

(c) professional preparation of at least six semester credits to include human growth and development, reading and/or language arts, social studies, and arithmetic; and

(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 325, Eff. 3/27/09.)

#### 10.57.426 CLASS 5 ALTERNATIVE LICENSE – SECONDARY LEVEL

(1) To obtain a Class 5 alternative license with a secondary level endorsement, an applicant must provide verification of:

(a) ~~meeting or exceeding the minimal educator licensure requirements set forth in ARM 10.57.102(14)~~;a bachelor's degree;

(b) a minimum of 30 semester credits in an area approved by the Board of Public Education for endorsement;

(c) professional educator preparation of at least six semester credits; and

(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2009 MAR p. 345, Eff. 3/27/09.)

#### 10.57.432 CLASS 5 ALTERNATIVE LICENSE – SPECIALIST

ENDORSEMENT (1) To obtain a Class 5 alternative license with a specialist endorsement in school psychology an applicant must provide verification of:

(a) a master's degree or greater in school psychology or related field from an accredited school psychologist professional educator preparation program; and

(b) recommendation from the Montana Association of School Psychologists Competency Review Board.

(2) To obtain a class 5 alternative license with a specialist endorsement in school counseling an applicant must provide verification of:

(a) a master's degree; and

(b) institutional verification of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2002 MAR p. 3309, Eff. 11/28/02; AMD, 2003 MAR p. 554, Eff. 3/28/03; AMD, 2009 MAR p. 345, Eff. 3/27/09.)

#### 10.57.437 CLASS 8 DUAL CREDIT-ONLY POSTSECONDARY

FACULTY LICENSE (1) A faculty member of a postsecondary institution is required to hold a class 8 dual credit license, unless already licensed class 1, 2, or 4 and properly endorsed, whenever a faculty member is teaching a course for which one or more students will earn both high school and college credit.

(2) The license is valid for five years:

(a) as long as the license holder is a faculty member of a regionally accredited postsecondary institution;

(b) only for the delivery of courses that fall within an endorsable major or minor, or the equivalent, held by the faculty member; and

(c) only when teaching dual credit courses within the role and scope of their duties assigned by the employing postsecondary institution.

(3) To obtain a class 8 dual credit-only postsecondary faculty license, an applicant shall provide the following:

(a) Verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited postsecondary institution that the class 8 licensure applicant meets the definition in ARM 10.57.102(10) in their role of teaching a dual credit course at a regionally accredited postsecondary institution; and

(b) Recommendation from the appropriate official from a Montana or NCATE accredited professional educator preparation program stating all of the following:

(i) Applicant has earned a major or minor or the equivalent in one of the endorsable teaching areas as set forth in ARM 10.57.~~301438~~; and

(ii) Applicant is competent, pursuant to ARM 10.58.501, as demonstrated by the applicant's satisfaction of criteria set forth in a rubric developed and published by the Superintendent of Public Instruction in consultation with K-12 education and higher education; and

(c) Compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201(4), and 10.57.201A.

(4) A class 8 dual credit-only postsecondary faculty license shall be renewed pursuant to the requirements of ARM 10.57.215.

(5) A class 8 license shall not be valid unless the licensee is in an employment relationship with a regionally accredited postsecondary institution.

(6) This rule shall be applied beginning with the fall semester of 2009. (History: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA; NEW, 2008 MAR p. 2050, Eff. 9/26/08.)

### **10.57.438 (NEW) Class 8 Dual Credit-Only Postsecondary Faculty License Endorsements**

(1) Dual credit instructors must qualify for licensure and endorsement under one of the following categories:

(a) class 1 professional or class 2 standard license according to ARM 10.57.410, 10.57.411 and 10.57.412;

(b) class 4 career and technical license according to ARM 10.57.420 and 10.57.421; or

(c) class 8 dual credit-only postsecondary license according to ARM 10.57.437 and 10.57.438.

(2) Areas approved for endorsement on Class 8 dual credit-only postsecondary faculty licenses include the following: agriculture, art K-12, biology, business education, chemistry, computer science K-12, drama, earth science, economics, English, family and consumer sciences, geography, health, history, history-political science, industrial arts, journalism, marketing, mathematics, music K-12, physical education K-12, science (broadfield), social studies (broadfield), sociology, speech-communication, speech-drama, technology education, trade and industry, and world languages.

(3) Applicants for the class 8 license with degrees in highly specialized academic areas and hired by the postsecondary institution under the policies set forth in ARM 10.57.102 (10) to teach specific courses not covered by the K-12 endorsement areas in (2), may be eligible for a designation in their area of specialization as recommended by the Superintendent and approved by the Board of Public Education.

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of New ) NOTICE OF PUBLIC HEARING ON  
Rule I pertaining to sign language ) PROPOSED ADOPTION  
interpreters )

TO: All Concerned Persons

1. On September 3, 2009, at 9:00 a.m., the Board of Public Education will hold a public hearing in the conference room of the Office of Public Instruction Building, at 1201 11<sup>th</sup> Avenue, Helena, Montana, to consider the proposed adoption of the above-stated rule.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on August 27, 2009, to advise us of the nature of the accommodation that you need. Please contact Steve Meloy, P.O. Box 200601, Helena, Montana, 59620-0601, telephone (406) 444-6576; fax (406) 444-0847; or e-mail smeloy@mt.gov.

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

NEW RULE I ASSIGNMENT OF PERSONS PROVIDING SIGN LANGUAGE  
INTERPRETING FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

(1) Effective July 1, 2011, and notwithstanding (3), no licensed or classified employee of any school district, cooperative, or contracted service provider shall be regularly assigned to provide educational sign language interpreting for a student(s) unless the employee has demonstrated skills and knowledge, at a 3.5 level or higher, on the Educational Interpreter Performance Assessment (EIPA) and passed the written portion of the Educational Interpreter Performance Assessment.

(2) Substitute employees of any school district, cooperative, or contracted service provider temporarily assigned to provide educational sign language interpreting for a student(s) for a period longer than 35 consecutive teaching days shall meet the standard in (1).

(3) An employee who has not met the qualifications in (1), but who has demonstrated a competency level of 2.5 or higher on the EIPA and passed the written portion of the Educational Interpreter Performance Assessment, may be assigned to provide educational sign language interpreting services. Such individuals shall have three years, from date of initial assignment, or the effective date of this rule, to demonstrate competency as described in (1).

(4) The employing entity (school district, cooperative, or contracting service provider) is responsible for providing appropriate assignment of personnel (directly and/or use of appropriate technologies).

(5) Employees who have met the requirements in (1) and who seek to remain eligible to work as educational sign language interpreters are responsible for

documenting a completion of 12 hours of professional development and/or renewal units per calendar year related to the improvement of educational interpreting, performance, and knowledge skills. Such individuals will provide documentation of completion to their employing school district, cooperative, or contracting agency.

(6) For purposes of (5), approved providers of continuing educational opportunities shall include any entity approved by the Montana Office of Public Instruction or the Montana Board of Public Education.

AUTH: 20-2-121, MCA

IMP: 20-2-121, MCA

REASON: The proposed rule to establish standards for sign language interpreters who work in Montana schools originated from citizen initiative and legislative interest as expressed in hearings on House Bill 354 of the 2007 Montana Legislature. Though House Bill 354 was not adopted by the 2007 Legislature, the Board of Public Education decided to proactively pursue acceptable language within its own rule making authority to establish standards for sign language interpreters who work in Montana Schools.

4. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Steve Meloy, Board of Public Education, P.O. Box 200601, Helena, MT 59620-0601; telephone (406) 444-6576; fax (406) 444-0847; or e-mail [smeloy@mt.gov](mailto:smeloy@mt.gov), and must be received no later than 5:00 p.m., September 3, 2009.

5. Steve Meloy, Executive Secretary of the Board of Public Education has been designated to preside over and conduct this hearing.

6. The board maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to the contact person in 4 above or may be made by completing a request form at any rules hearing held by the board.

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

MAR Notice No. 10-55-252

8. The bill sponsor notice requirements of 2-4-302, MCA, do not apply.

/s/ Steve Meloy  
Steve Meloy  
Rule Reviewer

/s/ Patty Myers  
Patty Myers  
Chairperson  
Board of Public Education

Certified to the Secretary of State July 20, 2009.

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2009**

**PRESENTATION:** Assessment Update

**PRESENTER:** **NANCY COOPERSMITH**  
**ASSISTANT SUPERINTENDENT**  
Office of Public Instruction

**OVERVIEW:** Brief Update

1. August *JUMP*
2. MontCAS Presents
3. 2010 Assessment Conference

**REQUESTED DECISION(S):** Information

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None



Montana  
**Office of Public Instruction**  
 Denise Juneau, State Superintendent

[opi.mt.gov](http://opi.mt.gov)

## MontCAS Montana Comprehensive Assessment System August 2009 Newsletter

### 2009-2010 MontCAS Testing Windows

|                                |                                                                                   |
|--------------------------------|-----------------------------------------------------------------------------------|
| October 19 - November 20, 2009 | English Language Proficiency (ELP), Grades K-12                                   |
| February 9 - March 24, 2010    | CRT-Alternate, Grades 3-8 and 10, Reading and Math; Grades 4, 8, and 10, Science. |
| March 1 - March 24, 2010       | CRT, Grades 3-8 and 10, Reading and Math; Grades 4, 8, and 10, Science            |



### Save the Dates for the 2010 Assessment Conference

- January 28-29, 2010
- Helena, Montana – Red Lion Colonial Inn
- Assessment and test administration training sessions
- Details including registration information will be in the September issue of *JUMP*.

### Test Coordinator Information

If your system has a new test coordinator this school year, please contact the Office of Public Instruction assessment staff with updated contact information. Please provide the test coordinator's name, email address, phone number, shipping address, and mailing address. OPI assessment staff contact information is at the end of this newsletter. Test Coordinator Information is also collected with schools' data during the Office of Public Instruction Annual Data Collection (ADC); however, timely important information will be sent to System Test Coordinators prior to the ADC Collection.



# MontCAS Presents



## **FAME (Formative Assessment for Montana Educators)**

- Online Class
- Thursdays, 3:30 pm – 5:00 pm
- August 20 – December 3, 2009
  - The first session on August 20 will be repeated on August 27 to enable educators to attend the first session most convenient to their schedules.
- Three (3) graduate credits available
- Renewal units available
- Text and materials provided by OPI
- Course created and conducted by Dr. Margaret Heritage, UCLA's CRESST (Center for Research on Evaluation, Standards, and Student Testing)
- For more information, the syllabus, and online registration:  
<http://www.opi.mt.gov/Assessment/Heritage.html>



## **Other Webinars Online**

- *Strategies for Students with Disabilities to Access the General Curriculum*  
<http://connect.opi.mt.gov/p75167474/> (Duration: 1 hour)
- *MontCAS Presents--Information*  
<http://connect.opi.mt.gov/p37073665/> (Duration: 30 minutes)
- *MARS (Montana Analysis and Reporting System) – Introduction and Review*  
<http://connect.opi.mt.gov/p54135371/> (Duration: 1 hour)



## **Other Webinars Planned**

- *English Language Proficiency Assessment (ELP) Administration Training*
- *Formative Assessment for Young Writers*

# Thank You

In July, thirty Montana teachers met in Helena for a review of the items for the 2010 Reading, Math, and Science Criterion-Referenced Tests. Thank you to these teachers for their expertise and summer time.

## CRT and CRT-Alternate

### CRT and CRT-Alternate Spring 2009 Results

Reading and Math results for grades 3-8 and 10 and Science results for grades 4, 8, and 10 have been available on the Montana Analysis and Reporting System (MARS) since June. The following reports are posted on MARS:

- School and System Roster and Item Level Reports
- School and System Summary Reports
- System Roster Data File

More on MARS on page 4.



- **Printed Parent/Student Reports** and cumulative file labels for Reading and Math in grades 3-8 and 10 and Science in grades 4, 8, and 10 will be mailed to System Test Coordinators September 9. System Test Coordinators can expect to receive them in the mail from Measured Progress by September 19.
  - In the shipment will be letters to accompany the Parent/Student Reports for students who participated in the CRT with a nonstandard accommodation (s).
  - Please read the letter and send it **ONLY** with reports that include the section symbol (§) indicating a nonstandard accommodation (s). If a report has this symbol, the letter should accompany the report home.
  - Please **do not** send the letter with all reports. Thank you.
- **2009 CRT and CRT-Alternate Interpretive Guide**
  - Hard copies of the *Guide* will be included in the mailing. It will also be online by September 19 at the following link:  
<http://www.opi.mt.gov/Assessment/Phase2.html#Interp>
- **Reports for home-schooled students** who took the CRT or CRT-Alternate in your school:
  - The results for these students are not included in any of your system or school reports.
  - You (or the County Superintendent) will receive the paper Parent/Student Report and cumulative label for each home-schooled student who took the test in your school.
  - Please contact the County Superintendent to arrange for delivery of these reports to the parents/guardians.





### **MARS** Information

The *MARS User Manual* and the *MARS* reports are on the secure Measured Progress iServices site:

<http://iServices.MeasuredProgress.org>

- Select "**Montana**" or "**Montana ALT**" (either works for both CRT and CRT-ALT) from the dropdown menu and click "Enter."
- For the *User Manual*, select "Forms and Manuals"
  - Select *MARS User Manual* (pdf)
- For *MARS*
  - Select *MARS*
  - Enter your User Name and Password. These were assigned to systems and schools in the Spring of 2009.
    - If you need assistance, please contact Gayle Allen at OPI: [gallen2@mt.gov](mailto:gallen2@mt.gov) or 406-444-3511
  - An introduction and review webinar of *MARS* is online <http://connect.opi.mt.gov/p54135371/>
  - The form to request additional *MARS* training is also online. You may request online as well as on site training. <http://www.opi.mt.gov/pdf/Assessment/Forms/TrainRqst.pdf>



### **Registration for CRT-Alternate**

Registration Windows for Students Eligible for the CRT-Alternate

|                               |                                                                                                                                         |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| October 12 - December 1, 2009 | For students currently enrolled in your school                                                                                          |
| January 4 - January 15, 2010  | For students who enroll in your school after December 1, 2009                                                                           |
| After January 15, 2010        | For students who enroll after January 15, 2010, please contact Judy Snow<br>406-444-3656 <a href="mailto:jsnow@mt.gov">jsnow@mt.gov</a> |

Please register your students according to the windows listed above.

- ✚ Registering your currently enrolled students who are eligible for the CRT-Alternate is essential for the production of the materials kits and other test administration materials and for teacher preparation with the materials.
- ✚ Please observe the windows to ensure receipt of materials and smooth test administration. Thank you.
- ✚ All students who are eligible for the CRT-Alternate must be registered for the 2010 administration including students who have been registered for and taken the CRT-Alternate in previous years.
- ✚ A link and directions for registration will be in the September 2009 issue of JUMP.

Guidelines for eligibility for the CRT-Alternate are online at

<http://www.opi.mt.gov/PUB/PDF/Assessment/CRT/TA/09CRTAltGuidance.pdf>

## English Language Proficiency Assessment (ELP)

### 2009-2010 ELP Materials/Training Schedule

Please contact Karen Richem if you have any questions: [krichem@mt.gov](mailto:krichem@mt.gov) or 406-444-0748

| Date                                | Test Coordinator Checklist                                                                                                                                                                                                      |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| July 31, 2009                       | Questar emails System Test Coordinators information about ordering Level 1 (beginner forms), Braille, and Large Print (LP) test forms.                                                                                          |
| August 3 - 21, 2009                 | Level 1 (beginner), Braille, and Large Print (LP) forms must be requested by August 21.                                                                                                                                         |
| September 4, 2009                   | OPI sends Questar the number of LEP students in each grade based on what is reported in AIM. This number will help Questar determine how many test booklets to send to each system.                                             |
| September 4, 2009                   | Training Webinar posted on MontCAS Presents <a href="http://www.opi.mt.gov/Assessment/MCPresents.html">http://www.opi.mt.gov/Assessment/MCPresents.html</a><br>This will be available during the training and testing windows.  |
| September 14 - October 16, 2009     | System Test Coordinators provide training for test administrators.                                                                                                                                                              |
| September 1 - October 16            | Schools enter enrollment and program participation data for all students - in AIM System during AIM Beginning of Year Collection. Make sure LEP students are entered and verified to receive testing labels.                    |
| October 5, 2009                     | Questar ships testing materials to System Test Coordinators.                                                                                                                                                                    |
| <b>October 19-November 20, 2009</b> | <b>English Language Proficiency (ELP) Testing Window</b>                                                                                                                                                                        |
| October 30, 2009                    | OPI sends Questar the list of students identified as LEP in AIM, so that Questar can print barcode labels for the students. AIM must be updated no later than October 29, 2009 in order to receive barcode labels for students. |
| November 9, 2009                    | Questar mails barcode labels to systems (2 <sup>nd</sup> day delivery).                                                                                                                                                         |
| December 4, 2009                    | Deadline for systems to ship testing materials to Questar.                                                                                                                                                                      |
| February 2010                       | Questar ships reports to System Test Coordinators                                                                                                                                                                               |

## Other Information

### Updates on Two Montana Grant Awards

The Office of Public Instruction Assessment and Special Education Divisions continue to work with two grant awards to study assessments based on modified achievement standards. The grants target high school reading and grades 7 and 8 reading and math.



- The high school reading research and pilot test are complete. Currently, the data are being analyzed. Conclusions and recommendations will be reported by March 1, 2010.
  - **Grade 7 and 8 Reading and Math Pilot Test Is Scheduled**
    - The Grade 7 and 8 reading and math grant work included a beta test in the Spring of 2009.
    - A pilot test will be administered January 6 -29, 2010.
    - This project is researching a scaffolded online test based on modified achievement standards.
    - In September, OPI will contact system test coordinators and special education directors about participating in this very important pilot.
- ★ The response to the beta test was excellent, and we look forward to even more participation in the pilot.
- Two PowerPoints present information on the grants. They are:
    - *New Ideas in Test Design*  
[http://www.opi.mt.gov/pdf/assessment/conf/Presentations/09NewIdeasDesign\\_CCamacho.pdf](http://www.opi.mt.gov/pdf/assessment/conf/Presentations/09NewIdeasDesign_CCamacho.pdf)
    - *Technical Requirements*  
[http://www.opi.mt.gov/pdf/Assessment/conf/Presentations/09ChildrensProgress\\_TR\\_CCamacho.pdf](http://www.opi.mt.gov/pdf/Assessment/conf/Presentations/09ChildrensProgress_TR_CCamacho.pdf)

To ensure the privacy of students, teachers, schools, districts, and communities, we cannot give public recognition to any of the people who are making these projects happen, but without their commitment to students and willingness to add more to their already busy schedules, the potential of these grants would not be possible.

### Annual Data Collection (ADC) Timeline

|                   |                                   |
|-------------------|-----------------------------------|
| September 8, 2009 | Annual Data Collection Opens      |
| October 5, 2009   | Official Student Count Date       |
| October 27, 2009  | ADC Due to County Superintendents |
| November 3, 2009  | ADC Due to OPI                    |

- Because of four (4) major data collections for districts in October, the 2009 ADC window is one week longer than in the past.
- Districts should watch their official email for announcements regarding training times and locations. The training will be in early September.

## Aim Collection Schedule

Please contact the AIM Help Desk if you have questions:  
1-877-424-6681 or [opiainhelp@mt.gov](mailto:opiainhelp@mt.gov)



| Start Date | End Date   | Event                                                                            |
|------------|------------|----------------------------------------------------------------------------------|
| 8/17/2009  | 9/16/2009  | End of Year Grad & Dropout for 08-09 collection                                  |
| 9/1/09     | 10/16/09   | Beginning of Year Collection                                                     |
| 10/30/2009 | 10/30/2009 | ELP Barcode label info extracted from AIM and Sent to Questar for ELP Assessment |
| 1/11/2010  | 1/29/2010  | CRT and CRT-Alternate Assessment Registration Collection for barcode labels      |
| 3/1/2010   | 3/26/2010  | Program Participation Collection – Count date 3/9/10                             |



### Testing Contractor Contact Information

#### **The CRT and the CRT-Alternate – Measured Progress, Inc.**

Dan Verdick, Montana CRT Program Manager

[dverdick@measuredprogress.org](mailto:dverdick@measuredprogress.org) or 800-431-8901 x2220

Nancy Hall, Montana CRT Program Assistant

[nhall@measuredprogress.org](mailto:nhall@measuredprogress.org) or 888-792-2741

Danielle Hornsby, Montana CRT Program Assistant

[hornsby.danielle@measuredprogress.org](mailto:hornsby.danielle@measuredprogress.org) or 888-792-2741

Lynn Albee, Montana CRT-Alternate Program Manager

[albee.lynn@measuredprogress.org](mailto:albee.lynn@measuredprogress.org) or 800-431-8901x2309

Kevin Froton, Montana CRT-Alternate Program Assistant

[kfroton@measuredprogress.org](mailto:kfroton@measuredprogress.org) or 800-431-8901x2196

#### **The English Language Proficiency (ELP) Assessment – Questar Assessment Inc.**

BJ Vickery, Program Manager

[bjvickery@questarai.com](mailto:bjvickery@questarai.com) or 888-854-9596



### From the OPI Assessment Staff

Gayle Allen, Administrative Specialist, [gallen2@mt.gov](mailto:gallen2@mt.gov), 406-444-3511

Karen Richem, Assessment Specialist, [krichem@mt.gov](mailto:krichem@mt.gov), 406-444-0748

Judy Snow, State Assessment Director, [jsnow@mt.gov](mailto:jsnow@mt.gov), 406-444-3656

FAX: 406-444-0743

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2009**

**PRESENTATION:** Federal Activities Report

**PRESENTER:** Nancy Coopersmith  
Assistant Superintendent  
Office of Public Instruction

**OVERVIEW:** This report will include information about the Adequate Yearly Progress (AYP) determinations for Montana schools and districts for school year 2008-09, as required by the Elementary and Secondary Education Act (ESEA) of 1965 as reauthorized by the No Child Left Behind (NCLB) Act of 2001. Other ESEA/NCLB information will include an update on progress toward meeting the highly qualified teacher requirements.

Information will be provided concerning the Race to the Top grants included in the American Recovery and Reinvestment Act (ARRA) of 2009, as well as information concerning the State Fiscal Stabilization Funds of the ARRA. The proposed priorities for applications and draft regulations will be highlighted.

The Federal Fiscal Year 2010 budget proposal and actions will be presented.

**REQUESTED DECISION(S):** None. This is an informational presentation

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

JAN 8 2009

The Honorable Denise Juneau  
Superintendent of Public Instruction  
Montana Office of Public Instruction  
1227 11th Avenue  
Helena, Montana 59620-2501

Dear Superintendent Juneau:

As we approach our seventh year of implementing the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), I want to take a moment to thank you and your colleagues for all your hard work to help realize the goals of NCLB, which has led to real and meaningful improvements in student achievement. These outcomes are due, in no small part, to the efforts of the dedicated educators in your state. We have seen an increased attention to high expectations for every child, an improvement in student performance across the board, and a decrease in achievement gaps.

As Secretary Spellings is fond of saying, "what gets measured, gets done." With that in mind, I want to take this opportunity to update you on the status of some NCLB cornerstones with respect to Montana. Detailed information on specific components of your state's assessment and accountability system is contained in an attachment to this letter.

- **Assessment system:** An assessment system that produces valid and reliable results is fundamental to an accountability system that holds schools and districts accountable for educating all students. Please accept my congratulations on Montana's standards and assessment system meeting all statutory and regulatory provisions required for reading/language arts and mathematics as of 2007-08. Information regarding both the reading/language arts and mathematics assessment system used in determining adequate yearly progress for schools and districts in your state as well as details of the 2007-08 administration of science assessments are attached.
- **Accountability components:** The Department's new Title I regulations provide for greater scrutiny of states' accountability systems, including establishing a uniform and more accurate measure of calculating high school graduation rate that is comparable across states and requiring that states ensure that statistical measures maximize the inclusion of students and student subgroups in accountability determinations. Hence, the regulations also require that all states submit portions of their Accountability Workbook for peer review. In the attachment to this letter you will find information on Montana's minimum group size, annual measurable objectives, confidence interval, full academic year definition, performance index, and graduation rate.
- **Departmental flexibilities:** Over the past several years, the Secretary has offered several flexibilities to states, such as growth model and differentiated accountability pilots, assessing students with disabilities and recently arrived limited English proficient students, and discretionary grant programs, such as the Teacher Incentive Fund, Enhanced Assessment Grants, and State Longitudinal Data System Grants. I am pleased to note that Montana is participating in several of these endeavors.

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202  
www.ed.gov

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

- Enhanced Assessment Grant: \$1,765,196
- Two percent transition flexibility for states developing alternate assessments based on modified academic achievement standards: Montana was approved in 2007–08 to include a proxy calculation for any school or district that did not make AYP due to the students with disabilities subgroup. Montana is eligible for this flexibility because the SEA is developing an alternate assessment based on modified achievement standards for certain students with disabilities.

In addition, for your information, I am enclosing a file that provides information across all states on the current assessment status, participation in flexibilities offered by the Department, AYP information, and discretionary grants. I wish you continued success in raising the achievement in Montana. NCLB has focused our attention on closing achievement gaps and increasing the awareness of those students who have often been left behind: economically disadvantaged students, students from racial and ethnic minorities, limited English proficient students, and students with disabilities. I have enjoyed the opportunity to work with you and all your colleagues across the country on such important issues.

Sincerely,



Kerri L. Briggs, Ph.D.

Enclosures

cc: Governor Brian Schweitzer  
Nancy Coopersmith

## Assessment System

Your assessment system is considered *Fully Approved*. This means Montana's standards and assessment system meets all statutory and regulatory requirements of Section 1111(b)(1) and (3) of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

- Montana's science assessments are not yet fully compliant.
  - In 2007–08, the Department required that the state meet four minimal criteria related to the content area of science: have science content standards; have a general and alternate science assessment; include all students in one of the science assessments (i.e., either the general or alternate); and report the results of the science assessments. Montana has met these requirements.
  - In 2008–09, the Department will conduct peer reviews of science assessments and expects the assessments to be fully compliant. Because Montana did not submit evidence of its science assessments for the October 2008 peer review, it must submit evidence for the March 23–27, 2009 peer review. Evidence for this review is due three weeks prior to the review. Beginning with the 2008–09 school year, science assessments will be included in the states' assessment status. For additional detail, please see the enclosed fact sheet.

## Accountability System

- Minimum group size (the state-defined minimum number of students necessary to have valid and reliable AYP determinations): Montana's minimum group size is 30 students. (The average across all states is approximately 30 students.)
- Annual measurable objectives (AMO) (the yearly target for the percentage of students required to be proficient or above for a school to make AYP):
  - 2008–09: Montana's goal for this year is 83 percent of students scoring proficient in reading/language arts and 68 percent in mathematics.
  - AMO type: Montana set its AMOs consistent with the statutory requirements, using a stair step method. This means that Montana's AMOs increased in equal increments every three years through 2013–2014 to reach 100 percent proficient.
- Confidence interval: Montana applies a 95 percent confidence interval to the percentage of students scoring proficient or above in the school.
- Full academic year definition (for purposes of determining whether a student's score must be included in AYP determinations): In Montana, a student must be enrolled on the first Monday in October to the beginning of the testing window in order to be included in AYP determinations for the school.
- Graduation rate:
  - Currently, Montana is using a graduation rate that can be described as a completer rate, which means that Montana divides the number of graduates by the number of graduates plus dropouts from grades 9-12.
  - As required by the recently published Title I regulations beginning with report cards providing assessment results for the 2010-2011 school year, States must report graduation rate data, in the aggregate and disaggregated by subgroup, using the four-year adjusted cohort graduation rate.
  - The graduation rate target Montana requires for a district or school to make AYP is 80 percent or any improvement from the previous year.
  - According to the National Governor's Association 2008 report *Implementing Graduation Counts: State Progress to Date, 2008*, it is undetermined when Montana will report the NGA Compact 4-year graduation rate.



GOVERNOR BRIAN SCHWEITZER

[Home](#) » OPI

## Welcome



This Web page provides information on the major prekindergarten through grade twelve provisions of the American Recovery and Reinvestment Act of 2009 (ARRA), signed by President Barack Obama on February 17, 2009. This unprecedented investment will provide our public education and early childhood programs with critically needed funds and the opportunities to continue efforts to close achievement gaps and improve educational opportunities for Montana's children and youth.

ARRA and Stabilization Funding for Montana's K-12 School Districts includes:

State Fiscal Stabilization Funds for K-12 BASE Aid \$62.10 M  
 State Fiscal Stabilization Funds for State Special Education \$2.46 M  
 Deferred Maintenance and Energy Improvement Grants to Schools (Dept. of

- Commerce) \$20 M
- "Quick Start" Energy Grants (Dept. of Commerce) \$15 M
- Qualified Zone Academy Bonds (QZAB) \$3.18M immediately, \$4.6 M expected in 2010
- Qualified School Construction Bonds (QSCB) \$31.6 M immediately, \$31.6 M expected in 2010
- ARRA Title I Part A Funding for School \$34.65 M
- ARRA IDEA Part B - Special Education \$36.7 M
- ARRA IDEA Preschool - Special Education \$1.26 M
- ARRA Title IID - Education Technology \$3.2 M
- ARRA Title I - School Improvement \$9.7 M
- ARRA Education for Homeless Children and Youth \$175,966
- School Nutrition Equipment Grants \$247,641

The Office of Public Instruction invites you to learn more about the ARRA by visiting [www.opi.mt.gov/RecoveryAct/](http://www.opi.mt.gov/RecoveryAct/)

Denise Juneau, Superintendent



**DEPARTMENT OF EDUCATION  
RACE TO THE TOP FUND – EXECUTIVE SUMMARY  
NOTICE OF PROPOSED PRIORITIES, REQUIREMENTS, DEFINITIONS, AND SELECTION CRITERIA**

**BACKGROUND**

On February 17, 2009, President Obama signed into law the American Recovery and Reinvestment Act of 2009 (ARRA), historic legislation designed to stimulate the economy, support job creation, and invest in critical sectors, including education. The ARRA lays the foundation for education reform by supporting investments in innovative strategies that are most likely to lead to improved results for students, long-term gains in school and school system capacity, and increased productivity and effectiveness.

The ARRA provides \$4.35 billion for the Race to the Top Fund, a competitive grant program designed to encourage and reward States that are creating the conditions for education innovation and reform; achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers; and implementing ambitious plans in four core education reform areas:

- Adopting internationally-benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, retaining, and rewarding effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest-performing schools.

**TIMING OF APPLICATIONS AND AWARDS**

The Department plans to make Race to the Top grants in two phases. States that are ready to apply may do so in Phase 1, which will open in late calendar year 2009. States that need more time – for example, to engage in planning with and secure commitments from superintendents, school boards, principals, teachers, union leaders, and community supporters, or others – may apply in Phase 2, which will open in late Spring of calendar year 2010. States that apply in Phase 1 but are not awarded grants may reapply for funding in Phase 2, together with States that are applying for the first time in Phase 2. Phase 1 grantees may not apply for additional funding in Phase 2. We will announce specific deadlines for both Phase 1 and Phase 2 in subsequent notice(s) inviting applications for funds under this program.

**PROPOSED ELIGIBILITY REQUIREMENTS**

We are proposing two eligibility requirements for Race to the Top applicants. A potential State applicant that does not meet both of these requirements will be ineligible to apply for a Race to the Top grant.

- In order for a State to be eligible for the Race to the Top Phase 1 competition, the State's applications for funding under Phase 1 and Phase 2 of the Stabilization program must be approved by the Department by December 31, 2009. In order for the State to be eligible for the Race to the Top Phase 2 competition, the State's application for funding under Phase 1 and Phase 2 of the Stabilization program must be approved by the Department prior to the State submitting its Race to the Top Phase 2 application.
- In order for a State to be eligible for the Race to the Top Phase 1 or Phase 2 competition, the State must not have any legal, statutory, or regulatory barriers to linking data on student achievement or student growth to teachers and principals for the purpose of teacher and principal evaluation.

## **ABSOLUTE PRIORITY**

Under an absolute priority, we would consider only applications that meet the priority. Below is the proposed absolute priority for this competition.

### **Comprehensive Approach to the Four Education Reform Areas**

The State's application must comprehensively address each of the four education reform areas to demonstrate that the State and its participating LEAs are taking a systemic approach to education reform. The State's application must describe how the State and participating LEAs intend to use Race to the Top and other funds to implement comprehensive and coherent policies and practices in the four education reform areas, and how these are designed to increase student achievement, reduce the achievement gap across student subgroups, and increase the rates at which students graduate from high school prepared for college and careers.

## **PROPOSED SELECTION CRITERIA**

### **Summary of Selection Criteria**

There are 19 selection criteria that the Department proposes States address when submitting their applications. Each is outlined below.

#### *Standards and Assessments*

1. Developing and adopting common standards
2. Developing and implementing common, high-quality assessments
3. Supporting transition to enhanced standards and high-quality assessments

#### *Data Systems to Support Instruction*

1. Fully implementing a statewide longitudinal data system
2. Accessing and using State data
3. Using data to improve instruction

#### *Great Teachers and Leaders*

1. Providing alternative pathways for aspiring teachers and principals
2. Differentiating teacher and principal effectiveness based on performance
3. Ensuring equitable distribution of effective teachers and principals
4. Reporting the effectiveness of teacher and principal preparation programs
5. Providing effective support to teachers and principals

#### *Turning Around Struggling Schools*

1. Intervening in the lowest-performing schools and LEAs
2. Increasing the supply of high-quality charter schools
3. Turning around struggling schools

#### *Overall Criteria*

1. Demonstrating significant progress
2. Making education funding a priority
3. Enlisting statewide support and commitment
4. Raising achievement and closing gaps
5. Building strong statewide capacity to implement, scale, and sustain proposed plans

## **Structure of Selection Criteria**

The proposed Race to the Top selection criteria outlined above are broken out into two types. The Department expects successful applicants to clear a high bar on both:

- *State Reform Conditions* Criteria reward States that have demonstrated their will and capacity to significantly improve their education systems by creating legal, regulatory, and other conditions conducive to reform and innovation. States will be judged by the extent of their accomplishments in these areas prior to the application deadline.
- *Reform Plan* Criteria refer to the comprehensive reform strategies that States would develop and implement, together with their participating LEAs, across and within each of the four education reform areas – all with a goal of improving future student outcomes. States will be judged by the quality of their plans and by the extent to which they have set targets that are ambitious yet achievable.

Each criterion is described in detail below. For the full text of each criterion and all additional information, please refer to the Race to the Top Notice of Proposed Priorities, Requirements, Definitions, and Selection Criteria.

## **Detailed Selection Criteria**

### **A. Standards and Assessments**

#### *State Reform Conditions Criteria*

##### (A)(1) Developing and adopting common standards:

- For Phase 1 applications: The extent to which the State has demonstrated commitment to improving the quality of its standards by participating in a consortium of States that is working toward jointly developing and adopting, by June 2010, a common set of K-12 standards that are internationally benchmarked and that build toward college and career readiness by the time of high school graduation, and the extent to which this consortium includes a significant number of States.
- For Phase 2 applications: Whether the State has demonstrated commitment to improving the quality of its standards by adopting, as part of a multi-State consortium, a common set of K-12 standards that are internationally benchmarked and that build toward college and career readiness by the time of high school graduation, and the extent to which this consortium includes a significant number of States.

##### (A)(2) Developing and implementing common, high-quality assessments:

- Whether the State has demonstrated a commitment to improving the quality of its assessments by participating in a consortium of States that is working toward jointly developing and implementing common, high-quality assessments aligned with the consortium's common set of K-12 standards that are internationally benchmarked and that build toward college and career readiness by the time of high school graduation, and the extent to which this consortium includes a significant number of States.

#### *Reform Plan Criteria*

##### (A)(3) Supporting transition to enhanced standards and high-quality assessments:

- The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan for supporting a statewide transition to and implementation of (a) internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and (b) high-quality assessments tied to these standards. State or LEA activities might include: aligning high school exit criteria and college entrance requirements with the new assessments; developing, disseminating, and implementing curricular frameworks and materials, formative and interim assessments,

and professional development materials; and engaging in other strategies that translate the standards and information from assessments into classroom practice.

## **B. Data Systems to Support Instruction**

### *State Reform Conditions Criteria*

#### (B)(1) Fully implementing a statewide longitudinal data system:

- The extent to which the State has a statewide longitudinal data system that includes all of the elements of the America COMPETES Act.

### *Reform Plan Criteria*

#### (B)(2) Accessing and using State data:

- The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); that the data support decision-makers in the continuous improvement of instruction, operations, management, and resource allocation; and that they comply with the applicable requirements of FERPA.

#### (B)(3) Using data to improve instruction:

The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan to:

- Increase the use of instructional improvement systems that provide teachers, principals, and administrators with the information they need to inform and improve their instructional practices, decision-making, and overall effectiveness; and
- Make these data, together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, limited English proficient students, students whose achievement is well below or above grade level), in a manner that complies with the applicable requirements of FERPA.

## **C. Great Teachers and Leaders**

### *State Reform Conditions Criteria*

#### (C)(1) Providing alternative pathways for aspiring teachers and principals:

- The extent to which the State has in place legal, statutory, or regulatory provisions that allow alternative routes to certification for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education; and the extent to which these routes are in use.

### *Reform Plan Criteria*

#### (C)(2) Differentiating teacher and principal effectiveness based on performance:

- The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan and ambitious yet achievable annual targets to (a) determine an approach to measuring student growth; (b) employ rigorous, transparent, and equitable processes for differentiating the effectiveness of teachers and principals using multiple rating categories that take into account data on student growth as a significant factor; (c) provide to each teacher and principal his or her own data and rating; and (d) use this information when making decisions regarding:
  - Evaluating annually and developing teachers and principals, including by providing timely and constructive feedback and targeted professional development;
  - Compensating and promoting teachers and principals, including by providing opportunities for teachers and principals who are highly effective to obtain additional compensation and responsibilities; and

- Granting tenure to and dismissing teachers and principals based on rigorous and transparent procedures for awarding tenure (where applicable) and for removing tenured and untenured teachers and principals after they have had ample opportunities to improve but have not done so.

(C)(3) Ensuring equitable distribution of effective teachers and principals:

- The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to increase the number and percentage of highly effective teachers and principals in high-poverty schools, and to increase the number and percentage of effective teachers teaching hard-to-staff subjects including mathematics, science, special education, English language proficiency, and other hard-to-staff subjects identified by the State or LEA. Plans may include, but are not limited to, the implementation of incentives and strategies in areas such as recruitment, compensation, career development, and human resources practices and processes.

(C)(4) Reporting the effectiveness of teacher and principal preparation programs:

- The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to link a student's achievement data to the student's teachers and principals, to link this information to the programs where each of those teachers and principals was prepared for credentialing, and to publicly report the findings for each credentialing program that has twenty or more graduates annually.

(C)(5) Providing effective support to teachers and principals:

- The extent to which the State, in collaboration with its participating LEAs, has a high-quality plan to use rapid-time student data to inform and guide the support provided to teachers and principals (*e.g.*, professional development, time for common planning and collaboration) in order to improve the overall effectiveness of instruction; and to continuously measure and improve both the effectiveness and efficiency of those supports.

## **D. Turning Around Struggling Schools**

### *State Reform Conditions Criteria*

(D)(1) Intervening in the lowest-performing schools and LEAs:

- The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-performing schools and in LEAs that are in improvement and corrective action status.

(D)(2) Increasing the supply of high-quality charter schools:

- The extent to which the State has a charter school law that does not prohibit or effectively inhibit increasing the number of charter schools in the State (as measured by the percentage of total schools in the State that are allowed to be charter schools) or otherwise restrict student enrollment in charter schools.
- The extent to which the State has statutes and guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools, including the extent to which such statutes or guidelines require that student academic achievement be a factor in such activities and decisions, and the extent to which charter school authorizers in the State have closed or not renewed ineffective charters.
- The extent to which the State's charter schools receive equitable funding, compared to traditional public schools, and a commensurate share of local, State, and Federal program and revenue sources.
- The extent to which the State provides charter schools with facilities funding (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

## *Reform Plan Criteria*

### (D)(3) Turning around struggling schools:

- The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to (i) identify at least the lowest-achieving five percent of the persistently lowest-performing schools or the lowest-achieving five schools, whichever is larger; and (ii) support its LEAs in turning around these schools by:
  - Putting in place new leadership and a majority of new staff, new governance, and improved instructional programs, and providing the school with flexibilities such as the ability to select staff, control its budget, and expand student learning time; or
  - Converting them to charter schools or contracting with an education management organization; or
  - Closing the school and placing the school's students in high-performing schools; or
  - To the extent that these strategies are not possible, implementing a school transformation model that includes: hiring a new principal, measuring teacher and principal effectiveness, rewarding effective teachers and principals, and improving strategies for recruitment, retention and professional development; implementing comprehensive instructional reform, including an improved instructional program and differentiated instruction; and extending learning time and community-oriented supports, including more time for students to learn and for teachers to collaborate, more time for enrichment activities, and on-going mechanisms for family and community engagement.

## **E. Overall Selection Criteria**

### *State Reform Conditions Criteria*

#### (E)(1) Demonstrating significant progress:

The extent to which the State has, over the past several years:

- Made progress to date in each of the four education reform areas;
- Used ARRA and other Federal and State funding to pursue reforms in these areas;
- Created, through law or policy, conditions favorable to education reform and innovation; and
- Increased student achievement and decreased the achievement gap, as reported on the National Assessment of Educational Progress (NAEP) since 2003; and increased graduation rates.

#### (E)(2) Making education funding a priority:

- The extent to which the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education for FY 2008.

#### (E)(3) Enlisting statewide support and commitment:

- The extent to which the State has demonstrated commitment, support, and/or funding from the following key stakeholders:
  - The State's teachers' union(s) and charter school authorizers;
  - Other State and local leaders (*e.g.*, business, community, civil rights, and education association leaders);
  - Grant-making foundations and other funding sources; and
  - LEAs, including public charter schools identified as LEAs under State law, with special emphasis on the following: high-need LEAs; participation by LEAs, schools, students, and students in poverty; and the strength of the Memoranda of Understanding between LEAs and the State, which must at a minimum be signed by the LEA superintendent (or equivalent), the president of the local school board (if relevant), and the local teachers' union leader (if relevant).

## *Reform Plan Criteria*

### (E)(4) Raising achievement and closing gaps:

- Achievement gains: The extent to which the State has set ambitious yet achievable targets for increasing its students' achievement results overall and by student subgroup in reading and mathematics, as reported by the NAEP; annual targets using other assessments may be submitted as well.
- Gap closing: The extent to which the State has set ambitious yet achievable targets for decreasing the reading and mathematics achievement gaps between subgroups, as reported, at a minimum, by the NAEP; annual targets using other assessments may be submitted as well.
- Graduation rate: The extent to which the State has ambitious yet achievable annual targets for increasing graduation rates overall and by student subgroup.

### (E)(5) Building strong statewide capacity to implement, scale, and sustain proposed plans:

The extent to which the State has a high-quality overall plan that demonstrates how it has, and will continue to build, the capacity to:

- Effectively and efficiently oversee the grant, including administering, disbursing funds, and, if necessary, taking appropriate enforcement actions to ensure that participating LEAs comply with the State's plan and program requirements;
- Support the success of participating LEAs, ensure the dissemination of effective practices, and hold participating LEAs accountable for progress;
- Use the economic, political, and human capital resources of the State to continue the reforms funded under the grant after the period of funding has ended;
- Collaborate with other States on key elements of or activities in the State's application; and
- Coordinate, reallocate, or repurpose education funds from other sources to align with the State's Race to the Top goals, as outlined in its plans.

## **PROPOSED PRIORITIES**

Under a competitive preference priority, we would give competitive preference to an application by awarding additional points, depending on the extent to which the application meets the priority or selecting an application that meets the priority over an application of comparable merit that does not. With an invitational priority, we signal our interest in receiving applications that meet the priority; however, we would not give an application that meets an invitational priority preference over other applications.

### Emphasis on Science, Technology, Engineering, and Mathematics (STEM) – Competitive Preference Priority

- To meet this priority, the State's application must describe plans to address the need to:
  - Offer a rigorous course of study in mathematics, sciences, technology, and engineering;
  - Cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and
  - Prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering and mathematics.

### Expansion and Adaptation of Statewide Longitudinal Data Systems – Invitational Priority

- The Secretary is particularly interested in applications in which the State plans to expand statewide longitudinal data systems to include or integrate data from special education programs, limited English proficiency programs, early childhood programs, human resources, finance, health, postsecondary, and

other relevant areas, with the purpose of allowing important questions related to policy or practice to be asked and answered.

- The Secretary is also particularly interested in applications in which States propose working together to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by other State(s), rather than having each State build or continue building such system(s) from scratch or independently.

#### P-20 Coordination and Vertical Alignment – Invitational Priority

- The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, and workforce organizations will coordinate to improve all parts of the education system and create a more seamless P-20 route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary) to ensure that students exiting one level are prepared for success, without remediation, in the next.

#### School-Level Conditions for Reform and Innovation – Invitational Priority

- The Secretary is particularly interested in applications in which the State's participating LEAs provide schools, where appropriate, with flexibilities and autonomies conducive to reform and innovation, such as:
  - Selecting staff;
  - Implementing new structures and formats for the school day or year that expand learning time;
  - Placing budgets under the schools' control;
  - Awarding credit to students based on student performance instead of instructional time; and
  - Providing comprehensive services to high-need students (*e.g.*, through local partnerships, internal staffing, and contracts with outside providers).



Denise Juneau, Superintendent  
 Montana Office of Public Instruction  
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 Helena, Montana 59620-2501  
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 www.opi.mt.gov

**HOUSSE**  
**ESEA High Objective Uniform State**  
**Standard of Evaluation Form**

**For Use Only By Teachers with One or More Years of Experience**

|                |        |
|----------------|--------|
| Teacher Name   | School |
| Date Completed |        |

**This form shall be kept in the district records. Do not send this form to the OPI.**

**Instructions**

1. Indicate for which core academic subject this form is being completed. Complete a separate form for each core academic subject.
2. Review the items below. Place a checkmark in the box next to each item that is applicable to the core academic subject for which you are completing this form.
3. Record the total points for the checked items.
4. Attach this form to the HQT Survey and Status Report

This HOUSSE form is for the following core academic subject: (one per form)

- English   
  Reading or Language Arts   
  Mathematics   
  Science   
  Foreign Languages  
 Civics and Government   
  Economics   
  Visual Arts   
  History   
  Geography   
  Elementary

|                                                                                                                                                                                                                                                                                                              |                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Passing score on the specific core academic subject area Praxis II test.....<br>*To determine if you earned a passing score refer to your score report or<br><a href="http://www.ets.org/Media/Tests/PRAXIS/pdf/09706passingscores.pdf">http://www.ets.org/Media/Tests/PRAXIS/pdf/09706passingscores.pdf</a> | <input type="checkbox"/> 100 Points |
| Minor in the specific core academic subject in which you are teaching.....                                                                                                                                                                                                                                   | <input type="checkbox"/> 60 points  |
| Two years of successful teaching experience in the core academic subject determined by the awarding of a third teacher contract.....                                                                                                                                                                         | <input type="checkbox"/> 40 points  |
| Taught this core academic subject for at least one school year in collaboration/consultation with another teacher(s) who is HQ for this subject.....                                                                                                                                                         | <input type="checkbox"/> 40 points  |
| A 3.0 or higher average GPA in the undergraduate teacher preparation program for course work directly related to this subject.....                                                                                                                                                                           | <input type="checkbox"/> 40 points  |
| Performs teacher mentoring as a district designated mentor teacher, or, develops curricula in the core academic subject, or, offers professional development in the core academic subject....                                                                                                                | <input type="checkbox"/> 20 points  |
| Assessment by a cooperating teacher and a university supervisor of content knowledge as demonstrated during student teaching.....                                                                                                                                                                            | <input type="checkbox"/> 20 points  |
| Since employment, completion of no less than three undergraduate or graduate level credits, maintaining at least a 3.0 GPA, in the core academic subject taught.....                                                                                                                                         | <input type="checkbox"/> 20 points  |
| Since employment, completion of no less than 60 renewal units in the core academic subject....                                                                                                                                                                                                               | <input type="checkbox"/> 20 points  |
| <b>A minimum of 100 points are required to meet Montana's definition of a "Highly Qualified Teacher."</b>                                                                                                                                                                                                    | ____ Total Points                   |

Meeting Montana's High Objective Uniform State Standard of Evaluation (HOUSSE) does NOT automatically add an endorsement (teaching field) to a license. Teachers must meet the state requirements for an endorsement to be added. For more licensure information, refer to <http://www.opi.mt.gov/cert>.

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2009**

- PRESENTATION:** National Common Core State Standards Initiative Report
- PRESENTER:** Nancy Coopersmith, Assistant Superintendent  
Office of Public Instruction  
Steve Meloy, Executive Secretary  
Board of Public Education
- OVERVIEW:** Montana participates with 45 other states in the National Common Core State Standards Initiative sponsored by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). This presentation will include a general overview of the initiative; Montana's process to respond to draft college and career ready expectations in mathematics and reading/language arts released in July; and a timeline for future documents.
- REQUESTED DECISION(S):** None. This is an informational presentation.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None



The Common Core State Standards Initiative is a significant and historic opportunity for states to collectively develop and adopt a core set of academic standards in mathematics and English language arts. Forty-six states and three territories have joined the Common Core State Standards Initiative. The initiative is being jointly led by the NGA Center for Best Practices and the Council of Chief State School Officers in partnership with Achieve, ACT, and the College Board. It builds directly on recent efforts of leading organizations and states that have focused on developing college- and career-ready standards and ensures these standards are evidence- and research-based and internationally benchmarked to top-performing countries.

#### **Why is this initiative important?**

Currently, every state has its own set of academic standards, meaning public education students in each state are learning to different levels. All students must be prepared to compete with not only their American peers in the next state, but with students from around the world. If all 49 states and territories adopt the common core state standards, this initiative will affect 43.5 million students which is about 87 percent of the student population (Source: SchoolDataDirect.org; 2007).

#### **Why is a common core of state standards good for students?**

These standards will help prepare students with the knowledge and skills they need to succeed in college and careers and to be prepared to compete globally. Additionally, expectations for students will be consistent across all states and territories; this consistency will support students transitioning between states. Also, clearer standards will help students better understand what is expected of them and allow for more self-directed learning.

#### **Why is a common core of state standards good for parents?**

A common core of state standards will help parents understand what is expected of students and for college and work success. This understanding of what is expected of students will provide parents the opportunities to meaningfully engage in their children's education.

#### **Why is a common core of state standards good for educators?**

A common core of state standards will allow for more focused pre-service and professional development. Additionally, a common core will help assure that what is taught is aligned with assessments including formative, summative, and benchmarking. Also, educators will have the opportunity to tailor curriculum and teaching methods and promote the sharing of best practices.

#### **Why is a common core of state standards good for states?**

A common core of state standards will clearly articulate to parents, teachers, and the general public expectations for students. Shared standards will also help states better evaluate policy changes and identify best practices and needs for students and educators.

#### **What is being produced and when?**

A common core of state standards in mathematics and English language arts is currently being produced. In July 2009, the draft college and career ready expectations will be released. Additionally, in December 2009, the draft standards for grades K-12 will be released.

**What does the process look like?**

One of the first official steps in the Common Core State Standards Initiative was for CCSSO and the NGA Center to form a National Policy Forum which met initially in January 2009. This forum is intended as a way to establish a shared understanding of the scope and elements of the common core state standards initiative and coordinate implementation and adoption.

The Standards Development Work Group is currently engaged in determining and writing the college and career readiness standards in mathematics and English language arts. This group is composed of content experts from Achieve, ACT, and the College Board. The Work Group's deliberations will be confidential throughout the process. States and national education organizations will have an opportunity to review and provide evidence-based feedback on the draft documents throughout the process.

Also, as a step in the standards development process, CCSSO and the NGA Center are overseeing the work of a Feedback Group. The role of this Feedback Group is to provide information backed by research to inform the standards development process by offering expert input on draft documents.

The final step in the development of these standards is the creation of an expert Validation Committee comprised of national and international experts on standards and in the content areas. This group will review the process and substance of the common core state standards to ensure they are research and evidence-based and will validate state adoption of the common core standards. Members of the committee will be nominated by governors and chiefs of the participating states and selected by a group of four governors and four chiefs.

**What will the common core standards look like?**

The common core state standards will be fewer, clearer, and higher. They will articulate to parents, teachers, and the general public expectations for what students will know and be able to do grade by grade and when they graduate from high school. The standards will be internationally benchmarked, evidence- and research-based, and ready for states to adopt.

**What happens after the common core standards are developed?**

Adoption of the common core state standards is voluntary for states; states choosing to align their standards to the common core state standards have agreed the common core will represent at least 85 percent of the state's standards in mathematics and English language arts. Additionally, there is an obvious role for assessment; some states will voluntarily come together to develop new, innovative, common assessments.

**What happens after states adopt common core standards?**

The common core state standards are the first step in transforming our education system. For systemic change to occur educators must be supported (e.g., time, resources, professional development) in changing classroom practice based on the standards. Instructional materials and assessments that align to the standards and measure and support student progress will need to be developed.

**How can my organization get involved?**

- Visit the Common Core State Standards Web site page to learn more: [www.nga.org](http://www.nga.org) or [http://www.ccsso.org/federal\\_programs/13286.cfm](http://www.ccsso.org/federal_programs/13286.cfm)
- Subscribe to Common Core State Standards updates at [www.ccsso.org](http://www.ccsso.org) or the NGA newsletter at [join-nganews@talk.nga.org](mailto:join-nganews@talk.nga.org)
- Write a statement of support for the initiative and send it to [communications@ccsso.org](mailto:communications@ccsso.org) and [webmaster@nga.org](mailto:webmaster@nga.org)

OFFICE OF THE GOVERNOR  
STATE OF MONTANA

BRIAN SCHWEITZER  
GOVERNOR



JOHN BOHLINGER  
LT. GOVERNOR

May 14, 2009

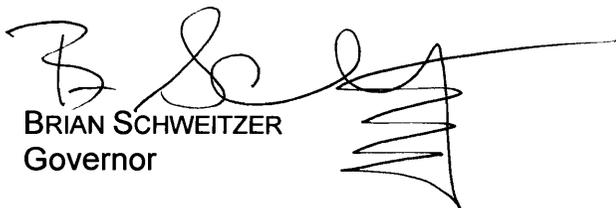
Ray Scheppach, Executive Director  
National Governor's Association  
Hall of the States  
444 N. Capitol St., Suite 267  
Washington, D.C. 20001-1512

Dear Mr. Scheppach:

I am writing to confirm Montana's willingness to participate in the common core standards initiative spearheaded by the National Governor's Association Center for Best Practices and the Council of Chief State School Officers. The common core standards initiative is a natural fit with the direction the state's Board of Education and its advisory Kindergarten to College Workgroup have taken to prepare Montana's children for the 21<sup>st</sup> century and to ensure that all students are ready for college and ready for work.

Superintendent of Public Instruction Denise Juneau, who is our Chief State School Officer, has also signed the attached memorandum of agreement as a demonstration of Montana's interest. The Board of Public Education will work collaboratively with the Superintendent to ensure Montana's participation and input in the process. Our points of contact will be Steve Meloy, Executive Secretary to the Board of Public Education and Nancy Coopersmith, Assistant Superintendent at the Office of Public Instruction. Steve can be reached at (406) 444-0300 or by email at [smeloy@mt.gov](mailto:smeloy@mt.gov). Nancy can be reached at (406) 444-5541 or by email at [ncoopersmith@mt.gov](mailto:ncoopersmith@mt.gov).

Sincerely,

  
BRIAN SCHWEITZER  
Governor

Cc: Jan Lombardi, Governor's Education Policy Advisor  
Denise Juneau, Superintendent of Public Instruction  
Steve Meloy, Board of Public Education

**The Council of Chief State School Officers and  
The National Governors Association Center for Best Practices**

**Common Core Standards  
Memorandum of Agreement**

**Purpose.** This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

**Background.** Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

**Benefits to States.** The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and “end-of-high-school” expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

**Process and Structure**

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core of standards (see attached timeline). These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level.

As such, these organizations will facilitate a state-led process to develop common core standards in English language arts and mathematics that are:

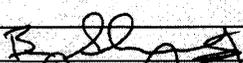
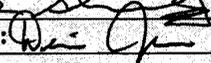
- Fewer, clearer, and higher, to best drive effective policy and practice;
  - Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
  - Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21<sup>st</sup> century;
  - Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
  - Research and evidence-based.
- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core standards. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core standards. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core standards.
- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.
- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.
- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core standards either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core standards may choose to include additional state standards beyond the common core standards. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core standards based on research and evidence-based learning and can support the development of assessments that are aligned to the common core standards across the states, for accountability and other appropriate purposes.

- **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core standards initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.
  
- **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core standards over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

**Agreement.** The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

| Signatures                         |                                                                                     |
|------------------------------------|-------------------------------------------------------------------------------------|
| <b>Governor:</b>                   |  |
| <b>Chief State School Officer:</b> |  |
|                                    |                                                                                     |



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Denise Juneau  
Superintendent

July 31, 2009

Gene Wilhoit, Executive Director  
CCSSO  
One Massachusetts Ave, NW, Suite 700  
Washington, DC 20001-1431

Dear Mr. Wilhoit:

Montana educators and I appreciate the opportunity to comment on the draft college and career readiness standards for mathematics and English language arts. The comments are attached with this letter.

My staff, in conjunction with a panel of secondary educators and university professors, extensively reviewed the draft documents. These reviewers included educators who have been involved in the standards revision process in Montana and are respected members of the Montana education community. We believe a collaborative approach leads to transparency and a commitment to the rich and rigorous content of our state standards.

In this spirit, I request that you extend the development process to increase the transparency of, and commitment to, the national core standards initiative. A rushed process serves no one well. Further, I request that you post on your Web site all comments received in the review process. A response to each comment should be developed and posted as well. The public and all educators deserve to know and understand our work if the products are to have credibility, meaning, and usefulness.

Thank you again for the opportunity to comment on this important initiative. I look forward to an improved process that is more inclusive, more comprehensive in content, and more defensible. If more information is needed, please contact Assistant Superintendent Nancy Coopersmith at [ncoopersmith@mt.gov](mailto:ncoopersmith@mt.gov) or (406) 444-5541.

Sincerely,

Denise Juneau  
State Superintendent

Attachment

**Montana's Response to the College and Career Readiness Standards for Mathematics and Reading, Writing and Communication**  
**July 31, 2009**

**1. What are your overall impressions of the College and Career Readiness Standards?**

- Our Nation deserves quality readiness standards created through a more inclusive K-16 process. Our Nation deserves better.
- There is an omission of any recognition of any or all culture; specifically the cultural heritage of Montana American Indians. Montana integrates this state constitutional mandate throughout all curricular areas and does not treat it as an "addition" to the standards. The college and career readiness standards do not provide this integration nor allude to its necessary inclusion.

**Constitution of Montana -- Article X -- EDUCATION AND PUBLIC LANDS**

**MCA 20-1-501 (Indian Education for All)**

20-1-501. Recognition of American Indian cultural heritage -- legislative intent. (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

(a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and

(b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

(3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

History: En. Sec. 1, Ch. 527, L. 1999.

- These readiness standards must realistically address career readiness. From the university professors' perspective on our review committee, these readiness standards appear to address only college-bound students.
- It appears that people with different points of view wrote these documents. This is evident in the disjointed use of language even within the academic fields and the

inconsistent format. The lack of connection within the document and across academic areas results in documents that are not coherent or congruent.

- The use of new language (e.g., principles, coherent understanding) or previously used language with various definitions (e.g., standards, strands, benchmarks) is unclear. The language must be clearly defined.
- In Media Literacy and Speaking and Listening, Montana's content standards are more rigorous than the readiness standards. For example, Montana Speaking and Listening Content Standard 2: Students distinguish among and use appropriate types of speaking and listening for a variety of purposes. Variety of purposes is not addressed in the readiness standards.
- These readiness standards are more limiting than Montana's. Montana's standards incorporate the use of technology and the integration of culture. More than recognize, describe, analyze; Montana's proficient student is expected to justify, verify, prove and use deductive reasoning.

## **2. What are your concerns regarding this current readiness standards document?**

### **Mathematics Review**

- The College and Career Readiness Standards for Mathematics are inconsistent in specificity, rigor and realism for all career **and** college ready students. Some of the Core Concepts and Core Skills are extremely rigorous; others are realistically rigorous, while others are unrealistically low.
- The College and Career Readiness Standards for Mathematics are not a balanced set of concepts, they only focus on Algebra.
- The document is written in a fragmented fashion. The Mathematical Practices are not incorporated within the document. The Coherent Understanding, Core Concepts and Core Skills are not connected. For example: recursion is addressed in A Coherent Understanding of Statistics, but is not in the Core Concepts or Core Skills. Although the conceptual metamathematical language is enjoyable to read it does not give a clear understanding of the expectations.

### **Reading, Writing, and Communication Review**

- While the College and Career Readiness Standards for Reading, Writing, and Communication are rigorous, they are not always realistic. The Core Readiness standards contain skills that all students should know and be able to do, but the complexity of the texts does not seem to match those skills and may increase the readiness standards to an unrealistic level of expectation. These readiness standards appear to be a "sorter" of students; academia versus the world of work.

- Communication is inherently a collaborative process. It is essential that this process explicitly includes collaboration. For example, when reading, collaboration or discussions are a means of constructing meaning; and when writing, collaboration is essential to providing the writer with the feedback necessary to revise effectively. Collaborative aspects of group and interpersonal dynamics are essential to written and spoken language. In addition, the readiness standards need to acknowledge that reading, writing, and communication experiences enhance our human experience and are not just a means to career or college readiness.
- The use of the word text only implies written and does not include video and audio text.
- In the Application of the Core Media, the focus is on computer-based media. This definition needs to be expanded.

### 3. What do you like about this current standards document?

#### **Mathematics Review**

- Mathematical Practices address the five strands of mathematical proficiency: procedural fluency, conceptual understanding, strategic competence, adaptive reasoning, and productive disposition.
- Each Principle contains a section describing the connections to other Principles. For example: Statistics Principle described "Connections to Probability, Expressions, and Number."
- The three levels, A Coherent Understanding, Core Concepts, and Core Skills, provide important ways to look at each Principle. For example: Coordinates Principle includes "Core Concepts, A Coherent Understanding of Coordinates, and Core Skills."

#### **Reading, Writing, and Communication Review**

- The connection charts within the "Applications of the Core" show coherence between research and media and the Reading, Writing, and Speaking and Listening Core Standards.
- The clarity and rigor of the Core Standards for college-bound students is evident.
- The Core Standards clearly promote reading and writing across all content areas. These Core Standards will create a necessity for all content area teachers to incorporate reading and writing in the curriculum.

## 4. Recommendations, Questions and Comments

### Recommendations

- Use the same tool(s) and criteria that have been used to evaluate state content standards to guide the quality for this set of readiness standards.
- Create a balanced set of cohesive Coherent Understandings, Core Concepts, and Core Skills that include the Mathematical Practices that are measureable. This includes reasoning and making sense, as well as discrete mathematics.
- The following should be included: a definition and purpose of literature; reading for one's own purpose; discussing reading to discover other people's understanding; interpretation and evaluation of texts; writing to learn, reflect, and explore; sentence fluency in writing; seeking feedback to improve writing; collaborative writing; an addition to writing "to convey experiences"; problem solving, group processes and feedback in speaking and listening, as well as empathy and active listening.

### Questions

- What is meant by Internationally Benchmarked Standards? What process is used to develop Internationally Benchmarked Standards and was this process applied to the development of these readiness standards?
- Where is the evidence that these readiness standards are research-based? It is not clear these readiness standards incorporate the works cited.
- College and career ready - is this all we care about in education? Is it not educating the whole person?
- Where are the processes and skills in writing and reading? Are they already expected to be mastered?
- Included in the Core Standards for Writing are "writing arguments" and "writing to inform or explain"; why is narrative writing only addressed as a side bar under "Required Range and Contexts"?
- Will balanced standards be written which address both college and career readiness?

### Comments

- On examination of content standards from other countries; other nations include more than an Algebra focus.
- These readiness standards appear to be Back-to-Basic Standards written from a postsecondary viewpoint.

**Montana School for the Deaf and the Blind  
Board of Public Education Committee Agenda  
September 10, 2009 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<br>- Personnel actions                                                                        | Gettel                  | 3 min              |
| 3. School Improvement<br>- Update on 2008-09 SIP efforts<br>- Accreditation Report<br>- Update on Strategic Plan | Gettel                  | 10 min             |
| 4. Professional Development Activities<br>- Update on in-service training<br>- Fall conferences                  | Gettel                  | 5 min              |
| 6. MSDB Foundation Activities<br>- Update on activities                                                          | Informational           |                    |
| 7. Conferences, meetings and contacts                                                                            | Informational           |                    |
| 8. Finance and Facilities<br>- Update on budget<br>- Update on maintenance projects                              | Sykes                   | 5 min              |
| 9. School Calendar of Events                                                                                     | Informational           |                    |
| 10. Student News                                                                                                 | Informational           |                    |
| 11. Public Comment for Non Agenda Items                                                                          |                         |                    |

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2009**

**PRESENTATION:** Update on the Revisions of the K-12 Communication Arts Content Standards and Performance Descriptors

**PRESENTER:** Linda Vrooman Peterson  
Accreditation Division Administrator  
Office of Public Instruction

**OVERVIEW:** The Office of Public Instruction (OPI) provides to the Board of Public Education an update on the revision process of the K-12 Communication Arts Content Standards and Performance Descriptors. This presentation includes a summary of the work completed on the Communication Arts Content Standards since May 2009 and an overview of the next steps in the process. Also included is the latest draft of the Communication Arts Content Standards, Benchmarks, and Performance Descriptors.

**REQUESTED DECISION(S):** Discussion

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** Discussion

## Overview of Steps for Communication Arts

### May

- Posted standards document on OPI Accreditation Web Page
- Activated survey to gather public comment

### June

- Met with a small group from the revision team to review survey results and other comments from the field; made revisions to the standards document

### July

- E-mailed standards document to Vicki LaRock, Northwest Regional Comprehensive Center for review; incorporated comments where appropriate
- Conducted conference calls with revision team to work on revisions/rationales

### August

- Provided standards document for review by Montana Indian Education Association; incorporated suggestions

### September

- Provide standards document to the Montana Advisory Council on Indian Education for review
- Reactivate survey
- Complete final revisions
- Prepare standards document for November Board of Public Education Meeting

## Big Ideas/Issues

- Update the standards document to reflect 21<sup>st</sup> century knowledge and skills for students
- Maintain clear and concise language throughout the standards document
- Write benchmarks for 4, 8 and upon graduation that show a learning progression
- Use research based information to guide the content of the standards document
- Improve clarity and focus to facilitate use of document by educators

# MONTANA STANDARDS FOR COMMUNICATION ARTS

**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.**

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 expectation 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.

## **Rationale Communication Arts**

**The Communication Arts Standards are foundational to success.** Language is what sets humankind apart from other species, so it is no surprise that mastery of language skills in the broadest sense opens the door to understanding our past, our current condition, and our futures. The Communication Arts offer us tools for thinking, communicating, learning, experiencing, exploring, remembering, collaborating, imagining, and fully participating in life. Mastery in Communication Arts is essential to school, careers and a rich life.

**Communication Arts are developmental and recursive.** Most students come to school with literacy skills already emerging. The Communication Arts Standards are designed to acknowledge those emergent skills and introduce more sophisticated strategies and increasingly complex materials, gradually building students' independence and confidence as communicators. The same skills that appear in this standards document as part of the expectations in the primary grades will appear as part of the expectations upon graduation. The increasing levels of sophistication in the higher grades may very well come in depth, independence, or complexity of materials rather than in distinctly different skills or strategies.

**Communication Arts are interdependent.** While the Communication Arts Standards address discreet skills, strategies, and tasks in five distinct areas of communication (speaking & listening, reading, writing, media, and literature) it is important for parents, teachers and students to understand that the strands of Communication Arts are deeply intertwined. None of the strands should be viewed in isolation as each depends on the

others for successful mastery. For example, when a child learns to read, speaking and listening skills must be properly utilized for success to be achieved. Likewise, to appreciate and understand literature requires the skills of reading and often writing, discussing with others, and viewing media representations of the written texts. A student cannot communicate in writing if he cannot read. Media literacy requires many of the same skills that are required to access, understand and evaluate traditional print. Clearly, communication requires more than the discreet skills of any one of the Communication Arts strands; it requires the dynamic interaction of all strands working together to create meaning.

**Communication Arts are interdisciplinary.** Because all learning is dependent on one or more of the Communication Arts Standards, all subject areas in school *work with* enhancing the strategies and skills that students use to successfully mastery the content of those subjects. In essence, all teachers are teachers of Communication Arts; all students are always engaged in practicing the skills of the Communication Arts. Likewise, the materials used in the Communication Arts classroom will explore the topics of all other curricular areas. It is important for students to recognize that the skills and strategies of Communication Arts must be applied in all classes and beyond the school walls in daily life.

**Communication Arts are evolving.** In the 21st Century the technologies of our daily life and the changing nature of communication make the Communication Arts Standards even more important as a major part of our curriculum. Skills that were once acquired through the experiences of daily life must now be explicitly addressed in our classrooms. Rather than reinforcing the rules of formal standard written and spoken English, the English of our students' daily lives often offers alternative spellings, new rules of grammar, and shortcuts in punctuation or capitalization. Similarly, the dominating influence of the media in its many forms introduces new challenges for our students. It is the Communication Arts curriculum that must help students bridge the gap between the formal and the informal, the old and the new. Language and images have power and that power must be understood and used wisely. Critically, the Communication Arts must address the safe, ethical and responsible use of communication if our democratic ideals are to be preserved.

**Communication Arts Speaking and Listening Content Standard 1**—Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.

**Communication Arts Reading Content Standard 2**— Students read by applying a range of foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

**Communication Arts Literature Content Standard 3**— Students select, interpret, and respond to a range of literature.

**Communication Arts Media Literacy Content Standard 4**— Students analyze and evaluate media messages and their impact on individuals and societies and create media messages to effectively communicate with a variety of audiences for different purposes.

**Communication Arts Writing Content Standard 5**— Students apply a range of skills and strategies during the writing process to write effectively for a variety of purposes and audiences.

**Communication Arts  
Speaking and Listening Content Standard 1**

**Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.**

**Rationale Speaking and Listening**

*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.”*

*Talking and hearing for most people are natural physiological processes; by contrast, speaking and listening are learned (National Communication Association). Oral communication is inherently collaborative in nature, and in a digital age it is imperative that students master the oral communication skills and strategies needed for success in personal, social and professional relations. To participate successfully in a global society, students must be prepared to communicate effectively and ethically with individuals from a wide variety of cultures and backgrounds.*

**Benchmarks**

| <b>End of Grade 4</b>                                                                                                                                            | <b>End of Grade 8</b>                                                                                    | <b>Upon Graduation</b>                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Identify and describe the components of the communication process (sender/speaker, receiver/listener, message, medium/channel, feedback, interference/noise) | 1.1 Analyze and explain how the components of the communication process affect communication             | 1.1 Analyze the complex relationship of the components of the communication process and evaluate their impact on effectiveness |
| 1.2 Identify and use verbal and nonverbal techniques to deliver oral messages                                                                                    | 1.2 Apply verbal and nonverbal delivery techniques to communicate effectively                            | 1.2 Adapt verbal and nonverbal delivery techniques to effectively enhance messages of varying lengths and formats              |
| 1.3 Identify and use effective listening strategies                                                                                                              | 1.3 Apply effective listening strategies to fit the purpose, situation, and setting of the communication | 1.3 Apply and evaluate effective listening strategies to fit the purpose, situation, and setting of the communication          |

|                                                                                                                                                    |                                                                                                                                                                                                                                  |                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4 Choose topics and organize information to present effective oral messages                                                                      | 1.4 Select and narrow topics for specific occasions and develops an appropriate introduction, body and conclusion to deliver speeches                                                                                            | 1.4 Select, test and refine topics for specific purposes and occasions, choose credible sources for supporting materials, effectively organize and deliver speeches                                  |
| 1.5 Adapt communication to a variety of audiences, settings and purposes                                                                           | 1.5 Adapt communication to a variety of formal and informal audiences, settings and purposes                                                                                                                                     | 1.5 Adapt communication to a variety of public, group and interpersonal audiences, settings and purposes                                                                                             |
| 1.6 Use feedback to monitor speaking and listening effectiveness                                                                                   | 1.6 Use feedback to monitor and adjust speaking and listening effectiveness                                                                                                                                                      | 1.6 Use feedback to monitor, adjust, and evaluate speaking and listening effectiveness                                                                                                               |
| 1.7 Use appropriate strategies to listen and respond to stories from the oral traditions of different cultures, including Montana American Indians | 1.7 Compare and contrast the verbal and nonverbal aspects of storytellers, the behaviors of audiences, and the settings and purposes of stories in the oral traditions of different cultures, including Montana American Indians | 1.7 Use appropriate strategies to listen to stories from different cultures; analyze how oral traditions, including Montana American Indian oral traditions, shape culture and influence individuals |
| 1.8 Display respectful behavior when speaking and listening                                                                                        | 1.8 Explain the importance of communicating ethically, including effectively referencing sources and displaying respectful communication to individuals and groups                                                               | 1.8 Analyze the legal and ethical issues associated with responsible communication                                                                                                                   |

## Communication Arts

### Reading Content Standard 2

**Students read by applying a range of foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.**

#### Rationale Reading

*Reading is essential to learning in all content areas; therefore, **all teachers are teachers of reading!***

*Reading involves both the application of foundational skills of decoding text and the construction of meaning from text. Key skills in decoding, phonemic awareness and phonics, are primarily developed in kindergarten through third grade, while fluency, vocabulary and comprehension, keys to constructing meaning, extend beyond the early grades.*

*Reading is a strategic problem solving process in which readers gain personal meaning as they interact with media forms in a culturally diverse society. Readers systematically inquire, assess, analyze, synthesize, and critically evaluate information. Constructing meaning from text is first accomplished with teacher guidance, moving students to become proficient and independent readers.*

*During the reading process proficient readers continuously monitor their own reading as they select and apply the strategies most appropriate to the text and purpose of the task before them. Readers must be sensitive to diversity in language use, cultural patterns and dialects. Readers must also be aware of the influences of geography, social groupings and ethnicity, especially that of Montana American Indians.*

#### Benchmarks

| <b>End of Grade 4</b>                                                                                                                         | <b>End of Grade 8</b>                                                                                                                   | <b>Upon Graduation</b>                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Decode unknown words combining the elements of phonics, use of word parts, and context clues                                              | 2.1 Apply knowledge of word and sentence structure, analysis of word parts and context to decode unknown words                          | 2.1 Select and apply knowledge of syntax clues, word origins, roots and affixes, and context to decode unknown words                        |
| 2.2 Develop and apply general and content specific vocabulary through the use of context clues, analysis of word parts, and reference sources | 2.2 Expand and apply general and specialized vocabulary through the use of context clues, analysis of word parts, and reference sources | 2.2 Expand and utilize general and specialized vocabulary through the use of context clues, analysis of word origins, and reference sources |

|                                                                                                                                                                                        |                                                                                                         |                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 2.3 Read sight words and materials fluently, applying word accuracy, phrasing, rate and expression                                                                                     | 2.3 Adjust fluency based on purpose and content                                                         | 2.3 Adjust fluency based on purpose, complexity, and technical content                                                            |
| 2.4 Use appropriate strategies (reread, read ahead, use decoding and context clues, recognize media features) to monitor comprehension and self correct when comprehension breaks down | 2.4 Identify when comprehension breaks down, analyze causes and self correct using effective strategies | 2.4 Recognize when comprehension breaks down, select strategy to self correct and evaluate effectiveness of the selected strategy |
| 2.5 Activate prior knowledge to make connections to text                                                                                                                               | 2.5 Activate prior knowledge to connect text to self, text to text and text to world                    | 2.5 Recognize the need for background knowledge and research to enhance comprehension                                             |
| 2.6 Generate, test and revise reasonable predictions                                                                                                                                   | 2.6 Create, justify, and revise predictions                                                             | 2.6 Monitor and modify predictions based on specific text passages.                                                               |
| 2.7 Generate and answer questions to clarify meaning by locating specific information in text                                                                                          | 2.7 Generate and answer literal, inferential, critical, and interpretive questions                      | 2.7 Generate and answer complex literal, inferential, evaluative, and interpretive questions                                      |
| 2.8 Recall and explain a series of events or the sequence of information                                                                                                               | 2.8 Recall and explain a series of events or the sequence of information to draw conclusions            | 2.8 Recall and explain a series of events or the sequence of information to hypothesize and/or justify conclusion                 |
| 2.9 Identify main ideas and supporting details                                                                                                                                         | 2.9 Summarize by stating main ideas and supporting details                                              | 2.9 Summarize text by determining main idea and analyzing essential and non-essential supporting details                          |

|                                                                                                                                                     |                                                                                                                                                                  |                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.10 Make inferences based on context clues and/or background knowledge                                                                             | 2.10 Make and justify inferences based on context clues and/or background knowledge                                                                              | 2.10 Make and justify complex inferences within and among multiple texts and/or forms of media                                                                                                              |
| 2.11 Identify and use text features to enhance comprehension                                                                                        | 2.11 Analyze text features to enhance comprehension                                                                                                              | 2.11 Analyze and evaluate relevant text features of multiple forms of media to enhance comprehension                                                                                                        |
| 2.12 Identify the organizational structure of a selection, including sequential, problem-solution and cause-effect.                                 | 2.12 Identify and explain the impact of the organizational structure of a selection, including order of importance, spatial, problem-solution, and cause-effect. | 2.12 Evaluate and compare the effectiveness of organizational structures in multiple selections.                                                                                                            |
| 2.13 Compare and contrast information to explain and explore relationships within and across texts                                                  | 2.13 Compare and contrast information to explain relationships and draw conclusions within and/or across texts                                                   | 2.13 Compare and contrast information, draw conclusions and synthesize ideas within and among texts to synthesize information and draw conclusions                                                          |
| 2.14 Recognize author's purpose, point of view, and language use in culturally diverse texts, including those by and about Montana American Indians | 2.14 Analyze author's purpose, point of view, language use, and credibility in culturally diverse texts, including those by and about Montana American Indians   | 2.14 Critique author's purpose, point of view, bias, language use, and credibility to deepen understanding within and among culturally diverse texts, including those by and about Montana American Indians |
| 2.15 Set goals for reading progress                                                                                                                 | 2.15 Set and monitor goals and reading progress                                                                                                                  | 2.15 Set goals and evaluate reading progress                                                                                                                                                                |

**Communication Arts  
Literature Content Standard 3**

**Students select, interpret, and respond to a range of literature.**

**Rationale Literature**

*Broadly defined, literature is artistically developed writing that makes careful use of language and captures the individual and/or collective experiences of a people. Literature, as considered in this standard, includes poetry, prose fiction, drama, literary non-fiction, and literature on film. It includes works that have stood the test of time as well as works that are of more recent publication, works of our own culture and works of cultures learners may never experience in any other way. Literature provides us with a way of connecting with the past and dreaming about the future. Through the study of literature, students develop aesthetic insight into broad human perspectives and experiences. Literature allows us to consider universal issues of the human condition which transcend time, place and culture and connect us to humanity as a whole. To experience literature fully, it is essential that students learn to read literature both critically and reflectively with an awareness of the literary techniques and language devices that authors use to engage their readers and convey their messages. In understanding the elements of literature as well as the language of literature, students become life-long participants in the literary conversations that connect us to each other and allow us to more deeply understand our own human experiences.*

**Benchmarks**

| <b>End of Grade 4</b>                                                                                                                                          | <b>End of Grade 8</b>                                                                                                                                                                                                   | <b>Upon Graduation</b>                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 Identify basic literary elements (setting, plot, problem/solution, character)                                                                              | 3.1 Compare and contrast the literary elements (setting, plot, character, conflict, resolution, point of view, mood)                                                                                                    | 3.1 Analyze the ways in which authors develop literary elements (setting, plot, character, conflict, point of view, mood, tone, theme) to impact works and readers |
| 3.2 Explain how authors' choices of language and use of devices (such as similes, rhyme, rhythm, and onomatopoeia) contribute to the meaning of literary works | 3.2 Analyze how authors' choices of words, uses of figurative language (such as metaphor, simile, personification) and stylistic devices (such as assonance and consonance) contribute to the meaning of literary works | 3.2 Evaluate how diction, figurative language, imagery, detail, organization, and style shape meaning and impact works and readers                                 |

|                                                                                                                                            |                                                                                                                                                                               |                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.3 Identify the characteristics of select literary genres                                                                                 | 3.3 Understand and define the characteristics of literary genres                                                                                                              | 3.3 Analyze and define the characteristics of literary genres and evaluate the effect of genres on readers                                                  |
| 3.4 Identify how culture and history are represented in literary works, including works of Montana American Indians                        | 3.4 Interpret how literature influences societies and, conversely, how factors such as history and culture influence literature, including works of Montana American Indians. | 3.4 Evaluate how literature reflects a society, including literature by and about Montana American Indians.                                                 |
| 3.5 Identify similarities and differences between personal experiences and literary works, including the works of Montana American Indians | 3.5 Compare and contrast a variety of perspectives among culturally diverse literary works, including the works of Montana American Indians                                   | 3.5 Analyze diverse literature to compare common human experiences among time periods, literary movements, and cultures, including Montana American Indians |
| 3.6 Express and justify personal responses to literature                                                                                   | 3.6 Express personal ideas and feelings generated as a result of engaging with literature and offer justification                                                             | 3.6 Create and support critical and emotive responses to ideas and feelings generated as a result of engaging with literature                               |

**Communication Arts  
Media Literacy Content Standard 4**

**Students analyze and evaluate media messages and their impact on individuals and societies and create media messages to effectively communicate with a variety of audiences for different purposes.**

**Rationale Media Literacy**

*Media Literacy is the ability to recognize, evaluate, and apply the techniques and technologies (Media Awareness Network) of the “media forms of the day.” (Ohler) This involves skills in “critically analyzing media messages, recognizing the role that audience plays in making meaning from those messages” and creating media messages for an audience. (Media Awareness Network) “Media form influences media content.” (Center for Media Literacy) Each medium has different characteristics, strengths, and a unique “language” of construction. (National Association for Media Literacy Education) In order for students to be effective consumers of media messages, they need to have a practical understanding of the advantages and limitations inherent in the techniques and technologies involved in creating those messages.*

*Students need a comprehensive understanding of digital citizenship and its ramifications in order to communicate effectively and securely in a multicultural, networked world. (Ohler. “Media Literacy takes as its field **all** media including **but not limited to**—TV, radio, film, print, music, the Internet, video games and even less obvious forms like fashion, children’s toys and dolls, or T-Shirts.” (Media Awareness Network) Media literate people can both individually and collaboratively create effective media messages, demonstrating an understanding as to the strengths and limitations of each medium. Through the processes of designing, producing, and publishing articulate, meaningful, navigable media, students become better producers and consumers of media messages. (Ohler)*

**Benchmarks**

| <b>End of Grade 4</b>                                                                                                                 | <b>End of Grade 8</b>                                                                 | <b>Upon Graduation</b>                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 4.1 Recognize that media messages are constructed using specific techniques for specific purposes (e.g., entertain, persuade, inform) | 4.1 Interpret and differentiate how techniques and technologies impact media messages | 4.1 Evaluate how techniques and technologies influence the meaning and effectiveness of the media messages |
| 4.2 Identify the sources of media messages                                                                                            | 4.2 Analyze the credibility of the sources of media messages                          | 4.2 Evaluate the credibility of the sources of media messages                                              |

|                                                                                                                     |                                                                                                                                                                                        |                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.3 Identify fact, fiction and opinion in various media messages, including messages about Montana American Indians | 4.3 Analyze the purpose of and recognize the effects of fact, fiction, opinion, bias and stereotypes in media messages on diverse groups of people, including Montana American Indians | 4.3 Evaluate the impact of fact, opinion, bias and stereotypes in media messages about diverse groups of people, including Montana American Indians |
| 4.4 Recognize the norms, rules, laws and etiquette that govern the use and creation of media messages               | 4.4 Apply appropriate norms, rules, laws and etiquette in the use and creation of media messages                                                                                       | 4.4 Apply knowledge and evaluate the impact of norms, rules, laws and etiquette in the use and creation of media messages                           |
| 4.5 Recognize consequences to self and others when using and creating media messages                                | 4.5 Analyze the inherent consequences to self and others in the use and creation of media messages                                                                                     | 4.5 Evaluate the inherent consequences to individuals and societies in the use and creation of media messages                                       |
| 4.6 Create a media message for a specific purpose (e.g., inform, entertain, or persuade).                           | 4.6 Create and analyze media messages targeting a specific audience and purpose.                                                                                                       | 4.6 Create media messages for a variety of purposes and audiences and evaluate effectiveness                                                        |
| 4.7 Recognize that media messages embed values and influences individuals, cultures and societies                   | 4.7 Identify how media messages embed values and influence individuals, cultures and societies                                                                                         | 4.7 Analyze the embedded values and evaluate the media's role in shaping perceptions of reality for individuals, cultures, and societies            |

**Communication Arts**  
**Writing Content Standard 5**

**Students apply a range of skills and strategies during the writing process to write effectively for a variety of purposes and audiences.**

**Rationale Writing**

*Never have writers been more in evidence in daily life than they are now. Whether it is in the form of cell phone text messages, instant messages, blogs, emails, personal network postings or any of the more traditional forms of writing, there is evidence readily available to show that we are taking ample advantage of our impulses to write. As the forms of writing and methods of publication increase rapidly in our digital world, the skills of writing take on new value.*

*Practice with many different forms and styles of writing using a variety of media to communicate in writing is essential for students to become proficient writers. Successful writers choose and adapt strategies to best fit the topic, purpose and audience of the writing task. Effective writers are adept at knowing when to collaborate and seek feedback to polish and clarify their written communication during the writing process. Proficient writers also understand the ethical and legal issues of using information gained from others in their writing. They follow the protocols of the medium and write in safe and responsible ways.*

**Benchmarks**

| <b>End of Grade 4</b>                                                                                                             | <b>End of Grade 8</b>                                                   | <b>Upon Graduation</b>                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 5.1 Identify and demonstrate the steps used in the writing process: prewriting, planning, drafting, revising, editing, publishing | 5.1 Apply the steps of the writing process in a variety of written work | 5.1 Apply the steps of the writing process to develop, evaluate, and refine writing |

|                                                                                                                                                         |                                                                                                                                                                            |                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.2 Select appropriate topic and generate topic sentence indicating the purpose of written work                                                         | 5.2 Select appropriate topic and generate thesis statement indicating purpose and intent                                                                                   | 5.2 Independently select topic and generate complex thesis statement indicating purpose and intent                                                           |
| 5.3 Generate and develop main ideas using supporting details                                                                                            | 5.3 Generate and develop main ideas using a variety of relevant supporting details                                                                                         | 5.3 Generate, develop and elaborate upon main ideas using relevant and specific supporting details                                                           |
| 5.4 Organize writing using a logical progression of ideas                                                                                               | 5.4 Organize writing using transitions and a logical progression of ideas                                                                                                  | 5.4 Organize writing using a logical progression of ideas and transitions to effectively convey the relationships among them                                 |
| 5.5 Demonstrate awareness of language choices and their impact on writing through use of personal voice, sentence fluency, and word choice when writing | 5.5 Demonstrate knowledge of language choices and their impact on writing through control of personal voice, strong sentence fluency, and effective word choice            | 5.5 Demonstrate knowledge of language choices and their impact on writing by showing purposeful control of personal voice, sentence fluency, and word choice |
| 5.6 Identify and practice conventions of standard written English (e.g. usage, punctuation, spelling) appropriate purpose and audience                  | 5.6 Apply conventions of standard written English (e.g. usage, punctuation, spelling) appropriate for purpose and audience                                                 | 5.6 Apply conventions of standard written English (e.g. usage, punctuation, spelling) appropriate for purpose and audience                                   |
| 5.7 Identify the purpose, audience, and format in one's own writing                                                                                     | 5.7 Identify and describe the purpose, audience, format, and tone in one's own writing                                                                                     | 5.7 Articulate and evaluate the purpose and audience, and select and use appropriate format, and tone in one's own writing                                   |
| 5.8 Identify different writing forms and genres and write poetry, narrative, informative, and persuasive selections.                                    | 5.8 Analyze the characteristics of different writing forms and genres and write in a variety of forms and genres including poetry, narrative, informative, and persuasion. | 5.8 Write using a variety of forms and genres and evaluate one's own and others' writing for effectiveness of form and genre                                 |
| 5.9 Demonstrate ability to maintain topical focus throughout written work                                                                               | 5.9 Compose written works demonstrating ability to sustain focus throughout a variety of forms and genres                                                                  | 5.9 Compose a variety of written works utilizing complex ideas and detailed support that demonstrate the ability to maintain a sustained focus               |

|                                                                                                                                                                              |                                                                                                                                                                                                                     |                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.10 Use methods of researching (task definition, information seeking strategies, location and access, use of information) to report information and cite sources in writing | 5.10 Independently use methods of researching (task definition, information seeking strategies, location and access, use of information, synthesis, evaluation) to collect, utilize and cite information in writing | 5.10 Conduct research and effectively synthesize information from multiple sources in writing                                                                                                     |
| 5.11 Identify the owner of ideas and information, with respect to all forms of information (e.g. oral resources), including Montana American Indians                         | 5.11 Obtain and use information legally and respectfully, and appropriately credit ideas and word of others, including those of Montana American Indians                                                            | 5.11 Follow copyright laws and fair use guidelines when using the intellectual property of others, including that of Montana American Indians, and appropriately credit ideas and words of others |
| 5.12 Set goals for writing progress                                                                                                                                          | 5.12 Set goals, seek feedback and monitor writing progress                                                                                                                                                          | 5.12 Set goals, seek feedback and evaluate writing progress                                                                                                                                       |
| 5.13 Recognize and use writing as a means of clarifying thinking and reflecting                                                                                              | 5.13 Use writing as a means of clarifying thought and reflecting on learning                                                                                                                                        | 5.13 Select and use forms of writing to learn as a means of clarifying thought and reflecting on experiences                                                                                      |

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2009**

- PRESENTATION:** Final Review of Accreditation Response Options for Serious or Continuing Deviations
- PRESENTER:** Dale Kimmet  
Accreditation Specialist  
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education a second opportunity to discuss a proposal to revise and expand the Accreditation Responses for Continuing Deviations. See attached summary.
- REQUESTED DECISION(S):** Discussion
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Discussion



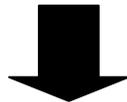
Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

**opi.mt.gov**

## **RESPONSE OPTIONS FOR CONTINUING OR SERIOUS DEVIATIONS**

When a school in Deficiency status has failed to develop and/or implement an approved corrective plan to remedy the deviations that resulted in the Deficiency status, the Superintendent of Public Instruction (the Superintendent) will recommend to the Board of Public Education (Board) that the school be placed in an intensive assistance process. This process provides for a timely, prescriptive technical assistance program for the school to be administered by the Office of Public Instruction (OPI). It is understood that the OPI would have been working with the school and district to resolve the issues without taking this additional step. The OPI will work with the district administrator and local board of trustees to ensure the intensive assistance process is coordinated with, and supported by the district. This process represents the final effort to resolve the significant accreditation issues facing the school and can and will lead to a recommendation by the Superintendent to the Board to move the school to Non-accreditation status and the Board to order the withholding of all state equalization aid or county equalization funds. Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

**STEP 1** - After the Superintendent has recommended and the Board has approved placing the school in the intensive assistance process, the OPI representatives will conduct an on-site visit and as part of the visit, conduct a conference with the chairperson of the local board of trustees and the district administrator to review the history of the school's issues and the steps that make up the intensive assistance process. If the OPI determines that it is necessary or appropriate, the OPI representatives will also make arrangements to attend a meeting of the local board of trustees and address the situation with the trustees directly.



**STEP 2** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will require that the chairperson of the local board of trustees and the district administrator appear before the Board at its next scheduled meeting. At this point, the district will be required to notify the parents of the district of the situation in general and of the required appearance in particular.

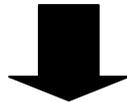
**STEP 3** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will: (1) upon recommendation of the Superintendent consider the placement of the school in Non-accreditation status effective the following July 1; (2) direct the BPE Accreditation Committee working with the OPI to assume general oversight of the process from this point; and (3) direct the OPI representatives to meet with the local board of trustees to review the next steps and the extreme seriousness of those steps. The representatives will continue to offer any applicable and appropriate technical assistance to help the district develop an approvable corrective plan.



**STEP 4** - If a plan is forthcoming as a result of this meeting, the Superintendent will make a recommendation to the Board to approve or disapprove the plan.

If the plan is disapproved or a plan is not forthcoming the Board will consider the Superintendent's recommendation for first consideration of a motion to place the school in Non-accreditation status effective the following July 1. If the Board approves such a motion, the local board of trustees will be notified of its right to a second appearance before the Board.



**STEP 5** - The Board provides the opportunity for a hearing. Following the hearing, the Board will take action on a second consideration of the motion to place the school in Non-Accreditation status effective the following July 1.



**STEP 6** - The Board takes final action on the motion to place the school in Non-accreditation status effective the following July 1.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

**Reviewed by the Board of Public Education  
July 16, 2009**

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2009**

**PRESENTATION:** New Accreditation On-site Visitation Process

**PRESENTER:** Dale Kimmet  
Accreditation Specialist  
Office of Public Instruction

**OVERVIEW:** The staff of the Accreditation Division has initiated a process whereby every school will be visited at least once during a five - seven year period. The goals of the visits are threefold: 1) to more effectively monitor compliance with the accreditation standards; 2) to provide needed technical assistance; and 3) to identify and appreciate the wide variety of strategies, processes, and programs that have a strong and consistent impact on student achievement in schools. This presentation is to brief the Board of Public Education of the work to date in developing the necessary protocols to conduct the on-site visits. See attached summary.

**REQUESTED DECISION(S):** Discussion

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None



## On-site Visit Protocol

### ➤ Purpose

- The staff of the Accreditation Division, Office of Public Instruction, believes that it is important to increase our presence in the field – to engage directly with schools and districts around the state
- Initiate a process whereby every school is visited at least once during a five - seven year period
- Goals of the visits
  - more effectively monitor compliance with the accreditation standards;
  - provide needed technical assistance; and
  - identify and appreciate the wide variety of strategies, processes, and programs that have a strong and consistent impact on student achievement in schools.

### ➤ What's been done to date?

- Group of administrators have met three different times
  - Re-establishment of visitation on-site cycle a good thing
  - Coordinate with Northwest Accreditation
  - Office of Public Instruction team member provides a continuous contact
  - Process and visit conducted according to the three established goals (see purpose above)
  - Draft on-site protocols developed

### ➤ Draft Protocols

- Five - seven year rotation schedule
- Controlling documents – ADC, Effectiveness Report (5YCEP), Annual Yearly Progress Report, Survey
- Audit review
- On-site visit
- Report/Follow-up

### ➤ Timeline/Next Steps

- September – Brief Board of Public Education
- August – Sept. – Assemble teams and train for the pilot visits
- Oct. – Dec. – Pilot visits (5 – 7 schools)
- January 2010 – reconvene focus group to debrief on pilot visits
- Jan. – Feb. – Assemble and train more teams (3 – 5 teams)
- End of February – conduct a small number of visits of schools around Helena
- Mar. – Apr. – Conduct actual on-site visits (goal of 20 schools)
- June – Sept. – Assemble and train more teams – use of the regional service areas
- Oct. 2010 – April 2011 – Conduct the first cycle of on-site visits

**EXECUTIVE SUMMARY**  
**DATE: SEPTEMBER 2009**

**PRESENTATION:** Recommend approval of Notice of Adoption, Amendment, and Repeal relating to Administrative Rules of Montana 10.54.4010 through 10.54.4098 Mathematics Content Standards and Performance Descriptors

**PRESENTER:** Jean Howard, Mathematics Curriculum Specialist  
Office of Public Instruction

**OVERVIEW:** The Office of Public Instruction (OPI) recommends approval of Notice of Adoption, Amendment, and Repeal relating to Administrative Rules of Montana 10.54.4010 through 10.54.4098 Mathematics Content Standards and Performance Descriptors. Attached is the Notice of Public Hearing and Extension of Comment Period on Proposed Adoption, Amendment, and Repeal.

**REQUESTED DECISION(S):** Recommend approval of Notice of Adoption, Amendment, and Repeal relating to Administrative Rules of Montana 10.54.4010 through 10.54.4098 Mathematics Content Standards and Performance Descriptors.

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** ACTION

BEFORE THE BOARD OF PUBLIC EDUCATION  
OF THE STATE OF MONTANA

In the matter of the adoption of New Rule I through New Rule XII, amendment of ARM 10.54.4010 through 10.54.4013, 10.54.4020 through 10.54.4023, 10.54.4030 through 10.54.4033, and 10.54.4040 through 10.54.4043, and repeal of ARM 10.54.4050 through 10.54.4053, 10.54.4060 through 10.54.4063, 10.54.4070 through 10.54.4073, and 10.54.4087 through 10.54.4098 pertaining to math content standards and performance descriptors ) AMENDED NOTICE OF PUBLIC HEARING AND EXTENSION OF COMMENT PERIOD ON PROPOSED ADOPTION, AMENDMENT, AND REPEAL

TO: All Concerned Persons

1. On May 28, 2009 the Board of Public Education published MAR Notice No. 10-54-249 pertaining to the public hearing on the proposed adoption, amendment, and repeal of the above-stated rules at page 767 of the 2009 Montana Administrative Register, Issue Number 10.

2. A public hearing was held on June 22, 2009. No comments were received during the comment period. The Office of Public Instruction advised the board at its July 17, 2009 meeting that language relating to Montana American Indians had been inadvertently omitted from the suggested amendments to the above-stated rules and recommended amending the rules to ensure that the math standards include references to Montana American Indian culture. The board voted to extend the comment period for 30 days. The board will accept comments on the amendments to these rules until 5:00 p.m. on August 31, 2009.

3. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on August 14, 2009 to advise us of the nature of the accommodation that you need. Please contact Steve Meloy, Executive Secretary of the Board of Public Education, P.O. Box 200601, Helena, MT 59620-0601, telephone: (406) 444-6576, FAX: (406) 444-0847, e-mail: smeloy@mt.gov.

4. The board proposes that the following rules be further amended as follows:

10.54.4010 MATHEMATICS CONTENT STANDARD 1 (1) To satisfy the requirements of mathematics content standard 1, a student, applying reasoning and

problem solving, will use number sense and operations to represent numbers in multiple ways, understand relationships among numbers and number systems, make reasonable estimates, and compute fluently within a variety of relevant cultural contexts, including those of Montana American Indians.

10.54.4011 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR END OF GRADE 4 (1) through (1)(d) remain as proposed.

(e) select and apply appropriate standard units and tools to measure length, time, and temperature within relevant scientific and cultural situations, including those of Montana American Indians.

10.54.4012 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 FOR END OF GRADE 8 (1) through (1)(d) remain as proposed.

(e) use metric and standard units of measurement in relevant scientific and cultural situations, including those of Montana American Indians, compare and convert within systems, and use appropriate technology; and

(f) remains as proposed.

10.54.4013 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 1 UPON GRADUATION (1) through (1)(d) remain as proposed.

(e) identify givens and unknowns in familiar and unfamiliar situations (e.g., finance, culture, including Montana American Indians, and nature) and describe relationships between variables.

10.54.4020 MATHEMATICS CONTENT STANDARD 2 (1) To satisfy the requirements of mathematics content standard 2, a student, applying reasoning and problem solving, will use data representation and analysis, simulations, probability statistics, and statistical methods to evaluate information and make informed decisions within a variety of relevant cultural contexts, including those of Montana American Indians.

10.54.4021 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 4 (1) and (1)(a) remain as proposed.

(b) solve problems and make decisions using data descriptors such as minimum, maximum, median, and mode within scientific and cultural contexts, including those of Montana American Indians when relevant; and

(c) describe events from multicultural contexts, including those of Montana American Indians, as likely or unlikely and discuss the degree of likelihood using words such as certain, equally likely, and impossible.

10.54.4022 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 FOR END OF GRADE 8 (1) remains as proposed.

(a) collect data from a variety of contexts (e.g., science, history, and culture, including Montana American Indians); and organize and represent data in box plots, scatter plots, histograms, and circle graphs using technology when appropriate;

(b) interpret, analyze, and evaluate data using mean, median, range, and quartiles to identify trends and make decisions and predictions about data within

scientific and cultural contexts, including those of Montana American Indians when relevant; and

(c) create sample spaces and simulations from events found in different cultures, including Montana American Indians, determine experimental and theoretical probabilities, and use probability to make predictions.

10.54.4023 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 2 UPON GRADUATION (1) through (1)(b) remain as proposed.

(c) make, evaluate, and justify decisions based on probabilities in multicultural ~~problem~~ situations, including those of Montana American Indians (e.g., finding expected value and using rules of probability);

(d) and (e) remain as proposed.

10.54.4030 MATHEMATICS CONTENT STANDARD 3 (1) To satisfy the requirements of mathematics content standard 3, a student, applying reasoning and problem solving, will understand geometric properties, spatial relationships, and transformation of shapes, and will use spatial reasoning and geometric models to analyze mathematical situations within a variety of relevant cultural contexts, including those of Montana American Indians.

10.54.4031 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 4 (1) through (1)(b) remain as proposed.

(c) use spatial reasoning to identify slides and flips of congruent figures within ~~cultural~~ artistic and artistic cultural contexts, including those of Montana American Indians;

(d) and (e) remain as proposed.

10.54.4032 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 FOR END OF GRADE 8 (1) and (1)(a) remain as proposed.

(b) use spatial reasoning to determine congruence, similarity, and symmetry of objects in mathematics, art, science, and culture, including Montana American Indians;

(c) through (e) remain as proposed.

10.54.4033 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 3 UPON GRADUATION (1) and (1)(a) remain as proposed.

(b) use spatial reasoning and geometric models to solve problems with and without technology in the contexts of art, science, and culture, including Montana American Indians;

(c) through (e) remain as proposed.

10.54.4040 MATHEMATICS CONTENT STANDARD 4 (1) To satisfy the requirements of mathematics content standard 4, a student, applying reasoning and problem solving, will use algebraic concepts and procedures to understand processes involving number, operation, and variables and will use procedures and function concepts to model the quantitative and functional relationships that describe change within a variety of relevant cultural contexts, including those of Montana

American Indians.

10.54.4041 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 4 (1) through (1)(d) remain as proposed.

(e) model problem situations with manipulatives or technology and use multiple representations such as words, pictures, tables, or graphs to draw conclusions using cultural contexts, including those of Montana American Indians when relevant.

10.54.4042 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 FOR END OF GRADE 8 (1) through (1)(d) remain as proposed.

(e) identify and compute rate of change/slope and intercepts from equations, graphs, and tables; model and solve contextual problems involving linear proportions or direct variation using cultural contexts, including those of Montana American Indians when relevant.

10.54.4043 BENCHMARK FOR MATHEMATICS CONTENT STANDARD 4 UPON GRADUATION (1) through (1)(d) remain as proposed.

(e) given data or a problem situation, select and use an appropriate function model to analyze results or make a prediction with and without technology using cultural contexts, including those of Montana American Indians when relevant.

5. Concerned persons may submit their data, views, or arguments concerning the proposed action in writing to: Steve Meloy, Executive Secretary of the Board of Public Education, P.O. Box 200601, Helena, MT 59620-0601, telephone: (406) 444-6576, FAX: (406) 444-0847, e-mail: smeloy@mt.gov and must be received no later than 5:00 p.m., August 31, 2009. Persons who testified at the initial hearing, or who submitted comments during the initial comment period, need not testify again or resubmit their comments. Any such previous testimony and comments will be included in the rulemaking record.

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Steve Meloy  
Rule Reviewer

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Patty Myers  
Chairperson  
Board of Public Education

Certified to the Secretary of State July 20, 2009.

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2009**

- PRESENTATION:** Update on Brockton Public School's Plan to Correct Ongoing Employment of a Non-licensed Teacher Based on the September On-site Review of the Plan
- PRESENTER:** Dale Kimmet  
Accreditation Specialist  
Office of Public Instruction
- OVERVIEW:** Dale Kimmet and Kelly Glass will conduct an on-site review of the plan to correct the ongoing employment of a non-licensed teacher with the new Brockton Public School's Superintendent and the Chairperson of the Board of Trustees prior to the September Board of Public Education meeting. A report of the review will be presented to the Board of Public Education at the September meeting.
- REQUESTED DECISION(S):** Approve state superintendent's recommendations
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action

## **EXECUTIVE SUMMARY**

**DATE: SEPTEMBER 2009**

**PRESENTATION:** Chapter 57, Educator Licensure Rule

**PRESENTER:** Peter Donovan  
Administrative Officer, CSPAC  
On behalf of the Office of Public Instruction

**OVERVIEW:** OPI recommends approval of Notice of Public Hearing and Timeline relating to the Proposed Revisions of Administrative Rules of Montana, Chapter 57, Educator Licensure.

**REQUESTED DECISION(S):** Approval of Notice of Public Hearing and Timeline

**OUTLYING ISSUE(S):** None

**RECOMMENDATION(S):** None

**TIMELINE - PROPOSED  
CHAPTER 57 RULES  
August 19, 2009**

- Proposed notice to BPE for authorization to publish .. September 11, 2009
- Proposed notice to SOS for notice in MAR ..... September 14, 2009
- MAR publication out ..... September 24 2009
- Hearing date ..... Week of October 19-23, 2009
- Final Public Input deadline ..... October 26, 2009
- Adoption notice to BPE for approval..... November 13, 2009
- Final rule changes to SOS for notice in MAR ..... November 16, 2009
- MAR publication out ..... November 25, 2009
- Effective Date of Rules ..... November 26, 2009



# WYOMING

## State Board of Education

Hathaway Building, 2nd Floor  
2300 Capitol Avenue  
Cheyenne, Wyoming 82002-0050  
(307) 777-6213 • (307) 777-6234 FAX

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*State Superintendent*

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*Board Liaison*

JENNIFER DUNCAN  
*Executive Assistant*

February 23, 2009

Ken Willard, President  
National Association of State Boards of Education  
277 S. Washington St. Suite #100  
Alexandria, VA 22314

Mr. Willard:

It is my pleasure, on behalf of the Wyoming State Board of Education, to write a letter endorsing the candidacy of Dana Mann-Tavegia as President-Elect of the National Association of State Boards of Education. Members of the Wyoming State Board of Education wholeheartedly endorse her candidacy and truly hope she is elected to the position.

Those of you in NASBE who have worked with Dana are aware of her solid qualifications. As a Board member we have found Dana to be caring, warm, intelligent and knowledgeable, thoughtful and articulate. In addition to these fine qualities Dana is considerate of differing opinions as she works to do what is best for students.

The members of the Wyoming State Board of Education would be extremely proud to have Dana, a fourth generation Wyomingite, be elected to and serve in such a prestigious position.

Sincerely,

A handwritten signature in black ink that reads "Bill I. Anthony".

Bill I. Anthony

BI: jd

My name is Dana Mann-Tavegia, and I am proud to serve on the Wyoming State Board of Education and as Chair of the the NASBE Governmental Affairs Committee. I hope to continue my involvement with NASBE by being your next President-Elect.

I, like NASBE, celebrated my 50<sup>th</sup> birthday in 2008. I live and work on an official Wyoming Centennial Ranch, which means our ranch has been a working cattle ranch for nearly 103 years. I am a fourth generation Wyomingite, and I've been very fortunate to have received an excellent public education. I started school in a one-room school house, and eventually attended Bryn Mawr College, majoring in Sociology. I also studied Civil Engineering later, and retired from WYDOT in 1998. My son is 13 years old, and is active in rodeo, basketball, track, 4-H, and choir. He will be the youngest member of the Wyoming Ambassadors of Music, singing in seven countries in Europe this summer. He is also the product of Wyoming public schools.

I have served on my local library board and its foundation board, my Chamber of Commerce's Government Affairs Committee, assisted with numerous community fundraising events and spent nearly five years as a volunteer art director at my son's small, rural elementary school. Spending several hours each week in school has given me insight into the challenges our teachers, staff and students face and how our schools perform. I've found much joy in working with students, and, like every state board member, each policy decision I make is done with them in mind.

My experience with NASBE started with attending its outstanding New Board Members Institute. I have attended every annual conference since my terms began. It has been my honor to serve as Western States Director on the NASBE Board of Directors. I am very proud to be serving as the Governmental Affairs Committee Chair for the second year. I've been on the GAC every year except those I served on the Board of Directors.

My involvement with NASBE has added so much to my own ability to be an effective and well-informed state board member. I am so proud of the fact that NASBE is always ahead of the curve, and has the ability, resources and drive to provide state boards with all the assistance and information they need to make great decisions. NASBE staff exceeded all expectations in keeping us informed during the recent change of administration in Washington.

It is very important to all of us, especially the children of this nation, that state boards maintain and enhance their vital role in making policy for our American public education system. As your President I will do everything in my power to preserve state boards of education across this country. I also hope to increase our use of technology as we face

decreases in travel budgets for board members. The research of NASBE study groups is some of the best in the nation, and we must keep those groups and the Governmental Affairs Committee active. I also intend to work with the NASBE Board of Directors to maintain and expand membership, support the NASBE Foundation's work, and make certain that every board member is aware of NASBE's resources and contributions.

State boards face many challenges, and NASBE plays a significant role in supporting us. As we face economic difficulties, increasing graduation rates, meeting AYP, etc., having excellent leadership from state boards and NASBE will be extremely important. I humbly ask for your support in being a member of NASBE's leadership team. It is my honor to run for the office of NASBE President-Elect. Thank you to all my friends from around the country for encouraging me in this endeavor. Please feel free to contact me with any questions, concerns or suggestions.

Dana Mann-Tavegia

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**STATE OF CONNECTICUT**  
*STATE BOARD OF EDUCATION*



June 3, 2009

Dr. Karabelle Pizzigati  
c/o NASBE Nominations Committee  
2121 Crystal Drive  
Suite 350  
Arlington, Virginia 22202

Dear Dr. Pizzigati:

On behalf of the Connecticut State Board of Education, it is my privilege to recommend to you as the 2010 President-elect of NASBE Allan B. Taylor. Mr. Taylor has served on the Connecticut State Board of Education since 1994, serving as Chairperson since 2005. His current term expires February 2013. He serves on the Finance Committee, Ad Hoc Committee on Accountability and Ad Hoc Committee on Secondary School Improvement. Mr. Taylor has provided strong, insightful leadership to the Board, State Department of Education, and the public schools of Connecticut. As the Board's leader, he encourages members to voice their opinions, continue to educate themselves, and work as a group toward a common vision.

Allan Taylor has facilitated the Board's discussions of what works well in Connecticut, and what doesn't. He centers the Board's attention on its role in establishing policies that will prepare all students for lifelong learning and careers in a competitive, global economy. His leadership style is inclusive, collaborative and respectful. He encourages the consideration of diverse opinions and insists on data-driven research. Chairperson Taylor led the Board in the development of its Five-year Comprehensive Plan for Education: A Superior Education for Connecticut's 21<sup>st</sup> Century Learners. This plan has framed the Board's work – and has directed the Board's policymaking, and budget and legislative development processes. It guides the Department's work, and is used as an accountability tool.

Mr. Taylor focuses the Board's agendas and works tirelessly on initiatives that lead to increased student achievement and reductions in the gaps in achievement, resources and opportunities for Connecticut's students. He frequently is called upon to contribute to collaborative statewide initiatives that advance the Board's and the state's agenda (e.g., Governor's Call to Action—a diverse group of educators and business and industry representatives; the Governor's Commission on Education Finance; Prekindergarten through 20 Council; Advisory Council for School Health and Mental Health; etc.).

Mr. Taylor does not hesitate to propose changes to the status quo when the "status quo" does not support students' growth. At his recent confirmation hearing before the General Assembly, he referred to the work of Arthur Levine, former president of Columbia University's Teachers College. Mr. Taylor concurred with Dr. Levine's view that our current education system was designed for the culture and traditions of the industrial age; consequently, it is imperative that we shift our focus from inputs (i.e., time and process) to products of a successful education (i.e., knowledge and skills). Consistent with this view, Mr. Taylor is known to ask questions and insist on policies that keep our system open to the changes that must be allowed to occur at every level—including preschool, secondary school, and higher education. He acknowledges the importance of looking beyond the structures and practices with which we are familiar, and asks staff members to act accordingly. Mr. Taylor truly is an advocate for public education, with an open mind and willingness to do whatever is necessary to achieve immediate and lasting results.

Mr. Taylor's leadership extends well beyond the boundaries of Connecticut. He has been an active member of NASBE, currently serving as Northeast Area Director. He has served on the Governmental Affairs Committee, attended the annual legislative conferences, and has been a panelist and participant at NASBE's annual conventions. He presented at the 2005 annual conference on "State Capacity to Meet NCLB Requirements." His involvement and contributions extend to national organizations, including Achieve, Inc., the National Youth Policy Forum, the State Alliance for High Performance, among others. He also served as a panelist at the 2006 National Conference of State Legislatures, at their request.

We have no doubt that NASBE—and the students across the United States—would be well-served by Mr. Taylor's intellect, foresight, experience and energy. The Connecticut State Board of Education highly recommends Allan B. Taylor as the 2010 President-elect.

Sincerely,



Janet M. Finneran  
Vice Chairperson

Enclosures:

- Board resolution
- Nomination Form
- Resume
- Statement of Interest

## ALLAN B. TAYLOR

### Education-related positions:

Member (1994-present) and Chair (3/1/2005-present), Connecticut State Board of Education.

Member, Board of Directors, National Association of State Boards of Education, 2008- .

Member, City of Hartford Board of Education, 1989-93.

Member, Board of Directors, Connecticut Association of Boards of Education, 1989-93.

### Other public positions:

Member, Hartford City Council, 1981-87.

Chair, Charter Revision Commissions, City of Hartford, 1999-2000, 2002.

### Education:

A.B. *magna cum laude*, Phi Beta Kappa, Harvard College, 1970.

J.D., *magna cum laude*, Harvard Law School, 1975. Editor (1973-74) and Supreme Court Note and Notes Editor (1974-75), *Harvard Law Review*.

Masters degree in Public Policy, Kennedy School of Government, Harvard, 1975.

### Employment:

*Law Clerk to Judge J. Skelly Wright*, U.S. Court of Appeals for the District of Columbia Circuit, 1975-76.

*Law Clerk to Justice Thurgood Marshall*, United States Supreme Court, 1976-77.

Associate, 1977-82, and partner, 1983-present, Day Pitney LLP (formerly Day, Berry & Howard), Hartford, CT. Loss Prevention Partner; co-chair, Conflicts, Ethics, and Loss Prevention Committee.

Legal Recognitions:

Civic Service Award (“For your tremendous involvement with the Hartford Board of Education and Charter Revision Commissions for the City of Hartford”), Hartford County Bar Association, 2002.

Connecticut Super Lawyer, 2006, 2007, 2008, 2009

Mentioned in Chambers USA, America’s Leading Lawyers for Business, 2005, 2006, 2007, 2008.

**Significant Nonprofit Board Memberships:**

Hartford Stage Company, 1993- present (currently honorary board member)

Hartford Action Plan on Infant Health (organization concerned with infant mortality and teenage pregnancy), 1990-2006, president from 1999-2005.

Anti Defamation League, Connecticut Regional Board, 1999-2003

**Personal:**

Married Sally Silverstein (Taylor) June 6, 1971. Daughters Rachel (1/16/1981; AB Harvard 2003) and Karen (11/21/1983; AB Harvard 2007) both attended Hartford public schools from kindergarten through high school.

Born Cincinnati, Ohio, June 28, 1948.

**Contact Information:**

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## STATEMENT OF INTEREST OF ALLAN B. TAYLOR TO THE NASBE NOMINATING COMMITTEE

I am passionately committed to public education. I believe that a strong system of public education is essential to our democracy, because the success of our collective efforts to govern ourselves depends on the ability of the public to understand the increasingly complex problems of our shrinking, flat world. I believe that the future of our democracy also depends on our ability to assure that its blessings of economic prosperity and participation in the shaping of our collective future are truly accessible to all of our citizens. We can reach that goal only if all of our citizens are equipped with the tools necessary for success in tomorrow's society. Our schools must provide those tools.

I have lived this commitment. My wife and I are products of the public schools in North Haven, Connecticut. Our daughters attended Hartford public schools, where they were members of a small demographic minority from kindergarten through high school graduation in 1999 and 2002. I have volunteered my time as a member of the Hartford Board of Education or the State Board of Education for all but a few months of the last 20 years, and I look forward to serving at least until my term expires in February of 2013. In August, our older daughter will begin teaching at an Uncommon Schools charter school in Brooklyn.

All of us who serve on State Boards of Education have vital work to do. In an article this winter in Education Week, Arthur Levine, former president of Teachers College at Columbia University, argued that we are at the beginning of a sweeping change in the structure of schools and our understanding of schooling. Our current system, he observed, was created at the height of the Industrial Age, and its focus on common processes governed by a standard clock reflects the culture and traditions of that age. But, Levine points out, we have conclusively learned that not all children learn the same things in the same way and at the same time or pace. That knowledge points strongly to moving our education system from a focus on time and process – inputs – to knowledge and skills – the products of a successful education. Advancing technology gives us an increasing ability to deliver instruction at a distance and on demand, and to devise ways of demonstrating accomplishment rather than simply measuring exposure to instruction.

The promise of technological change is also a challenge. Our children live in a world drenched in constantly available information, a torrent that often threatens to drown knowledge in data. As rapidly as the world has changed in the last 20 years, it will almost certainly change even more in the next 20, and (bittersweet thought) our children, who laugh at our difficulties with iPods and DVD players, will almost certainly find the world their children will inhabit as confusing and challenging as we find their world.

In the face of such rapid change, Levine argues, no one yet knows what the replacement for the industrial system of education will or should look like. While we move toward a future of increasingly individualized education, we must be certain that our children receive the tools they need to separate fact from fantasy and to transform information into knowledge. We must also be certain that they receive a grounding in the common values and habits that make successful democracy possible. These are somewhat conflicting imperatives, and we are unlikely to know that we have created the new institutional structure that can reconcile them until we look up and find that it is here.

What is the role of state boards of education in this time of transformation? In my view, it is to ask the questions and insist on the policies that keep our systems open to the changes that must be allowed to occur. Our state departments of education are filled with hard-working, very smart people but they are, by definition, highly successful products of the current institutional structure. As informed and committed outsiders, state board members can and must help them to look beyond the structures and practices with which they are familiar. We must, as well, focus on excellence and resist the periodic fads to which educators sometimes fall prey.

NASBE helps us meet this obligation to the future. NASBE's study groups and research reports both provide valuable summaries of current knowledge and, even more importantly, tie that knowledge to actions that state boards can take. NASBE's well-respected presence on the Hill and at the federal Department of Education both represents the common institutional interests of our Boards and assures that we will be alerted when developments in Washington require actions in our respective States.

As an active member of the Government Affairs Committee for several years and as a member of the NASBE board, I have participated in and benefited from this work. As president-elect and president, I would do all that I can to strengthen NASBE's focus on helping us all be more effective servants of the public interest in public education.

I would also do all I can to preserve and enhance the intangible values that make NASBE important. During my years of NASBE activity, I have come to cherish the unique opportunity it provides for each of us to take strength from the common dedication of our colleagues from different locations, different life experiences, and different political loyalties. NASBE makes E Pluribus Unum real for state board of education members. That tradition is a precious legacy that I will honor and pass on to our successors.

# GREG W. HAWS

## Candidate for Secretary-Treasurer of NASBE

### Short Biography

Greg Haws, CPA, is a member of the Utah State Board of Education. He is a business advisor, owner, and entrepreneur. Greg has been on the board of directors of such institutions as the Weber School District Foundation, the Utah Transit Authority, and the United Way of Northern Utah. He has also been president of the Roy High School PTSA.

### Statement of Interest

I would like to continue the positive direction NASBE has been following in the past. I would continue the emphasis on budgeting and matching revenues with expenditures.

I am also a CPA as well as a business owner, a residential real estate developer and a member of the Board of Directors of a Community Bank. I was formerly the elected Auditor/Clerk/Treasurer of my county and oversaw a budget in excess of \$60 million. It is vital to the accomplishment of the mission of NASBE that its financial management keep pace with its defined strategic goals.

## **Kim R. Burningham**

Over the past 11 years I have served as a member of the Utah State Board of Education. For one of those years I was the president of NASBE. During those years, I have become convinced that our association with other states through NASBE is absolutely vital. I am committed to the strong and continuing work of NASBE in behalf of school boards throughout the nation. This is especially true in a time when issues concerning education are receiving increasing focus at the national level. NASBE must continue to be an important player in the discussions around those issues. I am pleased to submit my name as a candidate to be a Western Area Director of NASBE to finish the two-year term.

Kim Burningham

## **Biography**

Kim R. Burningham, educator and former legislator, is currently working as a communications consultant for Franklin Covey. In this role he trains business and government employees nationwide in writing and presentation skills.

Mr. Burningham has a B.S. Degree in Language Arts, a M.A. Degree in Interpretative Speech, and a M.F.A. Degree in Professional Writing. He is a recognized leader in the teaching profession, having taught Speech, Drama, Debate, English and American History at Bountiful High School from 1960 to 1988. He has also taught at the University level at the University of Arizona.

Mr. Burningham was elected to the Utah State Legislature in 1979 and served for 15 years until he was appointed by Governor Michael O. Leavitt as the executive director of the Utah Statehood Centennial Commission, a position he held for two years until his resignation. While Mr. Burningham was in the Legislature he chaired various committees including the Utah Tomorrow Strategic Planning and the Community and Economic Development Appropriations Committee.

In the 1998 election, Mr. Burningham was elected as a member of the State Board of Education. He represents District #5 from Davis County. He is a former chair of the Utah State Board of Education, a position he held for an unprecedented seven years. In 2005 he served as President of the National Association of State Boards of Education.

Mr. Burningham is an Honorary Lifetime Member in the Parent Teacher Association, was twice named Outstanding Teacher of the Year, and received the National Forensic League Triple Diamond Award. He served as president of the Utah Speech Teachers Association. As a legislator, Burningham received the Legislative Leadership Award, the Outstanding Service to Education Award, the Utah Heritage Association Heritage Service Award, and the Utah Library Association Special Services Award.

Burningham is also a well-known writer of film, stage, and has written numerous published articles. He currently authors a continuing series of historical vignettes for *The Davis County Clipper*. He received the Utah Historical Society Media Award for his play Quadrille, the Bountiful Centennial theatrical event. At Shipley Associates, he received the Gold Recognition Award for excellence in communications consultation.

Mr. Burningham resides in Bountiful, is married to Susan and they have two sons. His hobbies include writing, gardening, and historical research.

5/2007

**BOARD OF PUBLIC EDUCATION COMMITTEE DESCRIPTIONS**  
**2008-2009**

**STANDING COMMITTEES**

Address any/all areas guided or mandated by Montana State Constitution, State Law and Board jurisdictional responsibility.

**Executive Committee**

This committee is composed of the Chairperson, Vice Chairperson and the Executive Secretary. Its general purpose is to act in the place of the Board when issues come up in the interim between meetings that need immediate attention. Duties include an evaluation process of Executive Secretary of the Board of Public Education and the Superintendent of the Montana School for the Deaf and Blind. Duties included: planning, communication, budget development and evaluation processes. Actions of this committee are reported to the Board at the next meeting.

**Accreditation Committee**

All matters concerning school accreditation, including accreditation rules and the accreditation status of schools as recommended by the Superintendent of Public Instruction are referred to this committee. In addition, this committee regularly hears concerns and recommendations of individual schools related to their accreditation status. These may be issues such as exceptions to the rules based on individual school circumstances or requests for alternative standards.

**Licensure Committee**

This committee has two general responsibilities. The first is the specific rules related to educator licensure. The second is the accreditation of the programs offered by the educator preparation programs at the state colleges and universities. In addition, this committee hears requests for exceptions to the licenses in such areas as an individual's particular preparation program or the state teacher licensure examination.

**Montana School for the Deaf and Blind Committee**

This committee acts in the capacity of a school board for the school for the Deaf and Blind. All matters requiring Board approval are presented and discussed at the committee meeting as well as informational items pertaining to school and staff activities.

**Government Affairs Committee**

This committee will develop and monitor a strategy to work closely with elected and appointed officials and their staffs on state education policy issues as well as monitor the efficacy, impact and compliance with Federal legislation and regulation. The chair of this committee will serve as the NASBE voting delegate.

### **Legislative Committee**

Recognizing the critical importance of legislative action to the future of education in this state, this committee will develop a plan to improve the Board's relationship with each member as well as the body as a whole. The committee will also develop a plan of action for its involvement with the next legislative session.

## **TASK FORCE**

Address emerging issues and making recommendations and referrals to standing committees.

### **Quality Schools/Quality Educators**

This task force will address issues of the definition of quality schools and the adequacy of funding as begun in the 2005 legislative session. Additionally, this task force will work to assure quality educators are in every school across Montana. i.e. recruitment and retention issues.

### **Indian Education for All**

This task force will monitor and promote the implementation of MCA 20-1-501 assuring the Board of Public Education's responsibility for Indian Education for All.

### **Distance Learning**

This task force will work with the Office of Public Instruction and our partners to review and revise ARM 10.55.907 – Distance, Online, and Technology Delivered Learning as needed to align the standard with current best practices.

### **Pathways for Learners**

This task force will discuss and research emerging issues assuring seamless opportunities for students from kindergarten to college and beyond.

### **Assessment**

This task force will oversee the Board's involvement with assessment issues and will coordinate with the Office of Public Instruction and the Board of Regents as to a strategy dealing with all aspects of assessment. The Board will develop a public relations strategy in this regard, recognizing the assessment and accountability go "hand in hand".

## **ADVISORY GROUP LIAISONS**

Develop strategies affecting advisory processes and monitoring projects.

### **CSPAC (Certification Standards and Practices Advisory Council)**

This council, appointed by the Board shall study and make recommendations on certification requirements, professional education programs, standards for ethical conduct, and policies on denial, suspension and revocation of teacher and administrator certificates. Its seven members are appointed to three-year terms.

### **MACIE (Montana Advisory Council for Indian Education)**

This council was created to implement a policy adopted by the Board to: “provide for more effective and meaningful participation by Indian people in planning, implementation and administration of relevant educational services and programs under the authority of local school boards.” The council is composed of representatives of the eleven tribal groups in Montana and other groups working in the interest of Indian people. Nominations to MACIE are sought from organizations that have been identified as playing a key role in the education of American Indians in Montana. Appointments are made jointly by the Board of Public Education and the Superintendent of Public Instruction

### **MSDB Foundation**

One Board of Public Education member will be appointed for two years by the Chairperson and approved by the entire Board to serve on the School for the Deaf and Blind Foundation. Other members of the Foundation Board are selected by the Foundation in accordance with the Foundations Articles of Incorporation and Bylaws. The responsibilities of the Foundation are established by contract between the Board of Public Education and the Foundation.

## **STATE BOARD OF EDUCATION**

Addresses issues of shared jurisdiction with the Office of the Commissioner of Higher education, Office of Public Instruction, the Governor’s Office, and partner education organizations.

### **Kindergarten to College Workgroup**

The Workgroup will assist the Board of Public Education to the Governor as a voting member of the nine members Workgroup. The Workgroup will assist the Board of Education with planning and coordination to build a strong education system in Montana. The Workgroup will meet four times a year to assist the Board of Education in meeting deliverables (completing their homework assignments), coordinating strategic plans of the Board of Public Education and the Board of Regents, gathering information, and providing advice. The Workgroup will oversee the Board of Education’s current and future task forces and other subgroups which may be created.

## **LEGISLATIVE COMMITTEE**

### **Education and Local Government Interim K-12 Subcommittee**

The Education and Local Government (ELG) Interim Committee is a joint bipartisan committee of the legislature that meets between legislative sessions. The ELG’s statutory duties include review of proposed administrative rules and draft legislation, as well as completing any studies assigned to it. They also entail monitoring the operations of, and providing information to, the State Board of Education, Board of Public Education, Board of Regents of Higher Education, and the Office of Public Instruction. Lastly, the ELG acts as a liaison with local

governments, providing an important forum for discussion of strong, effective governance at the community and county level.

Special committees may be appointed by the Chairperson of the Board, as the Board shall deem necessary, to carry out the responsibilities of the Board.

Duties of the committees shall be to review, report on and make recommendations concerning any item referred to them and to alert the Board Chairperson and Executive Secretary on any matters which should be placed on the agenda for Board discussion or action.

APPROVED

**Board of Public Education**  
**Committee Assignments**  
2008 - 2009

**STANDING COMMITTEES**

**Executive Committee**

Patty Myers, Chair  
Angela McLean, Vice Chair  
Steve Meloy, Secretary (ex-officio)

**Accreditation Committee**

Storrs Bishop, Chair  
Katie Wood, Member

**Licensure Committee**

Angela McLean, Chair

**MSDB Committee**

Patty Myers, Chair  
Cal Gilbert, Member  
Bernie Olson, Member

**Government Affairs Committee**  
**(NASBE Delegate)**

Kirk Miller, Chair

**Legislative Committee**

Bernie Olson, Chair  
Katie Wood, Member

**ADVISORY GROUP LIAISONS**

Angela McLean, CSPAC  
Cal Gilbert, MACIE  
Bernie Olson, MSDB Foundation (Until 6/2009)

**TASK FORCE**

**Quality Schools/ Quality Educators**

Kirk Miller, Chair

**Indian Education for All**

Cal Gilbert, Chair

**Distance Learning**

Kirk Miller, Chair

**Pathways for Learners**

Patty Myers, Co-Chair  
Angela McLean, Co-Chair

**Assessment**

Sharon Carroll, Chair

**STATE BOARD OF EDUCATION**

**Kindergarten to College Workgroup**

Steve Meloy  
Bernie Olson

**LEGISLATIVE COMMITTEE**

**Education and Local Government**  
**Interim K-12 Subcommittee**

Kirk Miller  
Patty Myers

**Montana K-12 Communication Arts  
Performance Descriptors**

| Advanced                                                                                                                                                                                                                            | Proficient                                                                                                                                                                                                                                                             | Nearing Proficiency                                                                                                                                                                                                                                                                                                   | Novice                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A student at the advanced level in Communication Arts demonstrates superior performance. He/She demonstrates highly developed knowledge and skills by consistently exceeding the grade level expectations in each of the following: | A student at the proficient level in Communication Arts demonstrates solid academic performance by consistently meeting grade level expectations. He/she demonstrates an understanding of the knowledge and skills required to be successful in each of the following: | A student at the nearing proficiency level in Communication Arts demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency. He/she has some of the required foundational skills and, at low level of complexity and difficulty, is able to demonstrate each of the following: | A student at the novice level in Communication Arts is beginning to attain prerequisite knowledge and skills that are fundamental for proficiency. He/she demonstrates a low level of understanding and with teacher guidance is beginning to attain a foundation in each of the following: |

| <b>Speaking and Listening</b>                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| End of Grade 4                                                                                                                                                                                                                                                                                                                                                                               | End of Grade 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Upon Graduation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 1.1 Understands components of the communication process;<br>1.2 uses elements of effective speaking;<br>1.3 uses elements of effective listening;<br>1.4 selects topics and organizes information;<br>1.5 adapts to audience, setting and purpose;<br>1.6 uses feedback to self-monitor;<br>1.7 listens and responds to cultural stories;<br>1.8 displays respect in speaking and listening. | 1.1 Analyzes components of the communication process;<br>1.2 applies elements of effective speaking;<br>1.3 applies elements of effective listening;<br>1.4 selects specific topic, develops introduction, body, and conclusion<br>1.5 adapts to formal and informal audiences, settings and purposes;<br>1.6 uses feedback to monitor and adjust;<br>1.7 compares and contrasts speaking and listening; strategies in cultural stories<br>1.8 displays respectful communication and orally references sources. | 1.1 Evaluates the impact of components of the communication;<br>1.2 evaluates elements of effective speaking;<br>1.3 evaluates elements of effective listening;<br>1.4 refines topic, uses credible sources, and proper organization<br>1.5 adapts to public, group and interpersonal audiences, settings and purposes;<br>1.6 uses feedback to monitor, adjust, and evaluate;<br>1.7 analyzes the influence of oral traditions in various cultures;<br>1.8 analyzes and evaluates the impact of ethical and responsible communication. |

| <b>Reading</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Decode words;<br>2.2 develop vocabulary;<br>2.3 read sight words;<br>2.4 use strategies to self-correct;<br>2.5 make connections to text;<br>2.6 test predictions;<br>2.7 generate and answer questions;<br>2.8 explain a series of events;<br>2.9 identify main ideas and supporting details;<br>2.10 make inferences;<br>2.11 identify and use text features;<br>2.12 compare and contrast information;<br>2.13 identify cause and effect;<br>2.14 recognize author's purpose, point of view and language;<br>2.15 set goals. | 2.1 Decode words using word and sentence structure<br>2.2 expand general and specialized vocabulary;<br>2.3 adjust fluency;<br>2.4 identify when comprehension breaks down, self-correct;<br>2.5 connect text to self, text to text, text to world;<br>2.6 justify predictions;<br>2.7 generate and answer literal and higher order questions;<br>2.8 explain a series of events to draw conclusions<br>2.9 summarize main ideas and details;<br>2.10 make and justify inferences;<br>2.11 analyze text features;<br>2.12 compare and contrast information to draw a conclusion;<br>2.13 explain cause and effect;<br>2.14 analyze author's purpose and credibility and language use;<br>2.15 set goals and monitor. | 2.1 Decodes words using syntax clues, word origins, roots;<br>2.2 expand and utilize general and specialized vocabulary;<br>2.3 adjust fluency;<br>2.4 recognize when comprehension breaks down, self-correct;<br>2.5 recognize background knowledge increases comprehension;<br>2.6 recognize the need for predictions in reading;<br>2.7 generate and answer complex literal and higher level questions;<br>2.8 explain a series of events to hypothesize/justify conclusions;<br>2.9 summarize by distinguishing main ideas;<br>2.10 make and justify complex inferences;<br>2.11 analyze and evaluate relevant text features;<br>3.4 compare and contrast across multiple texts;<br>2.13 explain cause and effect across multiple texts;<br>2.14 critique author's purpose, points of view, language use and credibility.<br>2.15 set goals and evaluate. |
| <b>Literature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 3.1 Identify literary elements;<br>3.2 explain language use and literary devices;<br>3.3 identify characteristics of genre;<br>3.4 identify culture and history;<br>3.5 compare personal                                                                                                                                                                                                                                                                                                                                            | 3.1 Compare and contrast literary elements;<br>3.2 analyze language use and literary devices;<br>3.3 define characteristics of genre;<br>3.4 interpret influences of culture, history, and literature;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3.1 Analyze literary elements;<br>3.2 evaluate language use and literary devices;<br>3.3 analyze and evaluate characteristics of genre;<br>3.4 evaluate influence of culture, history, and literature;<br>3.5 analyze human experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| experiences with literature;<br>3.6 justify personal responses to literature.                                                                                                                                                                                                                                                                                                                                                                                    | 3.5 compare a variety of perspectives in literature;<br>3.6 justify personal ideas and feelings in response to literature.                                                                                                                                                                                                                                                                                                                                                                                           | in literature;<br>3.6 support critical and emotive responses to literature.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Media Literacy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 4.1 Recognize techniques and purposes used in media messages;<br>4.2 identify sources of media messages<br>4.3 identify fact, fiction and opinion in media messages<br>4.4 recognize proper use and creation of media messages;<br>4.5 recognize guidelines for using and creating media messages;<br>4.5 recognize consequences when using and creating media messages;<br>4.6 create media messages;<br>4.7 recognize that media embeds values and influences. | 4.1 Differentiate how techniques and technologies impact media messages;<br>4.2 analyze credibility of media message sources;<br>4.3 analyze purpose of fact, fiction, opinion, bias and stereotypes in media messages;<br>4.4 apply proper use and creation of media messages;<br>4.5 apply guidelines for using and creating media messages;<br>4.5 analyze consequences when using and creating media messages;<br>4.6 create and analyze media messages;<br>4.7 identify how media embeds values and influences. | 4.1 Evaluate techniques and technologies impact on meaning and effectiveness of media messages;<br>4.2 evaluate credibility of media message sources;<br>4.3 evaluate impact of fact, fiction, opinion, bias and stereotypes in media messages;<br>4.4 apply and evaluate impact of proper use and creation of media messages;<br>4.5 apply and evaluate effect of guidelines when using and creating media messages;<br>4.5 evaluate consequences when using and creating media messages;<br>4.6 create and evaluate media messages;<br>4.7 analyze and evaluate how media embeds values and shapes perceptions. |
| <b>Writing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5.1 Identify the steps of the writing process;<br>5.2 select topic and generate topic sentence;<br>5.3 develop main idea;<br>5.3 select and write a range of types and formats of writing;<br>5.4 organize writing<br>5.5 identify language choice and its impact;<br>5.6 identify and practice conventions;<br>5.7 identify purpose, audience,                                                                                                                  | 5.1 Apply the steps of the writing process;<br>5.2 select topic and generate thesis;<br>5.3 develop main idea using variety of details;<br>5.4 organize writing using transitions<br>5.5 demonstrate knowledge of language choice and its impact;<br>5.6 apply conventions;<br>5.7 identify and describe                                                                                                                                                                                                             | 5.1 Apply the steps of the writing process, evaluate and refine writing;<br>5.2 select topic and generate complex thesis;<br>5.3 develop and elaborate upon main idea using variety of details;<br>5.4 organize writing using transitions and progression of ideas<br>5.5 demonstrate control of language choice;                                                                                                                                                                                                                                                                                                 |

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| <p>format, and style;<br/> 5.8 identify writing forms and genres;<br/> 5.9 maintain focus of topic in writing;<br/> 5.10 use methods of research and cite sources;<br/> 5.11 use information legally;<br/> 5.12 set goals for writing;<br/> 5.13 recognize and use writing to think and reflect.</p> | <p>purpose, audience, format, style, and tone;<br/> 5.8 analyze characteristics of writing forms and genres;<br/> 5.9 sustain focus of topic in variety of forms and genres;<br/> 5.10 use methods of research to collect, use and cite information;<br/> 5.11 use information legally;<br/> 5.12 set goals and monitor writing;<br/> 5.13 use writing to think and learn.</p> | <p>5.6 apply conventions;<br/> 5.7 evaluate the purpose and audience; select and use format, style, and tone;<br/> 5.8 use a variety of forms and genres and evaluate effectiveness of form and genre;<br/> 5.9 maintain focus of topic in written work with complex ideas;<br/> 5.10 conduct research using multiple sources;<br/> 5.11 follow copyright laws;<br/> 5.12 set goals and evaluate writing;<br/> 5.13 select and use writing to think and learn.</p> |
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