

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

December 2-3, 2010

HAMPTON INN
Montana Room
725 Carter Drive
Helena, MT

December 2, 2010 - Thursday
8:30 AM

CALL TO ORDER

- A. Pledge of Allegiance
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors

PUBLIC COMMENT

CONSENT AGENDA

- A. Correspondence
- B. September 16-17, 2010 Minutes
- C. Financials

ADOPT AGENDA

INFORMATION

❖ **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 – Sharon Carroll (Item 3)**

Item 3 **CSPAC REPORT**
 Peter Donovan

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

Item 4 **STATE SUPERINTENDENT’S REPORT**
 State Superintendent Denise Juneau

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

Item 6 GOVERNOR'S OFFICE REPORT
Dan Villa

Item 7 STUDENT REPRESENTATIVE'S REPORT
Tim Seery

DISCUSSION

❖ MACIE LIAISON – Cal Gilbert (Item 8)

Item 8 MACIE REPORT
Norma Bixby

❖ ASSESSMENT COMMITTEE – Sharon Carroll (Item 9)

Item 9 ASSESSMENT UPDATE
Judy Snow

❖ ACCREDITATION COMMITTEE – John Edwards (Item 10)

Item 10 CHAPTER 55 JOINT TASK FORCE PROGRESS UPDATE
Patty Myers and Dennis Parman

1:30 PM TIME CERTAIN

ACTION

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.

❖ LICENSURE COMMITTEE – Sharon Carroll (Items 11-13)

Item 11 DENIAL HEARING BPE CASE #2009-05 (CLOSED)
Steve Meloy

Item 12 REVOCATION HEARING BPE CASE #2010-05 (CLOSED)
Steve Meloy

DISCUSSION

Item 13 LICENSE SURRENDER REPORT BPE CASE #2010-09 (CLOSED)
Ann Gilkey

ITEMS 14-18 MAY BE MOVED TO FRIDAY, DECEMBER 3, 2010 CONTINGENT ON LENGTH OF LITIGATION

❖ GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Item 14-15)

Item 14 COMMON CORE STATE STANDARDS
Nancy Coopersmith

Item 15 FEDERAL UPDATE
Nancy Coopersmith

❖ EXECUTIVE COMMITTEE – Patty Myers (Items 16-19)

- Item 16 SPOTLIGHT ON THE OPI CENTRAL SERVICES DIVISION
Julia Dilly
- Item 17 TRANSPORTATION REPORT
Maxine Mougeot
- Item 18 REPORT ON STATUS OF ARTS EDUCATION IN MONTANA SCHOOLS
Beck McLaughlin

December 3, 2010 – Friday

8:30 AM

ACTION

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 19 ADOPTION OF THE CRITICAL QUALITY EDUCATOR SHORTAGE AREAS
REPORT
Madalyn Quinlan

❖ ACCREDITATION COMMITTEE – John Edwards (Items 20-21)

- Item 20 ALTERNATIVE TO STANDARDS REQUEST
Linda Vrooman Peterson
- Item 21 RECOMMENDED APPROVAL OF STANDARDS REVISION SCHEDULE
Linda Vrooman Peterson

❖ LICENSURE COMMITTEE – Sharon Carroll (Items 22-23)

- Item 22 RECOMMEND APPROVAL OF CORRECTIVE ACTION PLAN MONTANA
STATE UNIVERSITY - BOZEMAN
Linda Vrooman Peterson
- Item 23 RECOMMEND APPROVAL OF CORRECTIVE ACTION PLAN MONTANA
STATE UNIVERSITY – NORTHERN
Linda Vrooman Peterson

DISCUSSION

❖ MSDB LIAISON – Patty Myers (Item 24)

- Item 24 MSDB COMMITTEE MEETING REPORT
Steve Gettel

PRELIMINARY AGENDA ITEMS – February 17-18, 2011, Helena, MT

Exiting Board Member – Last Meeting

MACIE Update

Annual School Food Services Report

Assessment Update

Federal Update

Alternative Standards Requests & Renewals

Accreditation Status Recommendations – Conference Call (If Necessary)

Accreditation Report

Material & Non-Performance Hearing BPE Case #2010-07

Denial Hearing BPE Case #2010-08

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.

OFFICE OF THE GOVERNOR
STATE OF MONTANA

BRIAN SCHWEITZER
GOVERNOR



JOHN BOHLINGER
LT. GOVERNOR

November 9, 2010

Mr. Steve Meloy
PO Box 203101
Helena MT 59620

RECEIVED
NOV 10 2010
BOARD OF PUBLIC EDUCATION

Dear Steve:

Thank you for your service on the Kindergarten to College Work Group. Since the resolution authorizing the Work Group has expired, I wanted to take this opportunity to let you know how grateful we are for your contributions.

The Work Group's discussions and advice on education have been very helpful, and will continue to be called upon by me and my staff into the future.

I hope you'll keep in touch with me about your ideas and suggestions. Thank you again for your service to Montana, and I look forward to hearing from you in the future.

Sincerely,

A handwritten signature of Brian Schweitzer, consisting of a stylized 'B' followed by a horizontal line.

BRIAN SCHWEITZER
Governor



Board of Public Education

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Cal Gilbert
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Lakeside

John Edwards
Billings

Gisele Forrest
Missoula

Tim Seery, Student Rep.
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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

November 3, 2010

Claudette Morton
605 9th Ave
Helena, MT 59601

Dear Ms. ~~Morton~~, *Claudette*

On behalf of the Board of Public Education, I would like to congratulate you on being the recipient of the Stanley A. Brzezinski Memorial Rural Education Research Award by the National Rural Education Association. Your continued commitment to the rural schools of Montana is very much appreciated.

The work you have done over the years in ensuring issues faced by Montana rural schools are addressed has been outstanding. I hope you are thoroughly enjoying retired life and once again congratulations!

Sincerely,

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

Patty Myers
Chairwoman



Board of Public Education

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Steve Meloy

November 3, 2010

Shannon Matthies-Callahan
Smith Elementary
2320 5th Ave
Helena, MT 59601

Dear Ms. Matthies-Callahan,

On behalf of the Board of Public Education, I would like to congratulate you on achieving National Board Certification. Your continued commitment to your school and the Helena 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
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Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

November 3, 2010

Kelly Elder
C.R. Anderson Middle School
1200 Knight Street
Helena, MT 59601

Dear Ms. Elder,

On behalf of the Board of Public Education, I would like to congratulate you on achieving National Board Certification. Your continued commitment to your school and the Helena 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



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Superintendent of
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Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

October 22, 2010

Sheila Hall
Vina Chattin School
Box 629
Browning, MT 59417

Dear Ms. Hall,

On behalf of the Board of Public Education, I would like to congratulate you on being the recipient of the Milken Family Foundation National Educator Award. Your continued commitment to your school and the Browning community is very much appreciated.

Having been a former recipient of this award I know the feelings of excitement and surprise that you experienced. You are in for a number of very rewarding and gratifying experiences. Enjoy them all!

Thank you for your dedication to the students. The Browning Schools are fortunate to have fine educators such as you.

Sincerely,

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

Patty Myers
Chairwoman

Will, Carol

From: Gettel, Steve [sgettel@msdb.mt.gov]
Sent: Thursday, October 28, 2010 9:09 AM
To: Harris, Timothy (OPI); Podobnik, Frank; amclean89@hotmail.com; ewilliams@youthhomes.com; Warhank, Anneliese; bernard003@centurytel.net; cal_gilbert@gfps.k12.mt.us; Will, Carol; Villa, Dan; glforrest@mcps.k12.mt.us; John.Edwards@edwardslawfirm.org; Juneau, Denise; Wilkinson, Kris; Hall, Nancy; pmyersbpe@bresnan.net; Donovan, Pete; scarroll@midrivers.com; Stearns, Sheila; Meloy, Steve
Cc: Clayton-Bye, Carol; dale_lambert@gfps.k12.mt.us; Villa, Dan; York, Steve; Kelly, Jim; Schwabe, Kim; Slonaker, Dennis; Sykes, Bill
Subject: OSEP Response to COSB Concerns
Attachments: Arne Duncan letter.pdf

Board members, Tim and Frank,

I might have sent this to you previously. If so I apologize but there has been a flurry of activity from the Council of Schools for the Blind (COSB) and Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) organizations regarding special factors and the LRE in the IDEA. Attached is a response from Alexa Posny regarding COSB's concerns for appropriate consideration of the Expanded Core Curriculum for Blind children as well as appropriate consideration of the IEP team for the Least Restrictive Environment for some children.

I'm asking you to please read this letter. It explains the intent of IDEA for placing the needs of the "child first." Unfortunately in practice this is not always the case. In the near future I will be sharing a concept paper from CEASD which focuses on this very need; to consider the child first. LRE is not about the place, it's about what happens in that place. Currently MSDB's outreach staff is collecting biennial data on the special factors and services that are being provided deaf and blind children placed in their local districts. I plan to report on that data at the December Board meeting. I anticipate the data will show there are a number of students who do not receive needed or appropriate services in their IEP and yet under IDEA regulations and the state plan these IEPs "pass muster." Two years ago, from the data we determined that 58 visually impaired children were not receiving orientation and mobility training and 13 deaf students did not have interpreters in the classroom. Based on their needs and disability these are services which should have been provided for in their Individual Education Plans. These are just two examples of areas for concern.

My reason for bringing this letter as well as the additional correspondence to your attention is that for deaf and blind children the current process for implementation of federal regulations, as well as the regulations themselves, do not serve all deaf and blind children well. The problems that exist in serving deaf and blind children are systemic and occur in every state. We here in Montana don't have to wait for changes in federal regulations to influence changes in our special education processes or personnel preparation. Most of what is needed to improve education outcomes for deaf and blind children isn't rocket science. It's costly and it won't be easy to implement but the questions always is, "If not now, when?"

I would welcome questions and discussion with any of you about the issues of special factors and the least restrictive environment as part of the IEP process.

Steve

Steve Gettel
Superintendent
Montana School for the Deaf and the Blind
3911 Central Avenue
Great Falls, Montana 59405
sgettel@msdb.mt.gov
406.771.6000
FAX 406.771.6164
Website www.msdb.mt.gov



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

SEP 13 2010

THE ASSISTANT SECRETARY

Steven M. Rothstein
President
Perkins School for the Blind
175 North Beacon Street
Watertown, MA 02472

Dear Mr. Rothstein:

Thank you for your June 8, 2010 letter, in which you reference the April 21, 2010 comments made at the Council for Exceptional Children (CEC) conference and your June 7, 2010 letter regarding the Expanded Core Curriculum. The letters were from you, Mr. Wittenstein and Mr. Richert. Both letters requested the response be directed to you. This letter is also in response to a June 14, 2010 letter received from Ms. Collette Bauman, Michigan Department of Education, Low Incidence Outreach. Ms. Bauman has requested you receive the response. All three above mentioned letters to U.S. Department of Education (Department) Secretary Arne Duncan were forwarded to the Office of Special Education and Rehabilitative Services for a response.

In both the June 8th and June 14th letters, concern was expressed with the comments made by Secretary Duncan at the CEC conference regarding the education of students with disabilities in specialized educational settings under the Individuals with Disabilities Education Act (IDEA).

As you know, the requirements for determining the placement of a child with a disability are included in the IDEA Part B regulations at 34 CFR §300.116. This regulation requires placement decisions be made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. This decision must be made in conformity with the least restrictive environment provisions, including §§300.114 through 300.118. Additionally, a child's placement must be determined at least annually based on the child's individualized education program (IEP), and be as close as possible to the child's home. These provisions are consistent with section 612(a)(5) of IDEA which sets out that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, be educated with children who are not disabled.

Placement decisions must be determined on an individual, case-by-case basis, depending on each child's unique needs and circumstances and based on the child's IEP. The IDEA specifically requires that in developing the IEP, the team:

[i]n the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-2500

www.ed.gov

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of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child. 34 CFR §300.324(a)(2)(iii); and

[c]onsider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode. 34 CFR §300.324(a)(2)(iv).

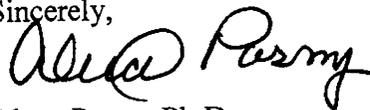
Any setting which does not meet the communication and related needs of a child who is blind or with deafblindness, does not allow for the provision of a free appropriate public education (FAPE) and cannot be considered the least restrictive environment for that child. Just as the IDEA requires placement in the regular educational setting when it is appropriate for the unique needs of a child who is blind, it also requires removal from the regular educational setting when the child's needs cannot be met in that setting.

While speaking at the CEC conference, Secretary Duncan noted that the vast majority of students with disabilities attend a neighborhood school. He also stated that students should not be sent to a separate school *solely* because they have a disability. The Department understands that for some students with blindness and deafblindness, a specialized school placement may be the appropriate way to address the child's language and communication needs as identified in the IEP. However, for other students with disabilities, attending their home school with appropriate supports, including qualified related services personnel, would be the appropriate placement.

Thank you for sharing information on the Expanded Core Curriculum in you June 8th letter. We will keep your concerns, proposals and ideas in mind during the Elementary and Secondary Education Act reauthorization process, as well as when the IDEA is being reauthorized.

I hope that you find the responses to your concerns helpful. We continually evaluate the need for further guidance and clarifications, and appreciate receiving your input on this matter. If you need further assistance, please feel free to contact my office.

Sincerely,

A handwritten signature in black ink that reads "Alexa Posny". The signature is written in a cursive, flowing style.

Alexa Posny, Ph.D.



Board of Public Education

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Billings

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Missoula

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Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

October 13, 2010

Damara Simpson
Simms High School
123 Walker Street
Simms, MT 59477

Dear Ms. Simpson,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as a 2010 National Honor Society Scholarship winner. Your continued commitment to your school and the Simms community is very much appreciated.

Thank you for your dedication to education and best of luck in your future endeavors.

Sincerely,

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

Patty Myers
Chair



Board of Public Education

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Steve Meloy

October 13, 2010

Katherine Morozumi
Victor High School
425 4th Ave
Victor, MT 59875

Dear Ms. Morozumi,

On behalf of the Board of Public Education, I would like to congratulate you on being selected as a 2010 National Honor Society Scholarship winner. Your continued commitment to your school and the Victor community is very much appreciated.

Thank you for your dedication to education and best of luck in your future endeavors.

Sincerely,

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

Patty Myers
Chair



Board of Public Education

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Patty Myers - Chair
Great Falls

September 20, 2010

Sharon Carroll - Vice Chair
Ekalaka

Paul Andersen
Bozeman High School

Erin Williams
Missoula

205 N 11th Ave
Bozeman, MT 59715

Cal Gilbert
Great Falls

Dear Mr. ^{Paul} Andersen,

Bernie Olson
Lakeside

On behalf of the Board of Public Education, I would like to congratulate you on being named the 2011 Montana Teacher of the Year. The efforts you have made to expand the learning environment beyond the limits of the classroom are greatly appreciated.

John Edwards
Billings

Gisele Forrest
Missoula

Tim Seery, Student Rep.
Great Falls

It was a pleasure interviewing you for this award and I thoroughly enjoyed getting to know you and your wife. Thank you for your dedication to education, the students of your school and 21st century learning.

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Sincerely,

Denise Juneau,
Superintendent of
Public Instruction

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

Brian Schweitzer, Governor

Patty Myers
Chair

EXECUTIVE SECRETARY:

Steve Meloy



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

October 30, 2010

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

Dear Steve,

Several departments at OPI have been working to answer your questions as thoroughly as we possibly can. I do regret to inform you that we are unable to answer all of your questions as presented, specifically comparing 'total number of licensed educators' in school years to fiscal years. Our licensure information system does not record educator license data in a manner that allows us to retroactively retrieve counts of licensed educators for specific periods of time.

Below is the information we can provide for 'total number of licensed educators' as of September and for school years only. These numbers are not something we are able to re-compute to confirm. The confirmation process used was to compare the numbers you provided to a historical publication prepared by OPI, Facts About Montana Education. There is an error in the September 2009 brochure where it indicates 2007-2008 as being reported and that should be 2008 – 2009 as shown below.

Total Number of Licensed Educators

| | |
|-----------|---|
| 2008-2009 | 23,964 |
| 2007-2008 | 23,964 – Not Confirmed – we believe this number should be <u>22,952</u> |
| 2006-2007 | 25,101 – Confirmed |
| 2005-2006 | 24,959 - Confirmed |

Below is the information we have been able to retrieve from our license data system regarding initial and renewed licenses.

| Fiscal Year | Initial Licenses |
|--------------------|-------------------------|
| 2005 | 1429 |
| 2006 | 1427 |
| 2007 | 1332 |
| 2008 | 1213 |
| 2009 | 1315 |
| 2010 | 920 |

| Fiscal Year | Renewed Licenses |
|--------------------|-------------------------|
| 2005 | 2928 |
| 2006 | 2955 |
| 2007 | 3125 |
| 2008 | 3157 |
| 2009 | 3093 |
| 2010 | 3057 |

The total revenue by Fund and fiscal year is as follows:

Advisory Fund (02122)

| | |
|--------|--------------|
| FY2005 | \$110,925.73 |
| FY2006 | \$110,576.04 |
| FY2007 | \$111,607.74 |

Research Fund (02219)

| | |
|--------|-------------|
| FY2005 | \$55,458.52 |
| FY2006 | \$55,208.32 |
| FY2007 | \$55,737.62 |

Our records indicate the following regarding your request to confirm or disconfirm the following information:

2008

| | |
|-------|--------------------------|
| 02112 | \$113,036.74 - Confirmed |
| 02219 | \$56,496.12 - Confirmed |

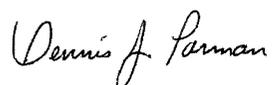
2009

| | |
|-------|--|
| 02112 | \$112,685.62 – Not Confirmed – our records indicate this should be \$112,666.12 |
| 02219 | \$56,326.72 - Confirmed |

2010

| | |
|-------|--------------------------|
| 02112 | \$113,034.45 - Confirmed |
| 02219 | \$56,511.46 – Confirmed |

Respectfully,



Dennis J. Parman
Deputy Superintendent



Board of Public Education

October 4, 2010

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Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Dennis Parman, Deputy Superintendent
Office of Public Instruction
1227 11th Avenue
Helena, MT 59620

Dear Dennis,

Two recent developments regarding the Board's State Special Revenue Funds prompt me to write this fact finding letter on behalf of the Certification Standards and Practices Advisory Council (CSPAC) as well as the Board of Public Education. I am addressing you to allow you the discretion as to who to turn to for information which will benefit potential resolutions to difficult issues ahead.

First, it is projected both by the Legislative Fiscal Division as well as an analysis by our staff, that the State Special Revenue Fund for Research (02219) upon which the CSPAC and the Board depend will go negative by FY2014 at the current rate it is expended.

Secondly, in a Legislative Audit Division finding heard by the Legislative Audit Committee on September 28, 2010, its staff recommended that the Board collaborate with the Office of Public Instruction to ensure appropriations using teacher license fees as a source are in "accordance with state law". Another recommendation cited the Board for not spending non-General Fund money before General Fund as required by state law and this finding exacerbates our concern about the sustained health of our State Special Revenue Funds. In order to explore options, including the possible request of the legislature to increase license fees, we need to know information that is maintained in your office pursuant to MCA §20-4-109, which states that fees are paid to the Superintendent of Public Instruction and deposited with the State Treasurer in State Special Revenue Funds for CSPAC (02122) and the Research (02219) Funds. The information will be used to develop a position paper regarding the future viability of both funds. To this end we respectfully request the following:

- What was the total number of licensed educators in 2008-2009?

- Please confirm/disconfirm the total number of licensed educators for the following school years:

| | |
|-----------|--------|
| 2005-2006 | 24,959 |
| 2006-2007 | 25,101 |
| 2007-2008 | 23,964 |

- How do these numbers of licensed educators compare to the fiscal year numbers?
- How many initial licenses were awarded in each fiscal year since FY2005 to FY2010?
- How many renewal licenses were awarded in each fiscal year since FY2005 to FY2010?
- What was the total revenue for the Advisory Fund (02122) and the Research Fund (02219) in FY2005, FY2006, and FY2007?
- Please confirm/disconfirm the total revenue for the Advisory Fund (02122) and the Research Fund (02219) for the following fiscal years:

| | 2008 | 2009 | 2010 |
|-------|--------------|--------------------|--------------------|
| 02122 | \$113,036.74 | 02122 \$112,685.62 | 02122 \$113,034.45 |
| 02219 | \$56,496.12 | 02219 \$56,326.72 | 02219 \$56,511.46 |

The Board and our staff would like to thank you in advance for providing this valuable information. Also please provide any additional information which you believe may help us in our endeavor. As I indicated at the beginning of the letter, the sustainability of the State Special Revenue Funds for this legislatively created council is definitely at a turning point. Without some strategy prior to the 2013 Legislative Session we will jeopardize their immediate, as well as long range, value to the Board of Public Education and our entire K-12 environment. Your response will enable us to make informed decisions.

Sincerely,



Steve H. Meloy
Executive Secretary

Cc: Patty Myers, Chair, Board of Public Education
Sharon Carroll, CSPAC Liaison, Board of Public Education
David Brammer, Senior Auditor, Legislative Audit Division
Peter Donovan, Administrative Officer, CSPAC



Board of Public Education

September 3, 2010

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Superintendent of
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Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

Tori Hunthausen, CPA
Legislative Auditor
Legislative Audit Division
P.O. Box 201705
Helena, MT 59620-1705

Dear Ms. Hunthausen:

The purpose of this letter is to provide comments by the Board of Public Education (BPE) concerning the Legislative Audit Division's financial compliance audit. We thank the legislative Audit Division and specifically David Brammer for his hard work and professionalism during this audit. The following is our response to the recommendations in the financial compliance audit.

Recommendation #1

We recommend that the board:

A. Spend appropriated non-General Fund money before General Fund as required by state law.

BPE's Response: We concur.

The Board of Public Education supported legislation in 2003 to provide more flexibility in funding for meeting its constitutional responsibilities. In addition the Certification Standards and Practices Advisory Council (CSPAC) found that inflationary increases were stretching its operational needs beyond what its earmarked special revenue (\$4.00) would support. To avoid asking the legislature to increase teacher fees, we suggested broadening the use of the Research Fund to help make CSPAC whole and to support the Board's activities. Had we been aware of §17-2-108 MCA we may have had second thoughts about supporting the 2003 Legislation as we feel a strong fiduciary responsibility to maintain an adequate cash reserve in the Research Fund created by a \$2.00 fee for each teacher's annual licensure. Though we concur, we are very concerned that utilization of Special Revenue first will diminish the General Fund support for the constitutionally provided for Board of Public Education and secondly will draw down the cash balance in the \$2.00 fund.

Recommendation #2

We recommend that the board:

B. Work with the Office of Public Instruction to ensure appropriations using teacher's license fees as the source are in accordance with state law.

BPE's Response: We concur.

The Board of Public Education in a 2009 Appropriation Subcommittee did not support a legislator's motion to take from the \$2.00 Research Fund of the Board of Public Education and Certification Standards and Practices Advisory Council to fund stipends mandated by statute. At the time, we suggested that this \$2.00 fund was the only way the Board could resist asking the legislature to raise teacher licensure fees. It was our understanding that the legal infrastructure was in place to make this happen. We concur that we need to work closer with the Office of Public Instruction to ensure the correct use of teacher license fees.

Thank you for the opportunity to comment on the financial audit. We will implement these recommendations.

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

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

September 16-17, 2010

**PARIS GIBSON EDUCATION CENTER
CAFETERIA
2400 Central Avenue
Great Falls, MT**

September 16, 2010 - Thursday
8:30 AM

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 8:35 AM. The Pledge of Allegiance was led by Tim Seery. Ms. Carol Will took roll call; a quorum was noted.

PUBLIC COMMENT

Ms. Patty Myers welcomed guests and made introductions and announcements.

CONSENT AGENDA

Ms. Patty Myers pulled the financials, annual agenda calendar, 2012-2013 BPE schedule, and committee assignments from the consent agenda.

The consent agenda consisting of the July 15-16, 2010 BPE Minutes was approved.

Ms. Patty Myers addressed the Governor's budget cuts and the results of canceling a meeting. There may be a need to conduct conference calls to accomplish the work of the Board of Public Education. Traveling will be curtailed due to budget reductions as well. Mr. Steve Meloy reported that there is a difference in revenue projections between the Office of Budget Programming & Planning (OBPP) and the Legislative Fiscal Division (LFD) in regard to revenue for the State of Montana.

The Annual Agenda Calendar for September 2010-November 2011 was reviewed. Ms. Patty Myers requested the Board to place the 2012-2013 BPE schedule of meetings on their calendars.

Ms. Patty Myers asked if there were any suggested changes to the 2010-2011 BPE Committee Assignments. Seeing none, the remaining consent agenda items were approved as presented.

ADOPT AGENDA

Mr. Cal Gilbert moved: to adopt the agenda as presented. Ms. Sharon Carroll seconded. Motion passed unanimously. Mr. John Edwards was absent for the vote.

Those in attendance included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Sharon Carroll, Mr. Cal Gilbert, Mr. Bernie Olson, Mr. John Edwards, Ms. Erin Williams, Ms. Gisele Forrest, and Student Representative Mr. Tim Seery. Staff present 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: Assistant Superintendent Nancy Coopersmith represented State Superintendent Denise Juneau; and Deputy Commissioner Dr. Mary Sheehy More represented

Commissioner Sheila Stearns. Visitors in attendance included: Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Mr. Bob Vogel, MTSBA; Dr. Mary Susan Fishbaugh, Montana State University-Billings; Ms. Ruth Ueker, Great Falls Public Schools; Ms. Norma Bixby, MACIE; Ms. Beck McLaughlin, Montana Arts Council; Mr. A.J. Walsh, Great Falls Public Schools; Ms. Kelly Chapman, Students Assistance Foundation; Ms. Karin Billings, Health Enhancement Division, OPI; Mr. Brian Patrick, School Administrators of Montana; Mr. Drew Ueker, Principal, Parish Gibson Education Center; Ms. Cheryl Crawley, Superintendent, Great Falls Public Schools; Ms. Mandy Smoker Broaddus, Indian Education Division Administrator, OPI; Mr. Chris Martineau, Superintendent, Valley Christian School; Ms. Tammy Lacey, Human Resource Manager, Great Falls Public Schools; and the following Paris Gibson Education Center Students: Mr. Saban Trujillo, Ms. Nicole Brubaker, Ms. Samantha Jarrett, Ms. Amanda Redding, Mr. Mark Vance, Ms. Shelby Matye, Ms. Haylee Ennis, Ms. Ashley Kleinnans, Mr. Abe Werner, Mr. Logan Kuhr, Mr. Christian Hammonds, and Mr. Cody Gudonundsen.

INFORMATION

Item 1 CHAIRPERSON'S REPORT - Patty Myers

- July 19-20, 2010 Chapter 55 – Helena, MT
- August 16, 2010 Welcome MSDB Staff – Great Falls, MT
- August 17, 2010 Education Local Government Interim Committee – Helena, MT
- August 24, 2010 SAS Meeting – Helena, MT
- August 24, 2010 Chapter 55 Meeting w/Sue Buswell – Helena, MT
- August 26, 2010 Digital Learning Academy Kick-off – Missoula, MT
- September 7, 2010 MSDB Committee Conference Call
- September 13, 2010 Chapter 55 Leadership Team – Helena, MT

Ms. Patty Myers reported on Chapter 55, 2011 Teacher of the Year, Montana Meth Project, Mr. Tim Seery being a student advisor to the Great Falls Public School Board of Trustees, Montana Education Forum and the Montana Educator's Conference.

LONGFELLOW ELEMENTARY SCHOOL DANCERS

Mr. Cal Gilbert introduced Ms. Sandy Houle and her students involved in the Longfellow Indian Culture Club at Longfellow Elementary School in Great Falls, MT. Ms. Houle reported that the urban Indian population in Great Falls is extremely large and this club is supported primarily through Title VII. Many of the students make their own native dress and distribute them through the generations. The regalia worn were jingle, traditional, and fancy dance. The students performed a couple of dances, including Go My Son along with sign language.

BOARD OF PUBLIC EDUCATION APPEARANCES

Bernie Olson

- August 12, 2010 Governor's Forum on Adult Credentialing – Kalispell, MT
- September 7, 2010 MSDB Committee Conference Call

Erin Williams

- August 26, 2010 Digital Learning Academy Kick-off – Missoula, MT

Gisele Forrest

- August 26, 2010 Digital Learning Academy Kick-off – Missoula, MT

9:36 AM Mr. John Edwards Arrived

Item 2 EXECUTIVE SECRETARY'S REPORT - Steve Meloy

Mr. Steve Meloy provided the new Board of Public Education members with a brief overview of the Board's scope and responsibilities. He reported that the Legislative Audit Division recommended that the

Board of Public Education spend appropriated non-General Fund money before General Fund as required by state law MCA §17-2-108. By complying, the Board of Public Education along with the Certification Standards and Practices Advisory Council will deplete the Special Revenue (generated by licensure fees) account by 2014. Mr. Meloy acknowledged that Montana has not adopted the National Common Core Standards and the states who received Race to the Tops funds had them as a common denominator.

Mr. Meloy stated that the Legislative Fiscal Division made the following K-12 budget cut proposals on August 17, 2010:

- Eliminate HB 124 Block Grants to K-12 Funds other than the General Fund
- Lower Direct State Aid to K-12 from 44.7% to 30%
- Reduce Basic and per-ANB entitlements to K-12 by 10%
- Eliminate District Flex Fund – Transfer Balances to State
- Eliminate Full-Time Kindergarten; Restore Half-Day Kindergarten
- Require High Schools to Consolidate under conditions

The question remains if the Legislative Fiscal Division and the Education and Local Government are in agreement of the Shared Policy Goals document that was signed by the Board of Public Education, the State Superintendent, and representatives of the Education and Local Government.

Other points contained in Mr. Meloy's report included the Digital Learning Academy exceeding expectations; a draft bill by the Children, Families, Health, and Human Services Interim Committee that would initiate body mass index monitoring among school children enrolled in the third grade; three pending legal issues concerning an appeal from the district court, a denial hearing, and a pending revocation; a letter to Tim Harris the Special Education Division Administrator requesting a response in regard to the scarcity of qualified individuals for hearing and visually impaired students; and the SMARTER(Summative Multi-state Assessment Resources for Teachers and Educational Researchers)/Balanced Assessment Consortium.

NASBE ELECTIONS (ACTION)

Mr. Steve Meloy presented and recommended the NASBE Western Area Director candidate, Carol Murphy from the Utah State Board of Education and the NASBE President-Elect candidate, Gayle C. Manchin, First Lady of West Virginia.

Ms. Sharon Carroll moved: to cast the Montana Board of Public Education's vote for Carol Murphy as the Western Area Director for NASBE. Mr. Bernie Olson seconded. Motion passed unanimously.

Mr. Cal Gilbert moved: to cast the Montana Board of Public Education's vote for Gayle C. Manchin as President-Elect for NASBE. Ms. Gisele Forrest seconded. Motion passed unanimously.

HEALTHY SCHOOLS NETWORK – Brian Patrick, Karin Billings, Bob Vogel and Steve Meloy

The Montana Healthy Schools Network (MTHSN) and the Montana Team Asthma (MTTA) reported to the Board of Public Education with the following presenters: Mr. Brian Patrick, Superintendent, Townsend (MTTA); Ms. Karin Billings, Office of Public Instruction (MTTA & MTHSN); Mr. Steve Meloy, Board of Public Education (MTTA & MTHSN); and Mr. Bob Vogel, MT School Boards Association (MTTA & MTHSN). The presenters provided an update from the Interim Committee on Children, Families, and Health – Childhood Obesity and What is Being Done in Montana; Montana Summit to End Childhood Hunger; Montana Team Asthma Update – Asthma Leadership Forum, September 12-14, 2010 in Missoula, Montana; update on Title IV; and the Child Nutrition Act update. The *Creating Asthma Friendly Schools in Montana* Resource Guide was provided to the Board. The resource guide provided a spreadsheet for the school board and principal/administrators in regard to the roles and responsibilities

for creating asthma friendly schools. A video was presented in regard to Carlene Gandara, from the Northern Cheyenne Reservation, who has asthma. Discussion ensued about schools becoming fragrance free, Child Nutrition Act Reauthorization, vending machines, and healthy food options.

Item 10 ALTERNATIVE EDUCATION AT ITS BEST - Students from Paris Gibson Education Center

Principal Drew Uecker stated that the Paris Gibson Education Center is the alternative high school of Great Falls and offers an instructional/learning program which is supported by the following philosophical principles created by J. Lloyd Trump in *A School for Everyone*, published in 1977:

- Supported, Self-Directed Learning - an active process which occurs when students think and do for themselves. Learning Guides are the students' primary learning tool, with support as needed provided by teacher-experts
- Continuous Progress - ensures that students have access to their learning continually, via progress reports which are updated daily. Courses are divided into 30 units which equal a semester's credit. Each student has the freedom to set his/her schedule each day, and pursue learning in the areas of study where their interest lies. Students must meet the Great Falls Public School requirements for graduation, and are expected to earn 10 units per week
- Teacher Advisor Assignments - Each student is assigned, upon enrollment, to a teacher-advisor, who helps the student advance his/her learning until they graduate or move to the next phase of education. The advisor keeps track of the student's daily plan and progress, advocates for the student if conflict arises, and supports the student's efforts toward graduation and beyond. Each teacher is assigned ten to fifteen advisees, and meets with them every day at check-in times to verify plan and progress. The bond formed in these relationships are lasting, and are done to ensure a successful completion of high school, or other graduation alternative
- Differentiated Staffing - Each adult in the program is part of a Learning Community which promotes the best educational program for our students. Teacher-experts frequently work together to create learning opportunities that are not confined by traditional departmental lines
- Individualized Scheduling - Each student schedules him/herself for each school day based on his/her needs and interests. Our master schedule changes daily, and allows students the flexibility they need to pursue their requirements in a fashion that best suits them

Mr. Uecker stressed that an alternative school is not where bad kids go. Not every student is successful at Paris Gibson, but Mr. Uecker and the staff encourage the students who do not succeed to obtain a GED.

Ms. Samantha Jarrett, Mr. Saban Trujillo, and Ms. Nicole Brubaker shared their personal experiences with

the Board of Public Education in regard to being a student at the Paris Gibson Education Center.

- Ms. Samantha Jarrett was significantly behind in the regular school system because she felt like a square peg trying to fit in a round hole. Ms. Jarrett stated that she will graduate early, works at her own pace, felt held back in the regular school system, currently has a 4.0 GPA, and will go to college in Missoula. Ms. Samantha Jarrett said, "I love it here."
- Mr. Saban Trujillo came from Los Angeles and Denver as a former gang member who felt disrespected his whole life. Mr. Trujillo reported that he was shot, stabbed, and gang beaten. Mr. Saban Trujillo said, "This is my heaven. Uecker is like a father figure for me. My story is this school. This school has a heart and soul." Mr. Drew Uecker stated that Mr. Saban Trujillo is a professional risk for him, doesn't know if this is the right place for Mr. Trujillo, but realizes that Paris Gibson is his only opportunity.
- Ms. Nicole Brubaker is the Vice-President of Student Council and could graduate early but will stay longer because she is needed at Paris Gibson and will complete her work with the Student Council. Ms. Brubaker was homeschooled by her mother until the 8th grade; her father teaches in the Great Falls Public School System, but Ms. Brubaker feels that Paris Gibson is just like homeschooling with 250 other students. Ms. Nicole Brubaker said, "I could have made it in the Great Falls Public School System, but I love it here."

Item 3 CSPAC REPORT - Peter Donovan

Mr. Peter Donovan provided the Board of Public Education with the highlights of the July 14, 2010 Certification Standards and Practices Advisory Council. Mr. Donovan reported that Ms. Ann Gilkey, along with CSPAC, is reviewing the other state's code of ethics. The Licensure and Endorsement Committee of CSPAC was assigned to the review process and will report to the Council at the October 14-15, 2010 meeting. The October meeting is a joint meeting with the Council of Deans in Missoula.

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

Assistant Superintendent Nancy Coopersmith provided the Board of Public Education with the Summary of the Office of Public Instruction's Activities for September and it is available on the OPI website. Ms. Coopersmith reported that the State Superintendent Denise Juneau is making Graduation Matters Montana a top priority and will focus her legislative goals for the 2011 Legislative Session on ensuring that more Montana students graduate from high school and are ready for college and careers. As part of Graduation Matters Montana, a student summit will meet on November 12, 2010 with 40 high school students from varied backgrounds to act as State Superintendent Juneau's first student advisory board. Additional activities addressed were: Full-featured e-mail communications, Montana summit to end childhood hunger, Supplemental Nutrition Assistance Program (SNAP), Robert C. Byrd Honors Scholarship Winners for School Year 2010-2011, U.S. Senate Youth Scholarship Program, and the Statewide Longitudinal Data System (SLDS) Project. Ms. Patty Myers requested that the Office of Public Instruction provide the Board of Public Education an organization chart of its agency.

NOMINATION TO THE MONTANA ADVISORY COUNCIL ON INDIAN EDUCATION (ACTION)

Assistant Superintendent Nancy Coopersmith reported that Ms. Penny Kipp was nominated to the Montana Advisory Council on Indian Education. State Superintendent Denise Juneau wrote a letter of support to the Board of Public Education recommending that the BPE accept and approve Ms. Penny Kipp as a MACIE member.

Mr. Cal Gilbert moved: to approve Penny Kipp as a member of the Montana Advisory Council on Indian Education. Mr. John Edwards seconded. Motion passed unanimously.

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

Dr. Mary Sheehy Moe reported to the Board of Public Education that the Office of the Commissioner of Higher Education partnered with the Office of Public Instruction's Career Technical Division to connect the high schools with the development of Big Sky Pathways along with Montana two year colleges. Big Sky Pathways is a program of study that begins in the 9th grade and goes throughout high school into a two or four year college. It makes use of the Career Information System, an advising tool that allows the student to look at different areas of career interest. This leads the students into the curriculum of the high school and different course work options to achieve their career goals and expedite a college degree. It identifies AP classes, dual enrollment classes, and career technical statewide articulation classes. The technical statewide articulation classes are like AP classes, but focus on career tech. Approximately sixty high schools have been involved in Big Sky Pathways. Other topics presented were: Changes in the allocation of Perkins' funds; public hearings regarding the financial allocations beginning in October 2010; Tech Prep funding will be distributed by formula to regional consortia led by two-year colleges with the major emphasis on articulating programs of study (Big Sky Pathways); proposed operational guidelines of regional hubs and a tuition and funding model that ensures affordable options for dual enrollment and other secondary-postsecondary credit opportunities; Montana Digital Academy; admission standards policy being streamlined; Graduation Matters; and Dr. Mary Sheehy Moe's retirement.

Item 6 GOVERNOR'S OFFICE REPORT - Dan Villa

No report was provided.

Item 7 STUDENT REPRESENTATIVE'S REPORT - Tim Seery

On May 24, 2010 the Great Falls Tribune published an article written by Mr. Timothy Seery titled *Alternative High School Not an Alternative to Learning*. Mr. Seery attended a seminar at the Paris Gibson Education Center taught by Ms. Janell Johns, English Teacher, who taught The Odyssey to a small group of students, building their skills, confidence and education with the support of direct attention and peer encouragement. Ms. Johns reported to Mr. Seery that she is teaching the same honors curriculum to the alternative high school students that she used in a public high school and they are meeting the same standards. The school consists of 236 students and maintains a graphic design business, a coffee shop, sewing and quilting business, a thrift store, and a printing company. In conclusion, Mr. Seery reported that the personal connections and relationships that are built at the Paris Gibson Education Center are what make this alternative high school successful.

DISCUSSION

Item 8 MACIE REPORT - Norma Bixby

MACIE met on July 14-15, 2010 for a quarterly meeting and strategic planning session. The following topics were discussed: Funding for Indian Education for All – approximately half of the funding allocated from 2007-2009 has been spent by school districts. Indian Education for All materials – the Blackfeet Tribal History was sent to all school libraries in May. The Crow History was sent to all schools in August. The Little Shell History will be published in the fall. Four school districts will be participating in the School Improvement Grant – Lodge Grass, Pryor, Lame Deer, and Frazer. Four staff members will be hired through the grant at each site. Full-time are the transformation leaders and the instructional leaders; part-time are the Community Liaisons and School Board Coaches. The grant provides an exciting opportunity to improve achievement for students in these districts. The GEAR UP Program will be submitting a proposal for a new five-year grant and requested MACIE's input. The latest Dropout and Graduation Report was disseminated. It is available on the OPI website at: http://www.opi.mt.gov/pdf/Measurement/DropoutReportFY08_09.pdf. Update on the Common Core State Standards Project was presented. The OPI Indian Education Division has been involved in incorporating Indian Education for All into the standards. A presentation and discussion of the effects of trauma in schools and communities was made by Marilyn Zimmerman. A strategic planning session took place on the second day. There will be further discussion of the strategic plan at the next meeting in October. Discussion ensued about the allocation of funds for Indian Education for All.

Item 9 MONTANA URBAN INDIAN REPORT - Mandy Smoker Broaddus

This report included data gathered by the Office of Public Instruction regarding Indian student performance in urban school districts in Montana. The data outlines the current and historic American Indian achievement gap both from a statewide perspective and from an individual urban school district perspective. Ms. Mandy Smoker Broaddus addressed the following issues and factors to be considered: Complex historic and cultural issues and a general lack of awareness and understanding; lack of academic challenge, rigor and high expectations; urban versus rural schools issues; high student mobility rates and retainment issues; a need to focus efforts on key transition points; need for greater parent/family/community outreach and involvement; lack of mental and emotional health supports; generational, concentrated, isolated and deep poverty; school climate; participation in special or categorical programs; class size; family/parent interactions; nature and frequency of disciplinary action; attendance, tardy and mobility rates; community well-being; and college-going graduate and employment information. Many graphs and facts were presented containing: Population; CRT trends; dropout trends; discipline/suspension and expulsion rates; special education rates; Youth Risk Behavior Survey data; advanced placement and ACT data; and research and best practices for Urban American Indian education. Discussion ensued about mobility; Missoula's success; Graduation Matters; escalated dropout rates at 9th grade; Gear Up Program; homerooms; connectivity; mentor programs; and trauma.

Item 11 CHAPTER 55 JOINT TASK FORCE PROGRESS UPDATE - Patty Myers and Dennis Parman

The next meeting of the Board of Public Education and the Office of Public Instruction Chapter 55 Joint Task Force will be September 29-30, 2010 at the Gateway Center in Helena, MT. The August meeting of the task force was cancelled due to the Education and Local Government Subcommittee of the Legislative Finance Committee meeting on August 16-18, 2010. For several Chapter 55 Joint Task Force members, participation in the meetings of the Education and Local Government Subcommittee is essential and, therefore, these members had a conflict with the August 18 task force meeting date.

The purpose of the three meetings of the Chapter 55 Joint Task Force has been to establish for each task force member a general understanding of: 1) Standards of Accreditation, Chapter 55; 2) Montana Administrative Procedures Act (MAPA) rulemaking process; and 3) implications to the accreditation process to provide innovation and flexibility while ensuring quality and accountability. The agenda will be posted on the Chapter 55 Task Force Webpage located at http://www.opi.mt.gov/Programs/SchoolPrograms/index.html#gpm#1_3. The September meeting will focus on three main topics: 1) complete specific work on Standards of Accreditation, Chapter 55; 2) receive presentations from constituent groups not represented on the task force; and 3) making decisions to move forward toward an accreditation process in Montana to provide innovation and flexibility while ensuring quality and accountability.

A sub-committee of the Chapter 55 Joint Task Force was formed to develop a recommendation for a framework for teacher and school leader evaluations to become part of Chapter 55. Ms. Patty Myers and Mr. Dennis Parman have named the following people to this sub-committee, but are requesting for four more participants: Marco Ferro, MEA-MFT; Darrell Rud, SAM; Lance Melton, MTSBA; Dave Puyear, MREA; Bill McCaw, University System; and Sharon Applegate, Teacher/CSPAC. The four additional participants that are preferred for this sub-committee include a principal, a superintendent, an elementary teacher, and a high school teacher. The OPI Assistant Superintendent, Steve York will be added to the staff list of Chapter 55 to provide additional support. There will be two more Chapter 55 meetings before the 2013 Legislature convenes in January, will break during the legislative session, and will reconvene late in the spring.

Item 12 ASSESSMENT UPDATE - Judy Snow

A summary of the 2010 assessment results for the statewide Criterion Referenced Test (CRT) was presented. The data was aggregated by content, grade, and student groups. The data included 3rd, 8th, and 10th grade students beginning in 2006 who were tested in math and reading and 4th, 8th, and 10th grade students beginning in 2008 who were tested in science. Discussion ensued about the changes in calculation of AYP, changes in content standards, credit recovery, number of students who take the ACT and the SAT, and limited English proficiency.

Item 13 COMMON CORE STANDARDS REPORT - Nancy Coopersmith

The current national and state activities concerning the Common Core State Standards Project were discussed. In addition, information concerning the timeline for a potential recommendation concerning adoption of the standards by the Montana Board of Public Education was included. Ms. Nancy Coopersmith reported that the Office of Public Instruction is not bringing a recommendation at this time because the National Common Core Standards need to be reviewed more thoroughly by Montanans, develop a plan of implementation, develop a plan for professional development, and review assessments. Ms. Coopersmith reported that 35 states adopted the National Common Core Standards to-date. The OPI plans to bring a recommendation to the Board of Public Education in May 2011 with the potential adoption in December 2011 following MAPA. This would provide school districts the opportunity to implement the standards and professional development prior to the official assessment to be conducted

in school year 2014-2015.

Item 14 FEDERAL UPDATE - Nancy Coopersmith

This report included results of the 2010 determinations for Montana schools and districts of Adequate Yearly Progress (AYP) as required by the Elementary and Secondary Education Act. In addition, information was presented concerning the federal budget process for funding education programs. The state can point to gaps between low-income students and higher-income students that are among the smallest in the nation and ACT scores that are higher than the national average. Schools are required to meet 41 benchmarks on the state test to meet AYP under No Child Left Behind. A school's adequate yearly progress is calculated based on test participation, academic achievement, graduation rate and other statistics. But every few years, the percentage of students who must pass state tests increase. "Rising targets for AYP make it appear that schools are not performing as well when test scores are improving," said Denise Juneau as reported in the Adequate Yearly Progress Report Released on Montana Schools on August 6, 2010. Nationwide, millions of children are still a long way from reaching the law's ambitious goal – that every student, 100%, be able to read and do math at their grade level by the year 2014. Montana standards have also increased. State Superintendent Denise Juneau said that the Office of Public Instruction now requires that 85% of students graduate from each high school in order to make AYP, up from 80% last year. The agency also changed the formula this year to require that more schools participate in the tests. The "AYP status of each Montana school and district is summarized on the OPI's web site at: http://opi.mt.gov/Reports&Data/Index.html/gpm=1_3. Ms. Nancy Coopersmith noted that it is not uncommon for a school to make AYP, but the district does not make it. This is true for the state too. Many districts will make AYP, but when all the data rolls up the State of Montana has never met AYP. The summary of 2010 Final AYP Determinations that was current as of July 30, 2010 was provided. Discussion ensued about sanctions between Title I schools and non-Title I schools. The main difference noted was that Title I schools must do plans of improvement and if a school is not Title I they are not put into corrective action

Item 15 MSDB COMMITTEE MEETING REPORT - Steve Gettel

Mr. Steve Gettel reported on the following items: Student enrollment/evaluation; personnel actions; accreditation report; update on strategic plan; update on in-service training; fall conferences; MSDB Foundation activities; finance and facilities; school calendar; and student news. The letter written to Mr. Tim Harris from Mr. Steve Meloy, dated August 11, 2010 and Mr. Tim Harris' e-mail response were distributed and reviewed. Ms. Patty Myers noted that Mr. Harris' response returned the issue back to the Montana School for the Deaf and Blind. Ms. Myers stressed that MSDB would not have raised this issue to the Board of Public Education if they were able to resolve it independently. Mr. Steve Gettel stressed that the problem surrounding this issue is paying for and setting up effective training for qualified teachers of hearing and visually impaired students. In the letter Mr. Steve Meloy suggested convening a meeting of select members of the recent Interpreter Standards Task Force. Mr. Harris responded in the e-mail stating that the entire task force should be given the opportunity to participate. Mr. John Edwards stated that this issue may need to be addressed in a court of law. Ms. Nancy Coopersmith questioned if the legislature reviewed the language interpreter rules for fiscal impact. Ms. Steve Meloy reported that the Board of Public Education complied with 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." [Submitted July 28, 2009]

September 17, 2010 – Friday

8:30 AM

8:36 AM BPE Meeting Reconvened

No Representation from the Commissioner of Higher Education or the Governor's Offices

ACTION

Item 16 VALLEY CHRISTIAN HIGH SCHOOL ACCREDITATION - Linda Vrooman Peterson

At the May Board of Public Education meeting, the Office of Public Instruction requested to postpone a recommendation to change the accreditation status of Valley Christian High School (VCHS). The VCHS's Superintendent and Chairman of the Board of Trustees agreed to the timeline to complete the required alignment of the VCHS curricular areas to the Montana State Content Standards. The timeline was attached. In May 2010, VCHS's Superintendent, Chris Martineau, and teacher, Carol Elsen, worked with the OPI specialists on a process to align the Communication Arts Curriculum to the state content standards. The project was successfully completed and Superintendent Martineau agreed to complete the alignment for the other curricular areas following this process. In July, the OPI received the draft science curriculum for VCHS. Again the OPI content specialist reviewed the science curriculum and provided recommended changes to the document. Superintendent Martineau made the changes to the Science curriculum. The OPI received the remaining VCHS curriculum documents prior to the deadline of August 20, 2010. The OPI Accreditation staff completed a review of the materials and identified changes to ensure the VCHS curricula align to the state content standards as required by the Board of Public Education. Included in the report are two examples of VCHS content area curricula: Health Enhancement and Communication Arts. State Superintendent Denise Juneau recommended to the BPE regular accreditation status for Valley Christian High School.

Mr. John Edwards moved: to accept State Superintendent Denise Juneau's recommendation to approve regular accreditation status for Valley Christian School. Mr. Bernie Olson seconded.

Mr. Chris Martineau expressed his appreciation of the perseverance and patience from the Office of Public Instruction and the Board of Public Education to support Valley Christian High School obtaining full accreditation status.

Motion passed unanimously.

Item 17 ALTERNATIVE TO STANDARDS REQUESTS - Linda Vrooman Peterson

This presentation provided to the Board of Public Education for consideration of the Initial Alternative Standard Requests recommended either for approval or disapproval by State Superintendent Denise Juneau. The report was included. There were 3 initial alternative standard requests representing 3 districts and 33 schools that were evaluated in accordance with ARM 10.55.604.

- Carter County, Alzada Elementary – The proposal meets or exceeds current standards 10.55.709 and 10.55.710. State Superintendent Denise Juneau recommended approval of the alternative standard request.
- Lewis & Clark County, Helena Public Schools – The proposal did not meet or exceed current standard 10.55.710. State Superintendent Denise Juneau recommended disapproval of the alternative standard request.
- Yellowstone County, Billings Public Schools – The proposal did not meet or exceed current standards 10.55.709 and 10.55.710. State Superintendent Denise Juneau recommended disapproval of the alternative standards request.

Mr. John Edwards moved: to approve State Superintendent Denise Juneau's recommendations for the alternative standards request as reported. Ms. Gisele Forrest seconded. Motion passed unanimously.

Item 18 RECOMMENDATIONS FOR SCHOOLS IN INTENSIVE ASSISTANCE CYCLE - Linda Vrooman Peterson

This presentation provided to the Board of Public Education a progress report and recommendations for schools that have been identified for the 2010 Intensive Assistance Cycle due to continuing or serious deviations. The Billings School District failed to submit an acceptable corrective plan to address increasing class size, school counseling, and library deficiencies. State Superintendent Denise Juneau recommended placing the Billings Public Schools in step 1 of the Intensive Assistance Cycle. In February 2009 Mr. Dale Kimmet and Mr. Al McMilin met with Kathy Olson, Director of Elementary Education, at the Lincoln Center to discuss the disapproval of the district's improvement plan for Highland, Poly Drive, Boulder and Meadowlark Elementary Schools due to insufficient counseling FTE. This is the fourth year that all four schools have had this deviation. Superintendent Jack Copps intended to be present but was unable to attend. The following points were stressed with Ms. Olson:

1. With the denial of the elementary counseling alternative standard in 2005, it was expected that the district would gradually add FTE to bring all schools up to the required level of counseling FTE required. While the district had been moving in that direction the current improvement plan made the statement that continued addition of FTE would be contingent on additional/available state funding.
2. Ms. Olson was reminded that correcting deviations from the minimum standards in a timely manner cannot be based upon "funding".
3. The purpose of the visit was to work with the district to develop an acceptable improvement plan to address the deficiencies.
4. In addition, the increasing deviation in class overloads and library FTE was noted with Ms. Olson.

The District's basic points:

1. The district stands behind the improvement plan as submitted.
2. The district still believes that the renewal of the counseling alternative standard that was denied by the BPE in July of 2005 should have been approved.
3. The district believes that they need to provide the necessary counseling FTE using the elementary population as a whole not by school. (They have a total of 29 FTE for elementary counseling for the reported 10,201 student enrollment. At a 1 to 400 ratio they do meet their threshold.)
4. The district also employs some social worker FTE in support of the counselors. Ms. Olson also noted that some of the elementary principals also hold counseling endorsements.
5. The district has an effective, highly prescriptive and student-centered counseling program.
6. They have been and remain committed to the staffing counseling FTE based upon need. In some schools this has meant having more FTE than the minimum.
7. The district believes that the three schools in question have a much lower need based upon the higher socio-economic demographics of their respective areas.
8. The district is facing the prospect of additional FTE cuts for next year. Ms. Olson believes some of those cuts will come in the counseling area.

Recommended next steps:

- It has been the practice to allow the large districts three to five years to accomplish the needed addition of FTE when alternative standard such as this one comes to an end. This is the fourth year for Billings in such a cycle.
- They have added total counseling FTE as follows:

| | |
|-----------|----------|
| 2005-2006 | 24.4 FTE |
| 2006-2007 | 25.6 FTE |
| 2007-2008 | 26 FTE |
| 2008-2009 | 29 FTE |
- The issue still remains of the schools in question and adding addition FTE being based on available funding.

Dr. Linda Vrooman Peterson reported that Ms. Kelly Glass and Mr. Al McMilin met with Dr. Keith Beeman, new Billings School District Superintendent, and believed that Dr. Beeman was willing to work with the

Office of Public Instruction to take action to rectify the situation. Step 1 of the Intensive Assistance for Continuing or Serious Deviations requires the OPI representatives to conduct an on-site visit and 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.

Mr. John Edwards moved: to approve State Superintendent Denise Juneau's recommendation to place Billings Public Schools in step 1 of the Intensive Assistance for Continuing or Serious Deviations Cycle. Ms. Erin Williams seconded. Motion passed unanimously.

Item 19 RECOMMEND APPROVAL OF STATE ACCREDITATION OF THE PROFESSIONAL EDUCATION UNIT AT MONTANA STATE UNIVERSITY-BILLINGS - Linda Vrooman Peterson

At the July meeting of the Board of Public Education, the Office of Public Instruction provided the report on the Accreditation Review of the Professional Education Unit at Montana State University – Billings. This joint Montana/National Council for the Accreditation of Teacher Education (NCATE) visit followed the established state and NCATE/Montana protocol. The on-site review specifically examined the teaching areas program standards as established by the BPE. It was the consensus of the state team that overall the unit has strong programs that meet the standards. The joint team examined the NCATE Unit Standards. Montana's PEPPS incorporate NCATE Unit Standards. The joint team found all unit standards were met for both initial and advanced programs. State Superintendent Juneau recommends to the BPE full state approval of the accreditation status of the Professional Education Unit at Montana State University-Billings. Dr. Linda Vrooman Peterson stated that MSU-Billings is expected to receive NCATE approval as well.

Ms. Sharon Carroll moved: to accept State Superintendent Denise Juneau's recommendation to approve full state accreditation status of the Professional Education Unit at Montana State University-Billings. Mr. John Edwards seconded. Motion passed unanimously.

Dr. Mary Susan Fishbaugh, Interim Dean of the College of Education at MSU Billings, thanked the Board of Public Education and reported that MSU-Billings made the *U.S. News World Report* Best Colleges ranking list.

Item 20 ELECTION OF BOARD OFFICERS - Steve Meloy

Ms. Patty Myers passed the chairmanship to Mr. Steve Meloy to open nominations for the Board of Public Education's chair. Mr. Steve Meloy called for nominations for the BPE's chair. Ms. Sharon Carroll nominated Ms. Patty Myers. No other nominations were made.

Ms. Sharon Carroll moved: to elect Ms. Patty Myers as the Board of Public Education's chair for 2010-2011. Mr. Bernie Olson seconded. Motion passed unanimously.

Mr. Steve Meloy passed the chairmanship to Ms. Patty Myers to open nominations for the election of the BPE's vice chair. Mr. Bernie Olson nominated Ms. Sharon Carroll. No other nominations were made.

Mr. Bernie Olson moved: to elect Ms. Sharon Carroll as the Board of Public Education's vice chair for 2010-2011. Mr. Cal Gilbert seconded. Motion passed unanimously.

**Board of Education – September 23, 2010 – Cancelled
Montana Tech University of Montana, Butte, MT**

**PRELIMINARY AGENDA ITEMS – December 2-3, 2010, Helena, MT
MACIE Annual Report**

Joint MACIE/BPE/OPI meeting
Assessment Update
Federal Update
Alternative Standards Request
Transportation Report – Research provided to the BPE in regard to seatbelts on buses
Accreditation Report
Chapter 55
Revocation Hearing
Legislative Update with proposed bills

Mr. Bernie Olson moved: to adjourn the Board of Public Education meeting. Ms. Sharon Carroll seconded. Motion passed unanimously.

9:45 AM Meeting Adjourned

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.

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

| ACCOUNT | FUND | CURRENT MONTH | CURRENT YEAR | CM PRIOR YR | PRIOR YEAR | ELAPSED TIME YTD: 33% | CURR+PRIOR |
|--------------------------------------|-------|---------------|--------------|-------------|------------|-----------------------|------------|
| 61101 Regular | 01100 | 9,459.46 | 34,054.05 | | | | 34,054.05 |
| 61401 FICA | 01100 | 687.90 | 2,476.44 | | | | 2,476.44 |
| 61402 Retirement - Other | 01100 | 161.50 | 581.40 | | | | 581.40 |
| 61403 Group Insurance | 01100 | 1,290.10 | 4,515.35 | | | | 4,515.35 |
| 61404 Workers Compensation Insur | 01100 | 126.42 | 455.11 | | | | 455.11 |
| 61410 State Unemployment Tax | 01100 | 33.10 | 119.16 | | | | 119.16 |
| 61411 Teachers Retirement | 01100 | 709.90 | 2,555.64 | | | | 2,555.64 |
| TOTAL 61400 Employee Benefits | | 3,008.92 | 10,703.10 | | | | 10,703.10 |
| TOTAL 61000 Personal Services | | 12,468.38 | 44,757.15 | | | | 44,757.15 |
| 62113 Warrant Writing Services | 01100 | 3.02 | 6.00 | | | | 6.00 |
| 62114A Workers' Comp Program Fees | 01100 | 14.00 | 14.00 | | | | 14.00 |
| 62148 SABHRS Administrative Costs | 01100 | 268.05 | 268.05 | | | | 268.05 |
| 621B3 ITSD Web Hosting | 01100 | 25.00 | 50.00 | | | | 50.00 |
| 621B5 ITSD EMail | 01100 | 9.17 | 18.34 | | | | 18.34 |
| 621B8 ITSD Operational Support | 01100 | 3.07 | 6.14 | | | | 6.14 |
| 621C5 ITSD Enterprise Services | 01100 | 72.92 | 145.84 | | | | 145.84 |
| TOTAL 62100 Other Services | | 395.23 | 508.37 | | | | 508.37 |
| 62212 Photo & Reproduction | 01100 | 23.02 | 23.02 | | | | 23.02 |
| 62241 Office Sup/Minor Equip-NonStat | 01100 | | 13.99 | | | | 13.99 |
| 62280 Program Expense | 01100 | 51.52 | 121.92 | | | | 121.92 |
| 622B1 ITSD Asset Broker | 01100 | 50.00 | 100.00 | | | | 100.00 |
| TOTAL 62200 Supplies & Materials | | 124.54 | 258.93 | | | | 258.93 |
| 62304 Postage & Mailing | 01100 | 27.94 | 47.78 | | | | 47.78 |
| 62319 Cellular Phones | 01100 | 58.72 | 117.48 | | | | 117.48 |
| 623B0 ITSD Voice Services | 01100 | 41.44 | 82.88 | | | | 82.88 |
| 623B4 ITSD Long Distance | 01100 | 4.04 | 5.46 | | | | 5.46 |
| TOTAL 62300 Communications | | 132.14 | 253.60 | | | | 253.60 |
| 62401 In-State Personal Car Mileage | 01100 | | 116.00 | | | | 116.00 |
| 62404 In-State State Motor Pool | 01100 | | 201.86 | | | | 201.86 |
| 62407 In-State Meals | 01100 | | 12.00 | | | | 12.00 |
| 62408 In-State Lodging | 01100 | | 175.80 | | | | 175.80 |
| 62410 In-State Meals Overnight | 01100 | 18.00 | 86.00 | | | | 86.00 |
| 62489 Non-Employee In State Mileage | 01100 | | 1,314.00 | | | | 1,314.00 |
| 62490 Non-Employee In State Meals | 01100 | 48.00 | 260.00 | | | | 260.00 |
| 62497 Non-Employee In-State Lodging | 01100 | | 683.10 | | | | 683.10 |
| TOTAL 62400 Travel | | 66.00 | 2,848.76 | | | | 2,848.76 |
| 62528 Rent-Non Dept of Admin | 01100 | 626.04 | 1,714.82 | | | | 1,714.82 |
| 62817 Meetings/Conference Costs | 01100 | | 45.00 | | | | 45.00 |
| 62878 Parking Fees | 01100 | | 224.00 | | | | 224.00 |
| 62888 Statewide Indirect Costs | 01100 | 267.50 | 267.50 | | | | 267.50 |
| TOTAL 62800 Other Expenses | | 267.50 | 536.50 | | | | 536.50 |
| TOTAL 62000 Operating Expenses | | 1,611.45 | 6,120.98 | | | | 6,120.98 |
| 69301 Principal - Leases | 01100 | 74.24 | 371.20 | | | | 371.20 |

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

| ACCOUNT | FUND | CURRENT MONTH | CURRENT YEAR | CM PRIOR YR | PRIOR YEAR | CURR+PRIOR |
|---|------|---------------|--------------|-------------|------------|------------|
| TOTAL FUND 01100 General Fund | | 14,154.07 | 51,249.33 | | | 51,249.33 |
| TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY | | 14,154.07 | 51,249.33 | | | 51,249.33 |

ELAPSED TIME YTD: 33%

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

| ACCOUNT | FUND | PROG | SUB-CLS | BUDGET | ENCUMBERED | EXPENDED | BALANCE | % |
|--|-------|------|---------|------------|------------|-----------|------------|----|
| 61000 Personal Services | 01100 | 2011 | 235H1 | 163,936.00 | | 44,757.15 | 119,178.85 | 27 |
| 62000 Operating Expenses | 01100 | 2011 | 235H1 | 53,414.00 | | 6,120.98 | 47,293.02 | 11 |
| 62000 Operating Expenses | 01100 | 2011 | 235X2 | 7,412.00 | | | 7,412.00 | |
| TOTAL 62000 Operating Expenses | | | | 60,826.00 | | 6,120.98 | 54,705.02 | 10 |
| 69000 Debt Service | 01100 | 2011 | 235H1 | 891.00 | | 371.20 | 519.80 | 42 |
| TOTAL SUB-CLS 235H1 ADMINISTRATION | | | | 218,241.00 | | 51,249.33 | 166,991.67 | 23 |
| TOTAL SUB-CLS 235X2 GOVERNOR'S REDUCTIONS BASE | | | | 7,412.00 | | | 7,412.00 | |
| TOTAL FUND 01100 General Fund | | | | 225,653.00 | | 51,249.33 | 174,403.67 | 23 |
| TOTAL PROGRAM 2011 | | | | 225,653.00 | | 51,249.33 | 174,403.67 | 23 |
| TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY | | | | 225,653.00 | | 51,249.33 | 174,403.67 | 23 |

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

| ACCNT | JRNL-ID | DATE | JRNL-LN | DESCRIPTION | AMOUNT | VCHR-ID | VENDOR NAME |
|-------|------------|----------------------------|---------|---------------------------|----------|---------|-------------|
| 61101 | PAY2085901 | 10/05/2010 | 000003 | PPE 09/24/10 JT1 ON-CYCLE | 4,729.73 | | |
| 61101 | PAY2090646 | 10/19/2010 | 000003 | PPE 10/08/10 ON-CYCLE JUL | 4,729.73 | | |
| TOTAL | 61101 | Regular | | | 9,459.46 | | |
| 61401 | PAY2085901 | 10/05/2010 | 000005 | PPE 09/24/10 JT1 ON-CYCLE | 343.95 | | |
| 61401 | PAY2090646 | 10/19/2010 | 000005 | PPE 10/08/10 ON-CYCLE JUL | 343.95 | | |
| TOTAL | 61401 | FICA | | | 687.90 | | |
| 61402 | PAY2085901 | 10/05/2010 | 000007 | PPE 09/24/10 JT1 ON-CYCLE | 80.75 | | |
| 61402 | PAY2090646 | 10/19/2010 | 000007 | PPE 10/08/10 ON-CYCLE JUL | 80.75 | | |
| TOTAL | 61402 | Retirement - Other | | | 161.50 | | |
| 61403 | PAY2085901 | 10/05/2010 | 000009 | PPE 09/24/10 JT1 ON-CYCLE | 645.05 | | |
| 61403 | PAY2090646 | 10/19/2010 | 000009 | PPE 10/08/10 ON-CYCLE JUL | 645.05 | | |
| TOTAL | 61403 | Group Insurance | | | 1,290.10 | | |
| 61404 | PAY2085901 | 10/05/2010 | 000011 | PPE 09/24/10 JT1 ON-CYCLE | 63.21 | | |
| 61404 | PAY2090646 | 10/19/2010 | 000011 | PPE 10/08/10 ON-CYCLE JUL | 63.21 | | |
| TOTAL | 61404 | Workers Compensation Insur | | | 126.42 | | |
| 61410 | PAY2085901 | 10/05/2010 | 000013 | PPE 09/24/10 JT1 ON-CYCLE | 16.55 | | |
| 61410 | PAY2090646 | 10/19/2010 | 000013 | PPE 10/08/10 ON-CYCLE JUL | 16.55 | | |
| TOTAL | 61410 | State Unemployment Tax | | | 33.10 | | |
| 61411 | PAY2085901 | 10/05/2010 | 000015 | PPE 09/24/10 JT1 ON-CYCLE | 354.95 | | |
| 61411 | PAY2090646 | 10/19/2010 | 000015 | PPE 10/08/10 ON-CYCLE JUL | 354.95 | | |
| TOTAL | 61411 | Teachers Retirement | | | 709.90 | | |
| 62113 | 0002086560 | 10/06/2010 | 000001 | Warrant Writing Services | 3.02 | | |

REPORT ID: MTGL0106-O
 BUS. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: OCTOBER 2011

STATE OF MONTANA
 ORGANIZATION DETAIL REPORT
 ORG: 1 - BOARD OF PUBLIC EDUCATION
 MGR NAME: MELOY, STEVE

PAGE NO. 3
 RUN DATE: 10/30/2010
 RUN TIME: 00:55:52

| PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS | | | | | | ELAPSED TIME YTD: 33% | |
|---|---|------------------------|---------|-----------------------------|-----------|-----------------------|-------------------------------|
| ACCNT | JRNL-ID | DATE | JRNL-LN | DESCRIPTION | AMOUNT | VCHR-ID | VENDOR NAME |
| 62114A | 0002086562 | 10/06/2010 | 000001 | Workers' Comp Program Fees | 14.00 | | |
| 62148 | 0002087553 | 10/08/2010 | 000001 | SABHRS Administrative Costs | 268.05 | | |
| 621B3 | 0002087550 | 10/08/2010 | 000005 | ITSD Web Hosting | 25.00 | | |
| 621B5 | 0002087550 | 10/08/2010 | 000002 | ITSD EMail | 9.17 | | |
| 621B8 | 0002087550 | 10/08/2010 | 000004 | ITSD Operational Support | 3.07 | | |
| 621C5 | 0002087550 | 10/08/2010 | 000003 | ITSD Enterprise Services | 72.92 | | |
| 62212 | ACC2091463 | 10/20/2010 | 000032 | Copies July 2 - Oct. 1 | 23.02 | 00002364 | STRINGER BUSINESS SYSTEMS INC |
| 62280 | ACC2086909 | 10/06/2010 | 000003 | Cable- October | 35.17 | 00002361 | BRESNAN COMMUNICATIONS LLC |
| 62280 | ACC2094989 | 10/28/2010 | 000012 | Water-October | 16.35 | 00002376 | LEHRKINDS INC |
| TOTAL | 62280 | Program Expense | | | 51.52 | | |
| 622B1 | 0002087550 | 10/08/2010 | 000001 | ITSD Asset Broker | 50.00 | | |
| 62304 | 0002094416 | 10/28/2010 | 000001 | Postage & Mailing | 27.94 | | |
| 62319 | ACC2091463 | 10/20/2010 | 000035 | Cell Phone - September | 58.72 | 00002363 | VERIZON WIRELESS SERVICES LLC |
| 623B0 | 0002094412 | 10/28/2010 | 000001 | ITSD Voice Services | 41.44 | | |
| 623B4 | 0002094412 | 10/28/2010 | 000002 | ITSD Long Distance | 4.04 | | |
| 62410 | ACC2087901 | 10/08/2010 | 000003 | BPE Lunch | 18.00 | 00002362 | GREAT FALLS PUBLIC SCHOOLS |
| 62490 | ACC2087901 | 10/08/2010 | 000004 | BPE Lunch | 48.00 | 00002362 | GREAT FALLS PUBLIC SCHOOLS |
| 62528 | ACC2091463 | 10/20/2010 | 000057 | Rent Increase Difference | 65.32 | 00002375 | SEB LLP |
| 62528 | ACC2094989 | 10/28/2010 | 000019 | Rent - November | 560.72 | 00002377 | SEB LLP |
| TOTAL | 62528 | Rent-Non Dept of Admin | | | 626.04 | | |
| 62888 | 0002087555 | 10/08/2010 | 000001 | Statewide Indirect Costs | 267.50 | | |
| 69301 | ACC2091463 | 10/20/2010 | 000059 | November Copier Lease | 74.24 | 00002365 | LYON FINANCIAL SERVICES INC |
| TOTAL | PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS | | | | 14,154.07 | | |

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

| ACCOUNT | FUND | CURRENT MONTH | CURRENT YEAR | CM PRIOR YR | PRIOR YEAR | ELAPSED TIME YTD: 33% | CURR+PRIOR |
|---|-------|---------------|--------------|-------------|------------|-----------------------|------------|
| 61101 Regular | 02122 | 6,720.16 | 24,192.57 | | | | 24,192.57 |
| 61401 FICA | 02122 | 493.18 | 1,775.49 | | | | 1,775.49 |
| 61402 Retirement - Other | 02122 | 127.20 | 457.92 | | | | 457.92 |
| 61403 Group Insurance | 02122 | 1,358.00 | 4,753.00 | | | | 4,753.00 |
| 61404 Workers Compensation Insur | 02122 | 122.72 | 441.79 | | | | 441.79 |
| 61410 State Unemployment Tax | 02122 | 23.52 | 84.67 | | | | 84.67 |
| 61411 Teachers Retirement | 02122 | 487.20 | 1,753.92 | | | | 1,753.92 |
| TOTAL 61400 Employee Benefits | | 2,611.82 | 9,266.79 | | | | 9,266.79 |
| TOTAL 61000 Personal Services | | 9,331.98 | 33,459.36 | | | | 33,459.36 |
| TOTAL FUND 02122 Advisory Council | | 9,331.98 | 33,459.36 | | | | 33,459.36 |
| TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY | | 9,331.98 | 33,459.36 | | | | 33,459.36 |

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

| ACCOUNT | FUND | PROG | SUB-CLS | BUDGET | ENCUMBERED | EXPENDED | BALANCE | % |
|---|-------|------|---------|------------|------------|-----------|-----------|----|
| 61000 Personal Services | 01100 | 2011 | 235H1 | 1,936.00 | | | 1,936.00 | |
| 61000 Personal Services | 02122 | 2011 | 235H1 | 110,632.00 | | 33,459.36 | 77,172.64 | 30 |
| TOTAL 61000 Personal Services | | | | 112,568.00 | | 33,459.36 | 79,108.64 | 30 |
| TOTAL SUB-CLS 235H1 ADMINISTRATION | | | | 1,936.00 | | | 1,936.00 | |
| TOTAL FUND 01100 General Fund | | | | 1,936.00 | | | 1,936.00 | |
| TOTAL SUB-CLS 235H1 ADMINISTRATION | | | | 110,632.00 | | 33,459.36 | 77,172.64 | 30 |
| TOTAL FUND 02122 Advisory Council | | | | 110,632.00 | | 33,459.36 | 77,172.64 | 30 |
| TOTAL PROGRAM 2011 | | | | 112,568.00 | | 33,459.36 | 79,108.64 | 30 |
| TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY | | | | 112,568.00 | | 33,459.36 | 79,108.64 | 30 |

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

| ACCNT | JRNL-ID | DATE | JRNL-LN | DESCRIPTION | AMOUNT | VCHR-ID | VENDOR NAME |
|-------|------------|--------------------|---------|---------------------------|----------|---------|-------------|
| 61101 | PAY2085900 | 10/05/2010 | 000002 | PPE 09/24/10 JT1 ON-CYCLE | 3,360.08 | | |
| 61101 | PAY2090645 | 10/19/2010 | 000002 | PPE 10/08/10 ON-CYCLE JUL | 3,360.08 | | |
| TOTAL | 61101 | Regular | | | 6,720.16 | | |
| 61401 | PAY2085900 | 10/05/2010 | 000003 | PPE 09/24/10 JT1 ON-CYCLE | 246.59 | | |
| 61401 | PAY2090645 | 10/19/2010 | 000003 | PPE 10/08/10 ON-CYCLE JUL | 246.59 | | |
| TOTAL | 61401 | FICA | | | 493.18 | | |
| 61402 | PAY2085900 | 10/05/2010 | 000004 | PPE 09/24/10 JT1 ON-CYCLE | 63.60 | | |
| 61402 | PAY2090645 | 10/19/2010 | 000004 | PPE 10/08/10 ON-CYCLE JUL | 63.60 | | |
| TOTAL | 61402 | Retirement - Other | | | 127.20 | | |
| 61403 | PAY2085900 | 10/05/2010 | 000005 | PPE 09/24/10 JT1 ON-CYCLE | 679.00 | | |
| 61403 | PAY2090645 | 10/19/2010 | 000005 | PPE 10/08/10 ON-CYCLE JUL | 679.00 | | |
| TOTAL | 61403 | Group Insurance | | | 1,358.00 | | |
| 61404 | PAY2085900 | 10/05/2010 | 000006 | PPE 09/24/10 JT1 ON-CYCLE | 61.36 | | |
| 61404 | PAY2090645 | 10/19/2010 | 000006 | PPE 10/08/10 ON-CYCLE JUL | 61.36 | | |

REPORT ID: MTGL0106-O
BUS. UNIT: 51010 Board of Public Education
FOR THE FY PERIOD: OCTOBER 2011

STATE OF MONTANA
ORGANIZATION DETAIL REPORT
ORG: 30 - Advisory Council Program 01
MGR NAME: MELOY,STEPHEN

PAGE NO. 2
RUN DATE: 10/30/2010
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| PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS | | | | | | | ELAPSED TIME YTD: 33% |
|---|---|------------|---------|----------------------------|----------|---------|-----------------------|
| ACCNT | JRNL-ID | DATE | JRNL-LN | DESCRIPTION | AMOUNT | VCHR-ID | VENDOR NAME |
| TOTAL | 61404 | | | Workers Compensation Insur | 122.72 | | |
| 61410 | PAY2085900 | 10/05/2010 | 000007 | PPE 09/24/10 JT1 ON-CYCLE | 11.76 | | |
| 61410 | PAY2090645 | 10/19/2010 | 000007 | PPE 10/08/10 ON-CYCLE JUL | 11.76 | | |
| TOTAL | 61410 | | | State Unemployment Tax | 23.52 | | |
| 61411 | PAY2085900 | 10/05/2010 | 000008 | PPE 09/24/10 JT1 ON-CYCLE | 243.60 | | |
| 61411 | PAY2090645 | 10/19/2010 | 000008 | PPE 10/08/10 ON-CYCLE JUL | 243.60 | | |
| TOTAL | 61411 | | | Teachers Retirement | 487.20 | | |
| TOTAL | PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS | | | | 9,331.98 | | |

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

| ACCOUNT | | FUND | CURRENT MONTH | CURRENT YEAR | CM PRIOR YR | PRIOR YEAR | ELAPSED TIME YTD: 33% |
|---------|--------------------------------|-------|---------------|--------------|-------------|------------|-----------------------|
| | | | | | | | CURR+PRIOR |
| 61101 | Regular | 02219 | 250.26 | 900.94 | | | 900.94 |
| 61301 | Per Diem | 02219 | 150.00 | 1,100.00 | | | 1,100.00 |
| 61401 | FICA | 02219 | 16.96 | 61.05 | | | 61.05 |
| 61402 | Retirement - Other | 02219 | 17.94 | 64.58 | | | 64.58 |
| 61403 | Group Insurance | 02219 | 67.90 | 237.65 | | | 237.65 |
| 61404 | Workers Compensation Insur | 02219 | 4.56 | 16.42 | | | 16.42 |
| 61410 | State Unemployment Tax | 02219 | 0.88 | 3.17 | | | 3.17 |
| TOTAL | 61400 Employee Benefits | | 108.24 | 382.87 | | | 382.87 |
| TOTAL | 61000 Personal Services | | 508.50 | 2,383.81 | | | 2,383.81 |
| 62104 | Insurance & Bonds | 02219 | | 599.00 | | | 599.00 |
| 62113 | Warrant Writing Services | 02219 | 3.02 | 19.78 | | | 19.78 |
| 62114 | HRIS Service Fees | 02219 | | 203.00 | | | 203.00 |
| 62114A | Workers' Comp Program Fees | 02219 | 14.00 | 42.00 | | | 42.00 |
| 62148 | SABHRS Administrative Costs | 02219 | 268.04 | 804.13 | | | 804.13 |
| 621B3 | ITSD Web Hosting | 02219 | 25.00 | 100.00 | | | 100.00 |
| 621B5 | ITSD EMail | 02219 | 9.16 | 36.65 | | | 36.65 |
| 621B8 | ITSD Operational Support | 02219 | 3.07 | 12.28 | | | 12.28 |
| 621C1 | ITSD Installation | 02219 | | 45.00 | | | 45.00 |
| 621C5 | ITSD Enterprise Services | 02219 | 72.91 | 291.65 | | | 291.65 |
| TOTAL | 62100 Other Services | | 395.20 | 2,153.49 | | | 2,153.49 |
| 62212 | Photo & Reproduction | 02219 | 43.28 | 104.06 | | | 104.06 |
| 62241 | Office Sup/Minor Equip-NonStat | 02219 | | 47.50 | | | 47.50 |
| 62280 | Program Expense | 02219 | 51.52 | 305.76 | | | 305.76 |
| 622B1 | ITSD Asset Broker | 02219 | 50.00 | 200.00 | | | 200.00 |
| TOTAL | 62200 Supplies & Materials | | 144.80 | 657.32 | | | 657.32 |
| 62304 | Postage & Mailing | 02219 | 27.93 | 1,190.70 | | | 1,190.70 |
| 62319 | Cellular Phones | 02219 | | 58.76 | | | 58.76 |
| 623B0 | ITSD Voice Services | 02219 | 41.43 | 165.73 | | | 165.73 |
| 623B4 | ITSD Long Distance | 02219 | 0.56 | 5.34 | | | 5.34 |
| TOTAL | 62300 Communications | | 69.92 | 1,420.53 | | | 1,420.53 |
| 62402 | In-State Commercial Transport | 02219 | 23.00 | 23.00 | | | 23.00 |
| 62404 | In-State State Motor Pool | 02219 | | 59.34 | | | 59.34 |
| 62408 | In-State Lodging | 02219 | 380.92 | 663.44 | | | 663.44 |
| 62410 | In-State Meals Overnight | 02219 | 60.00 | 111.00 | | | 111.00 |
| 62412 | Out-Of-State Commercial Trans | 02219 | | 765.40 | | | 765.40 |
| 62417 | Out-Of-State Meals | 02219 | 64.00 | 64.00 | | | 64.00 |
| 62418 | Out-Of-State Lodging | 02219 | 470.04 | 470.04 | | | 470.04 |
| 62489 | Non-Employee In State Mileage | 02219 | 1,839.00 | 3,843.00 | | | 3,843.00 |
| 62490 | Non-Employee In State Meals | 02219 | 182.00 | 649.00 | | | 649.00 |
| 62497 | Non-Employee In-State Lodging | 02219 | 1,013.51 | 2,591.57 | | | 2,591.57 |
| TOTAL | 62400 Travel | | 4,032.47 | 9,239.79 | | | 9,239.79 |
| 62528 | Rent-Non Dept of Admin | 02219 | 626.03 | 3,892.33 | | | 3,892.33 |
| 62768 | Property Management Expenses | 02219 | | 158.99 | | | 158.99 |
| 62801 | Dues | 02219 | | 11,397.50 | | | 11,397.50 |
| 62817 | Meetings/Conference Costs | 02219 | | 803.75 | | | 803.75 |

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

| ACCOUNT | FUND | CURRENT MONTH | CURRENT YEAR | CM PRIOR YR | PRIOR YEAR | ELAPSED TIME YTD: 33% | CURR+PRIOR |
|---|-------|---------------|--------------|-------------|------------|-----------------------|------------|
| 62878 Parking Fees | 02219 | | 672.00 | | | | 672.00 |
| 62888 Statewide Indirect Costs | 02219 | 267.50 | 267.50 | | | | 267.50 |
| TOTAL 62800 Other Expenses | | 267.50 | 13,140.75 | | | | 13,140.75 |
| TOTAL 62000 Operating Expenses | | 5,535.92 | 30,663.20 | | | | 30,663.20 |
| 69301 Principal - Leases | 02219 | 74.23 | 371.15 | | | | 371.15 |
| TOTAL FUND 02219 Research Fund | | 6,118.65 | 33,418.16 | | | | 33,418.16 |
| TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY | | 6,118.65 | 33,418.16 | | | | 33,418.16 |

PART-B BUDGET EXPENSE ACCOUNT SUMMARY

| ACCOUNT | FUND | PROG | SUB-CLS | BUDGET | ENCUMBERED | EXPENDED | BALANCE | % |
|---|-------|------|---------|-----------|------------|-----------|-----------|----|
| 62000 Operating Expenses | 02219 | 2010 | 235H1 | | 1,542.14- | 1,542.14 | | |
| TOTAL SUB-CLS 235H1 ADMINISTRATION | | | | | 1,542.14- | 1,542.14 | | |
| TOTAL FUND 02219 Research Fund | | | | | 1,542.14- | 1,542.14 | | |
| TOTAL PROGRAM 2010 | | | | | 1,542.14- | 1,542.14 | | |
| 61000 Personal Services | 02219 | 2011 | 235H1 | 22,425.00 | | 2,383.81 | 20,041.19 | 11 |
| 62000 Operating Expenses | 02219 | 2011 | 235H1 | 51,684.00 | | 30,663.20 | 21,020.80 | 59 |
| 69000 Debt Service | 02219 | 2011 | 235H1 | 891.00 | | 371.15 | 519.85 | 42 |
| TOTAL SUB-CLS 235H1 ADMINISTRATION | | | | 75,000.00 | | 33,418.16 | 41,581.84 | 45 |
| TOTAL FUND 02219 Research Fund | | | | 75,000.00 | | 33,418.16 | 41,581.84 | 45 |
| TOTAL PROGRAM 2011 | | | | 75,000.00 | | 33,418.16 | 41,581.84 | 45 |
| TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY | | | | 75,000.00 | 1,542.14- | 34,960.30 | 41,581.84 | 45 |

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

| ACCNT | JRNL-ID | DATE | JRNL-LN | DESCRIPTION | AMOUNT | VCHR-ID | VENDOR NAME |
|-------|------------|--------------------|---------|---------------------------|--------|----------|-------------|
| 61101 | PAY2085901 | 10/05/2010 | 000004 | PPE 09/24/10 JT1 ON-CYCLE | 125.13 | | |
| 61101 | PAY2090646 | 10/19/2010 | 000004 | PPE 10/08/10 ON-CYCLE JUL | 125.13 | | |
| TOTAL | 61101 | Regular | | | 250.26 | | |
| 61301 | ACC2091463 | 10/20/2010 | 000031 | Per Diem | 50.00 | 00002371 | JOHN HARRIS |
| 61301 | ACC2094989 | 10/28/2010 | 000011 | Per Diem | 100.00 | 00002378 | PATTY MYERS |
| TOTAL | 61301 | Per Diem | | | 150.00 | | |
| 61401 | PAY2085901 | 10/05/2010 | 000006 | PPE 09/24/10 JT1 ON-CYCLE | 8.48 | | |
| 61401 | PAY2090646 | 10/19/2010 | 000006 | PPE 10/08/10 ON-CYCLE JUL | 8.48 | | |
| TOTAL | 61401 | FICA | | | 16.96 | | |
| 61402 | PAY2085901 | 10/05/2010 | 000008 | PPE 09/24/10 JT1 ON-CYCLE | 8.97 | | |
| 61402 | PAY2090646 | 10/19/2010 | 000008 | PPE 10/08/10 ON-CYCLE JUL | 8.97 | | |
| TOTAL | 61402 | Retirement - Other | | | 17.94 | | |
| 61403 | PAY2085901 | 10/05/2010 | 000010 | PPE 09/24/10 JT1 ON-CYCLE | 33.95 | | |
| 61403 | PAY2090646 | 10/19/2010 | 000010 | PPE 10/08/10 ON-CYCLE JUL | 33.95 | | |
| TOTAL | 61403 | Group Insurance | | | 67.90 | | |

| PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS | | | | | | | ELAPSED TIME YTD: 33% | |
|---|------------|----------------------------|---------|-----------------------------|--------|----------|-------------------------------|--|
| ACCN# | JRNL-ID | DATE | JRNL-LN | DESCRIPTION | AMOUNT | VCHR-ID | VENDOR NAME | |
| 61404 | PAY2085901 | 10/05/2010 | 000012 | PPE 09/24/10 JT1 ON-CYCLE | 2.28 | | | |
| 61404 | PAY2090646 | 10/19/2010 | 000012 | PPE 10/08/10 ON-CYCLE JUL | 2.28 | | | |
| TOTAL | 61404 | Workers Compensation Insur | | | 4.56 | | | |
| 61410 | PAY2085901 | 10/05/2010 | 000014 | PPE 09/24/10 JT1 ON-CYCLE | 0.44 | | | |
| 61410 | PAY2090646 | 10/19/2010 | 000014 | PPE 10/08/10 ON-CYCLE JUL | 0.44 | | | |
| TOTAL | 61410 | State Unemployment Tax | | | 0.88 | | | |
| 62113 | 0002086560 | 10/06/2010 | 000002 | Warrant Writing Services | 3.02 | | | |
| 62114A | 0002086562 | 10/06/2010 | 000002 | Workers' Comp Program Fees | 14.00 | | | |
| 62148 | 0002087553 | 10/08/2010 | 000002 | SABHRS Administrative Costs | 268.04 | | | |
| 621B3 | 0002087550 | 10/08/2010 | 000010 | ITSD Web Hosting | 25.00 | | | |
| 621B5 | 0002087550 | 10/08/2010 | 000007 | ITSD EMail | 9.16 | | | |
| 621B8 | 0002087550 | 10/08/2010 | 000009 | ITSD Operational Support | 3.07 | | | |
| 621C5 | 0002087550 | 10/08/2010 | 000008 | ITSD Enterprise Services | 72.91 | | | |
| 62212 | ACC2091463 | 10/20/2010 | 000033 | Copies July 2 - Oct. 1 | 23.02 | 00002364 | STRINGER BUSINESS SYSTEMS INC | |
| 62212 | ACC2091463 | 10/20/2010 | 000034 | November Copier Lease | 20.26 | 00002365 | LYON FINANCIAL SERVICES INC | |
| TOTAL | 62212 | Photo & Reproduction | | | 43.28 | | | |
| 62280 | ACC2086909 | 10/06/2010 | 000004 | Cable- October | 35.17 | 00002361 | BRESNAN COMMUNICATIONS LLC | |
| 62280 | ACC2094989 | 10/28/2010 | 000013 | Water-October | 16.35 | 00002376 | LEHRKINDS INC | |
| TOTAL | 62280 | Program Expense | | | 51.52 | | | |
| 622B1 | 0002087550 | 10/08/2010 | 000006 | ITSD Asset Broker | 50.00 | | | |
| 62304 | 0002094416 | 10/28/2010 | 000002 | Postage & Mailing | 27.93 | | | |
| 623B0 | 0002094412 | 10/28/2010 | 000003 | ITSD Voice Services | 41.43 | | | |
| 623B4 | 0002094412 | 10/28/2010 | 000004 | ITSD Long Distance | 0.56 | | | |
| 62402 | PRO2094578 | 10/21/2010 | 000001 | DELTA AIR 0068227083418 | 23.00 | | | |
| 62408 | PRO2094578 | 10/21/2010 | 000002 | HOLIDAY INN EXPRESS RIVER | 190.46 | | | |
| 62408 | PRO2094578 | 10/21/2010 | 000003 | HOLIDAY INN EXPRESS RIVER | 190.46 | | | |
| TOTAL | 62408 | In-State Lodging | | | 380.92 | | | |
| 62410 | ACC2091463 | 10/20/2010 | 000036 | Meals | 30.00 | 00002372 | PETER DONOVAN | |
| 62410 | ACC2091463 | 10/20/2010 | 000037 | Meals | 30.00 | 00002373 | ANNELIESE WARHANK | |
| TOTAL | 62410 | In-State Meals Overnight | | | 60.00 | | | |
| 62417 | ACC2091463 | 10/20/2010 | 000038 | Meals | 64.00 | 00002374 | STEVE MELOY | |
| 62418 | PRO2094578 | 10/21/2010 | 000004 | SHERATON | 470.04 | | | |

| PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS | | | | | | | ELAPSED TIME YTD: 33% |
|---|------------|------------|---------|--------------------------|----------|----------|-----------------------------|
| ACCNT | JRNL-ID | DATE | JRNL-LN | DESCRIPTION | AMOUNT | VCHR-ID | VENDOR NAME |
| 62489 | ACC2091463 | 10/20/2010 | 000039 | Mileage, Lodging, Meals | 121.00 | 00002366 | JON D RUNNALLS |
| 62489 | ACC2091463 | 10/20/2010 | 000040 | Mileage, Lodging, Meals | 115.00 | 00002367 | SHARON APPELEGATE |
| 62489 | ACC2091463 | 10/20/2010 | 000041 | Mileage, Lodging, Meals | 328.00 | 00002368 | PATTY MUIR |
| 62489 | ACC2091463 | 10/20/2010 | 000042 | Mileage, Lodging, Meals | 168.00 | 00002369 | TAMMY LACEY |
| 62489 | ACC2091463 | 10/20/2010 | 000043 | Mileage, Lodging, Meals | 340.00 | 00002370 | MARY SUSAN E FISHBAUGH |
| 62489 | ACC2091463 | 10/20/2010 | 000044 | Mileage, Lodging, Meals | 179.00 | 00002371 | JOHN HARRIS |
| 62489 | ACC2094989 | 10/28/2010 | 000014 | Mileage, Lodging, Meals | 90.00 | 00002378 | PATTY MYERS |
| 62489 | ACC2094989 | 10/28/2010 | 000015 | Mileage and Lodging | 498.00 | 00002379 | SHARON CARROLL |
| TOTAL 62489 Non-Employee In State Mileage | | | | | 1,839.00 | | |
| 62490 | ACC2091463 | 10/20/2010 | 000045 | Mileage, Lodging, Meals | 23.00 | 00002366 | JON D RUNNALLS |
| 62490 | ACC2091463 | 10/20/2010 | 000046 | Mileage, Lodging, Meals | 40.00 | 00002367 | SHARON APPELEGATE |
| 62490 | ACC2091463 | 10/20/2010 | 000047 | Mileage, Lodging, Meals | 40.00 | 00002368 | PATTY MUIR |
| 62490 | ACC2091463 | 10/20/2010 | 000048 | Mileage, Lodging, Meals | 28.00 | 00002369 | TAMMY LACEY |
| 62490 | ACC2091463 | 10/20/2010 | 000049 | Mileage, Lodging, Meals | 23.00 | 00002370 | MARY SUSAN E FISHBAUGH |
| 62490 | ACC2091463 | 10/20/2010 | 000050 | Mileage, Lodging, Meals | 11.00 | 00002371 | JOHN HARRIS |
| 62490 | ACC2094989 | 10/28/2010 | 000016 | Mileage, Lodging, Meals | 17.00 | 00002378 | PATTY MYERS |
| TOTAL 62490 Non-Employee In State Meals | | | | | 182.00 | | |
| 62497 | ACC2091463 | 10/20/2010 | 000051 | Mileage, Lodging, Meals | 93.09 | 00002366 | JON D RUNNALLS |
| 62497 | ACC2091463 | 10/20/2010 | 000052 | Mileage, Lodging, Meals | 190.46 | 00002367 | SHARON APPELEGATE |
| 62497 | ACC2091463 | 10/20/2010 | 000053 | Mileage, Lodging, Meals | 190.46 | 00002368 | PATTY MUIR |
| 62497 | ACC2091463 | 10/20/2010 | 000054 | Mileage, Lodging, Meals | 190.46 | 00002369 | TAMMY LACEY |
| 62497 | ACC2091463 | 10/20/2010 | 000055 | Mileage, Lodging, Meals | 95.23 | 00002370 | MARY SUSAN E FISHBAUGH |
| 62497 | ACC2091463 | 10/20/2010 | 000056 | Mileage, Lodging, Meals | 95.23 | 00002371 | JOHN HARRIS |
| 62497 | ACC2094989 | 10/28/2010 | 000017 | Mileage, Lodging, Meals | 88.51 | 00002378 | PATTY MYERS |
| 62497 | ACC2094989 | 10/28/2010 | 000018 | Mileage and Lodging | 70.07 | 00002379 | SHARON CARROLL |
| TOTAL 62497 Non-Employee In-State Lodging | | | | | 1,013.51 | | |
| 62528 | ACC2091463 | 10/20/2010 | 000058 | Rent Increase Difference | 65.32 | 00002375 | SEB LLP |
| 62528 | ACC2094989 | 10/28/2010 | 000020 | Rent - November | 560.71 | 00002377 | SEB LLP |
| TOTAL 62528 Rent-Non Dept of Admin | | | | | 626.03 | | |
| 62888 | 0002087555 | 10/08/2010 | 000002 | Statewide Indirect Costs | 267.50 | | |
| 69301 | ACC2091463 | 10/20/2010 | 000060 | November Copier Lease | 74.23 | 00002365 | LYON FINANCIAL SERVICES INC |
| TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS | | | | | 6,118.65 | | |

October 2010

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--|--|---|----------|--------------------------|----------|
| Notes: | | | | | 1 CSPD Meeting - Pete | 2 |
| 3 | 4 Meeting with Steve Gettel - Patty BPE Budget Meeting w/ Governor's Office & LFD - Pete, Steve, Carol | 6 Meeting w/ Landlord - Steve, Pete, Carol LFC - Steve | 7 ME-MFT Montana Educator Forum - Pete, Steve, Patty | 9 | | |
| 10 | 11 School Staffing - Pete | 12 Chapter 55 Leadership Mtg - Patty, Steve, Pete | 13 CSPAC/COD Joint Meeting - Missoula | 16 | CSPAC Meeting - Missoula | |
| 17 | 19 MASC State Meeting - Great Falls - Tim and Patty | 20 School Staffing - Pete | 20 ME-MFT Educator Conference - Helena - Patty, Pete, Steve, Sharon, Tim | 23 | | |
| 24 | 26 Scheduling Conference Call Case #2009-05 - Steve, Patty, Sharon | 27 | 28 Teacher of the Year - Patty, Pete, Steve, Sharon, Tim | 29 | | 30 |
| 31 | Notes: 10/21/10 - Executive Committee Budget Meeting - Patty, Sharon, Steve | | | | | |



November 2010

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|--|--|---|--|--------|----------|
| Notes: | 1 Meeting with Tim Harris-Sign Language Interpreters - Pete | 2  | 3 School Staffing - Pete | 4 Waiting for Superman Movie - Patty, Pete, Steve | 5 | 6 |
| 7 | 8 | 9 Chapter 55 Leadership Conference Call - Patty, Pete, Steve | 10 | 12  | 13 | |
| Chapter 55 Leadership Meeting - Helena - Patty, Steve, Pete | 15 Chapter 55 - Helena - Patty, Steve, Pete | 16 | Board of Education - Missoula - Patty, Pete, Steve, Erin, Tim, Gisele | 18 | 19 | 20 |
| 21 | 22 MSDB Committee Meeting - Patty, Bernie, Steve, Cal | 24 MSDB Committee Meeting - Patty, Bernie, Steve, Cal | 24 School Staffing - Pete | 25  | 26 | 27 |
| 28 | 29 | 30 MIMISTI - Helena - Pete & Patty | Notes: | | | |

December 2010

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--|---------|-----------|--|--------|--|
| Notes: | | | 1 | 2 | 3 | 4 |
| | | | | Board of Public Education Meeting - Helena | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| | Chapter 55 Meeting - Helena - Patty, Steve, Pete | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| | | | | | |  |
| 26 | 27 | 28 | 29 | 30 | 31 | Notes: |

Executive Secretary's Report

Thursday, December 2, 2010

By: Steve Meloy/Executive Secretary

We are gearing up for the 2011 Legislative Session and have had some success in restoring historic general fund support for the Board in the preliminary processes. There is a long way to go but getting support in the Governor's proposal is very meaningful to the process.

The Board made a nice presentation to a well attended meeting of mostly new teachers at the MEA-MFT convention in Helena.

On Tuesday, September 21st Pete and I attended the Burton K. Wheeler Center Conference entitled, "Montana's Challenge: Rethinking Education for the 21st Century." The conference centered on Montana educator proposed strategies and initiatives to improve education, incorporating the use of technology. The conference invited several key legislators to join in on the discussion of the issues and to reflect upon their positions regarding funding. The conference was well attended.

Pete and I met with Sharon Applegate, the new chair of the Certification Standards and Practices Advisory Council, to advise her on meeting protocol and pending issues. Sharon is also a member of the Chapter 55 Task Force and will be a great chair.

I attended the full member meeting of the Legislative Audit Committee to report out on our response to the Legislative Audit findings. I indicated that the statutory requirement for us to spend all of the Special Revenue Appropriation first before General Fund Appropriation was problematic for us and suggested that we should be exempt from this law as are some other agencies. The Chair indicated that the committee would take this suggestion under advisement, however to present legislation at this late date may not happen.

We have not yet received from the Superintendent of Public Instruction a recommendation on the National Common Core Standards however the staff is researching all the ramifications should the Board go forward with adoption. To date, 34 states and the District of Columbia have adopted the standards. California and Colorado adopted on the same deadline for their RTTT application. The states holding out are still voicing concern about the role of the federal government in state's public education.

The work of the Chapter 55 Task Force is back on track with a long and good meeting in Helena on the 15th and 16th of November. The work is focused on the review of previous work, small group break-out sessions on all sections of the chapter, thinking boldly on innovative standards that can carry us forward 10 to 15 years, and a thoughtful blend between input and output standards. We will meet again in December with a winter hiatus extending past the adjournment of the 2011 Legislature.

I continue to work with the LFD and the OPI to refine a process to deal with the reporting requirements associated with the law that requires the BPE to have its rules analyzed for fiscal impact on school districts and have discussed both of these projects at length with the Interim Committee.

We continue to work on monitoring the implementation of the Class 8 license. CSPAC continues to review applications during its January 2011 meeting.

We continue to be engaged in work to address the teacher shortage at MSDB. I have contacted Tim Harris at OPI to talk about recruiting, competencies and professional development strategies for the sight and hearing impaired students statewide. CSPAC will be involved with this issue and is considering an area of specialized competency for teaching of sensory impaired children. A meeting of the task force is currently being planned.

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 “high quality” assessments which will be coordinated with the National Common Core Standards if they become a reality for the state. The OPI curriculum specialists will be involved with assessment, which should be helpful even though recruiting for these positions continues to be difficult.

We have experienced a slight increase in our “material and substantial non-performance” cases which come directly to the BPE. 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 challenges for the coming two years.

Board work continues to include but is not limited to: review with possible substantive amendments to Chapter 55; work with the Interim Legislative Committee and the LFD; National Common Core Standards; 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; strategic planning meeting; school safety issues; monitoring 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 the National Common Core requirements; monitoring of the implementation of Chapter 57 work in the 2010 license cycle; 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 and RTTT implications on future reauthorization of ESEA; work of the Montana Digital Academy and its future and preparation for next session; 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;

follow-up of NASBE's annual meeting held in SLC in 2010; 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 interest of the high school drop-out rate in Montana and data alignment between the OCHE and the OPI; performance-based budgeting proposals expectations for the 2011 Legislative Session; Board responsibilities with the implementation of the teacher loan repayment plan found in SB 2; issues revolving around "alternative to our standards" requests; ongoing questions related to the bullying and related accreditation issues; financial education curricular concerns; school nutrition and physical education and obesity; civic education; 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
- Attended Burton K Wheeler center education conference
- Attended Educator's forum
- Met with the LFD and the OPI regarding protocol for fiscal reporting
- Attended all meetings of the Chapter 55 Task Force
- Orientation meeting of the new CSPAC chair
- Participated in exit conference of the Legislative Audit Committee
- Attended national NASBE and NCSBEE meetings
- Attended budget explanation meeting with Chair and Vice Chair
- Negotiated new lease for current BPE offices
- Attended MEA-MFT conference
- Attended TOY celebration
- Presided over pre-trial conference preceding an appeal to the BPE
- Attended a Helena premier of the movie Waiting for Superman
- Attended Board of Education meeting in Missoula

The work before the Board continues with a high level of importance, including: Preparation for the coming session; work of Chapter 55 Task Force; working with two interim committees of the legislature; the National Common Core concept; Race to the Top implications on ESEA funding; longitudinal data systems; implementing dual enrollment/credit with emphasis on the Class 8 licensing phase; Counselor Leadership Initiative; the shared policy goals with the legislature; Healthy Schools Network (Team Asthma); 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 Montana Digital Academy will certainly lend to this effort. Other areas include assessment, strategic planning, and continued relation building with the OPI, the Board of Regents, the Governor's office, the legislature, and the OCHE and all of our educational partners through vigilant participation in Ed Forum.

Highlights of the October 14 & 15, 2010 CSPAC and Joint Council of Deans Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on October 14-15, 2010 at the Phyllis J. Washing School of Education on the U of M-Missoula campus. 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 Ms. Sharon Applegate, Teacher, Kalispell; Vice-Chair Mr. Jon Runnalls, Teacher, East Helena; Ms. Patty Muir, K-12 Specialist, Laurel; Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings; Ms. Tammy Lacey, School Administrator, Great Falls; Mr. John Harris, Trustee, Eureka; and Ms. Janice Bishop, Teacher, Missoula.

October 15th meeting attendees included: Ms. Karen Kaufman, U of M-Missoula College of Visual and Performing Arts; Dr. Linda Peterson, OPI; and Mr. Jason Niefer, Montana Digital Academy.

Joint CSPAC/Council of Deans Meeting October 14, 2010

CSPAC met with the Council of Deans of Education, the Council of Deans of Arts and Sciences, and the Office of Public Instruction on the afternoon of the 14th for the annual CSPAC joint CoDE meeting. State Superintendent Denise Juneau, along with Ms. Nancy Coopersmith; Ms. Joyce Silverthorne; and Dr. Linda Peterson, presented on the Common Core State Standards. They stressed educators should try and play as large of a role possible in the creation of the standards. Mr. Steve York of OPI presented on evaluation systems for teachers and administrators. He spoke about the Council of Chief State School Officer's State Consortium for Educators Effectiveness, or SCEE, and School Improvement Grant Schools, amongst other topics. Dr. Susan Harper-Whalen (UM); Dr. Patricia Ingraham (MSU); and Dr. Jonathan Matthews (Carroll) presented on selected models of evaluation for student teachers. The group spoke about ways to engage students in teacher prep program in the teaching environment both prior to, and during student teaching.

CSPAC Meeting October 15, 2010

Correspondence

The correspondence consisted of a letter of thanks from former CSPAC chair Dr. Doug Reisig to Board Chair Ms. Patty Myers, Executive Secretary Mr. Steve Meloy, and Mr. Pete Donovan for writing a letter of recommendation for him, the actual letter of recommendation to the National Assessment Governing Board, and a letter from the Board to Deputy Superintendent Dennis Parman requesting a confirmation on the total number of licensed educators in the state by year.

Executive Committee

The Council discussed the previous day's joint meeting, particularly the OPI presentations. CSPAC felt a lot of change was on the horizon. The Council then reviewed and approved the CPSAC By-Laws with the amended changes.

Review Purpose of Committees

Dr. Fishbaugh stated she was interested in possibly joining the State Consortium on Educator Effectiveness. The Council members broke into committee groups to discuss directions. The Council voted to place Mr. Harris on the Pre-Professional Preparation and Continuing Development Committee, Ms. Bishop on the Montana Commission on Teaching Committee, and Ms. Lacey on the Licensure and Endorsement Committee. They also changed the name of the Pre-Professional Preparation and Continuing Development Committee to the Pre-Professional Preparation and Continuing Professional Development Committee.

Administrative Officer's Report

Mr. Donovan discussed the meetings he had attended since the July 14, 2010 CSPAC meeting. He also explained Chapter 55 for Mr. Harris and passed out a list with a brief description of CSPAC members who will present at the upcoming MEA-MFT and MCEL conferences.

Board of Public Education Report

Mr. Donovan explained Executive Secretary Steve Meloy was at a NASBE Annual Conference/NCSBEE Meeting in Salt Lake City, UT. The email updates Mr. Donovan sends on a regular basis and the letter to Deputy Superintendent Dennis Parman were also discussed.

Professional Preparation and Continuing Education Committee Report

Dr. Fishbaugh spoke about MSU-Billings being ranked a Tier 1 Ranked Regional Comprehensive Master's Institution for Western Institutions by the U.S. News & World Report. Their most recent NCATE accreditation visit was a success with BPE approving the program with no major flaws and only 2 target areas to work towards in the future.

Montana Commission on Teaching Committee Report

Ms. Muir presented a PowerPoint on the Laurel Public Schools Mentoring Program. Ms. Muir worked with the superintendent and trustees of her school district to develop and implement the program during the 2005-6 school year. The program is offered to any new teacher to the district. The new teacher is assigned a mentor for one year, but can request a second year if needed. The mentors need to be willing to commit the time necessary to aid their mentee. The two track their progress in a log and respond to a survey. Ms. Muir hopes in the future the program can: expand to special curriculum training – small cohort; increase the stipend for mentors; and build a large mentor pool.

Licensure and Endorsement Committee Report

Ms. Applegate reported on the progress the Chapter 55 workgroup has made. The group has and will continue to discuss goals, timelines, and milestones. The recommendations for change should be brought before the Board by next fall, followed by the public hearing period. The Code of Ethics review was next. Ms. Applegate, Mr. Runnalls, and Ms. Lacey are working with Mr. Donovan and Ms. Ann Gilkey of OPI to look at a possible revision to the 1997 Code of Ethics for Educators. Ms. Lacey spoke about what the group would like the code to address. Finally, Ms. Karen Kaufmann of the U of M School of Theatre and Dance spoke about the possible Area of Permissive Specialized Competency in dance. Ms. Kaufmann described current successful school programs that have integrated dance into the learning environment to help children in various areas of the school of curriculum. Ms. Kaufmann will work on polishing draft language for the Council and should present at a future meeting.

Montana Digital Academy Update

Mr. Jason Niefer, Curriculum Specialist for the Montana Digital Academy, spoke to the Council of the progress MTDA has made since it launched the online program in September. Mr. Niefer spoke about the development of the program, the types of courses offered, and the type of students the Academy has attracted. All teachers hold Montana educator licenses. The program uses Power Speak, Smart Science, Moodles, and Google Apps to help the courses run.

OPI Update

Dr. Linda Peterson spoke about the joint meeting. She felt it was very engaging. Any comments regarding the topics covered by OPI should be directed to her, which she will relay back to OPI.

Plan for Future Conferences

Mr. Donovan spoke to the Council about the moratorium on travel discussed at the September Board meeting. However the BPE office has been in contact with its budget analysts from the governor's office in search for more money for the Board.

Future Agenda Items

The Council will look at the Code of Ethics and the progress the small group has made at its meeting in January.

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.

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

ITEM 4

STATE SUPERINTENDENT'S REPORT

State Superintendent Denise Juneau

ITEM 5

**COMMISSIONER OF HIGHER
EDUCATION'S REPORT**

Commissioner Sheila Stearns

ITEM 6

GOVERNOR'S OFFICE REPORT

Dan Villa

ITEM 7

**STUDENT REPRESENTATIVE'S
REPORT**

Tim Seery

EXECUTIVE SUMMARY

DATE: DECEMBER 2010

PRESENTATION: MACIE Report

PRESENTER: Norma Bixby
MACIE Chairperson
Office of Public Instruction

OVERVIEW: The MACIE Report will be presented on the October 28, 2010, meeting.

REQUESTED DECISION(S): Information

OUTLYING ISSUE(S):

RECOMMENDATION(S): None

EXECUTIVE SUMMARY

DATE: DECEMBER 2010

PRESENTATION: Assessment Update

PRESENTER: Judy Snow, Assessment Director
Office of Public Instruction

OVERVIEW: Update on MontCAS Presents
Online Class: FAME (Formative Assessment for Montana Teachers)
Online Formative Assessment Writing Program Pilot

REQUESTED DECISION(S): Information

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

EXECUTIVE SUMMARY
DATE: DECEMBER 2010

PRESENTATION: Chapter 55 Joint Task Force Progress Update

PRESENTER: Patty Myers, Chairperson
Board of Public Education

Dennis Parman, Deputy Superintendent
Office of Public Instruction

OVERVIEW: The Chapter 55 Joint Task Force of the Board of Public Education and the Office of Public Instruction met on September 29-30, at the Gateway Center, located at 1710 National Avenue, in Helena.

The expected outcomes for the September meeting were to:

1. Complete the study of Chapter 55, with at least 20 initial rule language recommendations and corresponding rationales;
2. Review and agree on the guiding principles for the work of the Chapter 55 Joint Task Force;
3. Understand and articulate the issues and related implications for Chapter 55 based on the Constituent Group comments;
4. Identify key components, appropriate to Montana, of a “blended” accreditation model (innovative practice to encourage flexibility while ensuring education quality and accountability);
5. Establish the subcommittee to address the Chapter 55 language for the Framework for the Evaluation of School Leaders/Teachers; and
6. Establish the next meeting date.

September 29-30, meeting materials are attached.

The September agenda and meeting accomplishments are posted on the Chapter 55 Joint Task Force Web page:

http://www.opi.mt.gov/Programs/SchoolPrograms/index.html#gpm1_3

The next meeting dates for the Chapter 55 Joint Task Force are:

November 15-16, 2010, and December 13-14, 2010. The November meeting agenda and expected outcomes are attached.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Information and Discussion

BPE PRESENTATION

Guiding Principles of the Chapter 55 Joint Task Force 2010-2011

Chapter 55 Accreditation Standards provide a framework to ensure the constitutional right of every Montana student to a basic system of free quality public schools that develops the full educational potential of every student and that

1. recognizes the uniqueness and diversity of Montana students;
2. implements the elements of educational quality that best prepare students for their role as global citizens of the 21st Century;
3. acknowledges the role of cultural heritages in the community, state, nation, and world;
4. recognizes the importance of school, family and community engagement;
5. requires the appropriate use of a variety of assessments to guide curriculum development, to shape instruction, and to inform decision making;
6. guides the schools to be accountable to students, families, and the community;
7. encourages innovation in implementing Chapter 55 Accreditation standards while maintaining the intent of those standards;
8. acknowledges the role of local control; and
9. balances the needs of present and future Montana students with the realities of limited resources.



Board of Public Education and Office of Public Instruction
Chapter 55 Joint Task Force
Goals, Milestones, and Time Line
September 29, 2010

| Goals | Milestones | Time Line |
|--|--|--|
| Assemble Task Force | Call for nominations Nominating process complete Appointments accepted April 16, 2010 Task Force Meeting | 11/2009 – 4/2010 |
| Create Professional Learning Community for Chapter 55 Joint Task Force | Establish common understanding and working knowledge with Administrative Rules of Montana Chapter 55 Standards of Accreditation | 4/2010 – 7/2010 |
| Establish an Inclusive and Transparent Process | Establish Open Text Social Media – tested and ready for interaction by Task Force Establish public presence of Chapter 55 on OPI Web page | 4/2010 – Ongoing 4/2010 – Established Ongoing |
| Ensure Public Awareness and Engagement with Chapter 55 Review | Develop process to share recommendations with constituent groups and the public | 11/2010 – 1/1/2011 |
| Establish Task Force Work Schedule and Homework Assignment Process | Open process to schedule task force meetings Regular homework assignments posted on Community Page | 4/2010 - Ongoing |
| Expected outcomes by January 1, 2011 | Complete draft of recommended amendments of Chapter 55 Establish work groups and assign reasonable homework | 11/2010 – 1/1/2011 |
| Expected outcomes by August 2011 | Finalize recommended amendments in preparation for presentation to BPE | 1/1/2011 – 8/2011 |

| Goals | Milestones | Time Line |
|---|--|------------------|
| Task Force Public Outreach | Systematic and coordinated outreach plan delivered statewide through the Regional Service Areas/Comprehensive System of Personnel Development (RSA/CSPD) Develop talking points Articles for professional newsletters Articles for local and statewide newspapers Presentations at professional organizations conferences and meetings | 8/2011 – 12/2011 |
| Present to BPE Recommended Amendments of Chapter 55 | Complete draft of the Chapter 55 recommended amendments to ARM Prepare Fiscal Note Approval by BPE to prepare Notice of Public Hearing | 12/2011 |
| Task Force Public Outreach | Systematic and coordinated outreach plan using the RSA/CSPD network Develop talking points Articles for professional newsletters Articles for local and statewide newspapers Presentations at professional organizations conferences and meetings | 12/2011 – 2/2012 |
| Present to the BPE the Notice of Public Hearing | Prepare Notice of Public Hearing document | 2/2012 |
| Task Force Public Outreach | Systematic and coordinated outreach plan using the RSA/CSPD network Develop talking points Articles for professional newsletters Articles for local and statewide newspapers Presentations at professional organizations conferences and meetings | 2/2012 – 5/2012 |

| Goals | Milestones | Time Line |
|--|--|------------------|
| Public Hearings | Use outreach plan to encourage participation in public hearings | 4/2012 |
| Present to the BPE the Notice of Adoption | Prepare Notice of Adoption Final Action by BPE | 5/2012 |
| Establish Chapter 55 Standards of Accreditation Implementation and Professional Development Plan | Develop implementation and professional development plan systematically deliver professional development through RSA/CSPD network Develop talking points for task force Establish systematic process to evaluate and modify implementation plan | 5/2012 – 6/2013 |
| Effective Date | Legislative process requires a fiscal note and delay in effective date if there is a significant cost to implementing the new rule. | 7/2013 |
| Establish Systematic Professional Development | Statewide regional professional development delivery to support implementation of Chapter 55 | 7/2013 – Ongoing |

Board of Public Education and Office of Public Instruction
Chapter 55 Joint Task Force
September 29-30, 2010
Gateway Conference Center, Helena

Agenda

Wednesday, September 29

- | | |
|---------------|--|
| 7:30 – 8:00 | Breakfast and Conversation |
| 8:00 – 8:30 | Welcome and Check-in |
| 8:30 – 8:45 | Review Chapter 55 Joint Task Force Purpose and Charge Ground Rules Consensus Process Parking Lot |
| 8:45 – 9:00 | Expected Outcomes for September 29-30 Work Session Homework assignments Social Media – Community Page Chapter 55 Joint Task Force – Goals, Milestones, and Time Line |
| 9:00 – 11:00 | Digging In – Chapter 55 Standards of Accreditation |
| 11:00 – 11:15 | Break |
| 11:15 – 11:45 | Framework for the Evaluation of School Leaders and Teachers Direction for Chapter 55 Work - Montana Accreditation Process (MAP): Providing Innovation and Flexibility while Ensuring Quality and Accountability |
| 11:45 – Noon | Public Comment |
| Noon – 12:45 | Lunch |
| 12: 45 – 1:00 | Guidelines for the Presentations from Constituent Groups |
| 1:00 – 3:30 | Presentations from Constituent Groups Bozeman Public Schools 1:00 – 1:30 Montana Library Association 1:30 – 2:00 Montana Association of School Nurses 2:00 – 2:30 MT Association of Teachers of English Language Arts 2:30 – 3:00 Montana School Counselors Association 3:00 – 3:30 |

| | |
|--------------------|--|
| 3:30 – 3:45 | Individual/Partner Reflection on the Presentations |
| 3:45 – 4:15 | Whole Group Discussion relating to Presentations from Constituents Groups |
| 4:15 – 5:15 | Public Comment |
| 4:30 – 5:30 | Guiding Principles: What are they? Why are they important? How the task force will use the guiding principles? |
| 5:30 – 6:15 | Dinner and Conversation (Chapter 55 Task Force) Gateway Center |
| 6:30 – 8:00 | Guiding Principles Work Session (Chapter 55 Task Force) |

Thursday, September 30, 2010

| | |
|---------------|---|
| 7:30 – 8:00 | Breakfast and Conversation |
| 8:00 – 8:30 | Guiding Principles Recap |
| 8:30 – 10:00 | Digging In Continued – Chapter 55 Standards of Accreditation |
| 10:00 – 10:15 | Break |
| 10:15 – 11:45 | Whole Group Work – Recommended changes to Chapter 55 |
| 11:45 – Noon | Public Comment |
| Noon – 12:45 | Lunch |
| 12:45 – 1:30 | Initiate Discussion of Performance-Based Accreditation through a Variety of Models |
| 1:30 – 3:00 | Presentation of PBA Models Dennis Parman 1:30 – 2:00 Lance Melton 2:00 – 2:30 Bill McCaw 2:30 – 3:00 |
| 3:00 – 3:15 | Individual Reflection |
| 3:15 – 3:30 | Break |
| 3:30 – 4:15 | Whole Group Discussion - Performance-Based Accreditation Models |

| | |
|-------------|---|
| 4:15 – 4:30 | September 29-30 Work Session Evaluation |
| 4:30 – 4:45 | Public Comment |
| 4:45 – 5:15 | Check-out (What do you Think, Feel, What's on your mind?) |
| 5:15 – 5:30 | Hand-in Evaluations Homework Assignment |

Next Task Force Meeting

Potential Dates for next meeting
November 15-16 or 16-17
December 7-8; 8-9; 13-14; or 14-15

Access Chapter 55 Joint Task Force information at the following link:
http://www.opi.mt.gov/Programs/SchoolPrograms/index.html#gpm1_3

Board of Public Education and Office of Public Instruction

Chapter 55 Joint Task Force

Expected Outcomes for September 29-30, 2010 Work Session

Purpose

To review and revise Administrative Rules of Montana (ARM) 10.55 Standards of Accreditation to align standards with current innovative practice providing flexibility and ensuring quality education and accountability.

Charge

The Chapter 55 Joint Task Force shall provide to the Superintendent and the BPE recommendations for amendments to ARM 10.55. Recommended amendments to ARM will comply with MAPA rules for public hearing.

By Thursday afternoon, September 30, the Chapter 55 Joint Task Force will

1. Complete the study of Chapter 55, with at least 20 initial rule language recommendations and corresponding rationales.

The Joint Task Force completed a thorough review of the current Chapter 55 recommending 33 changes to rule language and recommending 69 instances to make no changes to current rule language. Prior to the November 15-16 meeting, the Joint Task Force will actively seek comments from educators on the draft recommendations for consideration.

2. Review and agree on the guiding principles for Chapter 55 work of Task Force.

On September 30, 2010, the Joint Task Force unanimously recommended for adoption the Chapter 55 Guiding Principles to the Superintendent and Board of Public Education for adoption.

3. Understand and articulate the issues and related implications for Chapter 55 based on the Constituent Group comments.

On September 29, 2010, the Joint Task Force heard the comments from the Bozeman Public Schools, Montana Library Association, Association of School Nurses, and Montana Association of Teachers of English Language Arts. These presentations provided the Joint Task Force with data and information to consider when reviewing specifically rules relating to assignment of counselors and librarians, new language requiring school nurses, and class size and significant writing policy issues. The Task Force will consider the information presented.

4. Identify key components, appropriate to Montana, of a “blended” accreditation model, (innovative practice to encourage flexibility while ensuring education quality and accountability).

On September 30, 2010, Dennis Parman, Deputy Superintendent, outlined the need to examine a variety of models to “blend” input standards with performance-based standards. Dennis discussed the lesson learned from the Colorado and Kansas models based on interviews he conducted with representatives from each state. Dennis presented a PBA model that would incorporate a “blended” model to fit Montana. Lance Melton and Bill McCaw provided two other Performance-Based Accreditation models for the Task Force to consider. The Task Force asked questions and considered the five models presented. This work will continue during the next two Task Force meetings to create, accept, and recommend for approval to the Superintendent and Board of Public Education.

5. Establish the sub-committee to address the Chapter 55 language for the Framework for the Evaluation of School Leaders/Teachers.

Dennis Parman, Deputy Superintendent, announced the purpose and formation of the Framework for the Evaluation of School Leaders/Teachers Sub-Committee. Steve York, Assistant Superintendent, will facilitate the work of the Sub-Committee. Members of the Framework for the Evaluation of School Leaders/Teachers Sub-Committee include: Orville Getz, Bill McCaw, Sue Brown, Sharon Applegate, Joe Rapkoch, Tina Rehbein, Darrell Rud, Marco Ferro, Dave Puyear, and Lance Melton.

6. Establish the next meeting date.

November 15-16, 2010

December 13-14, 2010

Location: Red Lion Colonial Hotel, Helena

**Board of Public Education and Office of Public Instruction
Chapter 55 Joint Task Force**

November 15-16, 2010
Red Lion Colonial Inn Hotel, Helena

Agenda

Monday, November 15

- | | |
|---------------|---|
| 8:00 – 8:30 | Coffee and Conversation |
| 8:30 – 9:00 | Welcome Check-in (60 second reading) – What’s on the minds of your constituents about the Chapter 55 work? |
| 9:00 – 9:30 | Decision Making and Task Force Continuity – To ensure smooth transitions and information sharing from one work session to the next work session Review Expected Outcomes and Accomplishments from September Work Session Consensus Process Parking Lot |
| 9:30 – 9:45 | Expected Outcomes for November 15-16 Work Session |
| 9:45 – 11:45 | Digging In – Chapter 55 Standards of Accreditation - New Groups assigned to continue work on 5 sections of Chapter 55 |
| 11:45 – Noon | Public Comment |
| Noon – 12:45 | Lunch |
| 12: 45 – 1:00 | Work Session Begins Guidelines for the Presentations from Constituent Groups |
| 1:00 – 1:30 | Presentations from Constituent Groups Montana School Counselors Association |
| 1:30 – 2:30 | Review and Discuss Implications for Chapter 55 of Constituent Groups’ suggested changes of rule language |
| 2:30 – 2:45 | Break |
| 2:45 – 4:45 | Chapter 55 Group Work - Digging in Continued |
| 4:45 – 5:00 | Public Comment |
| 5:00 | Adjourn for the day |



Dinner on Your Own

6:00 Initial meeting of the Framework for the Evaluation of School Leaders and Teachers Subcommittee
Dinner and Discussion

Tuesday, November 16, 2010

8:00 – 8:30 Coffee and Conversation
8:30 – 8:35 Work Session Begins
8:35 – 9:00 Review work of the Subcommittee
9:00 – 10:15 Chapter 55 - Input and Output Standards / Identified Data Elements
10:15 – 10:30 Break
10:30 – 11:45 Performance-Based Accreditation Model for Discussion
11:45 – Noon Public Comment
Noon – 12:45 Lunch
12:45 – 2:45 Refining the PBA Model
2:45 – 3:00 Break
3:00 – 3:45 Whole Group Discussion - Performance-Based Accreditation Model
3:45 – 4:15 Work Session Accomplishments and Next Steps
4:15 – 4:30 Public Comment
4:30 – 4:45 Check-out (What's on your mind?)
4:45 – 5:00 Hand in Evaluations
Homework Assignment

Next Task Force Meeting

December 13-14, 2010
Red Lion Colonial Inn Hotel
Helena

Access Chapter 55 Joint Task Force Community Page at the following link:

<http://sm.metnet.mt.gov/login/>



Board of Public Education and Office of Public Instruction

Chapter 55 Joint Task Force

Expected Outcomes – November 15-16, 2010 Work Session

Purpose

To review and revise Administrative Rules of Montana (ARM) 10.55 Standards of Accreditation to align standards with current innovative practice providing flexibility and ensuring quality education and accountability.

Charge

The Chapter 55 Joint Task Force shall provide to the Superintendent and the BPE recommendations for amendments to ARM 10.55. Recommended amendments to ARM will comply with MAPA rules for public hearing.

By Tuesday afternoon, November 16, the Chapter 55 Joint Task Force will

1. Continue the in-depth review of Chapter 55, completing rule language recommendations for consideration within each of the five sections.
2. Review Constituent Groups' suggested rule language changes; determine need for change to rule language; complete recommendations for consideration.
3. Distinguish between input and output standards; Identify data elements to measure output standards.
4. Identify key components and related data elements, appropriate to Montana, of a "blended" PBA model, (innovative practice to encourage flexibility while ensuring education quality and accountability).
5. Establish working groups and conveners to complete assigned tasks prior to December work session.
6. Establish April and June next meeting dates.



1:30 PM TIME CERTAIN

ACTION

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.

- ❖ **LICENSURE COMMITTEE**
Sharon Carroll (Items 11-13)

ITEM 11

DENIAL HEARING BPE CASE #2009-05
(CLOSED)

Steve Meloy

ITEM 12

REVOCATION HEARING BPE CASE
#2010-05 (CLOSED)

Steve Meloy

DISCUSSION

ITEM 13

LICENSE SURRENDER REPORT BPE
CASE #2010-09 (CLOSED)

Ann Gilkey

EXECUTIVE SUMMARY

DATE: DECEMBER 2010

- PRESENTATION:** Common Core State Standards Initiative
- PRESENTER:** Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction
- OVERVIEW:** Information will be presented concerning awareness workshops presented this fall about the Common Core State Standards Initiative. In addition, a planned state-wide activity will be outlined.
- REQUESTED DECISION(S):** None. This is an informational presentation.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None

Common Core State Standards Initiative Outreach and Communications

| Who | Date | Location | Presentation | Participants |
|---|------------------------------|--|---|--|
| Nancy Coopersmith Michael Hall Kris Goyins Jean Howard | September 21, 2010 | Adobe Connect Web Session | Common core State Standards | Montana Educators |
| Kris Goyins | October 13, 2010 | Adobe Connect Web Session | Common Core State Standards | Prairie View Curriculum Consortium, (Miles City) Kim Stanton, and 20 educators |
| Nancy Coopersmith | October 14, 2010 | University of Montana | Common Core State Standards | Council of Deans of Education and Council of Deans Arts and Sciences |
| Nancy Coopersmith Kris Goyins | October 21, 2010 | State Reading Conference, Great Falls | Common Core State Standards | State Reading Conference 50+ participants |
| Jean Howard | October 21, 2010 | MEA/MFT Educators' Conference, Helena | Teachers Talk about Standards | 15 conference participants |
| Kris Goyins Jean Howard | October 28, 2010 | Anaconda High School | Standards, Curriculum, Instructional Materials | Angela McLean, Rose White and 11 curriculum members |
| Nancy Coopersmith | October 28, 2010 | Billings | Common Core State Standards | Montana Advisory Committee on Indian Education (MACIE) |
| Kris Goyins Jean Howard | November 1, 2, 4, 5, 2010 | Butte, Bozeman, Havre, Lewistown | Standards and Curriculum | Montana Small Schools Alliance, Dan Rask and 79 (41,14,16,8) educators |
| Kris Goyins Jean Howard | November 8, 2010 | Great Falls | Common Core State Standards | Golden Triangle Curriculum Consortium, (Shelby) Diana Knudson and 70 educators |



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

November 12, 2010

EXECUTIVE SUMMARY

DATE: DECEMBER 2010

PRESENTATION: Federal Update

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

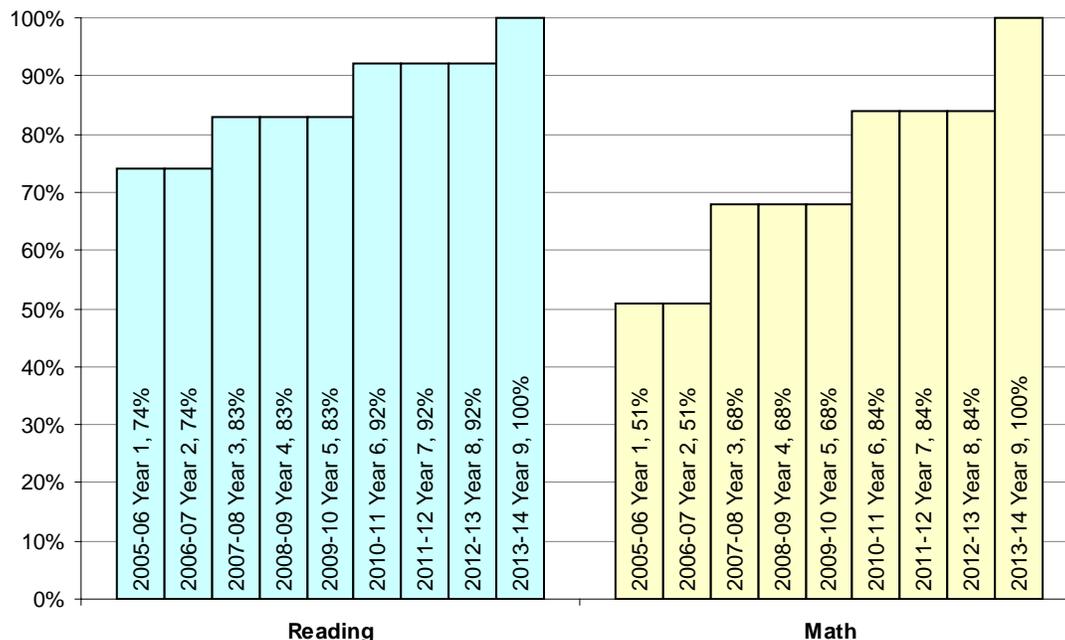
OVERVIEW: This informational report will include four topics: 1. A report on the Annual Measureable Objectives (AMOs) required in calculation of Adequate Yearly Progress. The AMOs will increase this year as required by the Elementary and Secondary Education Act (ESEA) as reauthorized by the No Child Left Behind Act; 2. The long-delayed reauthorization of the ESEA will be discussed; 3. At its September 2010 meeting, the Board requested information on federal program administration and staffing at the Montana Office of Public Instruction. This information will be presented; and 4. Information concerning the federal budget for Federal Fiscal Year 2011 will be presented.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

Montana Annual Measurable Objective Trajectory



| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 |
| Reading | 74% | 74% | 83% | 83% | 83% | 92% | 92% | 92% | 100% |
| Math | 51% | 51% | 68% | 68% | 68% | 84% | 84% | 84% | 100% |



Montana
Office of Public Instruction
 Denise Juneau, State Superintendent

opi.mt.gov

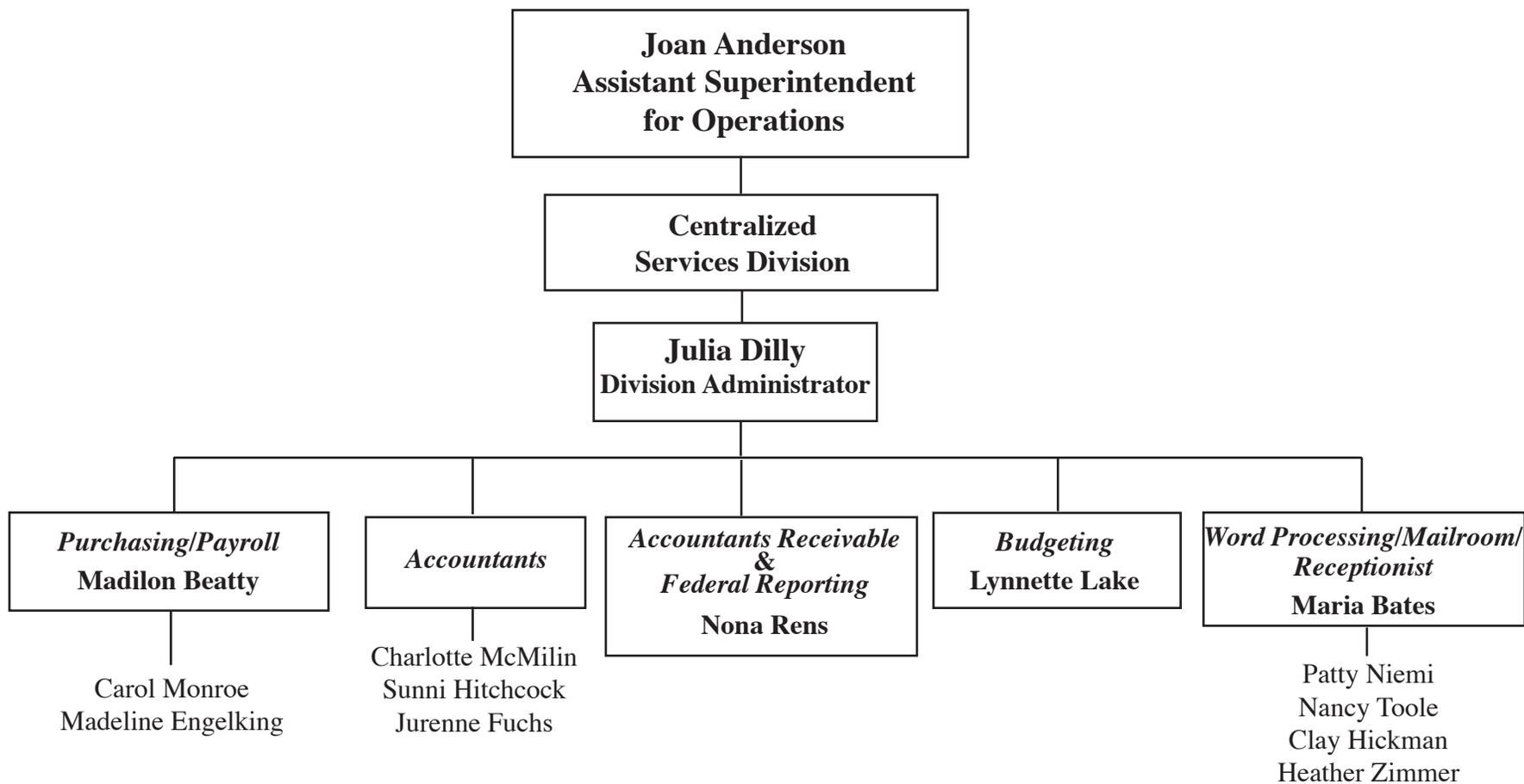
Required and Approved by the U.S. Department of Education in 2006.

EXECUTIVE SUMMARY

DATE: DECEMBER 2010

- PRESENTATION:** Spotlight on the Centralized Services Division of the Office of Public Instruction
- PRESENTER:** Julia Dilly
Division Administrator, Centralized Services
Office of Public Instruction
- OVERVIEW:** An overview of the Centralized Services Division and a description of the services provided to the Office of Public Instruction and to members of the public will be presented.
- REQUESTED DECISION(S):** None. This is an informational presentation.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** None

Office of Public Instruction Department of Operations Centralized Services Division



EXECUTIVE SUMMARY

DATE: DECEMBER 2010

- PRESENTATION:** Transportation - Annual Report
- PRESENTER:** Maxine Mougeot
State Director/Fiscal Officer
Office of Public Instruction
- OVERVIEW:** The presentation will include information regarding transportation data and bus accident information, the continued growth of the school bus driver training program, National and State Standards Rewrite, and a Stakeholders' meeting review.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** The presentation is designed to update the Board of Public Education with limited statistics, current issues facing the transportation community and current success of the transportation program. New construction and operational standards are currently being written and will be presented to the Board of Public Education for action at a later date.
- RECOMMENDATION(S):** The presentation is informational. Nothing is being recommended to the BPE other than its continued support for safe and consistent transportation for the students of Montana.



Good Morning/Afternoon

Madam Chairperson, Members of the Board, Superintendent Juneau, and honored guests,

I am Maxine Mougeot, Pupil Transportation Director for the State of Montana. I am here today to provide the annual report to you regarding pupil transportation in Montana.

Transportation Data and Information

Transportation data changes very little from one year to the next although some of the numbers are decreasing. We transport nearly 70,000 of Montana's school children on board the "Big Yellow Bus." We entrust those children to well trained, certified school bus drivers who drive nearly 18 million miles per year.

During the current school year, districts and contractors added 58 new 2011 yellow replacement buses to the Montana fleet. Of those 58 new buses, 32 buses were purchased with a combination of the federal Diesel Emission Reduction Program funds and local funding. The new buses are equipped with Webasto or equivalent heaters which preheat the bus without running the engine. The buses also meet the 2010 EPA standards for clean air. The Montana Department of Environmental Quality (DEQ) is currently retro-fitting school buses in the Bitterroot Valley with clean technology. That was the second round of federal stimulus monies that was targeted towards student transportation. I would like to thank Howard Haines, Brian Spangler and the clean air team from DEQ for seeing the need and directing the clean technology funds towards transportation.

About 44% of the buses are district owned and just over 56% of the buses are contractor owned. Slightly more than ½ of the entire fleet is greater than 10 years old. There is one bus still inspected and used as a spare that is a 1978, standard transmission, Thomas Built, conventional, gas, 72 passenger bus. The bus is located in Townsend and is owned by Larry Woodring of B & L Transfer. I asked Larry when he was going to replace the bus and he responded by saying, "I just love that old bus."

It has been a difficult year as far as bus accidents go. On Wednesday morning, September 8th just before 7:00 a.m. Patricia Thorgaard, age 70, of Circle was driving a school bus on Highway 200. Patricia was beginning her morning route and had not yet picked up any students. A Ford Explorer drifted into her lane and hit the bus head on. Patricia died at the scene. The two people in the Explorer also died at the scene. The bus was owned by Hinthier Transportation and served Circle Public Schools. This is just a sad and tragic story for the community of Circle and for the transportation community as well.

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

On September 13, about 8:00 a.m. an early morning accident between a school bus and a pickup truck sent one man and six students to the hospital. The Corvallis bus was stopped with the red lights flashing and the stop arm out loading students. The driver of a pickup truck didn't see the bus due to the morning glare of the rising sun. The pickup went right under the back of the bus slightly injuring 6 students, three were transported to the hospital by ambulance and three were transported by their parents. The students were checked out and released. Thank goodness that there were no injuries other than the children being stiff and sore. The driver of the pickup was transported and was treated for broken ribs. That driver was also cited for careless driving. This accident is one of those things that can really boggle the mind. This bus is in the same spot every day at the same time and it is a bus stop that has been around for a long time. How can anyone not see a huge yellow vehicle with flashing red lights and students waiting at the stop? The article I read indicated that the pickup had a pretty dirty windshield and that the accident may not have happened if the windshield had been clean.

School Bus Driver Training Program

The Montana Association for Pupil Transportation (MAPT) will once again hold the annual conference in Great Falls in June 2011. The conference continues to be successful, a place for drivers to meet, discuss issues and find solutions to problems they face during the school year. For the first time the MAPT offered a session titled "How Fit Are You?" conducted by Doug Kellie, Trainer and Safety Specialist for First Student, Bozeman. Doug took his trainees through a classroom session where he showed them what they would be doing outside with the bus and how they would do it properly. He then took them out where they had to load and unload quickly, drag a huge bag of sand 40 feet and jump out the back door of the bus. If you can't do all of these things, you might consider getting in better shape or not driving bus. I think that we all learned a lot that day.

John Duezabou, Training and Development Specialist for the Risk Management and Tort Defense Division from the State Department of Administration presented both Districted Driving and Defensive Driving for many of the drivers who attended the conference. Both classes were abundantly attended and rated very high on the evaluations score sheets. John did an excellent job and we have invited him back again for the coming year to teach those who were not able to attend his classes this year.

As you may recall, last January I told you about the Eastern Montana trip that schools were planning. Bruce Kubler (driver trainer) and Don Matlock (Operation Lifesaver) accompanied me from Townsend to Hardin, from Hardin to Broadus, from Broadus to Sidney and up on the highline with stops in Frazer and Dodson. This trip was excellent, both for the schools and for my team. I met all of the drivers that attended and for some, this was the first hands on training that they have had. Some just watch videos on their own and while they do manage to get something out of that, there is just no substitute for hands on, face to face training that we do. All of the schools have invited us back again next year. I am concerned that OPI will no longer be able to provide my travel due to budget cuts that have occurred.

National and State Standards Rewrite

I did travel to Warrensburg, Missouri in May 2010 for the National Congress for Student Transportation. The work that my committee did on the Activities Trips section of the National Specifications was accepted into the new 2010 document with very little changes. I would like to commend the Activities Trips Writing Committee for the work completed on this section. We know it is well done when the NCST Body accepts the new language as written without change or criticism.

My goal was to have the Montana Standards for School Buses completed by August. I didn't receive the completed text until nearly September. I thought I could still have it ready for the January BPE meeting but that got moved up to early December. At the moment of this writing, I have not completed the work that I need to do. My goal will be to have it ready for action at your next meeting and I would like to request that you add the standards to that agenda.

Stakeholders

I was recently invited to a meeting with the Montana Department of Transportation (DOT), Department of Justice (DOJ), Montana Highway Patrol (MHP), Motor Carrier Services (MCS). The purpose of the meeting was to review each agency's regulatory responsibilities and interactions with school bus service providers. While some federal rules are more restrictive or less restrictive, the state (OPI) piece has been overlooked by some of these stakeholders.

This is the first time that I have been involved with this group in this way. One issue that I have had is when a school bus driver calls the Commercial Driver's License (CDL) hot line to ask if they need a CDL to drive a 20,000 pound bus, the hot line personnel will tell the caller no because that is their piece of law. While that may be true for some vehicles, it is not ever true for route drivers. This group has agreed to meet as often as needed so we all know and understand each section of the law and how it applies to the transportation programs we manage. I am very happy with this change.

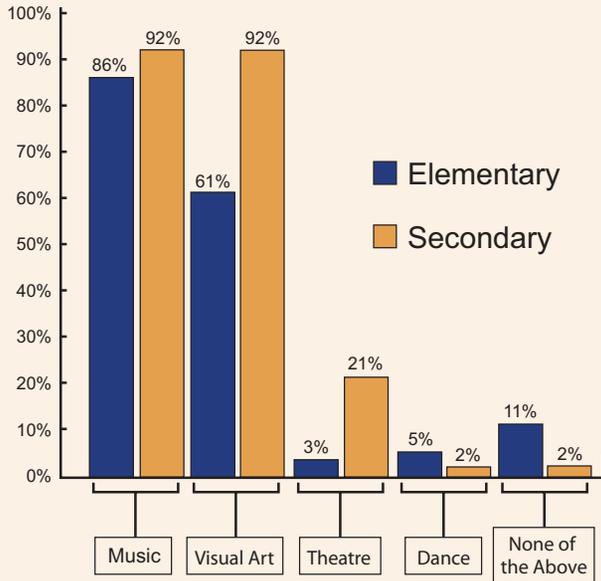
Closing

I appreciate this opportunity to provide information to you about Montana's school transportation program. With your support and understanding I know that we will continue to meet our mutual goal of providing the safest transportation possible for Montana's school children. As you know, a good education begins with safe and dependable transportation.

| SCHOOL YEAR | 1998-1999 | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Montana Population | 892,790(est) | 896,300 | 902,195 | 902,195(est) | 902,195(est) | 902,195(est) | 926,865(est) | 926,865(est) | 946,795 | 957,861 | 967,440(est) | 970,000(est) |
| Student Population | | | | | | | | | | | | |
| Elementary (PreK-8) School | 109,392 | 107,350 | 105,140 | 102,628 | 101,038 | 99,976 | 98,457 | 97,612 | 97,137 | 96,627 | 96,990 | 97,844 |
| Secondary (9-12) School | 50,421 | 50,031 | 49,560 | 49,123 | 48,763 | 48,192 | 48,095 | 47,647 | 46,117 | 46,471 | 44,979 | 43,849 |
| Other State Funded School | 175 | 175 | 175 | 196 | 194 | 188 | 153 | 157 | 157 | 123 | 109 | 114 |
| Total Student Population | 159,988 | 157,556 | 154,875 | 151,947 | 149,995 | 148,356 | 146,705 | 145,416 | 143,411 | 143,221 | 142,078 | 141,807 |
| Number of Students Transported via School Bus at Public Expense | 54,589 | 53,189 | 52,492 | 50,646 | 54,143 | 55,275 | 55,880 | 56,015 | 57,781 | 55,280 | 60,153 | 57,367 |
| Ineligible Public School Pupils Transported via School Bus | 13,973 | 13,318 | 12,503 | 13,305 | 13,975 | 12,977 | 10,578 | 11,773 | 11,593 | 12,180 | 12,084 | 12,446 |
| Non-Public Riders | 280 | 218 | 198 | 104 | 100 | 226 | 143 | 117 | 81 | 82 | 183 | 145 |
| Total School Bus Ridership (as reported on the TR-1) | 68,842 | 66,725 | 65,193 | 64,055 | 68,218 | 68,478 | 66,601 | 67,905 | 69,455 | 67,542 | 72,420 | 69,958 |
| Ridership % of Student Population | 43.0% | 42.4% | 42.1% | 42.2% | 45.5% | 46.2% | 45.4% | 46.7% | 48.4% | 47.2% | 51.0% | 49.3% |
| School Bus Route Miles Traveled per School Year (180 days) | 18,756,756 | 19,328,220 | 19,539,180 | 18,068,322 | 18,049,284 | 18,169,444 | 18,187,425 | 19,082,435 | 18,071,530 | 17,920,436 | 17,986,649 | 17,911,845 |
| Number of School bus Routes | 2,014 | 2,043 | 2,052 | 1,967 | 2,090 | 2,120 | 2,083 | 2,092 | 2,080 | 2,055 | 2,110 | 2,097 |
| Average Route Mileage per Day | 52.8 | 52.6 | 52.9 | 47.8 | 54 | 53 | 54 | 53 | 54 | 53 | 54 | 54 |
| Longest Route (miles per day TR-1) | 239.8 | 226.0 | 253.0 | 253.0 | 226 | 253 | 253 | 253 | 268 | 268 | 268 | 268 |
| Number of Individual Contracts (parents paid to transport children) | 1,782 | 1,863 | 1,806 | 1,655 | 1,555 | 1,529 | 1,506 | 1,470 | 1,405 | 1,361 | 1,135 | 1,130 |
| Combined State and County Reimbursement for Individual Contracts | \$688,793 | \$669,198 | \$651,051 | \$728,108 | 690,895.54 | 651,725.00 | 630,569 | 612,115 | 836,272 | 777,242 | 718,754 | 719,204 |
| Transportation Expenditures as Reported on Trustees Reports | \$41,909,197 | \$42,379,352 | \$43,922,260 | \$45,844,810 | 48790768 | 51469978 | 54892767 | 58149934 | 61102539 | 64710315 | 68341345 | 70,098,290 |
| Funding Sources | | | | | | | | | | | | |
| State | \$10,432,299 | \$10,530,693 | \$10,469,857 | \$10,360,878 | 10,300,000 | 11,880,105 | 12,156,767 | 12,399,886 | 12,421,170 | 12,348,907 | 12,473,645 | 12,424,476 |
| County | \$10,380,396 | \$10,414,702 | \$10,339,771 | \$10,047,483 | 10,300,000 | 11,728,577 | 12,076,632 | 12,303,608 | 12,357,850 | 12,297,065 | 12,411,089 | 12,386,963 |
| District or Local | \$21,096,502 | \$21,433,957 | \$23,112,632 | \$25,436,449 | \$28,190,768 | \$27,861,296 | \$30,659,368 | \$33,446,440 | \$36,323,519 | \$40,064,343 | 43,456,611 | 45,286,852 |
| Certified School Bus Drivers (TR-35) Total Drivers | 3,282 | 3,393 | 3,437 | 3,182 | 3,066 | 3,287 | 3,324 | 2,384 | 2,326 | 2,556 | 2,454 | 2,442 |
| School Bus By Type | | | | | | | | | | | | |
| Type A | 194 | 191 | 184 | 202 | 211 | 216 | 206 | 228 | 225 | 219 | 214 | 208 |
| Type B | 33 | 34 | 29 | 31 | 32 | 39 | 37 | 48 | 44 | 47 | 48 | 47 |
| Type C | 1,301 | 1,313 | 1,279 | 1,357 | 1,497 | 1,482 | 1,553 | 1,676 | 1,619 | 1,655 | 1,623 | 1,689 |
| Type D | 575 | 603 | 656 | 666 | 753 | 808 | 810 | 859 | 841 | 868 | 874 | 892 |
| Missing Data | 29 | 27 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total School Buses | 2,132 | 2,168 | 2,175 | 2,256 | 2,493 | 2,545 | 2,606 | 2,811 | 2,729 | 2,789 | 2,759 | 2,836 |
| School Buses By Ownership | | | | | | | | | | | | |
| District owned | 1,190 | 1,222 | 1,212 | 1,234 | 1,330 | 1,353 | 1,417 | 1,278 | 1,249 | 1,254 | 1,234 | 1,240 |
| Contractor Owned | 933 | 938 | 959 | 1,022 | 1,163 | 1,192 | 1,189 | 1,533 | 1,480 | 1,535 | 1,525 | 1,596 |
| Missing Data | 9 | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total School buses | 2,132 | 2,168 | 2,175 | 2,256 | 2,493 | 2,545 | 2,606 | 2,811 | 2,729 | 2,789 | 2,759 | 2,836 |

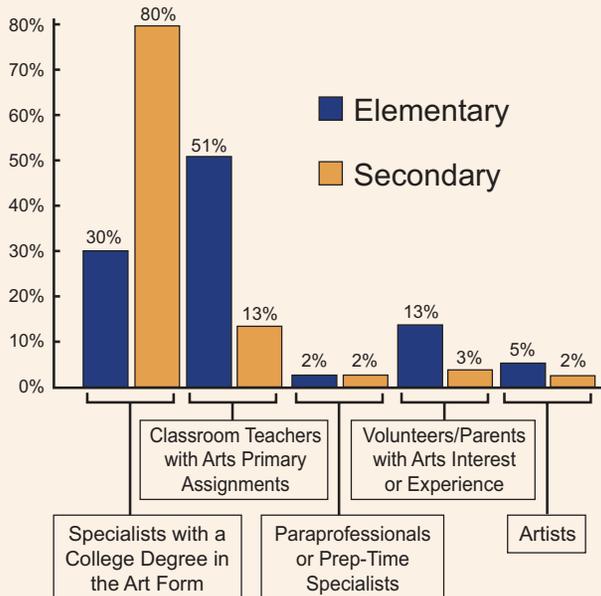
| Model Year of School Buses | SY- 1999-2000 Data | | SY- 2000-2001 Data | | SY- 2001-2002 Data | | SY- 2002-2003 Data | | SY- 2003-2004 Data | | SY- 2004-2005 Data | | SY- 2005-2006 Data | | SY- 2006-2007 Data | | SY- 2007-2008 Data | | SY- 2008-2009 Data | | SY- 2009-2010 Data | |
|----------------------------|--------------------|--------|--------------------|--------|--------------------|--------|--------------------|--------|--------------------|--------|--------------------|--------|--------------------|--------|--------------------|--------|--------------------|--------|--------------------|--------|--------------------|--------|
| | # of Buses | % |
| 2011 | | | | | | | | | | | | | | | | | | | 9 | 0.3% | 58 | 2.0% |
| 2010 | | | | | | | | | | | | | | | | | | | 90 | 3.3% | 101 | 3.6% |
| 2009 | | | | | | | | | | | | | | | | | 85 | 3.0% | 128 | 4.6% | 141 | 5.0% |
| 2008 | | | | | | | | | | | | | 3 | 0.1% | 82 | 2.9% | 135 | 4.8% | 139 | 5.0% | 140 | 4.9% |
| 2007 | | | | | | | | | | 2 | 0.1% | 83 | 3.0% | 104 | 3.7% | 105 | 3.7% | 103 | 3.7% | 104 | 3.7% | |
| 2006 | | | | | | | | | | 77 | 3.0% | 107 | 3.8% | 111 | 3.9% | 112 | 4.0% | 115 | 4.2% | 117 | 4.1% | |
| 2005 | | | | | | | | 110 | 4.3% | 187 | 7.2% | 195 | 6.9% | 185 | 6.6% | 181 | 6.4% | 181 | 6.6% | 182 | 6.4% | |
| 2004 | | | | | | | 9 | 0.4% | 146 | 5.7% | 153 | 5.9% | 152 | 5.4% | 148 | 5.3% | 146 | 5.2% | 142 | 5.1% | 141 | 5.0% |
| 2003 | | | | | 8 | 0.4% | 83 | 3.6% | 121 | 4.8% | 120 | 4.6% | 130 | 4.6% | 120 | 4.3% | 124 | 4.4% | 122 | 4.4% | 120 | 4.2% |
| 2002 | 0 | 0.0% | 3 | 0.1% | 88 | 3.9% | 129 | 5.5% | 147 | 5.8% | 155 | 5.9% | 159 | 5.7% | 148 | 5.3% | 142 | 5.1% | 140 | 5.1% | 150 | 5.3% |
| 2001 | 0 | 0.0% | 63 | 2.9% | 132 | 5.9% | 140 | 6.0% | 149 | 5.9% | 148 | 5.7% | 148 | 5.3% | 143 | 5.1% | 146 | 5.2% | 140 | 5.1% | 140 | 4.9% |
| 2000 | 70 | 3.2% | 114 | 5.2% | 123 | 5.5% | 122 | 5.2% | 124 | 4.9% | 132 | 5.1% | 129 | 4.6% | 123 | 4.4% | 117 | 4.2% | 110 | 4.0% | 110 | 3.9% |
| 1999 | 105 | 4.8% | 118 | 5.4% | 113 | 5.0% | 114 | 4.9% | 120 | 4.7% | 120 | 4.6% | 111 | 3.9% | 104 | 3.7% | 103 | 3.7% | 97 | 3.5% | 105 | 3.7% |
| 1998 | 109 | 5.0% | 107 | 4.9% | 115 | 5.1% | 110 | 4.7% | 110 | 4.3% | 123 | 4.7% | 114 | 4.1% | 109 | 3.9% | 110 | 3.9% | 104 | 3.8% | 109 | 3.8% |
| 1997 | 121 | 5.5% | 127 | 5.8% | 127 | 5.6% | 127 | 5.5% | 133 | 5.2% | 122 | 4.7% | 120 | 4.3% | 117 | 4.2% | 120 | 4.3% | 99 | 3.6% | 96 | 3.4% |
| 1996 | 115 | 5.3% | 116 | 5.3% | 124 | 5.5% | 127 | 5.5% | 125 | 4.9% | 141 | 5.4% | 131 | 4.7% | 124 | 4.4% | 111 | 3.9% | 98 | 3.6% | 99 | 3.5% |
| 1995 | 127 | 5.8% | 125 | 5.7% | 125 | 5.5% | 124 | 5.3% | 138 | 5.4% | 134 | 5.1% | 121 | 4.3% | 105 | 3.7% | 102 | 3.6% | 76 | 2.8% | 71 | 2.5% |
| 1994 | 115 | 5.3% | 120 | 5.5% | 117 | 5.2% | 113 | 4.9% | 119 | 4.7% | 101 | 3.9% | 108 | 3.8% | 102 | 3.6% | 101 | 3.6% | 96 | 3.5% | 95 | 3.3% |
| 1993 | 172 | 7.9% | 168 | 7.7% | 166 | 7.4% | 173 | 7.4% | 160 | 6.3% | 156 | 6.0% | 195 | 6.9% | 168 | 6.0% | 156 | 5.5% | 141 | 5.1% | 141 | 5.0% |
| 1992 | 128 | 5.9% | 132 | 6.1% | 122 | 5.4% | 124 | 5.3% | 120 | 4.7% | 106 | 4.1% | 95 | 3.4% | 83 | 3.0% | 85 | 3.0% | 78 | 2.8% | 77 | 2.7% |
| 1991 | 135 | 6.2% | 136 | 6.3% | 129 | 5.7% | 123 | 5.3% | 117 | 4.6% | 107 | 4.1% | 99 | 3.5% | 93 | 3.3% | 86 | 3.1% | 82 | 3.0% | 80 | 2.8% |
| 1990 | 171 | 7.8% | 170 | 7.8% | 170 | 7.5% | 157 | 6.7% | 139 | 5.5% | 119 | 4.6% | 118 | 4.2% | 109 | 3.9% | 105 | 3.7% | 91 | 3.3% | 86 | 3.0% |
| Older than 1990 | 799 | 36.6% | 670 | 30.8% | 597 | 26.5% | 561 | 24.1% | 467 | 18.3% | 403 | 15.5% | 493 | 17.5% | 451 | 16.0% | 417 | 14.8% | 378 | 13.7% | 373 | 13.2% |
| Missing Data | 16 | 0.7% | 6 | 0.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Total Buses | 2183 | 100.0% | 2175 | 100.0% | 2256 | 100.0% | 2327 | 100.0% | 2545 | 100.0% | 2606 | 100.0% | 2811 | 100.0% | 2729 | 100.0% | 2789 | 100.0% | 2759 | 100.0% | 2836 | 100.0% |
| Older than 1977 | 54 | 2.5% | 6 | 0.3% | 6 | 0.3% | 6 | 0.3% | 4 | 0.2% | 4 | 0.2% | 4 | 0.1% | 3 | 0.1% | 3 | 0.1% | 0 | 0.0% | 0 | 0.0% |

Percentage of Schools in the State where Students Received High Quality Instruction



For Our Children: A Report on the Status of Arts Education in Montana
Source: Bothell Assessment and Research and WESTAF 2010

Frequency Students Received Instruction from Teachers with Certain Qualifications



For Our Children: A Report on the Status of Arts Education in Montana
Source: Bothell Assessment and Research and WESTAF 2010

Resources

- More than one quarter of responding schools have multi-year collaborations or partnerships with artists, arts companies or cultural organizations that help meet the school/district arts education goals. This is an area where greater outreach could benefit everyone involved.
- Local or touring artists or arts organizations provide a valuable resource for Montana schools.
 - Over half the schools take advantage of visiting performing groups (51%) and field trips to arts events or museum tours (57%), followed closely by holding arts-centered assemblies (45%).
 - Close to one third of the schools utilize an artist in residence (30%).
- Only six out of every ten schools are aware of the Montana Arts Council's Artists-in-Residence grant program. However, the arts council depletes its arts education grant funding six months into each fiscal year. Unless additional funding is provided, a higher demand for resources cannot be met.



www.art.mt.gov
406-444-6430

800-282-3092 (Arts Education Hotline)

Cover photo courtesy of Herb Winsor.



montana arts council
an agency of state government

Executive Summary

A Report on the Status of Arts Education in Montana: 2009-2010 School Year

This report **summarizes the status** of arts education in Montana using data collected from 313 of Montana's 847 elementary, middle and secondary schools statewide. This information was formed from responses by principals, superintendents and head teachers – it is *their perception* of the state of arts education in their schools.

Questions throughout the survey were designed to quantify and evaluate each school's situation in offering the arts as a core subject. The survey was conducted by Bothell Assessment and Research in Utah in collaboration with the Montana Arts Council, the Idaho Arts Commission, the Utah Arts Council, the Wyoming Arts Council and the Western States Arts Federation in Denver, Colorado. This Executive Summary is compiled by the Montana Arts Council.

For a complete copy of this report, call Beck McLaughlin at (406) 444-6522 or go to http://www.art.mt.gov/schools/schools_survey.asp

Survey Demographics

- Thirty-eight percent (38%) of Montana schools responded, exceeding the sample target goal response rate of 30% by 8%.
- Responding schools accurately reflect geographic and community-size representation.

To look at how closely the study reflects the actual state, we looked at the percentage of schools in the six counties with the highest population:

Percentage of schools in “urban” counties (the six counties with the highest population) 30%

Percentage of schools in “urban” counties from survey respondents 36%

Percentage of schools in “rural” counties (all other counties) in Montana 70%

Percentage of schools in “rural” counties from survey respondents 64%

We also examined the representation from the eastern half of the state and the western half:

Number of schools in the eastern half of the state 40%

Number of schools responding to the survey in the eastern half of the state 35%

Number of schools in the western half of the state 60%

Number of schools responding to the survey in the western half of the state 65%

River Resource Day outside Sheridan, MT. Photo: Herb Winsor



Student Learning

How do the arts fare in Montana schools as part of the No Child Left Behind law?

The arts are a core academic subject as outlined in the No Child Left Behind (NCLB) law. To study this, the survey focused on assessing high-quality arts experiences among students:

Elementary Schools

- Music (86%) and Visual Arts (61%) experiences were offered most frequently.
- Theatre (5%) and Dance (3%) experiences were few and far between.
- Eleven percent (11%) of the respondents offer no high-quality arts experiences. (The survey focused on assessing high quality arts experiences among students. See the criteria used to define high quality arts experiences on page 12.

Secondary Schools

- Music (92%) and Visual Arts (92%) experiences were offered most frequently.
- Theatre (21%) fared better than in elementary schools, but is still sparse.
- Dance (2%) experiences were equally as rare as in elementary schools.

Less than half of Montana school districts (43%) treat the arts as core curriculum.

State Arts Standards and Assessment

The Montana Board of Public Education’s Content Standards indicate what all students should know, understand and be able to do in the arts.

- While familiarity with state standards for arts instruction is high in Montana (83%), less than half of the schools include and clearly articulate the arts in their School Improvement Plans (44%).
- Teacher-developed assessments are the most popular method for assessing student learning in the arts (57%). Only 15% of the schools use assessments that are developed and required by their school district.
- What would be most helpful to improve learning in the arts? The top three answers:



Student participating in a music residency at Bynum School. Photo: Susan Luinstra

1. Hiring a certified arts specialist for teaching visual art.
2. Greater availability of arts supplies or equipment.
3. Hiring a certified specialist for teaching music.

Teachers

Teachers with varying levels of preparation provide arts education across Montana schools.

Teachers who are licensed to teach K-8 students in Montana are endorsed to teach dance, music, theatre and visual arts.

Professional Development

- Twelve percent (12%) of the administrators that completed this survey participate in arts professional development, a high number given the pressure placed on school administrators to increase test scores and develop skills in reading, writing and math.
- Twenty-nine percent (29%) of the schools were familiar with teacher professional development in the arts offered by the Montana Arts Council, suggesting that new avenues of communication are necessary to expand this awareness.
- The most popular incentive methods for arts education professional development are release time (28%) and credits for recertification (29%).

EXECUTIVE SUMMARY

DATE: DECEMBER 2010

- PRESENTATION:** Critical Quality Educator Shortage Areas
- PRESENTER:** Madalyn Quinlan
Chief of Staff
Office of Public Instruction
- OVERVIEW:** Section 20-4-501 through 506, MCA provides for a quality educator loan assistance program. This presentation will include information about the responsibilities of the Board of Public Education and the Office of Public Instruction in the implementation of this program. The Office of Public Instruction will report, and recommend for board adoption, a listing of specific schools and specific quality educator licensure and endorsement areas impacted by critical quality educator shortage areas.
- REQUESTED DECISION(S):** Adoption of the Critical Quality Educator Shortage Areas report. The report will then be used to establish eligibility for the quality educator loan assistance program in the spring of 2011.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Action - Adoption of the report

EXECUTIVE SUMMARY

DATE: DECEMBER 2010

- PRESENTATION:** Alternative to Standards Requests
- PRESENTER:** Linda Vrooman Peterson
Accreditation Division Administrator
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education the report of Initial Alternative to Standards requests. The state superintendent recommends approval of the report as presented. The report is attached.
- REQUESTED DECISION(S):** Action
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Approve the recommendations of state Superintendent Denise Juneau of the Report of Initial Alternative to Standards requests



OFFICE OF PUBLIC INSTRUCTION

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Denise Juneau
Superintendent

Alternative Standard Requests – Recommendations

December 3, 2010

I. Review of Montana Small Schools Alliance (MSSA) Plan for Alternative Standard Collaboration.

- Small rural member districts will contract with MSSA for the services provided under this model to meet one or both of two accreditation standards 10.55.709 – Library Media Services and 10.55.710 – Counseling Services.
- The model consists of workshops for rural teachers each year to address the applicable content and performance standards in Library Media and the program area standards in Counseling.
- MSSA licensed and endorsed staff will provide workshops and serve as consultants to teachers and programs during the school year. One librarian and one counselor will serve the eastern part of the state with the workshop to be held in Miles City in August and one librarian and one counselor will serve the western part of the state with the workshop to be held in Helena in September.
- Each year the workshop will present one of the four library media content and performance standards and corresponding benchmarks. In the counseling area the emphasis will be on academics, careers and personal social development utilizing the MSSA guidance curriculum. In addition, for the counseling area, the workshop will also instruct on the health enhancement curriculum standard five (critical thinking), standard six (interpersonal relationships) and standard seven (group skills). Assessment instruments are provided for each area covered.
- MSSA staff will be available five times throughout the year to respond to questions concerning the implementation of the standards and workshop goals.

II. The following 2 initial alternative standard requests representing 2 districts and 15 schools have been received and evaluated in accordance with 10.55.604, ARM.

Lewis & Clark County

Helena Public Schools

| | | | |
|-------------------|-----|---------------------|-----|
| Broadwater School | K-5 | Current Enrollment: | 273 |
| Bryant School | K-5 | Current Enrollment: | 260 |
| Central School | K-5 | Current Enrollment: | 269 |
| Four Georgians | K-5 | Current Enrollment: | 479 |
| Hawthorne School | K-5 | Current Enrollment: | 264 |
| Jefferson School | K-5 | Current Enrollment: | 241 |
| Jim Darcy School | K-5 | Current Enrollment: | 290 |
| Kessler School | K-5 | Current Enrollment: | 252 |

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

EXECUTIVE SUMMARY
DATE: DECEMBER 2010

PRESENTATION: Recommend approval of the revised Standards Review Schedule

PRESENTER: Linda Vrooman Peterson, Administrator
Office of Public Instruction

OVERVIEW: Pursuant to Administrative Rules of Montana 10.54.2503, the Office of Public Instruction provides to the Board of Public Education the revised Standards Review Schedule for approval. See attached materials.

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S):

RECOMMENDATION(S): Recommend approval of the revised Standards Review Schedule

Standards Review Schedule

Revised December 2010

| Standards Review Schedule | | |
|----------------------------------|--|--|
| Cycle I | Science | Adopted November 2006 |
| Cycle II | Information Literacy/ Library Media Technology | Adopted August 2008 |
| Cycle III | Mathematics Communication Arts | Adopted September 2009 Adopted January 2010 |
| Cycle IV | Career and Technology Education Workplace Competencies Health Enhancement | Proposed 2011-2012 |
| Cycle V | School Counseling World Languages Social Studies Arts | Proposed 2012-2013 |

Standards Review Process

The Office of Public Instruction (OPI) facilitates the standards review process by:

- Adhering to the Board of Public Education Statement of Purpose;
- Announcing the Standards Review Schedule through official e-mail, MASS Notes, post information on the OPI Web page, and networks of professional education associations;
- Calling for nominations from the Montana Pre-K- postsecondary education community and public to participate in the process;
- Conducting focus group discussions to gather information related to K-12 content standards;
- Identifying writing team membership and dates for work sessions;
- Aligning content standards and performance descriptors to postsecondary entrance expectations;
- Delivering professional development using regional service areas to ensure systematic implementation and understanding of the standards in every school in Montana; and
- Establishing an inclusive communication plan and thorough public comment process.

BOARD OF PUBLIC EDUCATION
CHAPTER 54
CONTENT AND PERFORMANCE STANDARDS

10.54.2503 STANDARDS REVIEW SCHEDULE (1) Montana's content and performance standards shall be reviewed and revised on a five-year cycle beginning July 1, 2005.

(2)A schedule for review of specific programs shall be established as a collaborative process with the office of public instruction and the board of public education with input from representatives of accredited schools. The schedule shall ensure that each program area is reviewed and revised at intervals not exceeding five years.

(3)The standards review process shall use context information, criteria, processes, and procedures identified by the office of public instruction with input from representatives of accredited schools. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 2001 MAR p. 953, Eff. 6/8/01.)

Montana Board of Public Education

Standards Revision Process

Statement of Purpose

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

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

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

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

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

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

1. Use the existing Montana Standards Framework --current accreditation program delivery and foundation standards, content and performance standards and benchmarks, and existing structure (4th, 8th, and upon graduation);
2. Use proven practices from Montana classrooms;
3. Consider international, national and other state standards;
4. Consider entrance expectations for work place and postsecondary education;
5. Consider achievement and other related data;
6. Consider other research e.g., ED Northwest, Council of Chief State School Officers,
7. Consider recommendations from professional education associations;
8. Consider recommendations from tribal and school district educators;
9. Consider recommendations from Montana Advisory Council for Indian Education; and
10. Involve the Montana public.

EXECUTIVE SUMMARY

DATE: DECEMBER 2010

PRESENTATION: Recommend Approval of the Annual Progress Report of the Professional Education Unit at Montana State University, Bozeman (MSU)

PRESENTER: Linda Vrooman Peterson, Administrator
Office of Public Instruction

OVERVIEW: In March 2010, Board of Public Education (BPE) approved the corrective plan and progress made by the Professional Education Unit at Montana State University, Bozeman toward meeting the standards marked with "Met with Weakness" and "Not Met" from the November 2009 follow-up focused on-site accreditation review.

The BPE approved provisional accreditation status of the Professional Education Unit at MSU. Provisional accreditation status requires MSU provide to the BPE an annual report on the continued progress toward meeting the standards listed below. The MSU report is attached.

| | | |
|-----------|--|-------------------|
| 10.58.210 | Conceptual Framework | Met with Weakness |
| 10.58.305 | Assessment System and Unit Evaluation | Met with Weakness |
| 10.58.306 | Field Experiences and Clinical Practices | Met with Weakness |
| 10.58.309 | Unit Governance and Resources | Met with Weakness |
| 10.58.501 | General Requirements (1) (j) & (l) | Met with Weakness |
| 10.58.527 | Permissive Specialized Competency Early Childhood | Met with Weakness |

The Office of Public Instruction (OPI) will continue to monitor the progress of the Professional Education Unit at MSU. On January 16-17, 2011, the OPI will facilitate a second focused on-site accreditation review.

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Recommend Approval of the Annual Progress Report of the Professional Education Unit at Montana State University.

BPE PRESENTATION



DATE: October 29, 2010

TO: The Board of Public Education and
Dr. Linda Peterson, Office of Public Instruction

FROM: Dr. Jayne Downey, Department Head
Montana State University

RE: **Progress Report for State Accreditation**

At the conclusion of our on-site review of November 9-10, 2009, the review team verified that progress had been made toward fully meeting the Board of Public Education standards for accreditation. The team required that in Spring 2010 we present to the Board a corrective action plan for meeting all standards that continue to be “met with weakness” and submit a written progress report in Fall 2010. The corrective action plan was submitted and the recommendation for provisional accreditation was approved unanimously by the Board on March 12, 2010. The following document provides the written report from the MSU-Bozeman Professional Education Unit regarding current progress toward fully meeting all Board standards for teacher preparation.

A System of Continuous Program Improvement

The visitation team recommended that Montana State University continue to implement a system of data collection and reflective analysis. The team acknowledged the Unit’s progress toward the goal but recognized that more time was needed to fully implement the system. In the corrective action plan presented to the Board on March 12, 2010, MSU demonstrated its enthusiasm and commitment to continuous improvement through data-based decision-making.

Progress to Date

ARM 10.58.305 Assessment System and Unit Evaluation (met with weakness)

As per the findings of the on-site visitation team, there are three areas of this Standard in need of improvement:

1. We need to use multiple measures to collect and aggregate data from stakeholders regarding the knowledge, skills, and dispositions of teacher candidates prepared in the professional education programs.
 - We have collected data from multiple sources and used these data in the first complete program assessment system (PAS) cycle. The PAS has been fully aligned to our conceptual framework and serves as the basis for our cycle of continuous improvement by providing sound data for decision-making regarding areas of program weakness.
2. We need to regularly and systematically compile, summarize, analyze, and share data across the unit, and use the findings to evaluate and improve the efficacy of courses, programs, and clinical experiences.
 - We prepared an annual Stakeholder Report aligned to our Conceptual Framework reporting data from multiple measures for each domain of the framework.

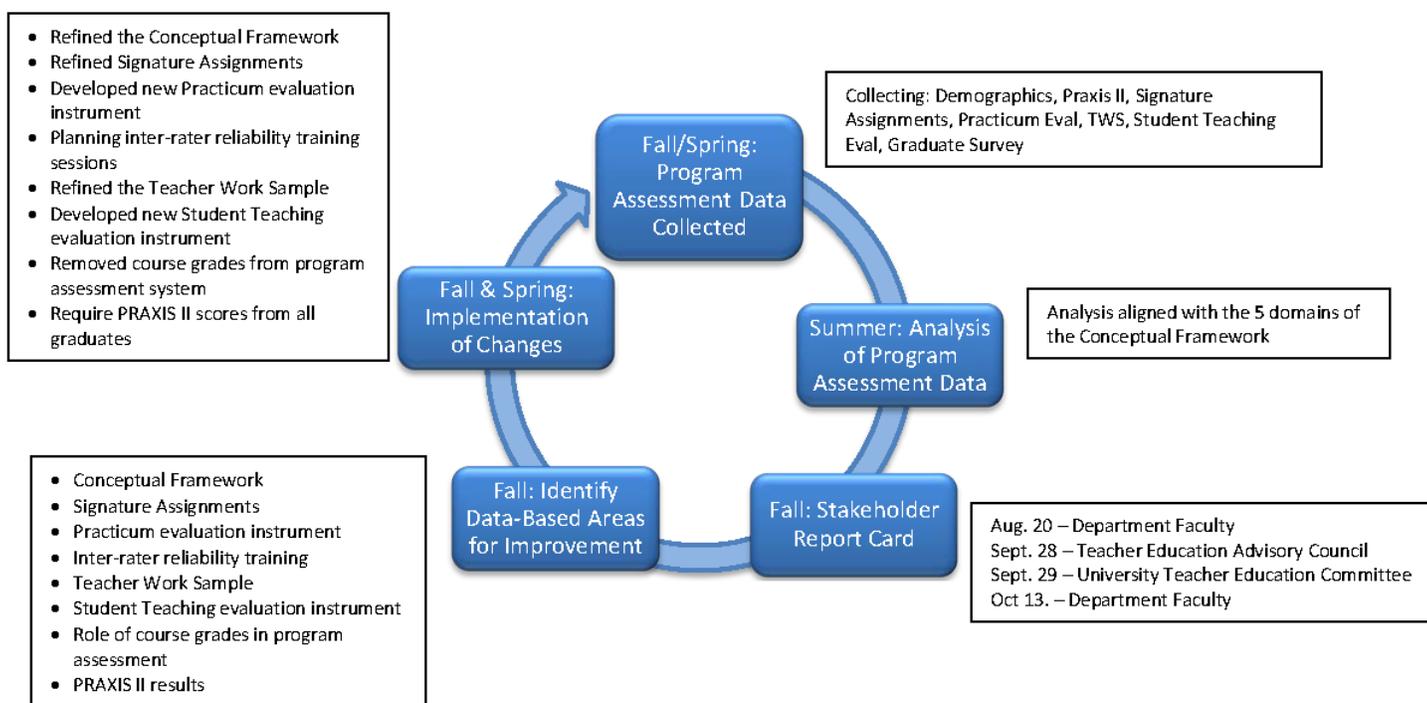
Department of
Education

P.O. Box 172880
Bozeman, MT 59717-2880
www.montana.edu/wwweduc/

Tel (406) 994-3120
Fax (406) 994-3261

- We presented the 2010 Stakeholder Report to faculty groups on Aug. 20, Sept. 29, and Oct. 13 and to the Teacher Education Advisory Council (K-12 teachers, administrators, professors, field supervisors, alums) on Sept. 28. The group discussed findings from the report that indicated areas in need of improvement.
- The data and feedback from stakeholders were used to complete the first full cycle of data collection, analysis, reporting, and decision-making regarding program improvement. Specifically, the findings indicated a need for adjustments in: the Conceptual Framework; the Signature Assignments; the Practicum evaluation instrument; the role of course grades in the PAS; inter-rater reliability training; elements of the Teacher Work Sample; redesign of the Student Teaching evaluation instrument to more accurately reflect the Conceptual Framework; requiring all graduates to complete the PRAXIS II test (see Figure 1).

Figure 1: Continuous Program Assessment System – 1 Year Cycle



3. We need to align the student teaching outcomes and all other assessments with the five major program themes articulated in the Conceptual Framework.
 - We refined the student teaching evaluation instrument to be closely aligned with the Conceptual Framework.
 - We will conduct a series of analyses that will identify any sources of bias in our data assessment system.
 - We are constructing a repository that will provide a record of candidate complaints and resolutions.
 - We are constructing and piloting an instrument that will provide data regarding the competence of graduates.

ARM 10.58.309 Unit Governance and Resources (met with weakness)

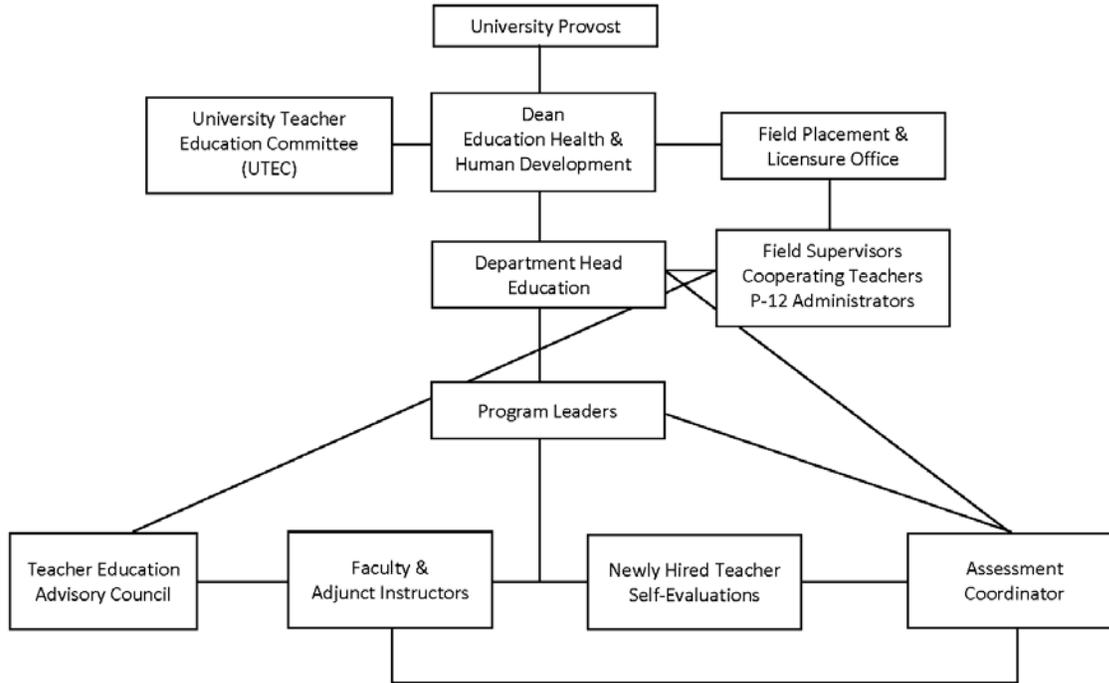
As per the findings of the on-site visitation team, there is one area of this Standard in need of improvement:

1. We need to continue to allocate adequate resources to develop and implement the unit’s assessment plan.
 - We hired a full-time Assessment Coordinator in 2009 to oversee all phases of the operation of our Program Assessment System. This gives us the ability to regularly and systematically monitor and assess student progress and pursue continuous program improvement.
 - There is an ongoing Departmental budget allocation for the full-time Assessment Coordinator position.
 - The Assessment Coordinator collects, compiles, and analyzes data from multiple sources including, but not limited to, the Education Advising Center, the Office of Field Placement and Licensure, the Banner System, and Department and UTEC faculty who teach in the Teacher Education Program.
 - The Assessment Coordinator participates in ongoing Banner training and Access workshops.
 - We are streamlining and consolidating the number of data collection points to maximize data collection efficiency and accuracy.
 - We are seeing the continued growth of a new culture of continuous improvement which is being fully supported by MSU faculty and administration.
 - We are collecting data from the stakeholders who are responsible for influencing and implementing changes within the teacher education program (Table 1). These include: MSU faculty, cooperating teachers, K-12 administrators, Office of Field Placement and Licensure, field supervisors who oversee practicum students, and newly hired teachers. The data are then analyzed and the findings disseminated to all stakeholders including: MSU faculty, K-12 teachers, administrators, field supervisors, department heads, deans, the University Teacher Education Committee, and the University Provost (see Figure 2).

Table 1 – Data Collection from Stakeholders

| Assessment Item | Source or Provider |
|-----------------------------------|-------------------------------|
| Signature Assignment Scores | MSU Faculty |
| Teaching Practicum Scores | Field Supervisors |
| Teacher Work Sample Scores | Field Supervisors |
| Student Teaching Score | Cooperating Teachers |
| First-year Self-Evaluation Scores | Newly Hired Teachers |
| Employer Survey | K-12 Administrators |
| GPA | Banner |
| Praxis Test Score | Field Placement and Licensure |

Figure 2 - Dissemination of Findings of Program Assessment Data Analysis



ARM 10.58.527 Areas of Permissive Special Competency Early Childhood Option (met with weakness)

As per the findings of the on-site visitation team, there are two areas of this Standard in need of improvement:

1. We need to align student outcome evidence to the MSU Department of Education Conceptual Framework and Program Standards.
 - We have aligned our student outcome evidence with the Conceptual Framework and the Program Standards as evidenced in the Table 2.

Table 2 - MSU Early Childhood Education Permissive Special Competency Program Assessment System

| MSU Conceptual Framework | State Standards for Early Childhood Area of Permissive Special Competency | Assessments |
|--------------------------|--|--|
| Content | 10.58.527 (4) (a) (4) (b) (4) (d) (ii) - (v) | <ul style="list-style-type: none"> • Praxis II • Student Teaching Evaluation Items (EDEL410) • One Year Follow-up Survey • Employer Follow-up Survey • Signature Assignment – Lesson Plans (HDCF352) • Course grade of C or better in all required courses |
| Diversity | 10.58.527 (4) (a) (4) (b) (4) (d) (i) (4) (d) (ii) (4) (d) (v) | <ul style="list-style-type: none"> • Student Teaching Evaluation Items (EDEL410) • One Year Follow-up Survey • Employer Follow-up Survey • Signature Assignment – IEP, 504, and IFSP (HDCF458) |

| | | |
|------------------------|--|---|
| Pedagogy | 10.58.527 (4) (a) (4) (c) (4) (d) (i) - (v) | <ul style="list-style-type: none"> • Student Teaching Evaluation Items (EDEL410) • One Year Follow-up Survey • Employer Follow-up Survey • Signature Assignment – Lesson Plans (HDCF352) • Signature Assignment – Midterm and Final Curriculum Evaluations (HDCF352) |
| Assessment | 10.58.527 (4) (a) (4) (b) (4) (c) (4) (d) (i) - (v) | <ul style="list-style-type: none"> • Student Teaching Evaluation Items (EDEL410) • One Year Follow-up Survey • Employer Follow-up Survey • Signature Assignment – Comprehensive Assessment (HDCF458) |
| Professionalism | 10.58.527 (4) (a) (4) (b) (4) (c) (4) (d) (i) - (v) | <ul style="list-style-type: none"> • Paraprofessional Supervisor Evaluation (HDCF271) • Student Teaching Evaluation Items (EDEL410) • One Year Follow-up Survey • Employer Follow-up Survey • Signature Assignment – Code of Ethical Conduct (HDCF350) |

2. We need to systematically collect, aggregate, and analyze data aligned to the standards of the Early Childhood Special Permissive Competency with the aim of program improvement.
 - We have initiated the collection of data from multiple sources and will use the data in the Early Childhood Permissive Special Competency Program Assessment System. The program assessment system has been fully aligned with the Conceptual Framework and will serve as the basis for decision-making regarding program improvement (Table 2).

A System of Comprehensive Communication and Involvement with All Stakeholders

The visitation team noted that improved communication among all stakeholders is critical to fully meeting the Board of Public Education standards for State Accreditation. Field supervisors and cooperating teachers need to be engaged in ongoing discussions regarding the Conceptual Framework resulting in a better understanding and ownership of the framework. MSU is committed to fully engaging all stakeholders and has created strategies to accomplish that task.

Progress to Date

ARM 10.58.210 Conceptual Framework (met with weakness)

As per the findings of the on-site visitation team, there are four areas of this Standard in need of improvement:

1. In order to achieve program coherence and assure that assessments measure candidate performance on the Conceptual Framework program goals, complete alignment of the Conceptual Framework and candidate proficiencies needs to be realized.
 - On Sept. 28, 2010, we hosted the second annual Teacher Education Advisory Council dinner and presented our 2010 Stakeholder Report with results of the PAS data analysis. This was followed by an open discussion among the members on how to strengthen our Conceptual Framework and program assessment.

- The data from the discussion were recorded and used to help formulate the latest revision of the Conceptual Framework which presents a full alignment of our Conceptual Framework with the state standards and candidate proficiencies.
 - We also adopted a new structure for our Program Assessment System that includes revised Signature Assignments directly aligned to the five domains of the revised Conceptual Framework and addresses all standards of ARM 10.58.501(1)(a)-(m).
2. Field supervisors need to know where to find the Conceptual Framework, understand the expected candidate proficiencies, and contribute to the design of the Conceptual Framework.
- Multiple links to the Conceptual Framework have been embedded in the Department of Education’s website and on the Desire2Learn (D2L) websites for all courses in the Teacher Education Program.
 - We conducted a full-day training for all Montana field supervisors on Aug. 23, 2010. Program leaders led a discussion on the Conceptual Framework to promote common understanding and ownership of the Conceptual Framework, in accordance with ARM 10.58.210(1)(a)-(e).
 - Field supervisors were present at the Teacher Education Advisory Council dinner on September 28, 2010. Also present were K-12 teachers, school administrators, and Department of Education faculty, as part of a renewed effort to meet ARM 10.58.210(1)(a).
 - The new graphic representation of the Conceptual Framework has now become our Teacher Education Program’s logo (Figure 3): it can be found in places ranging from the cover of the TWS to the PowerPoint “theme” in presentations of program assessment data shared with stakeholders.

Figure 3: New Graphic for MSU’s Conceptual Framework



3. Cooperating teachers need a more consistent understanding of the Conceptual Framework and expected candidate proficiencies.
- We have provided improved training and communication with field supervisors, who work with cooperating teachers directly. Field supervisors have all been trained to assist cooperating teachers in how to find the Conceptual Framework, to discuss it in greater depth, and to relate the reactions of supervising teachers to faculty.
 - This Fall, departmental faculty have partnered with a field supervisor to visit teacher candidates and cooperating teachers in the field. The purpose is to maintain a positive, responsive presence in the professional practice environment, to listen to the perspectives of teachers and administrators who partner with us in teacher education, and to create a rich dialogue around the domains of the Conceptual Framework.

4. The variation in stakeholders' Conceptual Framework awareness could be due to the Conceptual Framework being online, but not in paper copy.
 - We have increased the ease of access to the online version of the Conceptual Framework and the student teacher handbook.
 - For those who prefer a paper version, the Office of Field Placement and Licensure provides the handbook and Conceptual Framework as an attached file in e-mail or as a paper copy by fax or by mail, whichever is more convenient.

ARM 10.58.306 Field Experiences and Clinical Practices (met with weakness)

As per the findings of the on-site visitation team, there are 2 areas of this Standard in need of improvement:

1. We need to develop a more collaborative process and improve communication between the Field Placement Office and unit faculty, university faculty, cooperating teachers, student teachers, and field supervisors.
 - We have improved our website to increase ease of access to materials.
 - We created a structure in which six Lead Field Supervisors support the rest of the field supervisors in cohort groups. These cohorts have ongoing communication either face to face or by email. Field supervisors will also have access to D2L on-line discussion groups in January.
 - The Director holds regional meetings across the state to support field supervisors, cooperating teachers, and teacher candidates and provide training with the Teacher Work Sample. In addition, all Montana field supervisors are invited to meet twice a semester to give input to program needs.
 - We have a course, EDCI 490, which supports students working on the Teacher Work Sample (TWS). The instructor has offered an invitation to all local field supervisors to attend the weekly sessions to further their understanding of the TWS.
 - The Teacher Education Advisory Council (composed of K-12 teachers, administrators, professors, field supervisors, and alums) met in the spring and in the fall of 2010 to provide their observations, ideas, and recommendations for improving the Teacher Education Program and to review the data collected this past spring.
 - We have implemented changes in policy and practice to facilitate collaboration and communication: cooperating teachers are encouraged to give interviews before accepting a teacher candidate; practicum students may stay on as teacher candidates in the same classroom; teacher candidates contact the field supervisor and the cooperating teacher once they are matched; training for co-teaching continues to expand as we have eight certified instructors who are able to assist with the training.
 - We are holding monthly meetings with the arts and sciences faculty housed in other departments across campus are underway, utilizing our University Teacher Education Committee (UTEC) structure.
2. We need to collect data so that these data can be collated, analyzed, and disseminated among the partners to improve program and candidate performance.
 - We prepared an annual stakeholder report aligned to our conceptual framework reporting findings of the analysis from multiple measures for each domain of the framework.
 - We presented the stakeholder report to our partner groups including the Teacher Education Advisory Council (K-12 teachers, administrators, professors, field supervisors, alums). We discussed findings from the report that indicated areas of program and candidate performance in need of improvement.

- The faculty used the data as well as feedback from our partners to complete the first full cycle of data collection, analysis, reporting, and decision-making regarding program improvement. Specifically, the data indicated need for adjustments in: the Conceptual Framework; the Signature Assignments; the Practicum evaluation instrument; the role of course grades in the PAS; inter-rater reliability training; elements of the Teacher Work Sample; redesign of the Student Teaching evaluation instrument to more accurately reflect the conceptual framework; requiring all graduates to complete the PRAXIS II test (see Figure 1).

ARM 10.58.501 General Requirements (met with weakness)

As per the findings of the on-site visitation team, there are two areas of this Standard in need of improvement:

1. We need to demonstrate assessment strategies, tools and practices to plan and evaluate effective instruction 10.58.501(1)(j). To address this deficiency, we revised our program and the Teacher Work Sample (TWS) to include the following:
 - **EDCI 360, Foundations of Assessment:** The course was restructured and credits increased from two to three. We strengthened emphasis on assessment strategies (pre, formative and summative), evaluation of effective instruction, and data driven decision making and redesigned the Signature Assignment-Assessment to provide evidence of student proficiency with these elements.
 - **EDEL 301 and ESD 301, Teaching Practicum:** During the Teaching Practicum course students create a basic version of the TWS which provides opportunity to use assessment strategies, tools and practices to plan and to evaluate effective instruction.
 - **TWS Section 3, Component I:** Teacher candidates describe their Assessment Plan, align learning outcomes with assessment methods, assess learning outcomes, and analyze and illustrate the performance of the whole class, subgroups, and individual students.
 - **TWS Section 3, Component II:** Teacher candidates focus on pre- and summative assessments aligned with the learning outcomes.
 - **TWS Section 3, Component III:** Teacher candidates demonstrate the use of multiple forms and tools of assessment.
 - **TWS Section 5:** Teacher candidates analyze student-learning outcomes for student achievement.
 - **Data Collection:** Teacher candidates will be evaluated by their field supervisors and scores will be recorded in the Program Assessment System (PAS). Scores from Signature Assignment-Assessment and TWS Section 3, and TWS Section 5 will be recorded in the PAS. Findings from the data analysis will be included in the annual Stakeholder Report.
2. We need to demonstrate knowledge of strategies to build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being 10.58.501(1)(l). To address this deficiency, we revised our program and the Teacher Work Sample (TWS) to include the following:
 - **EDCI 208 and 209, Educational Psychology:** Teacher candidates evaluate their team members on a list of collaboration skills relevant to professional practice. Teacher candidates also volunteer during the semester with a community agency or organization that serves students and/or their families. Candidates complete a written assignment describing their initial experiences building relationships with families and community organizations.

- **EDCI 240, Multicultural Education:** Teacher candidates design a culturally responsive lesson plan utilizing the IEFA Essential Understandings. Teacher candidates collaborate with peers to incorporate resources from OPI, tribes, websites, researchers, and teachers throughout Montana. Teacher candidates also demonstrate their responsiveness in terms of working with tribal peoples, critically examining resources, and utilizing community knowledge and ways of knowing within instructional and curricular design.
- **EDCI 360, Foundations of Assessment:** The new version of this course provides a foundation for working with parents and families by having teacher candidates participate in mock parent-teacher conferences where parents are actually present. Students complete a newly designed Signature Assignment providing evidence of their proficiency working with families.
- **TWS Section 1:** Teacher candidates describe the school's relationship to the community, team teaching arrangements, school relations with local agencies, and communication avenues between school and home and indicate how these factors influenced their instructional decisions.
- **TWS Section 6:** Teacher candidates currently reflect on how their instruction reflected students' characteristics and needs based on data collected TWS Section 1.
- **Data Collection:** Instructors will report scores for the Signature Assignments and TWS course assignments to allow us to assess teacher candidates' progress toward the Standard. These data will be recorded in the PAS and findings from the data analysis will be included in the annual Stakeholder Report.

Over the last 12 months, the Teacher Education faculty has been energized by the concept of continuous program improvement and every faculty member has contributed to the important work of ongoing program assessment and development. We see clear commitment to data-driven decision-making across the Teacher Education Program and look forward to sharing the evidence of our progress toward meeting the Board's expectations at our next on-site review in January, 2011.

We also want to extend our continued appreciation for the guidance and support offered by Dr. Linda Peterson and the Office of Public Instruction as we have engaged in this important effort.

Respectfully submitted on behalf of the Teacher Education Program at Montana State University,



Jayne Downey, Ph. D.
Department Head

EXECUTIVE SUMMARY

DATE: DECEMBER 2010

PRESENTATION: Recommend Approval of Progress Report of the Professional Education Unit at Montana State University-Northern (MSU-Northern)

PRESENTER: Linda Vrooman Peterson, Administrator
Office of Public Instruction

OVERVIEW: In July 2010, the Board of Public Education (BPE) approved provisional accreditation status of the Professional Education Unit at MSU-Northern. Dr. Rosalyn Templeton, Provost, Pamela Wilson, Field Placement Director, and Carol Reifschneider, Chairperson of the College of Education, Arts and Sciences, and Nursing, provided to the BPE the progress that MSU-Northern has made toward meeting the standards marked with "Met with Weakness" and "Not Met" from the November 2009 on-site accreditation review.

Provisional accreditation status requires MSU-Northern provide to the BPE an annual report on the continued progress in meeting the standards listed below. The MSU-Northern report is attached.

| | | |
|-----------|---|-------------------|
| 10.58.210 | Conceptual Framework | Met with Weakness |
| 10.58.305 | Assessment System and Unit Evaluation | Not Met |
| 10.58.308 | Faculty Qualifications | Met with Weakness |
| 10.58.512 | School Counseling | Met with Weakness |
| 10.58.521 | Reading Specialist K-12 | Met with Weakness |
| 10.58.601 | Program Planning | Met with Weakness |
| 10.58.602 | Teaching Areas – Advanced | Met with Weakness |
| 10.58.603 | Assessment – Advanced | Met with Weakness |
| 10.58.705 | School Principals, Superintendents, Supervisors and Curriculum Directors | Not Met |

The Office of Public Instruction will continue to monitor the progress of the Professional Education Unit at MSU-Northern and will schedule a follow-up focused on-site accreditation review within 12 months.

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Recommend Approval of the Annual Progress Report of the Professional Education Unit at MSU-Northern.

ANNUAL REPORT

from

Montana State University-Northern

**Submitted to
Montana
Office of Public Instruction**

on

November 5, 2010

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Introduction

The MSUN Annual Report is respectfully submitted by its Professional Education Unit faculty to the Montana Office of Public Instruction. The following pages list the standard, summary of the deficiency, a status report from April 26, 2010, and November 5, 2010 Annual Report. At the conclusion of the Annual Report, appendices will be provided as evidence of progress accomplished in meeting the Professional Educator Preparation Program Standards/Montana Office of Public Instruction.

10.58.210 CONCEPTUAL FRAMEWORK (Met with Weakness)

SUMMARY OF THE DEFICIENCY:

The conceptual framework is complicated and complex. Its five principles, five beliefs, and 20 student outcomes create confusion about the Unit's purposes and priorities, and individuals interviewed were generally unable to explain the framework, other than to say that it is in the process of being revised. At the initial level, unit programs have generally reduced the conceptual framework to a collection of checklists that don't clearly connect to the framework or each other, and the data collected do not appear logically or systematically to align with the conceptual framework. Although the conceptual framework is included in all syllabi at the initial level, the current format is so complex and wordy that it tends to confuse the reader rather than to communicate purposes or make clear connections to the course objectives.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Initial and Advanced Programs Conceptual Frameworks Status Report April 26, 2010

When a subcommittee was reconvened this spring to work on the initial program conceptual framework, the group took as its starting point the draft for a new conceptual framework (CF) developed one year ago. The earlier planning effort had incorporated feedback from members of the professional education unit at several stages, but not from teachers and administrators in the schools. In mid-March, the subcommittee sent an electronic survey to teachers and administrators, as well as to the full Professional Education Unit (PEU) to gain additional feedback. At this point, members are directly contacting teachers and administrators to seek additional feedback on the draft. The subcommittee membership recognizes several additional steps will be necessary to complete development of a new conceptual framework, including additional revision in response to feedback, and alignment of assessment measures with the conceptual framework; it will be necessary to continue work into fall 2010 to complete these steps.

Advanced programs are currently engaged in re-evaluation of the original conceptual framework to renew focus and clarify alignment of the conceptual framework to the programs' assessments. The review includes (1) updating the research supporting the constructivist emphasis adopted by advanced programs, (2) revising the narratives summarizing the key guiding theoretical concepts of the conceptual framework for publication to candidates and the professional communities

represented in the graduate programs, and (3) aligning the outcomes to PEPPS and current national standards for each advanced program.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Initial and Advanced Programs Conceptual Framework Annual Report November 5, 2010

Initial Programs:

Since its April report, the Conceptual Framework Committee for the Initial Programs has gathered additional feedback from its partners in the schools and PEU faculty members regarding the draft for a new conceptual framework. See [Appendix A](#) Initial Programs Conceptual Framework Survey. The committee finds that the comments reflect differing ideas of the nature of a conceptual framework—some commentators calling for an extended statement of unit philosophy, some for “less philosophy.” Having reviewed the conceptual frameworks of a number of institutions at the early planning stage two years ago, committee members recognize diversity in the theoretical complexity and unity of these documents. As the membership has reminded the committee, more than once during this process, a valuable feature of this unit is the active participation of arts and sciences, and technical sciences faculty, in addition to department of education faculty; diverse faculty brings a wide range of ideas about education to the enterprise. It is believed that any attempt to force the conceptual framework into the mold of a single theoretical school would be to deny one of the excellences of this unit.

The committee has noted a number of suggestions for revision regarding the assessment component of the unit, its commitment to social responsibility, the professionalism of the teacher candidates, and infusion of technology which will be incorporated into the initial programs’ conceptual framework. There is a grave concern with the link between specific commitments in this document and assessment, and the committee has begun to work on outlining a simplified set of assessment measures. The Initial Programs Conceptual Framework Committee will continue to meet, with plans to complete a document by the end of the 2011 Spring Semester. It is understood by the Conceptual Framework Committee and the PEU that CF is a fluid and ever-changing document.

Advanced Programs:

The Advanced Programs have a working draft of the revised conceptual framework See [Appendix B](#) Overview of Advanced Programs’ Conceptual Framework which provides a more concise summary of the key guiding concepts than the seminal document developed in 2000. The working draft document provides guidance for publication to candidates and the professional communities represented in the graduate programs. Within this working draft is an updated bibliography which furthers the faculty’s support of constructivism as a guiding theoretical philosophy for its programs. Upon approval of the working draft of the revised conceptual framework (scheduled for the end of fall’s semester, 2010), the faculty will complete the updates/revisions necessary to align the advanced programs’ conceptual framework within all advanced program syllabi and other program materials in February 2011.

10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION (Not Met)

SUMMARY OF THE DEFICIENCY:

This standard is *not met* because the planned system has not been implemented, is not directly reflective of the conceptual framework, and data have not been analyzed by the faculty to inform program content and process.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Assessment System and Unit Evaluation Status Report April 26, 2010

The assessment committee has met to address the items identified by the OPI review which found that the assessment of the education candidates was deficient. One of the main items identified as deficient was lack of data on graduate surveys and employer surveys. The committee asked the director of the Career Center, Ms. Tracey Jette, to a meeting where we asked how students were surveyed and how employers were surveyed. The assessment committee asked if a few additional questions specifically for education students could be added to the upcoming graduate survey. Ms. Jette agreed to this and questions are being developed for that purpose. The assessment committee also discussed the use of survey monkey as a tool to survey employers. The committee agreed to a general survey that will commence in fall 2010.

The second area where the OPI review indicated deficiency was in the assessment of the teacher education candidates. The consensus was that the teacher education program has a large number of items that it is attempting to assess, moreover, doing so in a meaningful and timely fashion was not evident. The assessment committee is working in conjunction with the conceptual framework committee to identify key assessment tools that are currently being utilized, that provide meaningful data and assess the key outcomes identified in the new conceptual framework. In addition, the assessment committee is committed to developing a plan for the timely data entry of these key assessment tools so that data can be regularly presented to the Professional Education Unit and our partners for assessment of the overall effectiveness of the Teacher Education Program.

A third area of deficiency was the utilization by program faculty of assessment data to make program changes. To address this, the assessment committee developed a survey for faculty concerning the use of assessment data. The survey was passed along to the Unit Head, the Provost, for distribution to the Professional Education Unit at the next meeting.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Assessment System and Unit Evaluation Annual Report **November 5, 2010**

The Professional Education Unit's assessment committee met several times to address items identified by the 2009 OPI Accreditation Report. This committee has experienced challenges based upon committee composition and direction. One of the major challenges for initial programs due to the decision by the PEU to have two conceptual frameworks—one for initial

and one for advanced programs. The work conducted at the initial level is focused on developing the conceptual framework from the ground up. Thus, assessment benchmarks and the assessment tools needed to reflect the CF need this essential document completed before other tasks can be completed. Faculty in advanced programs have developed a working draft guided by the unit's original conceptual framework, completed revisions for review (to be completed by end of fall 2010), and an updated bibliography. Advanced programs faculty has developed a working draft protocol for advanced programs' assessment system. Advanced programs' benchmarks of the assessment protocol and implementation are targeted for completion spring 2011.

In spite of the delay for creation a conceptual framework for initial programs, faculty members continue their discussions on identifying the benchmarks and critical assessments for each of the initial teacher preparation programs. Programs' data point benchmarks for assessment of programs and unit goals and objectives are being developed and aligned with state and national standards. Several working committees (e.g., Initial Conceptual Framework, Admission and Retention) within initial programs are completing a review, which will lead to a proposal to the PEU late fall, 2010. In addition, the University has initiated a search for a .5 FTE faculty member to become the Director of Institutional Assessment, commencing spring 2011. The director will provide leadership for program, unit, college, and university assessment.

Lastly, the university graduation survey now includes two questions to survey candidates' perceptions of the general education core and preparation of becoming a lifelong learner. Spring 2010, 64 graduates responded to the survey. See [Appendix C](#) 2009-2010 Teacher Candidate Survey Results.

10.58.308 FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT (Met with Weakness)

SUMMARY OF THE DEFICIENCY:

Faculty resignations/retirements combined with declining budgets have caused faculty lines to remain open, necessitating the increased use of temporary, part-time faculty and adjuncts. Adjunct faculty members are screened/selected by the chair and dean of the College of Education, Arts and Sciences, and Nursing.

In graduate programs, the program faculty members recommend recruitment and retention of all adjuncts to the Provost. Evidence of the qualifications of active adjunct faculty was not found. Currently there is minimal support for faculty professional development. There is no existing plan for regular upgrades of technology for the Unit or professors. The use of adjunct faculty on a more or less permanent basis is a problem. There is loss of coherence and lack of consistency when an overwhelming majority of courses in a program are taught by adjunct instructors.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Faculty Qualification, Performance and Development [Status Report April 26, 2010](#)

The report on faculty qualifications indicated a deficiency concerning the hiring of adjuncts to teach the professional education core courses. The Professional Education Unit has recognized this deficiency and is working to develop minimum criteria for adjunct faculty. In addition, the institution recognizes that the Great Falls site requires a full-time, tenure track faculty position to be the point person to direct students and be the contact person for the adjunct faculty in Great Falls. To that end, the College is undergoing a search to fill this position. Further, the Unit will be seeking a Dean of the College administrative position for overall coordination of all hiring in concert with the College Chair.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Faculty Qualification, Performance and Development Annual Report November 5, 2010

The University has initiated a records' management system in the recruitment, hiring and maintenance of adjunct faculty under the Office of the Director of Human Resources and the CEASN Dean's Office. Adjunct faculty are required to meet the qualifications established by the colleges and university: masters' degree or higher, college teaching experience in discipline, certifications held, relevant occupational (teaching) experiences, other relevant information and references. Each adjunct electronic file contains a cover letter, resume or vita, and copy of transcripts and is housed on the MSUN Share Point (<http://aurora.msun.edu>). The CEASN Dean's Office will house the permanent adjunct faculty files which hold the following documents: cover letter, resume or vita, and copy of transcripts, student evaluations, letters of appointment and other relevant materials.

All faculty fulltime and part-time will have courses evaluated by students and peers. Adjunct faculty members will have all courses evaluated. Fulltime faculty members will select two courses per semester in accordance to the Collective Bargaining Agreement. Faculty members are required to have observations of their teaching completed by peers and administrators annually.

Professional Development (PD) for MSUN fulltime and adjunct faculty members will be provided and a system is currently being developed. Faculty will be surveyed to see what they deem as necessary professional development activities. Faculty members have suggested that monthly PD sessions are needed. All new fulltime and part-time (adjuncts) will be given mandatory and optional PD in areas of pedagogy, developing curricula and courses, how to balance teaching, scholarship and service activities, developing student-based assessments, critical thinking, etc.

The Director of Information Technology meets with department chairs, Deans and the Provost to review the status of faculty office computers, this review process includes replacement cycle, software updates, and new technology requests. The Office of Information Technology administers the updating of computers and classroom technologies across campus. At the end of academic year 2010-11, all faculty members will have upgraded computers in their offices.

At the Great Falls' location, a full-time faculty member was appointed in August for the position of Assistant Professor of Education, Elementary Education and assigned to advise the elementary education program. A search for a Dean of Education, Arts & Sciences, and Nursing is currently underway and this administrative position will be filled by January, 2011. Once filled, the COEASN Dean will provide leadership for the College and guidance to its faculty members.

10.58.512 SCHOOL COUNSELING K-12 (Met with Weakness)

SUMMARY OF THE DEFICIENCY:

Evidence was lacking for a majority of substandards and, therefore, these substandards were not met.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

School Counseling K-12 Status Report April 26, 2010

The school counseling program is currently engaged in developing rubrics for each course to illustrate the link among the course objectives, assignments, and assessments to program outcomes and specific PEPPS. School counseling faculty are creating a rubric to align candidate competencies with PEPPS and advanced programs' conceptual framework. In addition, education philosophies (1)(d) and knowledge of the role of ethnic and cultural heritage of Montana American Indians (1)(e) are explicit in outcome competencies for two of the program's courses (CNSL 610 K-12 Counseling Program Development and Administration and CNSL 652 Multi-cultural Counseling). Key assessments are identified and collected for aggregation. A timeline has been established for review of aggregated data on candidate performance to inform instructional and programmatic decisions.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

School Counseling K-12 Annual Report November 5, 2010

Advanced program faculty, including adjunct, have a working copy of an "overview" of the conceptual framework under review. In addition, the school counseling program faculty completed a self-study using the accreditation report's evaluation of the sub-standard's identified deficits. A working draft of the rubric to align candidate competencies with PEPPS is under review. Further, work is in progress to re-align the school counseling curriculum to the newly published CACREP standards. In addition, a gap analysis is underway for the school counseling program with the PEPPS standards to identify gaps in the alignment of advanced programs' conceptual framework, professional and state standards, course objectives and assignments for the curriculum in the counselor education program. All identified gaps in syllabi for spring 2011 courses will be completed by December, 2010. All remaining gaps in syllabi will be remedied by February, 2011. See [Appendix D](#) School Counseling Program Self-Study.

10.58.521 READING SPECIALIST K-12 (Met with Weakness)

SUMMARY OF THE DEFICIENCY: A thorough review of the program revealed gaps in knowledge, skills and dispositions necessary for candidates to be well prepared to step into a K-12 Reading Specialist program. The former Reading Specialist Minor program of study focused primarily at the elementary level (K-5) to the exclusion of the adolescent learner. The former program did not address phonics or the specific research-based elements of reading processes (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation).

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Reading Specialist K-12 Status Report April 26, 2010

The review of the Reading Specialist K-12 minor has been in progress for over a year. A committee met in the spring of 2009 and compared the program at that time to the revised PEPP standards. The committee found gaps in the areas of phonics instruction, writing at the elementary school level, adolescent literacy, and the integration of Indian Education for All. Once these areas were identified, the committee looked at creating new courses as well as removing or combining others. The changes are in the process of receiving approval from the appropriate Senate committees. It is our intention to have this program implemented by the fall of 2010.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Reading Specialist K-12 Annual Report November 5, 2010

The review of the Reading Specialist K-12 minor was conducted during the 2009-2010 academic year. The deficiencies identified during the state accreditation visit have been corrected and were implemented during the Fall Session of 2010. In order to align our program to the revised PEPP standards, the Reading Minor now includes the addition of the following courses; Phonics and Word Identification, Adolescent Literacy, Exploring Writing in Elementary Education, Media Literacy, and Integrating Indian Education for all across the Curriculum. There is the intent to create a Reading Minor that will address the reading needs of all students in the K-12 setting.

10.58.522 SCIENCE (522 (7a) (Met with Weakness)**SUMMARY OF THE DEFICIENCY:**

The topic of evolution must be addressed as the unifying concept for all biology.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Science 522(7) (a) Status Report April 26, 2010

To remedy this deficiency, the science faculty have made a curricular proposal to incorporate as part of the required general science core a class, which has been taught as a special topics course, called Evolution.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Science 522(7) (a) Annual Report **November 5, 2010**

The Science faculty took action on the evaluation by the OPI onsite team members and the offsite reviewers concerning the lack of evolution as part of the General Science Curriculum, ARM 10.58.522 - Science Standard. In response, the General Science program was modified by dropping NSCI 301- Essence of Science, which is a basic history of science course, and adding BIOB 420 Evolution. This Evolution course is designed to provide the candidate with the conceptual understanding of evolution and then to reinforce the influence of evolution on populations, species and ecosystems, thus tying together evolution as a force that influences earth science, physical science and all of biology.

During the meeting of the Professional Education Unit on Tuesday, February 2, 2010, the College of Education Arts and Sciences and Nursing approved the addition of the BIOB 420 Evolution course to the General Science program, and the course was also accepted by the Montana University System biology FLOCK group as a transferable course across the Montana University System. The Provost and the Chancellor signed and approved the addition of the Evolution course to the General Science Program on 3/22/2010 and on 3/26/2010 respectively.

See [Appendix E](#) PEU Committee Meeting Minutes for Tuesday, February 2, 2010, which shows that the COEASN approved the Evolution course change for the General Science Curriculum. Also see link below to the 2009-2010 Academic Senate proposals, Proposal #09-11 Title: Science Course Changes & Addition.

<http://www.msun.edu/admin/provost/senate/proposals-2009-2010.htm>

10.58.601 PROGRAM PLANNING AND DEVELOPMENT (Met with Weakness)**SUMMARY OF THE DEFICIENCY:**

No evidence was found for meeting substandards(1)(d) and (1)(e), no evidence of program evaluation; (5)(b) and 5(c), majority of required course syllabi not provided for K-12 Principal Endorsement Program; (5)(f), no evidence provided; (6)(a) (iii), no evidence provided, (6)(d), program evaluation procedures not provided; (6)(f), no evidence for the K-12 Principal Endorsement Program. The advanced program's governing body must consider either (1) recreating the K-12 Principal Endorsement program to meet the standards or assigning qualified full-time faculty to teach the majority of the courses or (2) discontinue the K-12 Principal Endorsement Program. In its current form, the K-12 Principal Endorsement Program negatively skews the evaluation of the Program Planning and Development Standards for the advanced programs.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Program Planning and Development **Status Report April 26, 2010**

What was done? Advanced Programs recognizes that the K-12 Principal Endorsement Program was the culprit in negatively impacting the program planning and development standard as reviewed by the accreditation team. Advanced programs data was lost (Access software error) during the fall semester prior to accreditation and therefore no data was available for reviewers. Advanced program support personnel is acquiring the skill set to utilize Access software and develop an assessment database for all advanced programs to inform continuous improvement efforts. In addition, senior administrators have supported the revitalization of the K-12 Principal Endorsement as it provides the Hi-Line region accessibility for certification to small rural schools. This includes regular meetings of the newly formed advisory committee devoted to supporting and aligning curriculum to national standards for principals.

What is planned to be accomplished? The K-12 Principal Endorsement advisory committee will continue to meet and support MSU Northern in meeting standards of the endorsement program. In addition, a review of program curriculum and program outcomes will be reviewed based upon state standards and Educational Leadership Constituent Council (ELCC) standards. Also, instructors will be meeting each semester to ensure constituent application and fidelity to the program as redesigned by advisory committee.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Program Planning and Development Annual Report November 5, 2010

After an extensive review of options for the K-12 Principal Endorsement Program, it was determined to place this program offering on hold and not admit any new students. Currently, there are less than 10 students in the program. Those students will be given notification to meet with an advisor to develop an action plan for completing the endorsement in a timely fashion. Students, who have not taken course work in two or more years, will be notified that the program is on hold and they will need to complete their endorsement at another Montana institution of higher education.

Recently, there has been a renewed interest in the K-12 Principal Endorsement Program in Great Falls. After a feasibility study, it will be determined whether to offer the program on the MSU Great Falls College of Technology campus. If offered, it will be reorganized to meet the standards and a qualified full-time faculty member will be hired to teach the majority of the courses and oversee the program.

10.58.602 TEACHING AREAS: ADVANCED PROGRAMS (Met with Weakness)

SUMMARY OF THE DEFICIENCY:

Course content objectives need to be clearly tied to standards, Conceptual Framework, critical assignments, and assessments.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Teaching Areas Advanced Programs Status Report April 26, 2010

What was done?

Based upon the accreditation report faculty have discussed and are currently reviewing the alignment of course content objectives to standards and the connection to the advanced programs' conceptual framework. In addition, assignments, objectives, and assessments for each course will be reviewed and aligned with state and national standards to ensure appropriate alignment.

What is planned to be accomplished?

Faculty (full-time and adjunct) will meet on a regular basis to address deficiencies as identified to ensure compliance with standards and expectations of state standards.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Teaching Areas Advanced Programs Annual Report November 5, 2010

Advanced program faculty, including adjunct, developed a working draft of the advanced programs' conceptual framework. In addition, advanced program faculty completed a self-study using the accreditation report's evaluation of the sub-standard's identified deficits. Further, work is in progress to review alignment in the school counseling curriculum to the newly published CACREP standards; the Learning Development faculty members are aligning the coursework components to the National Board Professional Teaching Standards (NBPTS). In addition, a gap analysis is underway for the advanced program with alignment of the respective professional and state standards, course objectives and assignments for the curriculum in the programs. The Learning Development faculty members are conducting a program audit based upon candidate feedback prior to graduation and upon completion of exit requirements. All identified gaps (i.e., professional standards) in syllabi for both advanced programs for spring 2011 courses will be completed by December, 2010. All other syllabi will be reviewed and revised by February, 2011.

10.58.603 ASSESSMENT OF ADVANCED PROGRAMS (Met with Weakness)**SUMMARY OF THE DEFICIENCY:**

A comprehensive assessment system must be developed that is driven by the standards requiring the collection and analysis of individual, course, and program evaluation data. These data must then be used to inform decisions at each level on a consistent basis.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Assessment of Advanced Programs Status Report April 26, 2010

What was done?

Assessment is recognized as a critical component for the success of advanced programs. All course and key program assessments will be reviewed along with candidate, course, and program outcomes for alignment and coherence with the conceptual framework, state and national standards. In addition, the advanced program support is being provided with professional development (Access software) to ensure an electronic assessment system that is viable and useful in utilizing aggregated candidate and program data.

What is planned to be accomplished?

Faculty will work in conjunction with advanced program support person to ensure an enabled data assessment system that will enhance program improvement and decision-making. In addition, senior administration will provide adequate resources for the maintaining an electronic assessment system.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Assessment of Advanced Programs Annual Report November 5, 2010

Advanced programs have a proposed assessment system protocol. The advanced programs' data management system is maintained in the Office of Graduate Programs/Provost Office by administrative support staff; candidate admission's files are managed in this office. Faculty evaluations are retained in the Chancellor's Office. Program and candidate source documents for data are available for entry into the data management system. However, the corruption of the system's files has interrupted the re-entry of data and entry of current data. Due to staff assignments, the completion of the data entry processes has been delayed until spring semester, 2011. Nevertheless, due to the small numbers of candidates in the programs, faculty are able to review the disaggregated individual candidate data together with the university generated aggregated data (program specific) to make programmatic decisions. Fall 2010 program and candidate performance data analyses meetings are scheduled for February, 2011; annual review of 2010-2011 data is scheduled for fall 2011. [Appendix F](#) Updated Protocol for Advanced Programs' Assessment System

10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS (Not Met)**SUMMARY OF THE DEFICIENCY:**

The K-12 Principal Endorsement Program needs to be addressed at a variety of levels. Special attention needs to be given ensuring that the program is designed so that its courses provide a coherent program with specific objectives and assessments linked to the standards. Consistency of qualified faculty teaching the courses should be established.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

School Principals, Superintendents, Supervisors, and Curriculum Directors
Status Report April 26, 2010

What was done?

A K-12 Principal Endorsement Advisory Committee was organized to support the re-vitalization of the program. Upon consultation with the school districts along the Hi-Line, the Unit affirmed the program meets the need of schools in the region served by MSU-Northern. Curriculum review has been conducted with assistance from the advisory committee; the delivery schedule was enhanced to support a more compact and vibrant program. A commitment within the

professional community and supported by administration has been made to support the revival and ensure the program outcomes of the endorsement.

What is planned to be accomplished?

Semester meetings will be scheduled with all instructors and the advisory committee to ensure a harmonious and focused continued review of the endorsement program. This will ensure that all course and program outcomes are aligned with both state and national standards. An enhanced marketing campaign has been developed for potential candidates who are interested in becoming rural school principals.

PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

School Principals, Superintendents, Supervisors, and Curriculum Directors
Annual Report November 5, 2010

After an extensive review of options for the K-12 Principal Endorsement Program, it was determined to place this program offering on hold and not admit any new students. Currently, there are less than 10 students in the program. Those students will be given notification to meet with an advisor to develop an action plan for completing the endorsement in a timely fashion. Students, who have not taken course work in two or more years, will be notified that the program is on hold and they will need to complete their endorsement at another institution of higher education.

Recently, there has been a renewed interest in the K-12 Principal Endorsement Program in Great Falls. After a feasibility study, it will be determined whether to offer the program on the MSU Great Falls College of Technology campus. If offered, it will be reorganized to meet the standards and a qualified full-time faculty member will be hired to teach the majority of the courses and oversee the program.

Appendix A

Initial Programs Conceptual Framework Survey

Initial Programs Conceptual Framework
Survey Results from Education Partners and Faculty,

Question #1: Does the Document make our expectations for our graduates clear?

Yes = 81% No = 19%

Question #2: Do the expectations listed in the document currently match the candidates that we are sending to your buildings?

Yes = 62.5% No = 37.5% Some respondents answered both yes and no.

In addition, some respondents commented that candidates were not meeting expectations in critical thinking, diversity, active participation strategies, and professionalism.

Question #3: In your view, have we missed any critical commitments?

Yes = 40% No = 60%

Some of the missed critical commitments include:

Assessment, technology, instruction, more time in the classroom, management skills, current developments in the education profession, world diversity included, response to intervention along with selecting the appropriate intervention, and the most frequent comment was that professionalism with emphasis on personal responsibility and confidentiality were not included.

Question #4: Are there parts of the document it might be better to cut?

Yes = 31% No = 69%

Some of the comments made included:

Several respondents indicated that the document needs to be simplified; a couple respondents indicated the commitment to diversity needed to be cut; all of it need to be cut; and the question: how do you measure a candidate's skill?

Appendix B

Overview of Advanced Programs' Conceptual Framework

OVERVIEW OF ADVANCED PROGRAMS’ CONCEPTUAL FRAMEWORK

Working Draft, Fall 2010

Mission Statement

The Montana State University-Northern Graduate Program’s mission is firmly grounded in a vision of and commitment to learning environments in which all learners have access to educational opportunities, choices, and experiences that enable them to achieve at the peak of their potential. The professional education programs are designed for delivery through innovative and efficacious systems that provide professional development and excellent educational experiences to diverse populations in a geographically and economically challenged region. To this end, we provide a variety of rich, intentional, and meaningful experiences designed to support candidates’ development of appropriate dispositions, knowledge, skills, traits and habits for their fields. Through this educational experience, graduate teacher and counselor candidates prepare to impact students’ lives and learning and to take leadership roles in classrooms, schools, and beyond.

Advanced Programs’ Purposes

Our graduate professional education programs are developed to meet two over-arching purposes. These are:

- Preparing candidates to meet the challenges presented by ever-changing educational environments within societal contexts; and
- Preparing candidates to lead Education toward its promise of opportunity and equity for all students.

Shared Vision —Community of Practice

The advanced professional education programs of Montana State University-Northern are built upon a set of beliefs that, taken together, form a tightly woven framework, which guide our education programs, evaluation and assessment, resource allocation, faculty and governance decisions. The faculty are committed to these agreed-upon set of beliefs and use them to guide our educational decisions. Overall, we believe best practice requires that decisions of practice be made by educators using a framework formed by well defined and clearly articulated beliefs, and that our decisions must reflect our individual professional context, community, and culture.

- We believe teaching, counseling, and learning are most productive when educators, counselors, and learners engage in purposeful reflection at all stages of the learning process.

- We believe the teacher's and counselor's role is to facilitate learning by creating opportunities for all learners to engage the curriculum and progress through it at developmentally appropriate stages.
- We believe consistent and purposeful assessment and evaluation must:
 - ◆ Take place at various points throughout programs.
 - ◆ Include multiple means must be used to gather useful and adequate information
 - ◆ Reflect on collected information to determine individuals' strengths and challenges, and
 - ◆ Analyze data in order to make decisions (i.e., program, curriculum, personnel).
- We believe emphasis on diversity is critical to the development of positive learning environments and that importance of diversity must be made explicit:
 - ◆ In the curriculum,
 - ◆ In classroom language and interactions, and
 - ◆ In the selection of teaching, counseling, and learning strategies.
- We believe constructivist uses of technology must be woven into every aspect of the curriculum and the learning environment. The use of these technologies must:
 - ◆ Be carefully planned,
 - ◆ Support active learning, and
 - ◆ Be infused with intentional, authentic, and collaborative learning opportunities.

In 1999, the MSU-Northern faculty began work to identify and articulate a conceptual framework to guide our programs. Gathering both university and school faculty together, we began to work together to define and clarify the purpose and outcomes for our professional education programs. It was concluded that within our professional programs, we would focus on assisting and encouraging candidates to identify their beliefs. Our intention is to assist them in challenging their taken-for-granted notions, exploring the reasons they chose to be teachers or counselors, and the kinds of teachers or counselors they want to be. With our guidance, our graduates are led to discover the relevant and appropriate roles for educators or counselors, learners, the curriculum, and schools. As we work together as a community of practice, the process immerses us—candidates and faculty—in a diversity of experiences, and introduces us to various approaches, concepts, and ideals. As a community, we, as faculty, model the processes that help ensure that candidates leaving our programs are able to define and articulate the belief systems that guide their decisions and form their practices.

We believe good teaching or school counseling can be demonstrated in classrooms and schools that are productive, active environments where all participants are engaged in the construction of knowledge. In these settings, according to Vygotsky, democratic principles are modeled, learners are involved in making decisions that affect themselves, and each learner is valued and visibly contributes to the community. As constructivists, we maintain that learning and positive change occurs when individuals are actively engaged in processing knowledge in order to construct

understandings and meanings rather than simply receiving knowledge. Through this total engagement, meaning is made, learning is internalized, and knowledge, skills, traits and habits, and concepts are applied. This kind of doing takes place in trusting, safe environments where expectations are high. See J. Bruner, J. (2004), O.L. Davis (1998), Freire, P. (1994), S. Fishman and L. McCarthy (1998), D. A. Guiffida (2005), D. Kember and D.Y. P. Leung (2005), J. Piaget (1973), D. Schon, (1983), K. Zeichner and D. Liston (1996) and L. Vygotsky (1978).

The Way Learning Occurs

A product is not the central focus, or necessarily even an outcome, of active learning. Neither beautifully done displays, impressive presentations, nor good grades provide true evidence of active learning. These activities can all be achieved with little integration of knowledge, problem solving, or purpose. Instead, the true evidence of learning lies initially in the *practice* with others to uncover the thinking and processing of candidates' experiences as they acquire new skills, knowledge, or concepts; and, secondly, in the ways their reflective thinking/processing, and acquired new abilities incite and serve future learning and behavior within their learning *communities*.

Active, reflective learning, then, requires candidates to build, and try out with others, abstractions, composed of concepts, connections, and meaning. It requires them to define problems for themselves—both individually and as a group—and then set out to find solutions. In this process, they must integrate new understandings with old, using past experiences to make meaning of new challenges or problems. The products they produce, whether abstract (such as ideas, notions, or beliefs) or concrete (such as projects, papers, presentations, or behaviors) have important meanings attached and shared, as well as connections to a variety of other questions, concerns, knowledge and increased awareness. Thus, the individual with others forms a *community* which is enhanced as each of the members learn, develop new abilities, and engage in reflective *practice*.

The Classroom and School Climate—the Community of Practice

This kind of learning is only possible when candidates are willing to take risks, challenge what they think they know, and operate on the edge of their competence. Taking the risk to make new meaning requires them to push themselves beyond their comfortable ways of thinking and into areas of uncertainty. To do so, they must be brave enough to put their own ideas forward, both for them and others to see. They must seek to discover the flaws and possibilities in their thinking and solutions, ultimately challenging themselves to go further. Their ability and willingness to take these risks are directly connected to the safety they feel in their learning community.

It is in this light that the classroom and school environment must be considered. Neither children nor adults will choose to place themselves in positions of vulnerability if they do not feel safe. Nor will they extend themselves in communities that expect little of them. Therefore, active learning requires a community that both invites risk and promises safety. Part of the environment within the community includes intellectual and psychological challenge and high expectations

for success. The other part is safety; not just physical safety, but also safety to engage in self-exploration: cognitively, socially, and personally.

In these communities, candidates see that risks are safe, and falling short of an individual or group goal is seen as a springboard for experimentation and as opportunities for exploring new paths. By asking themselves questions, which grow out of their curiosity such as "I wonder what would happen if...?", their learning is directed toward deeper understanding and richer concept development. These are classrooms where candidates are free to weigh new information against what is known and to work through the discrepancies. When making discoveries, they extend their learning by seeking explanations, as well as grappling with evidence and points of view different from their own. In this way, candidates come to know and understand more and, in the process, are able to experience and become self-directed and self-disciplined.

Decision-Making

Although there are many ways to define a good teacher or effective school counselor, we believe that one trait is essential. That trait is the use of decision-making models that guide their practices and choice making. Clearly, an articulated framework for practice (in teaching and counseling) is revealed by observing patterns in how decision-making models are implemented. These patterns are evident in the split-second decisions made by faculty and candidates and their ability to seize unanticipated learning opportunities or respond to unexpected events. Patterns also emerge when observing practitioners' carefully planned actions and intentional learning experiences, their selection of materials, methods, and strategies, and in their constant tinkering to improve long-used and successful strategies.

As the program faculty in advanced programs, we continue to reflect upon our practices, individually as well as collectively, we acknowledge that some of us have clearly articulated decision-making models that we intentionally use to guide our thinking and actions while others may be less able to define the beliefs that guide their decisions. Formal and informal professional development opportunities encourage faculty to articulate the strands that construct their framework. These reflections and observations—including participation in community building activities that are formal (i.e., faculty meetings) and informal (i.e., group discussions regarding candidates' performance in meeting outcomes)—provide support and encouragement for faculty to become increasingly aware of the underlying decision-making patterns found at the base of their practice.

Connections and Linkages

Our ability to integrate knowledge and transfer lessons learned in one experience to applications in another allows us to predict and address complex life situations in ways that make it possible for us to thrive in the world. The more we can manipulate, adapt, and identify linkages and connections, the more innovative and creative our solutions to common problems or challenges. The more we understand that knowledge, awareness, skills, and concepts gained through one experience can inform our understandings in others, the more we can identify, predict, and capitalize on opportunities. As our new understandings create and encourage a desire to explore

new questions, we create a community of practice that promotes and develops the habits necessary to be lifelong learners.

MSU-Northern faculty work to increase emphasis on the linkages between content areas, identifying themes, and building strategies to transfer/generalize from experience to experience. Faculty seek to build connections between and within discipline areas. In each of these cases, faculty strive to highlight that the skills, knowledge, and concepts of one discipline or course content have applications and meaning outside its own narrow boundaries. Instead of focusing on the “delivery” of content, faculty purposefully point out the complex overlapping of skills, concepts, and knowledge. As these natural learning links occur, these connections—implicit program goals—are made explicit to candidates by demonstrating the cross-curricular applications of topics, concepts, and skills. Thus, faculty promote the integration of awareness, knowledge, and new ways of thinking and behaving in their interaction with candidates and classroom practices.

Also, faculty demonstrate the importance of linking themes by helping candidates explore the perplexities of seemingly simple questions and answers. We help candidates develop the habit of posing questions to themselves such as: What can I do with what I have learned? What else do I need to know and how will I come to know it? And, What new uses can I make of existing skills? Through self-questioning, candidates can integrate new information and knowledge with previous knowledge and experiences. The practice of making personal connections and building deeper self-understanding facilitates candidates’ exploration into their own theories and ways of knowing. As a result, candidates are more apt to transfer and integrate knowledge learned in one setting to address the challenges which emerge in another. They also develop the initiative to follow up on interesting possibilities that fall outside the concepts under study.

Future Directions

In an effort to increase the transformation of knowledge described in our model, the advanced programs are working together as a *community of practice*. Within our community, faculty increase their ability to use their shared experiences to review and revise their practices and change courses and programs to maximize the interconnectedness among skills, concepts, and knowledge. As program faculty, we come together at regularly scheduled meetings to discuss the program and courses, candidates’ performance, feedback from field experiences. In addition, inter-program attention is given to philosophical discussions that further deepen our understanding of each other, our programs, and how we work together as a community.

Our community of practice model has resulted in enhanced relationships among faculty. As we become more mature in our new ways-of-being, we anticipate that our practice will transfer to our candidates through our modeling, advising, and mentoring

A final consideration of the construction of knowledge within communities that we believe is so important lies in the teamwork that develops. Dewey believed that the development of an individual capable of reflective thinking is a significant educational objective. We agree. Schon’s work, along with many others, believe educators should be facilitators of learning,

supporting learners' construction of knowledge and meaning making. Thus, our constructivist framework is substantially supported in the literature and has been proven effective overtime.

As we consider the complexity and diversity of the population served by our graduate level programs, it is necessary to go beyond a general understanding of the importance of construction of knowledge and the value of the individual. In the concrete world that surrounds us, there are particular challenges and possibilities, which must be explored and understood.

The character and personality of the university, college and Graduate Programs continue to be shaped by the influence of the culturally rich and diverse populations that we serve. Within the college, our programs and practices respond to and have grown out of a community of practice that appreciates the authentic and felt needs of our diverse populations. Northern's mission to serve as the regional cultural center and maintain strong partnerships with communities, education, business and industry supports the strong ties that the college has established in the region. Therefore, programs, curriculum, and standards are intertwined with a focus on excellence and an honoring of the rich culture of the region.

The vision we share with the education community and community at large has two central components. The first relates to the nature of schools and schooling and the second to our role in educational change and understanding. We envision learning environments that provide learners lived experiences that challenge taken-for-granted notions and open each candidate to possibilities of creativity and imagination. In these environments, all learners have access to success and the ability to imagine what might be. School professionals set high standards for all learners and help learners achieve more than they can dream.

And, we envision MSU-N as a premiere institution in educational advocacy, change, and innovation. Our thinking, research, and practice contributes to an increasing knowledge base. Our ability to collectively and individually relate abstract theories in concrete ways will lead to broader implementation and application of the ideas and ideals that underlie our work and form the foundation of our practice and relationships with others. A premier example of the collective efforts of the faculty in the advanced programs is demonstrated by the emergence, development, and on-going refinement of our conceptual framework.

Coherence

As a result of our conceptual framework, faculty have embarked upon aligning the epistemic principles of constructivism with the governance of our college. Coherence among the conceptual framework, the curriculum, instruction, field experiences, clinical practices and assessments across the programs has been one of the goals most enthusiastically embraced by faculty. An important outcome of our community of practice model was the integration of intentional coherence. During the many discussions regarding alignment of curriculum to standards and our beliefs about teaching and learning, we recognized the importance of a planned sequence of coursework and experiences that were sequential, programmatic, and coherent.

The formal mechanism for ensuring coherence has been institutionalizing meetings of program faculty to periodically review the program delivery sequences. This review includes (1) scrutiny of course syllabi to determine if the course requirements provide evidence that the objectives have been met to an established standard; (2) faculty use of course evaluations to identify strengths and areas for improvement; (3) evaluation of artifacts to ensure that the program threads (theory and practice, diversity, assessment, and instructional technology) are integrated; (4) reflection on the self-evaluation by candidates of their experiences; and (5) assessment of the outcomes identified in the program syllabi and program requirements.

Professional Commitments and Dispositions

The central principles that guide our professional education programs are illustrated by the ways in which faculty support candidates' learning and development. It is through formative assessments, early recognition and intervention with candidates, and the expectations that we articulate in handbooks, syllabi, class meetings, and advising that faculty encourage candidates' professional development. Professional commitments and dispositions are made known in each professional education course and in the materials distributed to students, such as the graduate students handbooks and program planning documents.

We are gathering data to measure these outcomes through the artifacts our faculty and candidates submit that demonstrate attainment of entry-level competencies in dispositions, content knowledge and methodologies, and the skills, traits and habits necessary to create rich and meaningful learning environments at three entry (or admission) benchmarks: admission to the graduate program (Level One), application to internship (Level Two) for counselor education candidates only, and conclusion of their program which is accompanied by an exit portfolio.

Commitment to Diversity

The ideas and ideals that underlie our emphasis on diversity are embedded in a commitment and an ideal. The commitment is to prepare candidates to create learning environments in which each individual's intrinsic value is highlighted within the framework of a shared community of learners. Our ideal is that these experiences will enable learners to realize the promise and dignity of their being.

In order to be active participants in a community of practice, individuals must first recognize their individual value. A strong sense of ownership and belonging, the ability to construct knowledge, and the willingness to take risks necessary to learn are dependent upon learners' sense of self and degree or strength of attachment. Creating a community environment requires that we model positive interactions with all learners, celebrate the varied ways learners approach and solve problems, and carefully create opportunities through which the skills, talents, and contributions of all learners can emerge and flourish.

When learning environments support individual difference, the significance of social interaction in knowledge construction becomes apparent and evolves into a community of practice. As

learners work together in an integrated and healthy community, their minds are free to organize their thoughts and explain their thinking to others. They begin to explore, test, and refine their ideas while deepening and clarifying their understandings. Through this social interaction, what each learner knows and can do is informed, enriched, and expanded by the perspectives and understandings of others. Participating in the critical analysis of their own ideas and those of others, enables learners to develop the habits necessary to push their own thinking further, as well as internal processes necessary to question their assumptions, stereotypes, and taken for granted notions. They see ideas and attitudes as temporary understandings to be critically analyzed and out of which new understandings can, and will be, constructed.

In classrooms where successful interactions build the social aspect of knowledge construction, learners recognize and value individual contributions and multiple perspectives, approaches, and solutions. Learning activities are structured to demonstrate an authentic need for each learner's contributions. In such an environment, learners are supported in moving their skills and thinking forward in ways appropriate to their personal intellectual needs and cultural contexts, and in ways that unify and demonstrate the individual's value to the community. A strategy that appropriately illustrates this concept is the creation of a candidates' learning styles/multiple intelligences database in course. Candidates participate in the development of the database and, in collaboration with faculty and peers, create and practice applications for these data that will enhance teaching and learning.

Because all learners desire to know and are encouraged to make meaning in multiple and personally appropriate ways, learning is improved and practiced for all participants. Educators must possess a deep understanding of the multicultural nature of all learning environments, beginning with the complex layers of diversity found within each learner and extending to the learning groups, the school, the community, the family, and more. With these understandings in place, educators are able to come to know and understand learners personally as they listen attentively to ideas and engage them in thoughtful conversation about the meanings they make. Through this process and selection of learning strategies and interventions, educators' interactions with individuals and the classroom model inclusion and the construction of knowledge.

As the individuals develop more refined interactive skills, a sense of belonging to a community develops. They are able to maintain their individual identities and, at the same time, see themselves as members of the community. They realize their needs are matched by corresponding, and sometimes conflicting, needs of others and learn to negotiate the complicated waters of collective concerns. In this process, individuals learn to use their inner resources, develop the transferable habits and skills of self-reliance, self-direction, and self-discipline, and become active, confident partners in their own education and future goals. At the same time, they develop the ability to see problems through the eyes and experiences of others and learn to work with others toward common purposes. In this process, they develop the ability to see beyond the egocentric nature of their own needs and perspectives. As they grow more perceptive, they learn to consider consequences and implications in order to make purposeful and thoughtful decisions.

Candidates are continuously encouraged to experience multiple perspectives in collaborative group assignments, peer supervision groups, and individual meetings with faculty.

Faculty use modeling techniques to transmit the skills needed by educators in setting an environment that provides a climate for the construction of knowledge to occur. An important caveat to acknowledge is that it is also the educational leader who remains responsible for ensuring learning takes place. Therefore, in their work with learners, educators continually adjust the scaffolding in response to students' emerging skills and needs. Throughout this engagement, educators should thoughtfully intervene to ensure that all learners are provided the opportunity to demonstrate their competencies and learn from their peers. Faculty believe that the best strategy to incorporate these skills involves facilitating discussions in ways that invite learners to put their ideas forward, engage their peers in conversations about those ideas, and, by working together, synthesize those ideas to create new concepts. Intentional “linking” each individual to another through guided discussions is a method employed to consistently monitor experiences to ensure all are contributing and learning.

While diversity has many definitions and can be defined broadly, its most typical application is in terms of racial/ethnic/economic difference. Research indicates that of all the forms that diversity can take, the socio-economic gap between teachers and students often has the most negative effect on student learning and achievement.¹ Montana schools, like inner city schools, are dealing with the impact of many families falling below the poverty line. Our goal for advanced programs is that our graduates are capable of working with the complexities of teaching and counseling children living in poverty whose social class and/or ethnicity often is not that of the teacher. The culminating experience for our counselor education candidates is, during their internship and practicum, they experience working with diverse family/student populations that reflect socio-economic influences and mental health issues (out-of-school factors) which impact student achievement.

True commitment to diversity requires community. And, strong human relationships are key to uniting people from different cultures, with different needs and ways of knowing, within a community. It was the need for us to become more intentional and systematic about how we wanted to transmit and manage knowledge within our advanced programs that led to the evolution of our community of practice model. Ever-increasingly, knowledge has become the key to success and it is too valuable to be left to chance. Although our experience of knowing is individual, knowledge is not. There may be disagreements, but it is through a process of communal involvement, including all the controversies, that a body of knowledge is developed that illustrates the shared experiences of each member in the community.

Our commitment to “all students’ learning” is explicit in the University and college mission statements, the Montana Constitution, and throughout the conceptual framework. One of the advanced programs’ “central principles” states:

¹ Source, Association of Teacher Educators, Task Force on Field Experience Standards, February 1999.

The classroom culture illustrates commitment to democratic principles by the ways that faculty and candidates respond to individuals, celebrate differences and commonalities, construct support for risk-taking and self-challenges, and provide nurturing learning environments.

In the advanced programs' *Beliefs that Guide our Teaching Practice*, we put forth that "...emphasis on diversity is critical to the development of positive learning environments and that importance of diversity must be made explicit:

- In the curriculum,
- In classroom language and interactions, and
- In the selection of teaching, counseling, and learning strategies.

Both the missions of Montana State University-Northern and the Graduate Programs articulate clearly a strong commitment to diversity. This commitment is imperative if we are to bring together the highly diverse rural communities and cultures that lie within our service area. Moreover, Montana House Bill 528 mandates that *every Montanan*, whether Indian or non-Indian will be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive way. Every educational agency and all educational personnel will work cooperatively with Montana tribes when providing instruction and implementing an educational goal and all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and families. Taken together, our missions and Montana law make our responsibilities clear.

All of our advanced programs' candidates are Montana residents. Most are currently employed in their home communities (which may be on or near reservations) in schools and agencies. These are communities where their families have lived for generations and where deeply rooted historical and social issues continue to separate each community, and smaller communities within them, from one another. Many of our candidates bring with them sets of taken-for-granted ideas born out of this extended isolation from diverse socio-economic and cultural groups. As we prepare candidates to return to their communities, or to venture beyond should they choose, we keep our responsibility and commitment to diversity squarely in front of us. We work thoughtfully and intentionally to expand candidates' worldview and make their taken-for-granted notions problematic. To a large degree, this occurs naturally as a result of our emphasis on the importance of individually constructed knowledge based in the individual reflection, dispositions, knowledge, traits and habits we instill throughout our program.

Our classes are laced with emphasis on multiple layers of diversity, including age to gender and culture to individual meaning-making. Because of regional history and culture we emphasize the importance of developing an awareness and knowledge of the essential understandings of Native American culture both through the literature and connecting with others and engaging in shared experiences.. A powerful influence for increasing awareness and multi-cultural skills is the richness of culture that is shared by the candidates among themselves. These integrations enable candidates to identify commonalities between European traditions and the traditions of local

tribes as they explore beliefs and ideas alongside practical connections with people from diverse cultural groups.

For example, in our professional education programs, we engage our candidates in critical analysis of research related to Native American culture by discussing research findings with Native American candidates and comparing local tribal customs and practices to the literature. Although we have come far in developing a rigorous and celebratory approach to diversity, the need for more is evident.

Our perceived need might best be described as “more, better, faster.” The faculty have agreed upon a diversity plan in which we:

- 1) Seek to identify ways to engage more faculty involvement in diversity integration and to devise a wider array of entry points into diversity,
- 2) Seek to strengthen and enhance the quality of diversity experiences, to take them deeper and increase their impact,
- 3) Seek to infuse foundations courses with diversity elements in order to help candidates begin their diversity journey sooner and continue it longer.
- 4) Continually seek opportunities to engage American Indians in our classrooms as role models and experts.

Commitment to Technology

Historically, when new tools are invented, the full range of uses and possibilities are not known, often resisted, and sometimes misused. This has been true for our educational community’s uses and responses to technology—there continues to be a range of efforts and venues within which our faculty and candidates grapple with the rapidly advancing technological possibilities. While we agreed that technology is a “good” thing, a degree of uncertainty remains about what it can do or how to use it to enhance learning. Our faculty have been increasing their use of technology in classroom instruction and in designing course requirements that build on the candidates’ technology skill development. The Learning Development master’s has adopted the use of electronic textbooks and providing iPads for the next cohort (spring 2011).

As we developed our original *Beliefs that Guide our Teaching Practice*, we discussed the roles and functions that technology holds in our practice and articulates throughout our conceptual framework. Consensus is articulated in this *Belief*: “We believe constructivist uses of technology must be woven into every aspect of the curriculum and the learning environment. The use of these technologies must:

- Be carefully planned,
- Support active learning, and
- Be infused with intentional, authentic, and collaborative learning opportunities.”

In constructivist teaching and learning, technology is best described as a partner in the education of all learners. Its use creates a vehicle for increasing opportunities and possibilities, adds depth

and breadth to content, and contextualizes the curriculum. In a constructivist classroom, technology does not drive instruction. Instead, its use is driven by a “need to know or do.” The need, or desire, to know and do more and to illustrate and share what is known and done coupled with technology’s ability to meet these needs and desires make it a valuable instrument in knowledge construction.

We see technology through critical eyes, constantly reminding ourselves that form follows function. As we work with candidates, our guiding questions are: “In what authentic ways can we integrate technology? What can technology do to support learning that cannot be done as well by other means?” As we answer these questions and others, appropriate and meaningful uses are emerging. The university has dedicated the use of the capital fees funds to renovate/update classroom with instructional technology tools; thus, expectations are that our faculty and candidates will integrate technology in their practices

In addition to traditional use of technology for research and word processing, our candidates are expected to use technology to higher and higher levels and for more diverse purposes. As our faculty pose authentic challenges in classes, candidates engage technology to uncover their own answers. Candidates commonly use such technologies as web board, E-mail, the Internet, PowerPoint, conference programs, digital photography and video, and web page construction. Many of our candidates experience a different level of peer communication through assignments designed to increase competence with collaborative and extended uses of technology.

While advanced program candidates’ portfolios are required as part of the exit evaluation, Learning Development candidates are taking technology one-step further in designing showcase portfolios.. Each professional education course in both advanced program requires that an artifact be created electronically/ Within the professional education faculty, some faculty are experimenting with electronic portfolio as a vehicle for self-evaluation.

As we look to the future, we anticipate marked growth in technology integration. Three questions are especially important for our future work. First, how can we most effectively serve a population of many and diverse cultures living in isolated or remote towns and within reservation communities? Second how can we bring people together around ideas and experiences when they seem so separated by miles and cultural difference? Third how can we more efficiently bridge into the professional world to expand our teaching and learning experiences? A significant part of our answer exists in the use of technology. It is, therefore, imperative that our programs take full advantage of the opportunities provided by the ever-expanding growth of technology. As a faculty we are challenged to use our most innovative and creative thinking to build connections and imagine possibilities.

Candidate Proficiencies Aligned with Professional and State Standards

At the adoption of the conceptual framework in 2000, faculty developed a “translation” grid that became part of our conceptual framework document that recorded the alignment of the education programs standards to those of NCATE, CACREP and NBPTS. Further, the integration of

program *Threads* (theory and practice, diversity, assessment, and technology) into each professional education course was emphasized and reviewed systematically. In addition, a survey of the methods faculty use to gather data in the assessment of candidate performance informed advanced programs goals/objectives for advanced programs' assessment. In addition, this information on candidate assessments were used to inform the development of our system for assessment and evaluation.

Success in the application of these assessment and evaluation tools requires clarity of purpose, carefully constructed standards, and shared understanding of how value or quality will be determined. To this end, we are still in the process of implementing a process for assessment and evaluation that begins with students' when they are admitted to the university, while they are enrolled in the graduate program, and continues through to candidates meeting program exit requirements. A primary focus for our process is the emphasis on *performance* assessment and evaluation. Two of the tools of performance assessment that we continue to develop and use in are are portfolios and rubrics. Using the four *threads* described in our conceptual framework for program congruity and the benchmarks for elements described in our standards for performance, we continue to collaborate on creating tools that can be used to measure how effective we have been in meeting our goals for program and candidate performance.

At MSU-Northern, our faculty are dedicated to developing and maintaining relationships with candidates that facilitating success for each candidate at a personal level. The University's Master Plan supports activities that connect staff, faculty, and students and builds community for on and off campus students. Someone once said that Montana is a small town with long streets—the culture here can be described as a neighborly and a small community feeling permeates the campus. Faculty and staff are aware and sensitive to students' needs, and assistance is available from various entities across campus. In recognition of meeting the needs of our off-campus students, a 1-800 number is provided to all students so that they have access to faculty and student services from their homes or places of work.

Advising is deemed an important component of faculty's responsibilities. In the Graduate Programs, advising includes discussion of plans and progress toward goals—factors considered important by both candidates and faculty. Such discussions emphasize the importance of standards and goals and help faculty and candidates develop a habit of mind that considers the role of assessment and evaluation. As conversations progress from day to day, an overarching goal is that all participants become attentive to and develop better tools to articulate the value of their own work.

Our portfolio component. Portfolios have become a commonly used means of collecting data to assess and evaluate performance. While candidates submit documents at program entry and submit portfolios as exit requirements, faculty develop and submit tenure and promotion portfolios. Because of its highly individualized nature and the rigor associated with portfolio development, we believe that portfolio evaluation allows faculty, candidates, and others to demonstrate full, rich portraits of their skills, traits and habits, knowledge, and accomplishments. The nature of the work included allows individuals to move beyond demonstration of knowledge

and comprehension and into higher-order thinking skills, problem solving and solution seeking abilities, and imaginative and creative thinking. The portfolio allows a “portrait” to be presented that can be as complex and idiosyncratic as the nature of the work demands.

As we continue to develop and refine our use of portfolios, we are focusing our efforts with portfolios as an especially important vehicle for assessment and evaluation of candidates and faculty. Our commitment to constructivist teaching and learning requires emphasis on individual meaning, making the portfolio an ideal evaluation instrument. The act of including one artifact and rejecting another requires clarity of purpose, judgment, reflection, and critical analysis. And, these artifact selections allow faculty and candidates to illustrate the understandings and meanings made as a result of learning, experiences, and opportunities. It enables concrete demonstration in the candidates’ applications of professional standards, knowledge, skills, and traits and habits in order to illustrate strength in reflective and innovative thinking.

Upon our commitment to performance-based assessment and evaluation we understood that in order to facilitate candidates’ proficiencies, the development of rubrics was required as an instructional and evaluation tool. As with portfolios, we acknowledged the complex nature of designing and implementing educative rubrics. An intentional outcome of rubrics is to help us control for subjectivity in the evaluation of candidates’ work. Our intent is to provide a process of evaluation that promotes fairness, reliability, and objectivity and clearly demonstrates alignment with professional and state standards. In addition, faculty continue to increase emphasis on the linkages and alignments between content areas, and align theory and practice to professional and state standards. As faculty seek to build connections between and within discipline areas to standards and standards’ based assessments, candidates’ proficiencies are increased as they, too, are asked to demonstrate the cross-curricular applications of topics, concepts, and skills and link their work to standards.

In an effort to increase the transformation of knowledge described in our model, the advanced programs are working together as communities of practice. As a result collaboration and a shared vision, faculty and candidates can better coordinate and link what is taught in one class with what is taught in another. Our community of practice model has resulted in enhanced relationships among faculty and provided stability to the advanced programs.. As we become more mature in our shared construction of knowledge and ways-of-being, our experiences will enhance our candidates’ abilities to develop as reflective practitioners and experts in their fields.

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Updated Fall, 2010

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Appendix C

2009-2010 Teacher Candidate Survey Results

MSU-Northern 2010 Graduate Survey

Please rate how well you feel the general education core you have taken has prepared you to be a lifelong learner and an active, literate participant in today's technological society.

| Answer Options | Response Percent | Response Count |
|--------------------------|------------------|----------------|
| Very Poor | 0.0% | 0 |
| Poor | 1.6% | 1 |
| Average | 32.8% | 21 |
| Well | 46.9% | 30 |
| Very Well | 18.8% | 12 |
| <i>answered question</i> | | 64 |
| <i>skipped question</i> | | 0 |

Are there general education courses or areas that were not offered that you wish you could or would have like to have taken?

Response Text

- more finance and accounting classes
- classes on writing resumes and cover letters and practicing interviewing
- Philosophy

Appendix D

School Counseling Program Self-Study

School Counseling Program Self-Study: 10.58.512

In the following narrative, the sub-standards which were noted as “Not Met” at the OPI Accreditation on-site visit, fall 2009. This document represents the results of a self-study by program faculty which addresses the essential course objectives directly relating to each “Not Met” standard. Essential evidence was provided in the Program Course Syllabi listed for each standard (e.g., texts, additional resources, objectives, and course requirements) linking candidate experiences/opportunities in meeting those standards.

1(b) demonstrate competence in developing relationships with service agencies such as community, public, private, medical, employment, and educational agencies for referral and collaborative service delivery to promote student success.

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(b):

1. Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
2. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
3. Develop awareness of resources to implement classroom guidance units and curriculum.

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(b):

1. Demonstrate knowledge, skills, and dispositions applicable to the counseling of children and adolescents;
2. Gain increased awareness of cultural/social issues related to practice with children and adolescents; and
3. Become aware of community based resources available to clients and how to effectively use resources in practice.

Objectives listed in the syllabus for CNSL 671 specific to substandard 1(b):

1. To understand the role of work in our lives and within society;
2. To develop skills and a knowledge base to assist clients to make appropriate career decisions;
3. To demonstrate an awareness of the changing nature of work, the work place; and the work force;
4. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist clients’ career decisions and career development;
5. To gain competency in the cultural and diversity (e.g., economic, gender, age) issues related to career counseling and development.

1(c) demonstrate competence in the use of theories of individual and family development and transitions across the lifespan, theories of learning and personality development, and human

behavior including developmental crisis, exceptionality, addictive behavior, psychopathology, and environmental factors that affect both normal and abnormal behavior.

Objectives listed in the syllabus for CNSL 625 specific to substandard 1(c):

1. Demonstrate knowledge, skills, and competencies of theories applicable to counseling and development,
2. Acquire theoretically based knowledge and skills in application of appropriate counseling intervention strategies to reduce the adverse impact of individual crisis and stress,
3. Develop skill in analyzing the efficacy of various counseling theories,
4. Provide practical experiences in administering appropriate therapeutic intervention strategies based on different theoretical orientations,
5. Demonstrate the ability to compare and contrast theoretical perspectives,
6. Become aware of the standards of professional ethics within the clinical context, and
7. Gain awareness of cultural issues related to theoretical constructs and possible cultural bias.

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(c):

1. Demonstrate knowledge, skills, and dispositions applicable to the counseling of children and adolescents;
2. Acquire theoretically based knowledge in application of appropriate counseling interventions/strategies in working with issues experienced by children and adolescents;
3. Develop skills and techniques for effective interventions that arise from parent-adolescent conflicts;
4. Deliver practical experiences appropriate therapeutic intervention strategies with youth;
5. Gain knowledge of the standards of professional practice and ethics pertaining to minors;
6. Gain increased awareness of cultural/social issues related to practice with children and adolescents; and
7. Become aware of community based resources available to clients and how to effectively use resources in practice.

Objectives listed in the syllabus for CNSL 654 specific to substandard 1(c):

1. Conduct a crisis interview and assessment using active listening skills.
2. Facilitate a client's basic decision-making strategy.
3. Describe and understand major components of crisis intervention
4. Develop a basic idea of how to integrate theory into crisis counseling practice.
5. Demonstrate competency with issues of multicultural diversity
6. Demonstrate ethical practices in crisis counseling and intervention, and
7. Develop influencing skills associated with client goal setting and the implementation of action strategies designed to neutralize the crisis and stabilize the client.

Objectives listed in the syllabus for CNSL 660 specific to substandard 1(c):

1. Characterize the clinically observed pharmacological effects and therapeutic used of major classes of psychotherapeutic drugs
2. Describe the neuro-chemical processes in the brain
3. Become familiar with terminology used in the field.
4. Describe the important, common side effects associated with the major classes of psychoactive drugs.
5. Explore the Internet as a resource on psychopharmacology.

Objectives listed in the syllabus for PSYC 515 specific to substandard 1(c):

1. Enhance personal effectiveness by using active listening skills
2. Research findings in psychology that support personal and professional growth.
3. Develop an understanding of the dynamics of adjustment
4. Explore interpersonal relationships, marriage, social influence and self-esteem.
5. Demonstrate competence with issues of diversity
6. Recognize gender and sexuality, career, and aging cultural transitions.

1(d) demonstrate knowledge of education philosophies, curriculum development, school organization, and management to facilitate student success in the areas of academic, career, and personal/social development.

As evidenced in the required texts and supplemental resources, the comprehensive development counseling program model used as the foundation for this course is the ASCA model. The candidates, using the ASCA model and accompanying resources, develop a K-12 school counseling program framework using the components of the ASCA's model program. An example of a student work project was available as evidence.

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(d):

1. Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
2. Know and be able to conceptualize the functions of a school counseling and guidance program.
3. Develop awareness of resources to implement classroom guidance units and curriculum.

Objectives listed in the syllabus for CNSL 671 specific to substandard 1(d):

1. To form a professional view of career development that is theoretically sound;
2. To develop skills and a knowledge base to assist clients to make appropriate career decisions;
3. To demonstrate an awareness of the changing nature of work, the work place; and the work force;
4. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist clients' career decisions and career development;
5. To become knowledgeable of ethics and professional standards for career counseling; and

6. To gain competency in the cultural and diversity (e.g., economic, gender, age) issues related to career counseling and development.

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

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(e):

1. Demonstrate knowledge, skills, and dispositions applicable to the counseling of children and adolescents;
2. Acquire theoretically based knowledge in application of appropriate counseling interventions/strategies in working with issues experienced by children and adolescents;
3. Develop skills and techniques for effective interventions that arise from parent-adolescent conflicts;
4. Deliver practical experiences appropriate therapeutic intervention strategies with youth;
5. Gain knowledge of the standards of professional practice and ethics pertaining to minors;
6. Gain increased awareness of cultural/social issues related to practice with children and adolescents.

Objectives listed in the syllabus for CNSL 652 specific to substandard 1(e):

1. To gain an understanding of the influence of critical variables in the counseling process, i.e., sex, race, ethnicity, socio-economic status, age, lifestyle;
2. To gain an understanding of the rights and protection of specific groups of individuals under the law;
3. To appreciate a wider perspective of the world, ourselves, and special groups by examining the theories of interaction of culture and personality;
4. To examine the source and accuracy of personal ethnocentric view and behaviors that impede effective cross-cultural communication.

Students will be introduced to the history of America's cultural groups, worldviews, cultural identity development models and social barriers to effective cross-cultural communications.

Objectives listed in the syllabus for CNSL 671 specific to substandard 1(e):

1. To demonstrate an awareness of the changing nature of work, the work place; and the work force;
2. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist clients' career decisions and career development;
3. To gain competency in the cultural and diversity (e.g., economic, gender, age) issues related to career counseling and development.

Objectives listed in the syllabus for PSYC 515 specific to substandard 1(e):

1. Research findings in psychology that support personal and professional growth.
2. Develop an understanding of the dynamics of adjustment
3. Explore interpersonal relationships, marriage, social influence and self-esteem.
4. Demonstrate competence with issues of diversity
5. Recognize gender and sexuality, career, and aging cultural transitions

1(f) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community with the efforts of other educators and agencies.

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(f):

1. Become familiar with historical and social perspectives of guidance and counseling in the elementary and secondary schools (K-12).
2. Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
3. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
4. Know and be able to conceptualize the functions of a school counseling and guidance program.
5. Develop awareness of resources to implement classroom guidance units and curriculum.
6. Develop awareness of Montana school governance, funding, CBA.

In addition, the comprehensive development counseling program model used as the foundation for this course is the ASCA model. The students, using the ASCA model and accompanying resources, develop a K-12 school counseling program framework using the components of the ASCA's model program. An example of a student work project was available as evidence. Essential in the ASCA model developed by the students' model program projects are elements guiding the coordination of the school counseling program with the integration of the broader school community and essential stakeholders.

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

(i) Planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program.

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(g) (i):

1. Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
2. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
3. Know and be able to conceptualize the functions of a school counseling and guidance program.
4. Develop awareness of resources to implement classroom guidance units and curriculum.

5. Develop awareness of Montana school governance, funding, CBA.

(ii) Appraising and interpreting interviews, observations, and formal assessments (e.g., aptitude, interest, achievement, and personality tests);

Objectives listed in the syllabus for CNSL 620 specific to substandard 1(g) (ii):

- 1 To apply basic knowledge of statistical concepts as related to appraisal procedures and data obtained through testing.
- 2 To acquire basic knowledge of the types of educational and psychological assessment, group testing, and the uses of computer-assisted testing.
- 3 To engage in practical experiences in administering a battery of tests, scoring, and interpreting findings appropriately including producing a useful and intelligible report based upon the testing data.
- 4 To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist client growth and development.
- 5 To become knowledgeable of ethics and professional standards for testing and understand how to protect clients' rights.

Objectives listed in the syllabus for CNSL 671 specific to substandard 1(g) (ii):

- 1 To develop skills and a knowledge base to assist clients to make appropriate career decisions;
- 2 To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist clients' career decisions and career development;
- 3 To become knowledgeable of ethics and professional standards for career counseling.

(iii) Promoting student success using developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(g) (iii):

1. Demonstrate knowledge, skills, and dispositions applicable to the counseling of children and adolescents;
2. Acquire theoretically based knowledge in application of appropriate counseling interventions/strategies in working with issues experienced by children and adolescents;
3. Develop skills and techniques for effective interventions that arise from parent-adolescent conflicts;
4. Gain increased awareness of cultural/social issues related to practice with children and adolescents; and
5. Become aware of community based resources available to clients and how to effectively use resources in practice.

Objectives listed in the syllabus for CNSL 671 specific to substandard 1(g) (iii):

1. To understand the role of work in our lives and within society;
2. To form a professional view of career development that is theoretically sound;
3. To develop skills and a knowledge base to assist clients to make appropriate career decisions;
4. To become knowledgeable of ethics and professional standards for career counseling; and
5. To gain competency in the cultural and diversity (e.g., economic, gender, age) issues related to career counseling and development.

(iv) Utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group counseling;

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(g) (iv):

- 1 Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
- 2 Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
- 3 Know and be able to conceptualize the functions of a school counseling and guidance program.
- 4 Develop awareness of resources to implement classroom guidance units and curriculum.

Objectives listed in the syllabus for CNSL 638 specific to substandard 1(g) (iv):

The overall goal of this course is to introduce prospective counselors to clinical practice, and to provide supervision for candidates as they develop their clinical skills. The phenomenon of generational poverty's impact, rural isolation on treatment is a focus. The Practicum Guide demonstrates the competencies required for candidates to know and be able to apply developmentally appropriate interventions.

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(g) (iv):

1. Demonstrate knowledge, skills, and competencies of theories applicable to counseling and development,
2. Acquire theoretically based knowledge and skills in application of appropriate counseling intervention strategies to reduce the adverse impact of individual crisis and stress,
3. Develop skill in analyzing the efficacy of various counseling theories,
4. Provide practical experiences in administering appropriate therapeutic intervention strategies based on different theoretical orientations,
5. Demonstrate the ability to compare and contrast theoretical perspectives,
6. Become aware of the standards of professional ethics within the clinical context, and
7. Gain awareness of cultural issues related to theoretical constructs and possible cultural bias.

Objectives listed in the syllabus for CNSL 661 specific to substandard 1(g) (iv):

1. Examine the various types of groups and explore the progressive stages in the group process.
2. Articulate the role of the group facilitator/leader and examine the various roles assumed by the individual group members throughout the various stages of group,
3. Explore the therapeutic forces within the group and assess the effectiveness of the varied applied techniques within the group,
4. Attain experience assessing and interpreting the group experience and ensuring results so that client insight and awareness is enhanced,

(v) Consulting with educators, family members, and other professionals regarding assessment and intervention to enhance the physical, academic, psychological, cognitive, and social development of all students.

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(g) (v):

1. Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
2. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
3. Know and be able to conceptualize the functions of a school counseling and guidance program.
4. Develop awareness of resources to implement classroom guidance units and curriculum.
5. Develop awareness of Montana school governance, funding, CBA.

Objectives listed in the syllabus for CNSL 620 specific to substandard 1(g) (v):

1. To acquire basic knowledge of the types of educational and psychological assessment, group testing, and the uses of computer-assisted testing.
2. To engage in practical experiences in administering a battery of tests, scoring, and interpreting findings appropriately including producing a useful and intelligible report based upon the testing data.
3. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist client growth and development.
4. To be aware of clinical, developmental, and environmental assessment and understand how to use test and non-test assessments as part of the overall treatment plan.
5. To become knowledgeable of ethics and professional standards for testing and understand how to protect clients' rights.
6. To gain competency in the cultural issues related to test use and aware of biases in testing.

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(g) (v):

1. Demonstrate knowledge, skills, and dispositions applicable to the counseling of children and adolescents;
2. Acquire theoretically based knowledge in application of appropriate counseling interventions/strategies in working with issues experienced by children and adolescents;
3. Develop skills and techniques for effective interventions that arise from parent-adolescent conflicts;
4. Deliver practical experiences appropriate therapeutic intervention strategies with youth;
5. Gain knowledge of the standards of professional practice and ethics pertaining to minors;
6. Become aware of community based resources available to clients and how to effectively use resources in practice.

Objectives listed in the syllabus for CNSL 671 specific to substandard 1(g) (v):

1. To develop skills and a knowledge base to assist clients to make appropriate career decisions;
2. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist clients' career decisions and career development;
3. To become knowledgeable of ethics and professional standards for career counseling; and
4. To gain competency in the cultural and diversity (e.g., economic, gender, age) issues related to career counseling and development.

Objectives listed in the syllabus for CNSL 660 specific to substandard 1(g) (v):

1. Characterize the clinically observed pharmacological effects and therapeutic used of major classes of psychotherapeutic drugs
2. Describe the neuro-chemical processes in the brain
3. become familiar with terminology used in the field.
4. Describe the important, common side effects associated with the major classes of psychoactive drugs.
5. Explore the Internet as a resource on psychopharmacology.

(vi) Utilizing prevention and intervention programs that address issues such as drugs and alcohol, conflict/anger/violence management, eating disorders, child abuse and neglect, teenage pregnancy, family relations, childhood depression and suicide, school drop-outs, grief/separation/loss issues, and crisis management.

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(g) (vi):

1. Demonstrate knowledge, skills, and dispositions applicable to the counseling of children and adolescents;
2. Acquire theoretically based knowledge in application of appropriate counseling interventions/strategies in working with issues experienced by children and adolescents;
3. Develop skills and techniques for effective interventions that arise from parent-adolescent conflicts;

4. Deliver practical experiences appropriate therapeutic intervention strategies with youth;
5. Gain knowledge of the standards of professional practice and ethics pertaining to minors;
6. Gain increased awareness of cultural/social issues related to practice with children and adolescents;
and
7. Become aware of community based resources available to clients and how to effectively use resources in practice.

Objectives listed in the syllabus for CNSL 660 specific to substandard 1(g) (vi):

1. Characterize the clinically observed pharmacological effects and therapeutic used of major classes of psychotherapeutic drugs
2. Describe the neuro-chemical processes in the brain
3. Become familiar with terminology used in the field.
4. Describe the important, common side effects associated with the major classes of psychoactive drugs.
5. Explore the Internet as a resource on psychopharmacology.

Objectives listed in the syllabus for CNSL 654 specific to substandard 1(g) (vi):

1. Conduct a crisis interview and assessment using active listening skills.
2. Facilitate a client's basic decision-making strategy.
3. Describe and understand major components of crisis intervention
4. Develop a basic idea of how to integrate theory into crisis counseling practice.
5. Demonstrate competency with issues of multicultural diversity
6. Demonstrate ethical practices in crisis counseling and intervention, and
7. Develop influencing skills associated with client goal setting and the implementation of action strategies designed to neutralize the crisis and stabilize the client.

(vii) Managing, using, analyzing, and presenting educational research, performance, and evaluation data (e.g., standardized test scores, grades, retention, and placement);

Objectives listed in the syllabus for EDUC 606 specific to substandard 1(g) (vii):

The goals and objectives of this course is to provide learners with the information and skills needed to be a critical consumer of research in the field of education, to engage the learners in dialogue concerning the same, and to engage the learners in the creation of a action research proposal which facilitates learners understanding of how to develop, interpret, conduct and evaluate educational research.

Objectives listed in the syllabus for EDUC 607 specific to substandard 1(g) (vii):

1. Understand the purpose of statistics.
2. Develop an understanding of significance and effect size and how they are connected.

- 3 Be able to construct graphs, including bar graphs, histograms, and polygons.
- 4 Define and compute each of the three basic measures of central tendency.
- 5 Understand the measures of variability and able to tell the difference between sets of scores with low versus high variability.
- 6 Describe, transform and understand the purposes of z-scores.
- 7 Determine the probability of an event.
- 8 Understand the logic of hypothesis testing.
- 9 Know when you must use the t statistic rather than a z score for hypothesis testing.
- 10 Perform an analysis of variance for the data from a single-factor, independent-measures experiment.
- 11 Understand the uses and limitations of correlation.
- 12 Recognize the experimental situations where chi-square tests are appropriate.
- 13 Develop the competencies to use a basic statistical software program.

Objectives listed in the syllabus for CNSL 620 specific to substandard 1(g) (vii):

1. To apply basic knowledge of statistical concepts as related to appraisal procedures and data obtained through testing.
2. To acquire basic knowledge of the types of educational and psychological assessment, group testing, and the uses of computer-assisted testing.
3. To engage in practical experiences in administering a battery of tests, scoring, and interpreting findings appropriately including producing a useful and intelligible report based upon the testing data.
4. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist client growth and development.
5. To be aware of clinical, developmental, and environmental assessment and understand how to use test and non-test assessments as part of the overall treatment plan.
6. To become knowledgeable of ethics and professional standards for testing and understand how to protect clients' rights.
7. To gain competency in the cultural issues related to test use and aware of biases in testing.

(viii) Acquiring new knowledge and skills, and refining existing skills through professional renewal (i.e., self-reflection, continuing education, and professional development);

Course requirements in all program courses provide candidates multiple opportunities/experiences for self-reflective journals, and the development of professional resources. In addition, all candidates are required to become members of either the American Counseling Association or the American School Counseling Association and to obtain student liability insurance during CNSL 680 and CNSL 682 (internship).

(ix) Acquiring knowledge of special education laws, rules and regulations and demonstrated competence in the knowledge of developmental and educational issues of exceptional students and their families;

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(g) (ix):

1. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
2. Develop awareness of Montana school governance, funding, CBA.

Objectives listed in the syllabus for CNSL 620 specific to substandard 1(g) (ix):

1. To examine the historical antecedents and theoretic framework that inform contemporary assessment practices.
2. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist client growth and development.
3. To be aware of clinical, developmental, and environmental assessment and understand how to use test and non-test assessments as part of the overall treatment plan.
4. To become knowledgeable of ethics and professional standards for testing and understand how to protect clients' rights.
5. To gain competency in the cultural issues related to test use and aware of biases in testing.

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(g) (ix):

1. Acquire theoretically based knowledge in application of appropriate counseling interventions/strategies in working with issues experienced by children and adolescents;
2. Deliver practical experiences appropriate therapeutic intervention strategies with youth;
3. Gain knowledge of the standards of professional practice and ethics pertaining to minors;
4. Gain increased awareness of cultural/social issues related to practice with children and adolescents; and
5. Become aware of community based resources available to clients and how to effectively use resources in practice.

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

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(h):

1. Become familiar with historical and social perspectives of guidance and counseling in the elementary and secondary schools (K-12).
2. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
3. Develop awareness of resources to implement classroom guidance units and curriculum.
4. Develop awareness of Montana school governance, funding, CBA.

Objectives listed in the syllabus for CNSL 620 specific to substandard 1(h):

1. To acquire basic knowledge of the types of educational and psychological assessment, group testing, and the uses of computer-assisted testing.
2. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist client growth and development.
3. To be aware of clinical, developmental, and environmental assessment and understand how to use test and non-test assessments as part of the overall treatment plan.
4. To become knowledgeable of ethics and professional standards for testing and understand how to protect clients' rights.
5. To gain competency in the cultural issues related to test use and aware of biases in testing.

(i) Demonstrate knowledge of the ASCA national standards for student development (academic, career, and personal/social developmental domains) and demonstrate competence integrating the national standards throughout the school counseling program;

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(i):

1. Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
2. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
3. Know and be able to conceptualize the functions of a school counseling and guidance program.
4. Develop awareness of resources to implement classroom guidance units and curriculum.

In addition, the texts and supplemental resources listed in the syllabus and required for the course are based upon the ASCA model.

Objectives listed in the syllabus for CNSL 671 specific to substandard 1(i):

To become knowledgeable of ethics and *professional standards* for career counseling.

WORKING DRAFT FALL 2010

Counselor Education/School Counseling (10.58.512) Program Gap Analyses Rubric – National Standards
(H = High focus; M = Moderate focus; L = Low focus)

| MSU Northern Counselor Education Curriculum | Montana Office of Public Instruction PEPPS | | | | | | |
|---|--|----------------------------------|--|--|-------------------------|--------------|----------------------|
| | The Institution is Accredited | Foundations of School Counseling | Contextual Dimensions of School Counseling | Knowledge and Skill Requirements for School Counselors | | | Clinical Instruction |
| | | | | Program Development, Implementation, and Evaluation | Counseling and Guidance | Consultation | |
| EDUC 606 Research Methods | H | M | M | M | L | L | L |
| EDUC 607 Educational Measurement & Statistics | H | L | M | M | L | L | L |
| PSYC 515 Psychology of Development & Adjustment | H | M | M | L | H | L | L |
| CNSL 610 K-12 Counseling Program Development and Administration | H | H | H | H | M | M | M |
| CNSL 620 Educational & Psychological Appraisal | H | M | M | H | M | H | M |
| CNSL 625 Theories of Counseling & Development | H | H | M | L | H | M | H |
| CNSL 635 Counseling Skills and Practice | H | H | M | L | H | H | H |
| CNSL 638 Counseling Practicum | H | M | H | M | H | M | H |
| CNSL 643 Child & Adolescent Counseling | H | M | M | L | M | M | M |
| CNSL 652 Multi-Cultural Counseling | H | H | H | M | H | M | M |
| CNSL 654 Crisis Intervention Counseling | H | M | H | M | M | M | M |
| CNSL 660 Counseling & Medications | H | L | M | L | M | H | M |
| CNSL 661 Group Dynamics & Counseling | H | M | H | M | M | L | M |
| CNSL 671 Career Information System | H | H | M | H | M | M | M |
| CNSL 680 Counseling | H | H | H | H | H | H | H |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| Internship OR CNSL 681 Counseling Internship- Community/Agency | | | | | | | |
|---|--|--|--|--|--|--|--|

Appendix E

PEU Committee Meeting Minutes for Tuesday, February 2, 2010

PEU Committee Meeting Minutes

Tuesday, February 2, 2010

3:15 P.M.

Cowan Hall 319

Present: Joe Callahan, Fred Smiley, Curtis Smeby, Janet Trethewey, Stacey Dolezal, Bob Johnke, Darlene Bricker, Randy Bachmeier, Steve Lockwood, Joel Soiseth, Jaakko Puisto, Charles Pollington, Will Rawn, Jan Brady, Jamie Underwood, Vaughn Rundquist, Brian Gilmartin, Vickie Clouse

Absent: Greg Kegel, John Foley, Forrest Towne, Steve Hesske, Jim Edwards, Krista Milligan, Autumn Elliot, Gregg Hester, John Snider, Brad Kolberg, Tom Welch, Darlene Sellers, Carol Reifschneider, Larry Strizich, Norton Pease, Vicki Hayes, Pam Wilson, Virgil Hawkinson, Bill Swartz, Sharon Caven

I. First Order of Business

1) Meeting Convened

Joe called the meeting to order at 3:17

II. Action Items

Janet made a motion to look at the proposals individually but approve them as a group. Jamie seconded the motion. Discussion was held.

BS Biology & Gen Sci

4XX Evolution is listed as 3XX on the Biology Program Sheet. Vicki gave a summary of the changes. CHEM is being collapsed from 3 lecture + 2 lab and will now show 5 all together.

Art Minor K-12

The Methods class we currently have only covers K-8. We need a class to cover 8-12. The new course should list K-12 on the Course Revision sheet. EDUC 310 will be replaced with a new class. EDUC 259 will be dropped from the Art Minor program only. It will be replaced with a course the meets Indian Education for All.

HPE

3 course revisions were discussed. HPE 300 and HPE 306 will add graduate level work for summer endorsement. HPE 376 is a course description update.

ENGL 328

This proposal will add graduate level coursework.

Sec Ed: English major & minor

ENGL 338 has already been approved.

No other proposals were presented. Question was called. The motion carried.

III. Review of OPI Team Report to MSUN

Errors & Omissions should be sent to Joe by February 12.

IV. Plan for addressing report and tentative timelines and responsibilities

The Dean/Unit Head will report the Plan in Progress to the Board of Education.

Fred and Darlene's duties are finished. Joe would like to ask everyone to continue working on the 6 Standard's. He will send a message to the chairs of each committee to see if they will voluntarily continue. He will also send a list of each committee's members. Each committee needs to respond to the report. Committee chairs are as follows:

Standard 1 – Darlene Bricker

Standard 2 – Curtis Smeby

Standard 3 – Pam Wilson

Standard 4 – Stacey Dolezal

Standard 5 – Janet Trethewey

Standard 6 – Carol Reifschneider

We can now move towards having both an initial and an advanced Conceptual Framework. Both CF committees should continue the work they started last year. Charles volunteered to continue with Assessment. Joe will confirm membership for all committees. A discussion was held concerning assessment for 2 CF's.

We need to respond to all areas that received Not Met or Met with Weakness. Joe will send out action plans. Each committee should send a plan to Joe by Mid-April.

There was a typo on the Cover Letter. Joe will bring it to Linda's attention.

V. Adjourn

Meeting adjourned at 4:00 p.m.

Appendix F

Updated Protocol for Advanced Programs' Assessment System

Updated Protocol for Advanced Programs' Standard 10.58.305

Revised Fall, 2010

Data collected in the advanced programs are derived from both internal and external sources.

| <u>Internal</u> | <u>External</u> |
|---|--|
| <ul style="list-style-type: none"> • Course grades and GPA • Supervisor and instructor evaluations • Portfolios at benchmarks • Course evaluations • Program faculty evaluations | <ul style="list-style-type: none"> • Field evaluations by site supervisors • Graduate surveys • Employer surveys • Employment statistics • Licensure examinations |

In addition, candidates, faculty, and programs are engaged in self-assessment:

| <i>Candidates</i> | <i>Faculty</i> | <i>Programs</i> |
|---|---|---|
| <ul style="list-style-type: none"> • Courses • Learning, growth development • Accomplishments • Areas of strength • Areas for growth • Pre-professional development plans | <ul style="list-style-type: none"> • Reflection on course evaluations • Faculty development and evaluation plans • Knowledge of content • Planning courses • Communication with candidates | <ul style="list-style-type: none"> • Alumni surveys • Graduate surveys • Employer surveys • Enrollment data • Summary Candidate performance data at benchmarks |

Assessment System for Advanced Program Candidates

| Assessment Points | Responsibility | Graduate Programs (M.S., M.Ed.) |
|--|--------------------------------------|--|
| Admission to University | Registrar; Director of Admissions | BA/BS from an accredited institution |
| Formal entry into Program: (1) Full admission or (2) | Program Admission's Committee | Profile containing: a) Biographic essay b) Letter of application with professional goals c) Resume highlighting work with people and assumption |

| | | |
|--|------------------------------|---|
| Conditional | | <p>of responsibility</p> <ul style="list-style-type: none"> d) Recommendations attesting to applicant’s suitability for graduate work e) Undergraduate cumulative GPA at 3.0 f) Graduate admission examination (MAT or GRE) g) Full admission to Counselor Education required: <ul style="list-style-type: none"> i. completion of CNSL 625 and 635, minimum ii. background check |
| Entry into internship and advanced practicum (M.Ed.) | Program faculty committee | <p>Internship application containing:</p> <ul style="list-style-type: none"> a) Resume b) Updated background check, if needed c) Advisor’s recommendations attesting to candidate’s ethically soundness and safe to practice d) Application for graduation e) All prerequisite courses completed plus at least 36 credit hours completed with a B or better f) Minimum GPA of 3.0 g) Self-statement h) Acceptance contract from site administrators |
| Program completion | Program committee; Registrar | <p>Exit requirements include:</p> <ul style="list-style-type: none"> a. Recommendations from faculty-evaluation of exit interview/portfolio (M.S. & M.Ed.) and research report (M.S.) b. Completion of all program requirements with a minimum GPA of 3.00 c. No specialized courses below a B; only one “C” allowed d. Completion of all degree requirements |

Graduate Programs Data Cycle

| Level | Responsibility | Sources for performance indicators | Benchmark |
|---------|--|--|--|
| Program | Director of Graduate Program; Faculty committees; Registrar; | <ul style="list-style-type: none"> a. Exit evaluations b. Cumulative GPA c. Graduate Surveys d. Employer Surveys e. Completers-graduation rates f. Retention rates | <ul style="list-style-type: none"> a. End of semester b. Completion of program c. 3-year cycle d. 3-year cycle e. 5-year average f. Annually |

| | | | |
|-----------|-----------------|---|---|
| | Career Services | | |
| Course | Faculty | <ul style="list-style-type: none"> a. Faculty evaluations b. Student performance on course requirements c. Evaluation from site supervisors and university supervisors (M.Ed.) | <ul style="list-style-type: none"> a. Annually b. Semester c. Internship semesters |
| Candidate | Faculty | Program faculty's meeting on candidate performance memo (initiated fall, 2010) | Semester |

Graduate Program Data Management

The programs' data management system is housed in the Office of the Director of Graduate Program by administrative support staff. All candidate admission's files are managed in this office. Faculty evaluations by candidates are collected and stored in the Provost's office.

Current status of Assessment System for Advanced Programs

Source documents for all data are available for entry into the data management system. However, the corruption of the system's files has interrupted the re-entry of data and entry of current data. Due to staff assignments, the data entry processes have been delayed. Nevertheless, due to the small numbers of candidates in the programs, faculty review the disaggregated individual candidate data together with the university generated aggregated data (program specific) to make programmatic decisions.

**Montana School for the Deaf and the Blind
Board of Public Education Committee Agenda
December 3, 2010 Meeting**

| <u>Item</u> | <u>Presenter</u> | <u>Time</u> |
|---|-------------------------|--------------------|
| 1. Student Enrollment/Evaluation | Gettel | 3 min |
| 2. Human Resources - Personnel actions | Informational | |
| 3. School Improvement - Update on strategic planning process - Update on accreditation review process | Gettel | 10 min |
| 4. Legislative Actions - Update on activities | Gettel | 5 min |
| 5. Professional Development Activities - Update on in-service training and conference attendance | Informational | |
| 6. MSDB Foundation Activities - Summary of September Board meeting | Informational | |
| 7. Conference, Meetings and Contacts | Informational | |
| 8. Budget and Finance - Update on budget | Sykes | 3 min |
| 9. Facilities and Safety - Update on maintenance projects | Sykes | 3 min |
| 10. School Calendar of Events | Informational | |
| 11. Student News | Informational | |
| 12. Public Comment for Non Agenda Items | | |

PRELIMINARY AGENDA ITEMS

February 17-18, 2011

Helena, MT

- Exiting Board Member – Last Meeting
- MACIE Update
- Annual School Food Services Report
- Assessment Update
- Federal Update
- Alternative Standards Requests & Renewals
- Accreditation Status Recommendations –
Conference Call (If Necessary)
- Accreditation Report
- Material & Non-Performance Hearing BPE
Case #2010-07
- Denial Hearing BPE Case #2010-08