Montana State Capitol Building
Room 455
Helena, MT

September 11-12\textsuperscript{th}, 2014

\textit{BOARD OF PUBLIC EDUCATION}
AGENDA
BOARD OF PUBLIC EDUCATION
MEETING AGENDA

September 11th, 2014
State Capitol Building, Room 455
Helena, MT

Thursday September 11th, 2014
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

(items may be pulled from Consent Agenda upon request)

A. Correspondence
B. July 3rd, 2014 Conference Call Minutes
C. July 17th, 2014 Minutes
D. Financials
E. Annual Agenda Calendar
F. 2015 Meeting Calendar
G. Committee Appointments
H. Updated BPE Goals
I. Updated BPE By Laws

ADOPT AGENDA

INFORMATION ITEMS

❖ REPORTS – Sharon Carroll (Items 1-6)

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 1

CHAIRPERSON’S REPORT
Sharon Carroll
• Election of Officers
• Approve Public Comment Guidelines
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.

- MACIE NOMINATIONS
  - Jennifer Smith, Billings Public Schools
  - Georgia Gourneau, MEA-MFT

DISCUSSION ITEMS

Item 4   COMMISSIONER OF HIGHER EDUCATION’S REPORT
Commissioner Clayton Christian

Item 5   GOVERNOR’S OFFICE REPORT
Shannon O’Brien

Item 6   STUDENT REPRESENTATIVE’S REPORT
Greta Gustafson

DISCUSSION ITEMS

***TIME CERTAIN AT 10:00***

- EXECUTIVE COMMITTEE – Sharon Carroll (Items 7-8)

Item 7   STUDENT LEARNING THROUGH STAFF COLLABORATION
Helena School District

Item 8   HIGH SCHOOL READING INTERVENTION PROGRAM
Helena School District

- DIGITAL ACADEMY LIAISON – Paul Andersen (Items 9-10)

Item 9   MONTANA DIGITAL ACADEMY REPORT
Bob Currie

Item 10  ED READY REPORT
Bob Currie

- MACIE LIAISON – Mary Jo Bremner (Item 11)

Item 11  MACIE Update
Norma Bixby
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 – John Edwards (Items 12-19)

  Item 12 RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING OF ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE
  Dennis Parman

  Item 13 RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING OF ARM TITLE 10, CHAPTER 58, PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS
  Dr. Linda Peterson, Michael Hall, Patty Muir

  Item 14 RECOMMEND APPROVAL OF THE CAEP/MONTANA STATE AGREEMENT
  Dr. Linda Peterson

  ***TIME CERTAIN AT 1:30 PM THURSDAY SEPTEMBER 11TH, 2014***

  Item 15 RECOMMEND APPROVAL OF PROVISIONAL ACCREDITATION OF THE BACHELOR OF SCIENCE IN SECONDARY EDUCATION-MATHEMATICS AT SALISH KOOTENAI COLLEGE
  Dr. Linda Peterson, Dr. Cindy O'Dell

  ***TIME CERTAIN AT 2:00 PM THURSDAY SEPTEMBER 11TH, 2014***

  Item 16 CONTESTED CASE HEARING OF BPE CASE #2014-01
  Rob Stutz

  Item 17 CONTESTED CASE HEARING OF BPE CASE #2014-02
  Rob Stutz

  Item 18 CONTESTED CASE HEARING OF BPE CASE #2014-03
  Rob Stutz

  Item 19 DISMISSAL OF BPE CASE #2013-02
  Rob Stutz

DISCUSSION

- ASSESSMENT COMMITTEE – Paul Andersen (Item 20)

  Item 20 ASSESSMENT UPDATE
  Judy Snow

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.

❖ ACCREDITATION COMMITTEE – Bernie Olson (Items 21-22)

Item 21  RECOMMEND APPROVAL OF THE ADDENDUM TO THE 2013-14 FINAL ACCREDITATION STATUS OF ALL SCHOOLS
Dr. Teri Wing

Item 22  RECOMMEND APROVAL OF THE NOTICE OF PUBLIC HEARING OF ARM TITLE 10, CHAPTER 63, PRESCHOOL STANDARDS
Dennis Parman

❖ MSDB LIAISON - Lila Taylor (Items 23-24)

Item 23  APPROVE AMENDMENT TO ARM TITLE 10, CHAPTER 59, MSDB FOUNDATION
Pete Donovan

DISCUSSION ITEM

Item 24  MSDB REPORT
Donna Sorensen, MSDB Superintendent

PUBLIC COMMENT

FUTURE AGENDA ITEMS November 13-14th, 2014
MACIE Annual Report
Assessment Update
Federal Update
Accreditation Report
Annual Renewal Unit Providers List – C
Alternative to Standards Requests

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 8 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed “time certain”. Action may be taken by the Board on any item listed on the agenda. Public comment is welcome on all items but time limits on public comment may be set at the Chair’s discretion.

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

A. Pledge of Allegiance
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I. Updated BPE By Laws
August 27, 2014

Angus Maciver
Deputy Legislative Auditor
Performance and Information Systems Audits
P.O. Box 201705
Helena MT 59620-1705

Dear Mr. Maciver,

Below is our response to your request dated August 8, 2014 regarding the recommendation to the Montana Board of Public Education on Bus Driver Qualification Rules.

On January 6, 2014 the proposed rule change was introduced to the BPE, and discussed at subsequent meetings on March 14, 2014 and May 8, 2014. The BPE scheduled and held a hearing at the Office of Public Instruction on June 26, 2014, during that hearing there was one comment made and discussed.

At the regular meeting of the BPE on July 17, 2014 the rule, with a few minor changes, came before the board and was approved unanimously. Those changes have been included with this letter for your review.

The Montana Board of Public Education implemented the Bus Driver Qualification Rules effective August 8, 2014. The adoption notice was sent to the Secretary of State’s office on July 28, 2014 to be included in the MAR publication which went out on August 7, 2014.

If you have any questions or need more information regarding the process of implementing this rule, please feel free to contact me at any time.

Sincerely,

Pete Donovan
Executive Director
Board of Public Education
TIMELINE
Bus Driver Qualification Rules
Updated April 3, 2014

- Proposed rule changes introduced to BPE ........................................ 1/6/14
- Proposed notice to BPE .................................................................... 3/14/14
- Proposed notice to BPE .................................................................... 5/8/14
- Proposed notice to SOS for notice in MAR ........................................ 5/12/14
- MAR publication out ......................................................................... 5/22/14
- Hearing date .................................................................................... 6/26/14
- Final Public Input deadline ................................................................. 6/26/14
- Adoption Notice to BPE ................................................................. July, 2014 meeting
- Adoption notice to SOS for notice in MAR ...................................... 7/28/14
- MAR publication out ....................................................................... 8/7/14
- Effective Date of Rules .................................................................. 8/8/14
BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of ARM 10.64.201 pertaining to school bus drivers ) NOTICE OF PUBLIC HEARING ON PROPOSED AMENDMENT )

TO: All Concerned Persons

1. On Wednesday, June 26, 2014 at 10:00 a.m., the Board of Public Education will hold a public hearing in the Superintendent’s conference room at the Office of Public Instruction, 1227 11th Avenue, Helena, Montana, to consider the proposed amendment of the above-stated rule.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on June 19, 2014, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rule as proposed to be amended provides as follows, new matter underlined, deleted matter interlined:

10.64.201 SCHOOL BUS DRIVERS QUALIFICATIONS (1) In addition to the school bus driver qualifications specifically set forth in section 20-10-103, MCA, the Board of Public Education requires that a person shall have school bus drivers must obtain a Montana school bus driver certificate (form TR-35) pursuant to the requirements of ARM 10.7.111, by submitting proof of the following:
   (a) a minimum of five years of licensed driving experience to qualify to drive a school bus;
   (b) no record of criminal offenses indicating they may be dangerous to children, as evidenced by a criminal background check provided to and approved by the school district prior to initial employment;
   (c) a satisfactory report of a physical examination as prescribed by 20-10-103, MCA;
   (d) a current first aid certificate meeting the requirements of ARM 10.7.111;
   (e) a properly endorsed commercial driver’s license (CDL) with continuing compliance with all of the requirements associated with that license; and
   (f) a safe driving record, which may not have evidence of any of the following:
      (i) more than one moving traffic violation within any 12 month period of the preceding 36 months;
      (ii) any conviction for driving under the influence of alcohol or drugs within the preceding 36 months; or
      (iii) a conviction resulting in mandatory revocation or suspension of a driver’s

MAR Notice No.10-64-266
license in the previous five years.

AUTH: 20-2-121, MCA
IMP: 20-10-103, 20-10-111, MCA

REASON: A 2013 Legislative Audit on Pupil Transportation recommended the establishment of criteria for, and review of, bus driver license status and character qualifications. The Board of Public Education establishes the qualifications of bus drivers pursuant to 20-10-103 and 20-2-121, but does not have a system of licensure for school bus drivers. As such, the hiring school districts should have the authority, responsibility and discretion to review and consider criminal background information on prospective driver employees to address safety concerns related to unsupervised contact with students.

Commercial driver licenses (CDLs) are regulated by the US Department of Transportation and Montana Department of Justice, Motor Vehicle Division. There are strict driving requirements already in place for initial licensure, specialized endorsements, and on-going retention of a CDL. Employers must be notified of driving violations resulting in any suspension or revocation of a CDL. Compliance with existing CDL regulations addresses review of driving records for bus drivers.

4. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 10:00 a.m., June 26, 2014

5. Peter Donovan has been designated to preside over and conduct this hearing.

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

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

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

9. With regard to the requirements of 2-4-111, MCA, the board has determined that the amendment of the above-referenced rule will not significantly and directly impact small businesses.

Peter Donovan
Rule Reviewer

Sharon Carroll
Board Chair
Board of Public Education

Certified to the Secretary of State May 12, 2014.
BOARD OF PUBLIC EDUCATION
CONFERENCE CALL MEETING MINUTES
JULY 3\textsuperscript{RD}, 2014
46 N LAST CHANCE GULCH, SUITE 2B
HELENA MT

July 3\textsuperscript{rd}, 2014
2:00 PM

CALL TO ORDER
Meeting was called to order at 2:01 PM by Chair Sharon Carroll.

Board members present on the call included: Ms. Sharon Carroll, Chair; Mr. Bernie Olson, Vice Chair; Ms. Lila Taylor; Mr. Paul Andersen; Ms. Mary Jo Bremner. Absent: Mr. John Edwards; Ms. Erin Williams. Staff present included: Mr. Pete Donovan, Executive Director-Board of Public Education; Ms. Kris Stockton, Administrative Assistant, Board of Public Education. Guests on the call included: Ms. Donna Schmidt, MSDB; Ms. Judy Scharmag, MSDB; Ms. Joan Kavalla, MSDB; Ms. Paula Mix, MSDB. Guests at the BPE Office included: Ms. Emily LaSalle, MSDB Outreach Consultant, Helena.

Ms. Carroll announced that Ms. Donna Sorensen is the candidate the MSDB Committee is recommending for the position of Superintendent of the MSDB.

Ms. Carroll then read the Statement of Public Participation.

PUBLIC COMMENT
No public comment was made.

ADOPT AGENDA
Mr. Bernie Olson moved to adopt the agenda as presented. Mr. Paul Andersen seconded the motion.

No discussion. Motion passed unanimously.

Ms. Carroll read the Executive Session statement and at 2:07 PM the Board went into Executive Session with Ms. Sorensen to discuss the nomination for the MSDB Superintendent. Members of the public on the call and in attendance were asked to leave temporarily.

ITEM 1
SUMMARY OF MSDB SUPERINTENDENT INTERVIEWS
Pete Donovan

At 2:30 PM the Board came out of Executive Session and members of the public were allowed back on the conference call and to return to the Board offices.
ACTION ITEM

PUBLIC COMMENT

The public was afforded the opportunity to comment before the Board on the action items listed on the agenda prior to final Board action.

Item 2 REQUEST APPROVAL OF MSDB COMMITTEE RECOMMENDATION FOR SUPERINTENDENT FOR THE MONTANA SCHOOL FOR THE DEAF AND BLIND

Mr. Bernie Olson moved to offer the MSDB Superintendent contract to Ms. Donna Sorensen for a period of one year at a salary of $90,000 with the stipulation that she begin work on her superintendent endorsement as required by Administrative Rule. Motion seconded by Ms. Lila Taylor.

Ms. Donna Schmidt stated that she was pleased with the committee’s selection. Motion passed unanimously.

ADJOURN

Mr. Bernie Olson moved to adjourn the meeting. Motion seconded by Ms. Mary Jo Bremner.

No discussion. Motion passed unanimously.

Meeting adjourned at 2:39 PM.
CALL TO ORDER
The meeting was called to order by Chair Carroll at 8:05 AM.
Board members present included: Ms. Sharon Carroll – Chair; Mr. Bernie Olson – Vice Chair; Ms. Lila Taylor; Mr. Paul Andersen; Mr. John Edwards; Ms. Erin Williams; Ms. Mary Jo Bremner; absent Ms. Greta Gustafson. Ex-officio members: Superintendent Denise Juneau; Associate Commissioner Neil Moisey; Ms. Amy Williams, OCHE; Governor’s Education Policy Advisor Ms. Shannon O’Brien. Guests present included: MSDB Superintendent Ms. Donna Sorensen; Mr. Dennis Parman, OPI; Ms. Nancy Coopersmith, OPI; Dr. Linda Peterson, OPI; Ms. Ann Gilkey, OPI; Ms. Shannon Koenig; OPI; Mr. Marco Ferro, MEA-MFT; Mr. Frank Podobnik, OPI; Ms. Margaret Bowles, OPI; Ms. Deb Halliday, OPI; Ms. Debra Lamm, Livingston;

PUBLIC COMMENT
Ms. Lori Gilbert Lee, Billings; regarding Common Core math.

CONSENT AGENDA APPROVAL
Ms. Lila Taylor requested the minutes be pulled and revised to remove the motion for approval of a one month contract extension for Superintendent Gettel. The extension was not needed as Mr. Gettel’s contract is effect through June 30, 2015. Remaining Consent Agenda approved as presented.

Ms. Lila Taylor moved to approve the revised minutes. Motion seconded by Mr. Bernie Olson.

No discussion. Motion passed unanimously.

ADOPT AGENDA

Mr. Bernie Olson moved to adopt the agenda as presented. Motion seconded by Mr. John Edwards.

No discussion. Motion passed unanimously.

INFORMATION ITEMS

 REPORTS – Sharon Carroll (Items 1-7)

Item 1 CHAIRPERSON’S REPORT
Sharon Carroll
- September Meeting location
Ms. Carroll announced that the September meeting will be located in Helena this year.
Item 2  EXECUTIVE DIRECTOR REPORT
Pete Donovan
Mr. Donovan discussed the CSPAC review of Chapter 57 and Chapter 58 and thanked them for their hard work, and the work of the OPI staff. Mr. Donovan announced the new attorney from Agency Legal Services, Rob Stutz, who will be at the meeting later today, and thanked Chair Carroll for her commitment to the Board.

Item 3  STATE SUPERINTENDENT’S REPORT
State Superintendent Denise Juneau
Superintendent Juneau thanked the Board and Mr. Donovan for their hard work for public education in Montana. The Superintendent reviewed continuing projects at the Office of Public Instruction including the Summer Six reading program, work on Chapters 57 and 58, Early Childhood, and Graduation Matters Montana.

Item 4  COMMISSIONER OF HIGHER EDUCATION’S REPORT
Dr. Neil Moisey
Dr. Moisey updated the Board on ongoing projects at the Commissioner’s Office including a recent 2 day tour of MSU, UM, and MT Tech, the Ed Ready project in conjunction with the Governor’s Office with funding from the Washington Corporation, the Developmental Education Council, and work being done on a universal math placement test. Dr. Moisey also discussed the Dual Credit Incentive Program and introduced Ms. Amy Williams as the new Coordinator and turned the presentation over to her. Ms. Williams discussed 3 items: 1) new policy from OCHE for concurrent enrollment allowing for a temporary waiver for teachers with a Master’s Degree but lacking the 9 necessary credits in the major to teach a dual enrollment course, while working on completing the 9 graduate credits. 2) Dual Credit Incentive Program – program which rewards current instructors with a credit for credit coupon good for 3 credits in classes at an MUS school. Credits can be used or shared with others, or pooled to create a scholarship. 24 credits can be saved and used at once, or used as they are received. 3) New position at OCHE to oversee the program for a single point of contact. This new position is what Ms. Williams is filling and she briefly described what she will be doing in her new position. Ms. Williams fielded questions from the Board.

***TIME CERTAIN 9:00 AM***

Item 5  GOVERNOR’S EDUCATION REPORT
Governor Bullock
Governor Bullock addressed the Board and discussed education in Montana: where it is, where it is going, and how it can be improved. Governor Bullock discussed his Early Childhood Education plans and the plans for that project as it rolls out. Governor Bullock added that both he and his staff stand ready to support the Board as they embark on reviewing the new Early Childhood Standards and in working through the process.

Item 6  GOVERNOR’S OFFICE REPORT
Shannon O’Brien
Dr. O’Brien filled the Board in on other projects in the Governor’s office in addition to the Early Childhood work including: key industry networks working together collaboratively on educational matters, continued work to support K-12 teachers and administrators, Graduation Matters Montana, Smart Schools, a program in partnership with DEQ for energy savings and green practices in our schools, the Jobs for Montana Graduates program and recognition it is receiving at the national level. Higher Education work includes Ed Ready, Dual Enrollment Incentives, and the recent Research and Economic Development tour.
Item 7  STUDENT REPRESENTATIVE’S REPORT
Greta Gustafson
Chair Carroll read a brief report from Student Representative Greta Gustafson who could not attend the meeting due to her qualifying for the National Finals High School Rodeo taking place this week. Ms. Gustafson will give a full report to the Board on her student activities at the September meeting.

DISCUSSION ITEMS

❖ EXECUTIVE COMMITTEE – Sharon Carroll (Items 8-12)

PUBLIC COMMENT
Chair Carroll called for additional public comment from attendees who were unable to speak the previous day at the Strategic Planning session.

Ms. Lucinda Hardy from Columbia Falls also gave public comment regarding the Public Comment Guidelines the Board discussed at the Strategic Planning Meeting.

Item 8  SPECIAL EDUCATION ANNUAL REPORT
Frank Podobnik
Mr. Frank Podobnik from the Office of Public Instruction presented the Special Education Annual Report to the Board. Highlights included an increase in federal funding for this year, the work of the School Based Mental Health Coordinator in the Office of Public Instruction, and Multi-Tiered Systems of Support (MTSS). Mr. Podobnik thanked the Board for their selection of Ms. Sorensen as the new Superintendent for the School for the Deaf and Blind. Mr. Podobnik fielded questions from Board members.

Item 9  HiSET ANNUAL REPORT
Margaret Bowles
Ms. Bowles updated the Board on the previous year’s activities and progress with the new High School Equivalency Test (HiSET), how the implementation occurred and successes throughout the year.

Item 10  GRADUATION MATTERS MONTANA REPORT
Deb Halliday
Ms. Deb Halliday presented a video on Graduation Matters Montana to the Board, and then discussed the program, its objectives, what different schools are doing with Graduation Matters, community partner involvement, student involvement, and the progress the program is making.

Item 11  MONTANA PROVIDERS OF PROFESSIONAL LEARNING NETWORK REPORT
Jean Howard
Ms. Howard presented to the Board the Professional Learning Network Report. The network supports teachers with the implementation of the new Common Core Standards.

Item 12  REPORT ON COST ASSUMPTIONS OF THE IMPLEMENTATION OF ARM TITLE 10, CHAPTERS 57, 58, AND 63
Dennis Parman
Mr. Parman presented to the Board any fiscal impact that may be attached to the implementations of Chapters 57, 58, and 63.

❖ LICENSURE COMMITTEE – John Edwards (Items 13-17)

Item 13  REPORT ON THE REVISION PROGRESS OF ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE
Dennis Parman

Mr. Parman briefly updated the Board on the progress of the Chapter 57 revisions, how the revisions were done, the timeframe for the revisions, and the progress of the revisions to date. The Certification Standards and Practices Advisory Council has reviewed the changes.

Item 14 REPORT ON THE REVISION PROGRESS OF ARM TITLE 10, CHAPTER 58, PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS

Dr. Linda Peterson, Patty Muir, Michael Hall

Dr. Linda Peterson, Ms. Patty Muir, and Mr. Michael Hall gave a joint presentation on the review process for Chapter 58, the stakeholders involved, how the new standards differ from the old standards, and what the timeline for implementation looks like.

Break for lunch at 12:07 PM.
Return for lunch at 1:34 PM.

ACTION PUBLIC COMMENT

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Item 15 DISMISSAL OF APPEAL OF EDUCATOR LICENSE, BPE CASE #2013-02

Rob Stutz

Case moved to September meeting upon the request of Board member Edwards.


Dr. Linda Vrooman Peterson, Regina Sievert, Dr. Janet Thomson, Team Chair

Dr. Peterson reviewed the review of the Bachelor of Science-Secondary Education Broadfield Science at Salish Kootenai College. Ms. Sievert gave a review of the program at Salish Kootenai for the Board and where their graduates are placed and in what type of teaching positions. Dr. Peterson then requested approval of the program by the Board from provisional status to regular accreditation status

Mr. John Edwards moved to approve the State Exit Report from the April 2014 Follow-up Review and Regular Accreditation of the Bachelor of Science-Secondary Education-Broadfield Science at Salish Kootenai College. Ms. Mary Jo Bremner seconded the motion.

No discussion. Motion passed unanimously.

Item 17 RECOMMEND APPROVAL OF THE STATE EXIT REPORTS FROM THE FOCUSED REVIEWS IN NOVEMBER 2013 AND APRIL 2014 AND REGULAR ACCREDITATION OF THE DEPARTMENT OF EDUCATION AT THE UNIVERSITY OF GREAT FALLS

Dr. Linda Vrooman Peterson, Dr. Tim Laurent, UGF, and Dr. Janet Thomson, Team Chair

Dr. Peterson gave a background to the Board of the accreditation review at the University of Great Falls in which the Social Studies program was found deficient. The school reviewed the program and decided to rewrite the framework for the program in order to maintain the program. Dr. Laurent addressed the Board and explained the process to rebuild the Social Studies program at the University.
Mr. John Edwards moved to approve the State Exit Reports from the Focused Reviews in November 2013 and April 2014 and Regular Accreditation of the Department of Education at the University of Great Falls. Motion seconded by Ms. Lila Taylor.

Discussion from Board member Taylor. Motion passed unanimously.

❖ ACCREDITATION COMMITTEE – Bernie Olson (Items 19-20)

Item 19 RECOMMEND APPROVAL OF THE 2013-14 FINAL ACCREDITATION STATUS OF ALL SCHOOLS
Dr. Teri Wing

Dr. Wing discussed the timeline for the Accreditation report and approval by the Board of Public Education. Dr. Wing discussed the past year with the new TEAMS system and issues encountered with bringing on a new system, then walked through the report with the Board and requested the Board’s approval of the accreditation report as presented.

Mr. Bernie Olson moved to approve the 2013-14 Final Accreditation Status of All Schools as presented. Motion seconded by Ms. Erin Williams.

No discussion. Motion passed unanimously.

❖ EXECUTIVE COMMITTEE – Sharon Carroll (Item 18)

Item 18 RECOMMEND ADOPTION OF THE AMENDMENTS OF ARM TITLE 10, CHAPTER 64 SCHOOL BUS DRIVER QUALIFICATIONS
Donell Rosenthal

Ms. Rosenthal discussed the hearing held on June 26th, 2014, the public comment received, and requested the Board approve the amendments to ARM 10.64.201.

Mr. John Edwards moved to approve the Superintendent’s recommendation to approve the revisions of the Administrative Rules of Montana Title 10, Chapter 64, School Bus Driver Qualifications. Motion seconded by Mr. Paul Andersen.

No discussion. Motion passed unanimously.

Item 20 RECOMMEND APPROVAL OF THE PROPOSED TIMELINE FOR ARM TITLE 10, CHAPTER 63, PRE SCHOOL STANDARDS
Dennis Parman

Mr. Parman discussed the process in creating the new standards for ARM Title 10, Chapter 63 PreSchool Standards and that a timeline is set for completion by the end of the 2014 calendar year. Mr. Parman discussed that the Board may wish for CSPAC to review the new standards as part of the council’s purview. Mr. Parman requested approval of the timeline. A brief discussion regarding the timeline and comments from Dr. O’Brien were heard. Draft rules are expected to be delivered to the Board within a week. The timeline was amended to reflect that change from July 17th, 2014 to July 24th, 2014. Mr. Parman walked through the timeline.

Mr. Bernie Olson moved to approve the proposed timeline for ARM Title 10 Chapter 63 beginning July 24th, 2014. Ms. Erin Williams seconded the motion.

Discussion on the timeline by the Board.
Public comment from Ms. Debra Lamm, Ms. Karen Cox.

Motion passed unanimously.

DISCUSSION ITEMS

* MSDB LIAISON - Lila Taylor (Items 21-23)

Item 21  MSDB REPORT
Lila Taylor

- Update on MSDB Superintendent Search

Chair Carroll announced the hiring of Ms. Donna Sorensen and asked her to join the Board at the table. Ms. Taylor asked Mr. Donovan to review for the Board the process that was used to write the position description, announce the vacancy, review applications, interview, and hire. Mr. Donovan briefly discussed the hiring process.

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 22  RECOMMEND APPROVAL OF PROPOSAL TO AMEND ARM TITLE 10, CHAPTER 59, MSDB FOUNDATION
Pete Donovan

Ms. Lila Taylor moved to approve the amendment to ARM Title 10, Chapter 59 MSDB Foundation. Motion seconded by Mr. Bernie Olson.

No discussion. Motion passed unanimously.

Item 23  RECOMMEND APPROVAL OF MSDB SCHOOL POLICIES
Lila Taylor

Suggestion made by Mr. John Edwards that Ms. Sorensen review the policies for any changes rather than the Board adopting policies by the outgoing Superintendent.

Item moved to future meeting, no earlier than November 2014.

Ms. Carroll recommended dispensing with the monthly MSDB Committee meetings until the September BPE meeting where the new Superintendent will present to the Board and a new schedule of MSDB Committee meetings will be determined.

FUTURE AGENDA ITEMS September 11-12th, 2014

Set Annual Agenda Calendar – C
Election of Board Officers
Committee Appointments – C
BPE Goal Review
MACIE Update
MSDB Superintendent Goals
Assessment Update
Federal Update
MACIE Renewal (Even Years) – C


Accreditation Report

PUBLIC COMMENT
Public Comment from Mr. Marco Ferro, MEA-MFT commenting on the MT-PEC support of the Chapter 57 revisions, as well as the Chapter 58 revisions, and the new Chapter 63 Standards.

Ms. Debra Lamm, Livingston, asked if the September meeting would have an Assessment update on Smarter Balanced, and how does the public get information on Board Conference Call meetings, then commented on the Early Childhood Standards and school choice.

Ms. Lori Gilbert, Billings, concerned parent, gave public comment regarding Early Childhood Standards.

Ms. Karen Cox, Billings, concerned parent, gave public comment regarding Early Childhood Standards.

ADJOURN

Mr. Bernie Olson moved to adjourn the meeting of the Board of Public Education July 17th, 2014 at 3:47 PM. Motion seconded by Ms. Erin Williams.

No discussion. Motion passed unanimously.

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 8 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.

Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed “time certain”. Action may be taken by the Board on any item listed on the agenda. Public comment is welcome on all items but time limits on public comment may be set at the Chair’s discretion.

The Board of Public Education will make reasonable accommodations for known disabilities that may interfere with an individual’s ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: kmstockton@mt.gov or phone at 444-0302.
BOARD OF PUBLIC EDUCATION
ANNUAL AGENDA CALENDAR January 2015 – November 2015
(Proposed Items from OPI are in italics – C symbolizes Consent Agenda)

JANUARY 16, 2015 HELENA
Exiting Board Member-Last Meeting
Transportation Report
MACIE Update
Annual School Food Services Report
Assessment Update
Federal Update
Accreditation Report
5 YCEP Process Update
Educator Preparation Program Report

MARCH 12-13, 2015 HELENA
BASE Aid Payment Schedule
Assessment Update
Alternative Standards Request & Renewals
MACIE Update
Federal Update
Accreditation Report
Annual School Food Services Report

MAY 7-8, 2015 GREAT FALLS
CSPAC Appointments
Student Representative Last Meeting
BASE Aid Payment Schedule – C
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Executive Director Performance Evaluation
MSDB Superintendent Performance Evaluation & Contract Extension Discussion
Establish Executive Staff Salaries

SEPTEMBER 10-11, 2015 HELENA
Set Annual Agenda Calendar - C
Election of Board Officers
Committee Appointments - C
BPE Goal Review - C
MACIE Update
Superintendent Goals
Assessment Update
Federal Update
MACIE Renewal (Even Years) - C
Youth Risk Behavior Survey Update (Odd Years)
School Climate

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MACIE Annual Report
Joint MACIE/BPE/OPI Meeting
Assessment Update
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Alternative Standards Request
Accreditation Report
Exiting Board Member Recognition
Annual Renewal Unit Providers (List) - C

JULY 15-17, 2015, 2014 HELENA
Strategic Mtg.–Review Bylaws & Operational Rules
CSPAC/BPE Joint meeting
Annual CSPAC Report
MACIE Update
Annual GED Report
Special Education Report
Assessment Update
Federal Update
Accreditation Report
### 51010 Board of Public Education

#### ORG Budget Summary by OBPP Prog, Fund, Subclass

Data Selected for Month/FY: 01 (Jul)/2015 through 02 (Aug)/2015

This report compares ORG Budgets (ORG_BD) to Actuals expended amounts.

#### Business Unit
(All)

#### Program Year
(All)

#### FY_BudPer
(All)

#### Month
(All)

#### Source of Auth
(All)

#### Fund Type
(All)

#### Account
(All)

#### Acct Lvl 1
(All)

#### Account Type
E

#### Project
(All)

#### Ledger
(All)

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2015 SCHEDULE

January 16th, 2015 (1 day conference call)                     Helena, MT
March 12-13, 2015                                            Helena, MT
May 7-8th, 2015                                               Great Falls, MT
July 15-17, 2015                                             Helena, MT
September 10-11, 2015                                        TBD
November 12-13, 2015                                         Helena, MT
STANDING COMMITTEES

Executive Committee
Sharon Carroll, Chair
Bernie Olson, Vice Chair
Pete Donovan

Accreditation Committee
Bernie Olson, Chair
Erin Williams, Member
Lila Taylor, Member
Sharon Carroll, Ex-Officio Member

Licensure Committee
John Edwards, Chair
Lila Taylor, Member
Sharon Carroll, Ex-Officio Member

MSDB Committee
Bernie Olson, Member
Sharon Carroll, Chair
Lila Taylor, Member

Legislative Committee
Lila Taylor, Member
John Edwards, Member
Erin Williams, Member

Assessment Committee
Paul Andersen, Chair
Sharon Carroll, Ex-Officio Member

ADVISORY GROUP LIAISONS
CSPAC - John Edwards
MACIE - Mary Jo Bremner
Montana Digital Academy – Paul Andersen

Education and Local Government
Interim K-12 Subcommittee
Sharon Carroll
Bernie Olson
Lila Taylor
Pete Donovan

08/26/2014
BPE MISSION STATEMENT AND GOALS

Mission Statement: The Montana Constitution created and empowered the Board of Public Education to supervise, serve, maintain, and strengthen Montana’s system of free quality public elementary and secondary schools.

GOALS:

Goal 1: Promote a safe learning environment.

Goal 2: Evaluate the Board’s accreditation standards to ensure they are contemporary and effective to improve quality education for all Montana students.

Goal 3: Foster quality teaching and administration.

Goal 4: Prepare all Montana students for work, post-secondary education, and civic life.

Goal 5: Exercise the Board’s constitutional and statutory authority to improve schools.

Goal 6: Recognize and fulfill the Board’s statutory obligation to the School for the Deaf and Blind.

Revised July 16th, 2014
STATE OF MONTANA
BOARD OF PUBLIC EDUCATION

BYLAWS

Article I. Name

The legal name of the Board is the Board of Public Education.

Article II. Objective

The objective of the Board is to carry out its constitutional and statutory responsibility to exercise general supervision, in cooperation with the Superintendent of Public Instruction, over the public school system and other such public educational institutions as may be assigned by law.

Article III. Membership

The Board consists of seven members appointed by the Governor and confirmed by the Senate. Not more than four may be from each of the two commission districts per MCA 5-1-102 (2) (a) (b), and not more than four may be affiliated with the same political party. The Governor, Superintendent of Public Instruction and Commissioner of Higher Education are ex officio, non-voting members of the Board. There is also a non-voting student member. The terms of members appointed to the Board shall be seven years. When a vacancy occurs, the Governor shall appoint a member for the remainder of the term of the incumbent. Members appointed to the Board, before discharging their duties, shall take and subscribe to the constitutional oath of office.

Article IV. Officers

The officers of the Board shall consist of a Chairperson and Vice Chairperson. The Chairperson and Vice Chairperson shall be elected among the appointed membership for the period of one year; annual reelection is permissible. Election of the Chairperson and Vice Chairperson shall be conducted by voice vote. The Chairperson and Vice Chairperson elect shall assume their respective office upon adjournment of the meeting at which they were elected. If the office of the Chairperson or Vice Chairperson is vacated prior to the expiration of the term, the Board will hold an election to fill the vacated office; the newly elected officer will serve for the remainder of the unexpired term and assume the gavel immediately. The duties of the Chairperson shall include presiding at meetings, participation in the construction of meeting agendas and appointing all committees. The Chairperson shall vote on all matters. In the absence of the
Chairperson, the Vice Chairperson shall preside and shall perform such duties as are prescribed for the Chairperson.

**Article V. Executive Director**

The Board shall appoint, prescribe the term and duties, and establish the salary of the Executive Director. The Executive Director shall serve as administrator to the Board and also as liaison between the Board and the Superintendent of Public Instruction, the Commissioner of Higher Education, the Legislature and the Governor’s office.

**Article VI. Meetings**

According to law, the Board shall meet at least quarterly. Special meetings may be called by the Governor, the chairperson of the Board, the Executive Director, or a request in writing of four regular appointed members. When necessary, the Board may hold meetings for resolution of specific agenda items either by a meeting in person, by conference call or by a combination of both. In the case of a special meeting, the Executive Director shall notify each regular and ex officio member either by e-mail, mail, or by telephone sufficiently in advance of the meeting to allow all Board members to travel to the meeting site from their principal Montana residence.

In case of a conference call, twenty-four hours prior to the meeting shall be deemed adequate notice.

The Board of Public Education and the Board of Regents shall meet at least twice yearly as the State Board of Education per MCA 20-2-101.

**Article VII. Quorum**

A majority of the appointed members shall constitute a quorum for the transaction of business.

**Article VIII. Committees**

Standing committees shall be as follows:

1. An Executive Committee: composed of the Chairperson, Vice Chairperson and the Executive Director;

2. An Accreditation Committee;

3. A Licensure Committee;

4. A School for the Deaf and Blind Committee;

*Revised July 16th, 2014*
5. A Legislative Committee.

6. An Assessment Committee.

7. An Education and Local Government Committee.

Special committees may be appointed by the Chairperson of the Board as the Board shall deem necessary to carry out the responsibilities of the Board.

Duties of the committees shall be to review, report on, and make recommendations concerning any item referred to them and to alert the Board Chairperson and Executive Director on any matters which should be placed on the agenda for Board discussion action. The Chairperson and the Executive Director shall serve as ex officio, non-voting members of all committees.

The Board shall establish a School for the Deaf and Blind Committee. The committee is responsible for the general supervision and control over the school, subject to the powers of the Board set forth by this by-law. The committee shall meet on a regular basis, not less than six times annually. Meetings may be in person at the school, or via conference call. The Chairperson of the committee shall report on the activities of the committee to the full Board of Public Education at each regular Board meeting. The Board retains the power to overrule or amend any decision of the committee by majority vote of the Board at a duly convened Board meeting. Any member of the Board may by motion bring before the Board any matter on which the committee has acted.

Members of the MSDB Foundation Board are appointed by the MSDB Foundation Board of Directors.

Article IX. Sessions

All committee meetings, telephone conference calls, and regular sessions of the Board shall be open to the public. The Chairperson may close the meeting to the public if he or she determines:

   a. That the demand of individual privacy clearly exceeds the merits of public disclosure, or
   b. That an open meeting would have a detrimental effect on the bargaining or the litigating position of the Board.

This action will be taken by a decision of the Chairperson or a vote of the Board. The Chairperson shall read for the minutes the reason for the closing, or the minutes will show that the person in question requested a closed session. A record will be made of business conducted during a closed session and will be kept in a sealed file subject to opening only by a court order.

Revised July 16th, 2014
Telephone, video conference action, or a combination of the two, providing a quorum is participating in the call, shall be legitimate for transaction of business necessary in between meetings. The minutes of all telephone conference meetings shall be approved at the next regular meeting of the Board.

Article X. Order of Business

The regular order of business shall be as follows:

1. Call to Order
2. Pledge of Allegiance
3. Roll Call
4. Statement of Public Participation
5. Welcome Visitors
6. Items Pulled from Consent Agenda
7. Consent Agenda Adoption
8. Agenda Adoption
9. Agenda
10. Date and Place of Next Meeting
11. Adjournment

Article XI. Communications

All official communications should come to the attention of the Board through the Executive Director of the Board.

Article XII. Parliamentary Procedure


Article XIII. Amendments

These bylaws may be added to or amended by a majority vote at any meeting of the Board of Public Education provided that a quorum is present and provided that the proposed amendment is sent in writing to members of the Board of Public Education at least seven days in advance.

*Revised July 16th, 2014*
INFORMATION

● REPORTS – Sharon Carroll (Items 1-7)

ITEM 1

CHAIRPERSON’S REPORT

Sharon Carroll

● Election of Officers
● Approve Public Comment Guidelines
PUBLIC COMMENT GUIDELINES
Developed for the Board of Public Education
July 2014

➢ All Board meetings are recorded. Those recordings are available to the public upon request, as part of the permanent, public record.

➢ Documents submitted to the Board are public records. If you have information that you wish to keep private (names, address, phone numbers, etc.) please remove the information before submitting the document to the Board.

➢ The Board Chair reserves the right to limit the time available for public comment. Please respect the time allotted to each speaker.

➢ Efforts will be made to accommodate verbal public comment. However, given time constraints there is no guarantee that everyone will be able to verbally address the Board. In the event this occurs, the Board’s Administrative Assistant has written public comment forms available which may be completed and submitted as part of the permanent, public record.

DO:

➢ Introduce yourself and spell your last name. If you are speaking on behalf of an organization, identify the organization and your association with the organization.

➢ If speaking to a specific agenda item, limit your remarks to the subject of the agenda item and try to avoid repeating other's comments.

➢ Be brief, to the point and concise

➢ Bring handouts if you feel an issue needs to be explained in depth. Be sure to write your name and date of the meeting.

DO NOT:

➢ Expect the Board to answer questions you may have.

➢ Ask the Board to help you with local school district issues. Montana is a local control state and district issues should be resolved locally.

➢ Attempt to argue or debate with the Board.
ITEM 2

EXECUTIVE DIRECTOR REPORT

Peter Donovan
Meetings Attended by Peter Donovan
07/21/2014 - 09/12/2014

July

1. Meeting with Dennis Parman 07/22/2014
2. Motion Leadership Summit 07/29/2014
3. Phone Conference with Chair Carroll 07/30/2014

August

4. Review Principal Rubric 08/04/2014
5. Ed Ready Conversation 08/05/2014
6. CSPAC Review Chapters 58 and 63 08/19/2014
7. Military Child Commission 08/26/2014

September

8. TLLC Workgroup 09/03/2014
9. MT Digital Academy Call 09/08/2014
10. Meeting with Shannon O’Brien 09/09/2014
11. MACIE meeting 09/10/2014
12. Board of Public Education Meeting 09/11,12/2014
ITEM 3

STATE SUPERINTENDENT’S REPORT

State Superintendent Denise Juneau
MEMO

TO: Montana Board of Public Education

FROM: Denise Juneau  
Superintendent of Public Instruction

DATE: August 22, 2014

SUBJECT: Nominee for the Montana Advisory Council on Indian Education (MACIE)

The Bylaws of the Montana Advisory Council on Indian Education (MACIE) state the following in Article 1, Membership: “The membership shall be selected in consultation with Indian tribes, Indian organizations, major education organizations in which Indians participate and schools where Indian students and adults attend. The Board of Public Education and the Superintendent of Public Instruction will jointly make appointments to MACIE.”

Georgie Gourneau has been nominated by the MEA-MFT. I concur with the recommendation to accept him as a MACIE member and ask the Board of Public Education to consider and approve him as a member of MACIE.

Thank you.
MEMO

TO: Montana Board of Public Education

FROM: Denise Juneau
Superintendent of Public Instruction

DATE: August 20, 2014

SUBJECT: Nominee for the Montana Advisory Council on Indian Education (MACIE)

The Bylaws of the Montana Advisory Council on Indian Education (MACIE) state the following in Article 1, Membership: “The membership shall be selected in consultation with Indian tribes, Indian organizations, major education organizations in which Indians participate and schools where Indian students and adults attend. The Board of Public Education and the Superintendent of Public Instruction will jointly make appointments to MACIE.”

Jennifer A. Smith has been nominated by the Billings Public Schools. I concur with the recommendation to accept him as a MACIE member and ask the Board of Public Education to consider and approve him as a member of MACIE.

Thank you.
Please fill out this form and return to:

Billie LeDeau  
Executive Assistant to the Superintendent  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501  
(406) 444-5658  
(406) 444-2893 Fax  
bledeau@mt.gov

Yes, Billings Public Schools wishes to appoint the person listed below as our representative to Montana Advisory Council on Indian Education.

Name: Jennifer A. Smith  
Address: 415 N 30th Street  
City, ZIP: Billings, MT 59105  
Phone/Fax: 406-281-5071  
Email: smithj@billingschools.org

Yes, I have contacted our nominee and he/she has agreed to represent our organization.

BPS Director of Indian Education

No, Billings Public Schools does not wish to be represented on the Montana Advisory Council on Indian Education.

Superintendent signature: [Signature]  
Date: 8/14/14

Teacher recommendations for Advisory Council:

Carolyn Rusche  
rusche@billingschools.org

Calli Rusche-Nicholson  
ruschenicholsone@billingschools.org

Gaye McNeil  
meneilge@billingschools.org

The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.
ITEM 4

COMMISSIONER OF HIGHER EDUCATION’S REPORT

Dr. Neil Moisey
ITEM 5

GOVERNOR’S OFFICE REPORT

Shannon O’Brien
ITEM 6

STUDENT REPRESENTATIVE REPORT

Greta Gustafson
DISCUSSION ITEMS

❖ EXECUTIVE COMMITTEE (Items 7-8)

Sharon Carroll

ITEM 7

STUDENT LEARNING THROUGH STAFF COLLABORATION

Helena School District
ITEM 8

HIGH SCHOOL READING INTERVENTION PROGRAMS

Helena School District
DIGITAL ACADEMY LIAISON (Items 9-10)

Paul Andersen

ITEM 9

MONTANA DIGITAL ACADEMY REPORT

Bob Currie
ITEM 10

ED READY REPORT

Bob Currie
MACIE LIAISON (Item 11)

Mary Jo Bremner

ITEM 11

MACIE UPDATE

Norma Bixby
PRESENTATION: MACIE update

PRESENTER: Norma Bixby
Vice Chair, MACIE
Office of Public Instruction

OVERVIEW: This presentation will include updates on the Office of Public Instruction Indian Education activities: Title III, Special Olympics/MT Project Unify, Title I Part D, and Jobs for Montana Graduates programs.

REQUESTED DECISION(S):

OUTLYING ISSUE(S):

RECOMMENDATION(S):
ACTION ITEM

▶ LICENSURE COMMITTEE (Items 12-19)

John Edwards

ITEM 12

RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING OF ARM TITLE 10, CHAPTER 57, EDUCATOR LICENSURE

Dennis Parman
Executive Summary
Date: September 2014

Presentation: Recommendation of Approval of Notice of Public Hearing and Timeline pertaining to the amendments of Administrative Rules of Montana (ARM) Title 10, Chapter 57, Educator License

Presenter: Dennis Parman
Deputy Superintendent
Office of Public Instruction

Overview: The Office of Public Instruction provides Notice of Public Hearing and Timeline pertaining to the amendments of ARM Title 10, Chapter 57, Educator License. State Superintendent Juneau recommends approval of the Notice of Public Hearing and Timeline.

Requested Decision(s): Action

Outlying Issue(s):

Recommendation(s): Approve Notice of Public Hearing and Timeline pertaining to the amendments of ARM Title 10, Chapter 57 Educator License
BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of
Title 10, Chapter 57 pertaining to K-
12 educator/specialist licensing

) NOTICE OF PUBLIC HEARING ON
) PROPOSED AMENDMENT
)

TO: All Concerned Persons

1. On November 3, 2014 at 10:00 a.m., the Board of Public Education will
hold a public hearing in the Office of Public Instruction conference room at 1300 11th
Avenue, Helena, Montana, to consider the proposed amendment and repeal of the
above-stated rules.

2. The Board of Public Education will make reasonable accommodations for
persons with disabilities who wish to participate in this rulemaking process or need
an alternative accessible format of this notice. If you require an accommodation,
contact the Board of Public Education no later than 5:00 p.m. on October 21, 2014,
to advise us of the nature of the accommodation that you need. Please contact
Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box
200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-
0847; or e-mail pdonovan@mt.gov.

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

10.57.101 REVIEW OF POLICY  (1) By authority of Article X of the Montana
Constitution and 20-4-102, MCA, the Board of Public Education exercises general
supervision over the public school system and such other public educational
institutions as may be assigned by law. By authority of 20-4-102, MCA the Board of
Public Education adopts policies rules for the issuance of teacher educator licenses
which are administered by the Superintendent of Public Instruction.

(2) The board regularly shall consider recommendations for revision of the
policies rules at any time it deems necessary. Notwithstanding any changes made
in any five-year period, every five years the board shall have made conduct a
comprehensive review of its licensure policies rules to insure that such policies rules
are meeting the needs of the state.

AUTH: 20-4-102, MCA
IMP: 20-4-102, MCA

10.57.102 DEFINITIONS  The following definitions apply to this chapter.
(1) "Acceptable evidence" means current relevant official transcripts, portfolio
university recommendation, certificates of completion, and such other data
documentation as may be deemed necessary required by the Board of Public
Education or the Superintendent of Public Instruction.

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

(3) (2) "Accredited professional educator preparation program" means: 
(a) an educator preparation program accredited by the National Council for the Accreditation of Teacher Education (NCATE) or the Council for the Accreditation of Educator Preparation (CAEP); or
(b) an educator preparation program at a regionally accredited college or university approved or accredited by a state board of education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana. The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to review by the Board of Public Education upon appeal of the denial.

(4) (3) "Accredited specialist program" means: 
(a) for school psychologists, a program for the preparation of specialists accredited by the National professional accrediting body Association of School Psychologists (NASP); or and
(b) for school counselors, a program for the preparation of specialists approved or accredited by:
   (i) the Council for the Accreditation of Counseling and Related Education Programs (CACREP); or
   (ii) a state board of public education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana. The Superintendent of Public Instruction has discretion to deny licensure consistent with these rules if the standards are not substantially equivalent to or greater than the standards required in Montana, subject to review by the Board of Public Education upon appeal of the denial.

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

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

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

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

MAR Notice No. 10-64-266
(9) "College credit" means credit received for completion of a course from a regionally accredited college or university. College credits are counted as one quarter credit being equal to 10 clock hours, or one semester credit being equal to 15 clock hours. One semester credit is equivalent to one and one-half quarter credits and one quarter credit is equivalent to two-thirds semester credit.

(10) "Dual credit-only postsecondary faculty" means:
   (a) Qualified faculty employed by a regionally accredited postsecondary institution who:
      (i) meet all qualifications for faculty set forth by the Montana Board of Regents or the regional accreditation organization, and the employing institution; and
      (ii) have entered into a contractual employment relationship with the employing institution to assume formal teaching responsibilities for the course offered for dual credit.
   (b) The regionally accredited postsecondary institution shall have hired the applicant through a process that includes all of the following:
      (i) reference checks;
      (ii) verification of the educational attainment level and experience appropriate and required for the discipline and the institution; and
      (iii) compliance with the prevailing institution, system, and state policies, regulations, and laws.
   (c) In addition to any postsecondary teaching assignments, an individual licensed as a dual credit-only postsecondary faculty pursuant to ARM 10.57.437 and 10.57.438 is limited to teaching dual credit courses in their endorsed area to Montana high school students.

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

(12) "Endorsement" means an official indication on a license of the grade level(s), subject area(s), and/or specialized specialist program area(s) as listed in Part 4 for which the holder of the license is authorized to practice in Montana accredited schools. Grade levels are:
   (a) age 3 – grade 3 (early childhood);
   (b) K-8 (elementary);
   (c) 4-8 (middle grades);
   (d) 5-12 (secondary, content-specific);
   (e) K-12 (content-specific); and
   (f) PK-12 (special education and school psychologist).

(13) "Lapsed license" means that a license is considered lapsed if:
   (a) the holder has not earned the required number of renewal units during the term of the license (units earned through August 31 immediately following the expiration date of a license also shall be considered for renewal); or
   (b) the holder has earned the required number of renewal units during the term of the license but has not renewed the license by June 30 following the year of expiration.

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

(15) "Minimal educator licensure requirements" means:
(a)  a bachelor's degree from a regionally accredited institution of higher education;

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

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

(16) "Regionally accrediting agency accredited" means a college or university accredited by one of the following accrediting associations:
(a) Middle States Association of Schools and Colleges;
(b) New England Association of Schools and Colleges;
(c) North Central Association of Schools and Colleges;
(d) Northwest Commission on Colleges and Universities;
(e) Southern Association of Schools and Colleges; and or
(f) Western Association of Schools and Colleges.

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

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

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

(20) "Year of administrative experience" means employment at any level within a state accredited K-12 school system as a licensed administrator of at least .5 full time employee (FTE) in an accredited school during a school fiscal year for at least 1080 hours or 180 school days or a 1.0 FTE for at least 540 hours or 90 school days, as a licensed member of a supervisory or administrative staff. The experience required must be obtained in a school organization consistent with Montana's K-12 pattern. Experience gained prior to basic eligibility for initial licensure is not considered. Any individual wishing to have their experience as a County Superintendent may be considered as "administrative" experience must provide with evidence of the following:
(a) possession of a Class 3 administrative license for the time period as County Superintendent they are requesting to be considered for administrative experience; and
(b) the school(s) they are claiming to hold or have held supervisory responsibilities over have noted there is no superintendent or principal by having the chair of the Board of Trustees submit evidence of the supervisory role of the county superintendent provided notice that the county superintendent served in an administrative role.

(21) "Year of teaching experience" means employment in an accredited school during a school fiscal year as a licensed member of an instructional staff. The experience required must be obtained in a school organization consistent with...
Montana’s K-12 pattern at any level within a state accredited K-12 school system as licensed instructional staff of at least .5 FTE in an accredited school during a school fiscal year for at least 1080 hours or 180 school days or a 1.0 FTE for at least 540 hours or 90 school days. Experience gained prior to basic eligibility for initial licensure is not considered.

(22) "Year of validity" means the full year of a teaching license. All licenses are validated July 1 through June 30.

AUTH: 20-4-102, MCA
IMP: 20-4-106, MCA

10.57.107 EMERGENCY AUTHORIZATION OF EMPLOYMENT  (1) In accordance with 20-4-111, MCA, school district administrators who have exhausted all possibilities for obtaining hiring a licensed teacher may request that the Superintendent of Public Instruction issue an emergency authorization of employment to the district to employ a person to teach in the emergency situation. The following requirements and standards set forth below must be met to assure consideration of a request for an emergency authorization of employment:

(a) The request for emergency authorization of employment must originate with the school district.

(b) The position must have been advertised at least statewide through the teacher placement offices of the Montana job service and the Montana university system far enough in advance to reasonably enable qualified applicants to submit applications and credentials and to be interviewed.

(c) The individual for whom the emergency authorization is being sought shall:

(i) not be currently licensed or eligible for a license and shall;

(ii) shall hold a bachelor’s degree related to the area for which the emergency authorization of employment is being sought; or

(iii) shall provide acceptable evidence of cultural expertise academic qualifications and experience related to the area for which the emergency authorization of employment is being sought.

(d) The individual for whom the emergency authorization is being sought shall not have held a valid Class 5 license within the year preceding the year for which emergency authorization of employment is being sought.

(2) An emergency authorization of employment is valid for one year.

AUTH: 20-4-102, MCA
IMP: 20-4-111, MCA

10.57.109 UNUSUAL CASES  (1) The Board of Public Education is aware that policy these licensure rules cannot cover all the special circumstances that can arise. Therefore, the Superintendent of Public Instruction is authorized to exercise judgment in unusual cases and report any such actions to the Board of Public Education on a regular basis.
10.57.112 LICENSE OF EXCHANGE TEACHERS

1. An exchange teacher is a person from outside the United States with exceptional expertise and contracted to provide instruction.

2. A Class 5 license may be issued for one year to a teacher, administrator, or specialist who is on an exchange program with a school district or university, when the university-employed exchange teacher is assigned in the role of a Class 8 dual credit-only postsecondary faculty.

10.57.201 GENERAL PROVISIONS TO ISSUE LICENSES

1. Teacher, specialist, or administrator licenses may be issued by the Superintendent of Public Instruction to applicants who submit acceptable evidence of successful completion of an accredited professional educator preparation program.

2. Applicants for an initial Montana Class 1, 2, 3, or 6 licensure license who qualify under subchapter Part 4 of this chapter and meet the following qualifications to practice may be licensed Class 1, 2, 3, or 6 as appropriate:

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

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

   c. individuals applicants who hold a current license from the National Board for Professional Teaching Standards in an area that can be licensed approved for endorsement in Montana, and have satisfied minimal educator licensure requirements as defined in ARM 10.57.102; or

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

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

4. Applicants for an initial Montana Class 1, 2, or 3 licensure license whose
degree is more than five years old and who do not have current out-of-state licensure must have earned six semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or lifetime licenses.

(5) Applicants for an initial Montana Class 6 licensure license who meet relevant sections the requirements of ARM 10.57.433, 10.57.434, and 10.57.435 may be licensed as appropriate. Those whose Applicants with a degree is more than five years old and who do not have current out-of-state licensure must have earned six graduate semester credits from a regionally accredited college or university within the five-year period preceding the effective date of the license. For the purposes of this provision, current licensure does not include provisional or lifetime licenses.

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

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

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

(9) Applicants for an initial Montana Class 8 dual credit-only postsecondary faculty licensure shall license who meet the requirements of ARM 10.57.437 and 10.57.438 may be licensed as appropriate.

(10) All applicants must meet all other nonacademic requirements for licensure in Montana pursuant to 20-4-104, MCA.

AUTH: 20-4-102, MCA
IMP: 20-4-103, MCA

10.57.201A CRIMINAL HISTORY BACKGROUND CHECK (1) The National Child Protection Act of 1993, as amended, (codified at 42 United States Code sections 5119a and 5119c) (the "Act") authorizes a state and national criminal history background check to determine the fitness of an employee, volunteer, or other person with unsupervised access to children, the elderly, or individuals with disabilities. The background check contemplated herein shall be made pursuant to and with the support of the Act. The purpose of this rule is to support the Superintendent of Public Instruction’s duty to evaluate a provider’s moral and professional character and to determine whether a provider, as defined herein and in the Act, an applicant for licensure has been convicted of a crime that bears upon the provider’s applicant’s fitness to have responsibility for related to the safety and well-being of children and the integrity of the teaching profession.

(2) As applied to the Act and used in this rule, the following definitions shall apply:

MAR Notice No.10-64-266
(a) "authorized agency" means the Montana Office of Public Instruction;
(b) "identification document" means a document made or issued by or under
the authority of the United States government, a state, political subdivision of a state,
a foreign government, political subdivision of a foreign government, an international
governmental or an international quasi-governmental organization which, when
completed with information concerning a particular individual, is of a type intended or
commonly accepted for the purpose of identification of individuals;
(c) "national criminal history background check" means a report generated
from the criminal history record system maintained by the United States Federal
Bureau of Investigation based on fingerprint identification or any other method of
positive identification;
(d) "provider" means those persons seeking educator licensure in Montana
and listed in (3);
(e) "qualified entity" means the Superintendent of Public Instruction.
(3) Except as otherwise provided for herein, each of the following
persons (the "applicants") shall provide to the Superintendent of Public Instruction
Montana Department of Justice information and material sufficient to obtain a
fingerprint-based national criminal history background check (a "background
check"): (a) any applicant for initial Montana educator licensure;
(b) any person applicant seeking to reinstate a lapsed, surrendered, revoked,
or suspended educator license; or
(c) an individual for whom a school district is seeking emergency
authorization of employment pursuant to 20-4-110, MCA and ARM 10.57.107; and
(c) any applicant seeking to reinstate a lapsed, revoked, or suspended
educator license.
(4) Neither the Superintendent of Public Instruction nor the Board of
Public Education shall bear the costs of the background check.
(5) The Superintendent of Public Instruction shall not issue to an applicant
a Montana educator license pursuant to 20-4-101, et seq., MCA, until the applicant’s
background check has been completed and the results of the background check
have been delivered to and reviewed by the Superintendent of Public Instruction.
(6) The Superintendent of Public Instruction may accept the results of a
background check conducted for field experiences required by a professional
educator preparation unit of the Montana university system or for employment in a
public school or school district, provided the background check was completed no
more than two years before the applicant submits a license application to the
Superintendent of Public Instruction.
(7) To initiate the criminal history background check process, the applicant
must submit a set of fingerprints on the appropriate form to the Montana Department
of Justice.
(8) The Superintendent of Public Instruction shall not request a background
check of a provider hereunder unless the provider first provides a set of fingerprints
and completes and signs a statement that:
(a) contains the name, address, and date of birth appearing on a valid
identification document of the provider;
(b) the provider has not been convicted of a crime and, if the provider has
been convicted of a crime, contains a description of the crime and the particulars of the conviction;

(e) notifies the provider that the entity may request a background check hereunder;

(d) notifies the provider of the provider's rights under (8); and

(e) notifies the provider that prior to the completion of the background check the qualified entity may choose to deny the provider unsupervised access to a person to whom the qualified entity provides care.

(6) As part of the licensure application process, the applicant must provide character and fitness information to the Superintendent of Public Instruction. If the applicant has any criminal history record, the applicant must provide a description and explanation of the circumstances of the crime.

(8) Each provider applicant who is the subject of a background criminal history background check is entitled to receive a copy of the report from the Superintendent of Public Instruction with the appropriate identification and signed release. The applicant may challenge the accuracy and completeness of any information contained in any such report and obtain a prompt determination as to the validity of such challenge before a final determination is made by the authorized agency through the Montana Department of Justice procedures.

(9) The authorized agency Montana Office of Public Instruction shall:

(a) upon receipt of a background check report lacking disposition data, conduct research in whatever state and local record keeping systems are available in order to obtain complete data; and

(b) make a determination whether the provider applicant has been convicted of, or is under pending indictment for, a crime that bears upon the provider's applicant's fitness to have responsibility for related to the safety and well-being of children, the elderly, or individuals with disabilities and shall convey that determination to the qualified entity or the teaching profession.

(10) Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the Superintendent of Public Instruction in the licensure process if the conviction was for a sexual offense, a crime involving violence, the sale of drugs, or theft, or any other crime meeting the criteria of Title 37, chapter 1, part 2, MCA offense related to public health, welfare, and safety as it applies to the teaching profession.

AUTH: 20-4-102, MCA
IMP: 20-4-103, 20-4-104, MCA

10.57.209 EXTENSION OF LICENSES FOR MILITARY SERVICE (1) The unexpired term of a valid teaching license held by a person engaged in teaching at the time that person employed in a position requiring a Montana educator license is called into active military service, the unexpired term of an active educator license shall be extended in proportion to the length of active military service. Official notification of the beginning and termination dates of active military service must be submitted to the Superintendent of Public Instruction on when released from active duty to the Superintendent of Public Instruction to secure such
extension of licensure.

(2) The unexpired term of a valid teaching license shall be extended one year for each year of active military service not to exceed five years. In calculating the unexpired term of a license for military extension purposes, an expired license year shall be any year in which a teacher has taught more than one-half of the school year.

(3) The extension period of the unexpired term of any license becomes automatically effective on the previous July 1 of the year of termination of active military service. On expiration of this extension period, renewal requirements must be met for further licensure.

AUTH: 20-4-102, MCA
IMP: 20-4-102, MCA

10.57.215 RENEWAL REQUIREMENTS (1) Requirements for renewal of All Montana educator licenses are as follows: may be renewed with verification of 60 renewal units earned during the five years of validity through August 31 of the year the license expires.

(a) Class 1 licenses require 60 renewal units;
(b) Class 2 licenses require college credit and renewal units as follows:
   (i) three semester credits and 15 renewal units;
   (ii) four semester credits;
   (iii) four quarter credits and 20 renewal units;
   (iv) five quarter credits and 10 renewal units; or
   (v) six quarter credits;
(c) Class 3 licenses require 60 renewal units;
(d) Class 4 licenses require 60 renewal units.

The requirements specific to each type of license are set forth in ARM 10.57.420(3);
(e) Class 5 licenses cannot be renewed;
(f) Class 6 licenses require college credit or renewal units as follows:
   (i) four graduate semester credits;
   (ii) six graduate quarter credits; or
   (iii) 60 renewal units;
(g) Class 7 licenses require 60 renewal units as verified by the tribe and as set forth in ARM 10.57.536;
(h) Class 8 licenses require 60 renewal units.

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

(a) one hour of attendance at a workshop professional development activity = one renewal unit;
(b) one quarter college credit = 10 renewal units;
(c) one semester college credit = 15 renewal units.

(3) Renewal activities used to renew all licenses must be:
(a) for activities other than (3)(b) or (c);
   (i) a planned and structured experience;
   (ii) of benefit to the license holder’s professional development as defined in ARM 10.55.714;
(iii) an exposure to a new idea or skill or an extension of an existing idea or skill; and

(iv) in compliance with (6) and (7); or

(b) the instruction of a relevant higher education course, based upon the academic credit of the course, by a Montana license holder who has achieved a graduate degree in an endorsed field of specialization; or

(c) the completion of the assessment process for national board licensure, or renewal of national board licensure, through the National Board for Professional Teaching Standards. Verification of completion of the national board assessment shall result in 60 renewal units. Renewal units earned may apply to renewal of an expiring license. Class 2 license holders may use national board renewal units in lieu of college course credits as required in (1). This process may also be used in lieu of any credits required to reinstate a lapsed license. Renewal activities used to renew all licenses must be a planned and structured experience, of benefit to the licensee’s professional development as defined in ARM 10.55.714, an exposure to a new idea or skill or an extension of an existing idea or skill, and in compliance with (4).

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

(a) credits earned from a regionally accredited college or university;
(b) activities offered by renewal unit providers approved pursuant to ARM 10.57.216 and documented on an OPI renewal unit certificate;
(c) other professional development activities offered by providers who have not been approved as a renewal unit provider pursuant to ARM 10.57.216, when licensees have received approval for the professional development activity from the Superintendent of Public Instruction, or submit acceptable evidence of the professional development activity with their application for renewal;
(d) another state’s validated professional development activities other than college or university credit when the intent and structure of the process assures the meeting or exceeding of Montana renewal unit requirements for licensure;
(e) the instruction of a relevant college or university course, based upon the academic credit of the course, by a Montana licensee who has achieved a graduate degree in an endorsed field of specialization; or
(f) verification of completing the National Board Certification (NBC) process through the National Board of Professional Teaching Standards or successfully achieving and renewing NBC licensure shall result in 60 renewal units. NBC renewal units may apply to renewal of an expiring license.

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

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

(7) Educators licensed in Montana who are living in state and who wish to
participate in professional development activities offered by providers who have not been approved as a renewal unit provider pursuant to ARM 10.57.216 may apply to the state superintendent for approval prior to beginning the program.

AUTH: 20-2-121, 20-4-102, MCA
IMP: 20-4-102, 20-4-108, MCA

10.57.216 APPROVED RENEWAL ACTIVITY (1) Organizations wishing to offer professional development activities for the award of renewal units may apply for annual provider status to the Superintendent of Public Instruction. The organization must receive approval from the Superintendent of Public Instruction prior to awarding renewal units offering activities. Status as an annual provider must will be renewed July 1 of each year as long as the provider is in compliance with (2).

(2) Organizations which may be approved for status as a provider of professional development for renewal unit credit, upon submission and approval of an application for status as a provider of professional development renewal unit credit, may include:
   (a) regionally accredited college and university programs offering activities for units other than college credit;
   (b) public school districts or schools accredited by the Board of Public Education not part of a public school district which is an OPI-approved renewal unit provider;
   (c) government agencies (federal, state, tribal, county, city); and
   (d) other organizations providing professional development appropriate for educators in Montana's accredited K-12 schools.

(3) Approved providers of professional development for the award of renewal units must agree to:
   (a) provide activities deemed appropriate for educator license renewal professional development of licensees in compliance with ARM 10.55.714 and 10.57.215;
   (b) prepare and issue award completed renewal unit registration forms certificates provided by the Superintendent of Public Instruction, or an approved facsimile, to eligible participants. This form shall be provided by the Superintendent of Public Instruction and this form, or an approved facsimile, must be utilized for all renewal unit awards;
   (c) report the activities undertaken as professional development for renewal unit awards offered to the Superintendent of Public Instruction. Annual provider status shall be continued upon complete reporting of all activities for the period of July 1 through June 30 of each year;
   (d) be prepared to submit to an audit of records conducted by the Superintendent of Public Instruction. Records which must be maintained by the provider include including:
      (i) the activity title and brief description;
      (ii) date(s) and location(s) of the program; and
      (iii) program schedule and number of participants; and
      (e) maintain records of all professional development activities for which renewal unit awards are made for one year following the date of completion of the
annual reporting requirement.

(4) The Superintendent of Public Instruction shall provide access to approved professional development providers and annually provide a report to the Board of Public Education, which shall include, at a minimum, a list of providers.

AUTH: 20-4-102, MCA
IMP: 20-4-108, MCA

10.57.217 APPEAL PROCESS FOR RENEWAL ACTIVITY (1) Decisions of the Superintendent of Public Instruction on matters of renewal unit activity or provider status may be appealed to the Board of Public Education pursuant to ARM 10.57.603.

AUTH: 20-4-102, MCA
IMP: 20-4-108, MCA

10.57.218 RENEWAL UNIT VERIFICATION (1) Applications to the Superintendent of Public Instruction for license renewal shall include a listing of the activities completed for renewal as required by ARM 10.57.215. The educator licensee is responsible for maintaining official documentation verifying completion of renewal activities during the term of the license.

(2) The Superintendent of Public Instruction may conduct an audit of any renewal applications submitted. Those persons licensees selected for audit will be required to submit verification of meeting the professional development requirements through official documentation (official transcripts, original grade reports or original renewal unit certificates) within 60 days from the date the renewal application is submitted or from the date of the audit letter.

(3) If an educator is unable to produce verification of renewal unit activities within 60 days from the date of the audit letter, the educator's license may be suspended or revoked by the Board of Public Education.

AUTH: 20-4-102, MCA
IMP: 20-4-108, MCA

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

(2) An endorsement may be granted by the Superintendent of Public Instruction for the appropriate level(s) and area(s) of preparation based on the college program of study completed as verified by the appropriate official defined in ARM 10.57.102.

(3) An endorsement may be dropped from a teaching license at the end of the its valid term of the license if minimum licensure requirements (major and minor or extended major) pursuant to these rules are met without that endorsement.

AUTH: 20-4-102, MCA
10.57.410  CLASS 2 STANDARD TEACHER'S LICENSE  (1) A Class 2 standard teacher's license shall be valid for a term of five years.
(2) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following:
   (a) meeting or exceeding the minimum educator licensure requirements in ARM 10.57.102(15), a bachelor's degree from a regionally accredited college or university;
   (b) completion of an accredited professional educator preparation program which included appropriate supervised teaching experience defined in ARM 10.57.102; and
   (c) qualification for one or more endorsements as outlined in ARM 10.57.412.
(3) A Class 2 standard teacher's license shall be renewable pursuant to the requirements of ARM 10.57.215.
(4) A lapsed Class 2 standard teacher's license may be reinstated by showing verification of earning 60 renewal units, 40 of which must be earned by college credit, earned during the five-year period preceding the validation date of the new license.

AUTH: 20-2-121, 20-4-102, MCA
IMP: 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA

10.57.411  CLASS 1 PROFESSIONAL TEACHER'S LICENSE  (1) A Class 1 professional teacher's license shall be valid for a period of five years.
(2) To obtain a Class 1 professional teacher's license an applicant must submit verification of all of the following:
   (a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410;
   (b) a master's degree in professional education or an endorsable teaching area(s) from a regionally accredited college or university or certification by the National Board for Professional Teaching Standards; and
   (c) three years of successful teaching experience as defined by ARM 10.57.102(24).
(3) A Class 1 professional teacher's license shall be renewable pursuant to the requirements of ARM 10.57.215.
(4) A lapsed Class 1 professional teacher's license may be reinstated by showing verification of earning 60 renewal units earned during the five-year period preceding the validation date of the new license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.412  CLASS 1 AND 2 ENDORSEMENTS  (1) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.
(2) Areas approved for endorsement on Class 1 and 2 licenses include the
following: agriculture, art K-12, biology, business and information technology education, chemistry, communication, computer science K-12, drama, early childhood (age 3 to grade 3), earth science, economics, elementary education (K-8), English, English as a second language K-12, family and consumer sciences, geography, health, health enhancement K-12, history, history-political science, industrial arts/technology education, journalism, library K-12, marketing, mathematics, middle grades (4-8), music K-12, physical education K-12, political science, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, speech-communication, speech-drama, technology education, theater, trades and industry, traffic education K-12, and world languages.

(3) A license holder may qualify for a statement of specialized competency by the completion of a minimum of 20 semester college credit hours or equivalency in a specific academic area as approved by the Board of Public Education. Approved areas of permissive specialized competency are: early childhood education, gifted and talented education, technology in education, mentor teacher, and dance. Permissive special competencies identified on an educator license may be retained as long as the licensee continues to renew the license.

(4) To obtain an elementary (K-8), early childhood (age 3 to grade 3), or middle grades (4-8) endorsement, an applicant must provide verification of completion of an accredited elementary teacher education program in those areas to include student teaching or university supervised teaching experience.

(5) To obtain a secondary (5-12) or K-12 endorsement other than special education, the applicant must provide verification of at least:

(a) 16 semester credits in a professional educator completion of an accredited professional educator preparation program at the grade level(s) identified by the program, including student supervised teaching experience or an appropriate college waiver; and

(b) for those applicants completing programs which are not an accredited professional educator preparation program:

(i) 30 semester credits in an approved major and 20 semester credits in an approved minor; or

(c) (ii) 40 semester credits in an extended major.

(6) Both elementary and secondary preparation, including student teaching or university supervised teaching experience, are required for endorsement in any approved K-12 endorsement area. The K-12 endorsement areas outlined in (2) may also be endorsed at the elementary or secondary level depending on the verified level of preparation.

(a) A Class 1 or 2 license may be endorsed in special education P-12 with program preparation at the elementary or secondary levels, or a balanced K-12 program of comparable preparation.

(6) To obtain an endorsement in special education P-12, the applicant must provide verification of:

(b) The balanced K-12 license level option is available through Montana Board of Public Education-approved special education programs for those individuals with:

(i) (a) a minimum of a completed bachelor's degree; and

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(ii) (b) verified completion of an out-of-state approved accredited special education P-12 program which includes student teaching or university supervised teaching experience.

c) Completion of an accredited professional educator preparation program in any disability area shall result in a special education endorsement.

7. Applicant must also submit a recommendation for any endorsement requested from the appropriate official from an accredited professional educator program.

8. Applicants who have completed accredited professional educator preparation programs outside of Montana and hold endorsements in specific disability areas (for example, early childhood special education, autism, hearing impaired) in another state may not qualify for a special education P-12 endorsement.

9. Applicants with graduate degrees in an endorsable field of specialization area may use experience instructing in relevant higher education college or university courses as credit in that endorsement area for licensure.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

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

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

(3) To obtain a Class 3 administrative license, except pursuant to ARM 10.57.419, an applicant must hold at least the appropriate master's degree and qualify for one of the endorsements be eligible for an appropriately endorsed Class 1, 2, or 5 license to teach in the school(s) in which the applicant would be an administrator or would supervise, and qualify as set forth in ARM 10.57.414 through 10.57.419.

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

(5) A lapsed Class 3 administrative license may be reinstated by showing verification of 60 renewal units earned during the five-year period preceding the validation date of the new license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT ENDORSEMENT
(1) To obtain a superintendent endorsement an applicant must provide verification of all of the following:

(a) a minimum of three years of successful teaching experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor, and an education specialist, master's, or doctoral degree in education or education leadership;

(b) completion of an accredited professional educator preparation program...
as defined in ARM 10.57.102 for superintendents;
(b) a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master’s degree, in each of the following content areas:
(i) organizational leadership;
(ii) instructional leadership;
(iii) facilities planning and policy;
(iv) personnel and labor relations;
(v) community and board relations;
(vi) policy development; and
(vii) a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master’s degree in education leadership and include three semester credits of college coursework in each of the following:
(i) Montana school law; and three semester credits of college coursework in
(ii) Montana school finance; and
(iii) Montana collective bargaining and employment law;
(d) a minimum of three years of teaching experience as an appropriately licensed teacher or specialist;
(e) licensure and endorsement as a P-12 principal; and
(f) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent.
(2) In addition to the requirements detailed in (1), every applicant must provide verification of either: Applicant must also submit a recommendation for the endorsement requested from the appropriate official from an accredited professional educator program.
(a) an education specialist degree or doctoral degree in education leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); and
(b) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent; or
(c) a master’s degree in educational leadership from an accredited professional educator preparation program or a master’s degree in education from an accredited program; and
(i) licensure and endorsement as a K-12 principal; and
(ii) a minimum of one year of administrative experience as defined in ARM 10.57.102(20) or a minimum of one year of a supervised Board of Public Education approved administrative internship as superintendent.
(3) A Class 3 administrative license endorsed as a superintendent shall be renewed as follows:
(a) for those applicants meeting all licensure requirements at the time of initial application, verification of 60 renewal units earned during the valid term of the license; or
(b) for those applicants not meeting the requirement of (1)(b)(vii), verification of three semester credits of college coursework in Montana school law and three
semester credits of college coursework in Montana school finance earned during the valid term of the initial Class 3 license.

AUTH: 20-4-102, MCA  
IMP: 20-4-106, 20-4-108, MCA

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT  
(1) To obtain an elementary principal endorsement an applicant must provide verification of:
   (a) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the elementary level; and
   (b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); or a master's degree related to education;
   (c) completion of an accredited professional educator preparation program, as defined in ARM 10.57.102 for elementary principals;
   (d) a master's degree from any accredited professional educator preparation program and a minimum of 24 graduate semester credits from a school administrator preparation program in the following content areas:
      (i) school leadership;
      (ii) instructional leadership to include supervision and elementary curriculum;
   (e) successful completion of three semester credits of college coursework in Montana school law; and
   (f) recommendation for the endorsement from the appropriate official from an accredited professional educator program.

AUTH: 20-4-102, MCA  
IMP: 20-4-106, 20-4-108, MCA

10.57.416 CLASS 3 ADMINISTRATIVE LICENSE – SECONDARY PRINCIPAL ENDORSEMENT  
(1) To obtain a secondary principal endorsement an applicant must provide verification of:
   (a) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the secondary level; and
   (b) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); or a master's degree related to education;
   (c) completion of an accredited professional educator preparation program, as defined in ARM 10.57.102 for secondary principals;
   (d) a master's degree from any accredited professional educator preparation program and a minimum of 24 graduate semester credits from a school administrator preparation program in the following content areas:
      (i) school leadership;
      (ii) instructional leadership to include supervision and secondary curriculum;

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(d) (iii) successful completion of three semester credits of college coursework in Montana school law; and
(e) recommendation for the endorsement from the appropriate official from an accredited professional educator program.
(iv) school and community relations.
(2) A Class 3 administrative license endorsed as a secondary principal shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.417 CLASS 3 ADMINISTRATIVE LICENSE – K-12 PRINCIPAL ENDORSEMENT  (1) To obtain a K-12 principal endorsement an applicant must provide verification of:
(a) a master's degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); or a master's degree related to education;
(b) full eligibility for an elementary or a secondary principal endorsement or current endorsement as a Montana elementary or secondary principal; completion of an accredited educator preparation program for K-12 principals;
(c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level within K-12; and
(d) at least six graduate semester credits in educational leadership and curriculum at the elementary level, if eligible at the secondary level, or at least six graduate credits in educational leadership and curriculum at the secondary level, if eligible at the elementary level; completion of three semester credits of college coursework in Montana school law; and
(e) recommendation for the endorsement from the appropriate official from an accredited professional educator program.
(2) A Class 3 administrative license endorsed as a K-12 principal shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE – SUPERVISOR ENDORSEMENT  (1) This administrative endorsement is issued in specific fields such as math, music, and school counseling, or in general areas such as elementary education, secondary education and curriculum development. This endorsement may be issued to applicants who submit verification:
(a) of successful completion, at an accredited college or university, of a master’s degree in the area requested for endorsement at a regionally accredited college or university;
(b) that the applicant meets eligibility requirements for a Class 1 or Class 2
teaching license endorsed in the field of specialization;
   (c) of three years of successful experience as an appropriately licensed and
       assigned teacher;
   (d) of at least 14 graduate semester credits in education or the equivalent to
       include:
       (i) general school administration;
       (ii) administration in the specific area to be endorsed;
       (iii) supervision of instruction;
       (iv) basic school finance; and
       (v) school law; and
   (e) completion of a supervised practicum/internship (minimum of four
       semester credits or appropriate waiver) at an accredited professional educator
       preparation program; and
   (e) recommendation for the endorsement from the appropriate official from
       an accredited professional educator program. The recommendation of the
       appropriate official(s) is required.

(2) A Class 3 administrative license endorsed as a supervisor shall be
renewed upon verification of 60 renewal units earned during the valid term of the
license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE – SPECIAL EDUCATION
SUPERVISOR ENDORSEMENT (1) This administrative endorsement is issued in
the specific field of special education. This endorsement may be issued to applicants
who submit verification of:
   (a) successful completion, at a regionally accredited college or university,
       of a master's degree in special education or a master's degree in a the following
       special education related service fields: school psychologist, speech-language
       pathologist, audiologist, physical therapist, occupational therapist, registered nurse,
       clinical social worker, or clinical professional counselor;
   (b) full licensure in the field of specialization;
   (c) three years of successful experience in an accredited school setting as an
       appropriately licensed and assigned teacher, or five years of successful experience
       in an accredited school setting as a fully licensed and assigned related services
       provider;
   (d) at least 14 graduate semester credits in education or the equivalent to
       include: three semester credits in special education law;
       (i) general school administration;
       (ii) administration in the specific area to be endorsed;
       (iii) supervision of instruction;
       (iv) basic school finance; and
       (v) school law; and
   (e) a supervised practicum/internship (minimum of four semester credits or
       appropriate waiver) in an accredited professional educator preparation program;
   and

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(f) The recommendation of for the endorsement from the appropriate official(s) is required from an accredited professional educator preparation program.

(2) A Class 3 administrative license endorsed as a special education supervisor shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.420 CLASS 4 CAREER AND TECHNICAL EDUCATION LICENSE

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

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

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

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

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

(3) To obtain a Class 4 career and technical educator license an applicant must meet the requirements of (2)(a), (b), or (c) above and qualify for one or more endorsements as outlined in ARM 10.57.421.

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

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

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

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

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

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

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

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

5. A lapsed Class 4 license may be reinstated by showing verification of the following:
   (a) for Class 4A licenses:
       (i) if the licensee does not have a master's degree, 60 renewal units, 40 of
           which must be earned by college credit or prior approved endorsement related
           technical studies, earned during the five-year period preceding the validation date of
           the new license; or
       (ii) if the licensee has a master's degree, 60 renewal units earned during the
           five-year period preceding the validation date of the new license.
   (b) for Class 4B and 4C licenses, the licensee must verify completion of four
       semester credits of coursework 60 renewal units earned during the five-year period
       preceding the validation date of the new license in the following areas:
       (i) principles and/or philosophy of career and technical education;
       (ii) curriculum and instruction in career and technical education;
       (iii) learning styles/teaching styles; including serving students with special
            needs;
       (iv) safety and teacher liability;
       (v) classroom management;
       (vi) teaching methods;
       (vii) career guidance in career and technical education; or
       (viii) endorsement related technical studies or industry validated training, with
               prior approval.

AUTH: 20-4-102, MCA
IMP:  20-4-106, 20-4-108, MCA

10.57.421 CLASS 4 ENDORSEMENTS  (1) Recognized occupations eligible
for a Class 4 license shall be evaluated on an annual basis by the Superintendent of
Public Instruction. Appropriate career and technical education areas acceptable for
endorsement on the Class 4 license include but are not limited to the following:
automotive technology, welding, auto body, industrial mechanics, agriculture
business (marketing and communications), livestock production, plant and soil
sciences, small engines, heavy equipment operations, electronics, horticulture,
agriculture mechanics, building trades, building maintenance, culinary arts, metals,
drafting, computer information systems, graphic arts, aviation, health occupations
science education, machining, diesel mechanics, videography, and theater arts
stagecraft.

(2) Endorsements not on removed from the list of recognized occupations
may be retained as long as the holder licensee continues to renew the license.

(2) (3) To obtain an endorsement on a Class 4 license, an applicant must
provide the following:
   (a) verification of a minimum of 10,000 hours of documented work

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experience which may include apprenticeship training, documenting the knowledge
and skills required in the specific trade in which they are to teach. Acceptable
documentation is determined by the Superintendent of Public Instruction and may
include, but is not limited to:

(i) (a) work experience completed and verified by previous employers, to
include a detailed description of the duties performed during employment;
(ii) (b) for self-employed individuals, examples of projects completed, letters
of verification from clients or customers, profit and loss statements demonstrating
the viability of the business or self-employment;
(iii) (c) verification of teaching experience in the area requested for
endorsement, accompanied by verification of substantial work experience in the area
requested for endorsement; or
(iv) (d) certificates of completion of appropriate technical programs or related
college degrees and coursework, and industry certification (e.g., ASE, AWS);

(b) For health occupations science education or computer information
systems, an alternative to the above requirement of 10,000 hours work experience
may be substituted as approved by the Superintendent of Public Instruction as
follows:

(i) (a) for health occupations science education:
(A) (i) hold a Class 1 or 2 license with an endorsement in health or any of the
science areas;
(B) (ii) verification of participation in or completion of an approved internship
program in a medical setting; and
(C) (iii) successful completion of coursework in human biology and anatomy
and physiology; or
(D) (iv) hold a current professional license or certificate in a related health
occupation field;
(ii) (b) for computer information systems an individual may provide
verification of completion of an approved technical program in a recognized training
institution and hold a professional license or recognized industry standard certificate.

(3) A Class 4A, 4B, or 4C career and technical education license may be
approved to teach traffic education if the license meets the requirements of ARM
10.13.310.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.424 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE  (1) A Class 5
alternative provisional license is valid for a term of three years, is not renewable and
may not be reinstated.

(2) An applicant for a Class 5 alternative provisional license must sign and
file with the Superintendent of Public Instruction a plan of professional intent leading,
within three years of the date of validity of the provisional license, to an
appropriately endorsed Class 1, 2, 3, or 6 license within three years of the date of
the alternative license as provided in ARM 10.57.412, 10.57.414 through 10.57.419,
or 10.57.434 and 10.57.436.

(3) A Class 5 alternative license is available with any endorsement normally

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allowed for Class 1, 2, 3, or 6 licenses.

(4) A Class 5 alternative provisional licensee is not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5 licensure expiration date.

(5) (4) When the endorsement-specific requirement in ARM 10.57.425 through 10.57.432 requires a master's degree, master's degrees which do not meet the specific requirement may be accepted with university approval as evidenced by enrollment in the accredited professional educator preparation program.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.425 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE – ELEMENTARY LEVEL

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

(a) a bachelor's degree; and
(b) a minimum of 60 semester credits of academic preparation in language arts and literature, history, government and related social science, mathematics, and any two of the following: art, music, foreign languages, speech, drama, library science, or health;
(c) professional preparation of at least six semester credits to include human growth and development, reading and/or language arts, social studies, and arithmetic; and
(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:
   (i) can meet the requirements for full licensure within the three year valid period of the license; and
   (ii) meets the professional educator preparation program's admission requirements.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.426 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE – SECONDARY, K-12, AND P-12 SPECIAL EDUCATION LEVELS

(1) To obtain a Class 5 alternative provisional license with a secondary, K-12, or P-12 special education level endorsement, an applicant must provide verification of:

(a) a bachelor's degree;
(b) a minimum of 30 semester credits in an area approved by the Board of Public Education for endorsement;
(c) professional educator preparation of at least six semester credits; and
(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:

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(i) can meet the requirements for full licensure within the three year valid period of the license; and
(ii) meets the professional educator preparation program’s admission requirements.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.427 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE – 
SUPERINTENDENT ENDORSEMENT  (1) To obtain a Class 5 alternative provisional license with a superintendent endorsement, an applicant must provide verification of:
(a) a master's degree in educational leadership from an accredited professional educator preparation program or equivalent;
(b) eligibility for a Class 1, 2, or 5, or 6 teaching license at the appropriate level;
(c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level; and
(d) of one year of appropriately licensed experience as a principal or one year of a supervised Board of Public Education approved administration internship as superintendent;
(e) completion of an accredited professional educator preparation program, as defined in ARM 10.57.102 for superintendents; and
(f) for those applicants who have not completed the required courses in Montana school law, Montana school finance, and Montana collective bargaining and employment law, a plan of intent as detailed in ARM 10.57.424.

(2) Applicants more than six semester credits from meeting requirements for full licensure required to complete coursework other than Montana school law, Montana collective bargaining and employment law, and Montana school finance must also submit written evidence of either:
(a) enrollment in an accredited professional educator preparation program leading to the superintendent endorsement and enrollment in the be enrolled in a Board of Public Education approved internship program as outlined in ARM 10.55.703 607; or
(b) enrollment in an accredited professional educator preparation program leading to the superintendent endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:
(i) supervision of the licensee by university personnel;
(ii) annual on-site visitations by the university supervisor; and
(iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.428 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE –
ELEMENTARY PRINCIPAL ENDORSEMENT (1) To obtain a Class 5 alternative provisional license with an elementary principal endorsement, an applicant must provide verification of:
(a) a master's degree from any accredited professional educator preparation program and nine graduate semester credits in school administration;
(b) eligibility for a Class 1, 2, or 5, or 6 teacher license at the elementary level; and
(c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the elementary level; and
(d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:
(i) can meet the requirements for full licensure within the three year valid period of the license; and
(ii) meets the professional educator preparation program's admission requirements.

(2) Applicants more than six semester credits from meeting requirements for full licensure required to complete coursework other than Montana school law must also submit written evidence of either:
(a) enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703 607; or
(b) enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:
(i) supervision of the licensee by university personnel;
(ii) annual on-site visitations by the university supervisor; and
(iii) progress toward completion of requirements for the elementary principal endorsement.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.429 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) To obtain a Class 5 alternative provisional license with a secondary principal endorsement, an applicant must provide verification of:
(a) a master's degree from any accredited professional educator preparation program and nine graduate semester credits in school administration;
(b) eligibility for a Class 1, 2, or 5, or 6 teaching license at the secondary level; and
(c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the secondary level; and
(d) for those applicants who have not completed an accredited professional
educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:
   (i) can meet the requirements for full licensure within the three year valid period of the license; and
   (ii) meets the professional educator preparation program's admission requirements.
(2) Applicants more than six semester credits from meeting requirements for full licensure required to complete coursework other than Montana school law must also submit written evidence of either:
   (a) enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703 607; or
   (b) enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:
      (i) supervision of the licensee by university personnel;
      (ii) annual on-site visitations by the university supervisor; and
      (iii) progress toward completion of requirements for the secondary principal endorsement.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.430 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE – K-12 PRINCIPAL ENDORSEMENT
(1) To obtain a Class 5 alternative provisional license with a K-12 principal endorsement, an applicant must provide verification of:
   (a) a master's degree from any accredited professional educator preparation program and nine graduate semester credits in school administration;
   (b) eligibility for a Class 1, 2, or 5, or 6 teaching license at any level within K-12; and
   (c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level within K-12; and
   (d) for those applicants who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program verifying that the applicant:
      (i) can meet the requirements for full licensure within the three year valid period of the license; and
      (ii) meets the professional educator preparation program's admission requirements.
(2) Applicants more than six semester credits from meeting requirements for full licensure required to complete coursework other than Montana school law must also submit written evidence of either:
   (a) enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703 607.
(b) enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:
   (i) supervision of the licensee by university personnel;
   (ii) annual on-site visitations by the university supervisor; and
   (iii) progress toward completion of requirements for the K-12 principal endorsement.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.431 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE – SUPERVISOR ENDORSEMENT (1) To obtain a class 5 alternative provisional license with a supervisor endorsement an applicant must provide verification of:
   (a) a master's degree from an accredited college or university in the area requested for supervisory endorsement; and
   (b) verification of three years of appropriately licensed experience as a teacher in the area requested for supervisory endorsement or verification of five years of experience in a school setting as a fully licensed and appropriately assigned related services provider.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.432 CLASS 5 ALTERNATIVE PROVISIONAL LICENSE – SPECIALIST ENDORSEMENT (1) To obtain a Class 5 alternative provisional license with a specialist endorsement in school psychology an applicant must provide verification of:
   (a) verification of a master's degree or greater in school psychology or related field from an regionally accredited school psychologist professional educator preparation program; and
   (b) recommendation from the Montana Association of School Psychologists Competency Review Board for those applicants who have not completed an accredited specialist preparation program, verification from an accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.434.

(2) To obtain a Class 5 alternative provisional license with a specialist endorsement in school counseling an applicant must provide verification of:
   (a) verification of a master's bachelor’s degree; and
   (b) institutional verification from the accredited specialist program, of being within four course deficiencies of completing full requirements as outlined in ARM 10.57.435.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.433 CLASS 6 SPECIALIST LICENSE (1) A Class 6 specialist license
is valid for a period of five years.

(2) Class 6 specialist licenses may be issued with the following endorsements:
   (a) school psychologist; or
   (b) school counselor.

(3) A Class 6 specialist license may also be endorsed in traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction

(4) Class 6 specialist licenses may be renewed pursuant to the requirements of ARM 10.57.215.

(5) A lapsed Class 6 specialist license may be reinstated by showing verification of four graduate semester credits or equivalent 60 renewal units earned during the five-year period preceding the validation date of the new license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.434  CLASS 6 SPECIALIST LICENSE – SCHOOL PSYCHOLOGIST

(1) To obtain a Class 6 specialist license with a school psychologist endorsement an applicant must provide verification of:
   (a) current credentials as a nationally certified school psychologist (NCSP) from the National Association of School Psychologists (NASP); or
   (b) verification of completion of a specialist level degree from a NASP accredited school psychologist program which included a 1200 hour internship, of which 600 hours were in a school setting; or
   (c) for those applicants who did not earn at least a specialist level school psychology degree from a NASP accredited program:
      (i) a master's degree or higher in school psychology or an education specialist degree in a related field from a regionally accredited institution college or university; and
      (e) (ii) recommendation from the Montana Association of School Psychologists Competency Review Board after completion of an oral examination at a NASP accredited specialist program defined in ARM 10.57.102, attesting to the applicant's qualifications being equivalent to NASP training standards, which included a 1200 hour internship experience of which 600 hours were in a school setting.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.435  CLASS 6 SPECIALIST LICENSE – SCHOOL COUNSELOR

(1) To obtain a Class 6 specialist license with a school counselor endorsement an applicant must provide verification of:
   (a) a master's degree in school counseling (K-12); or and
   (b) a master's degree with equivalent graduate level school counseling content; and
   (c) a supervised internship of at least 600 hours in a school or school-related...
(2) A Class 6 specialist endorsed in school counseling may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.
   
   (b) completion of a CACREP accredited school counselor program which included an internship in a school setting of 600 hours; or
   
   (c) for those applicants who did not earn a degree from a CACREP accredited program:
      
      (i) a master's degree in school counseling from a regionally accredited college or university; and
      
      (ii) recommendation from an accredited specialist program defined in ARM 10.57.102, which included an internship in a school setting of 600 hours.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST  

(1) A Class 7 American Indian language and culture specialist license shall be is valid for a period of five years.

(2) The Superintendent of Public Instruction shall issue a Class 7 license based upon verification by the American Indian tribe for which the language and culture licensure is desired that the individual authorized representative of a tribal government, that has a memorandum of understanding with the Superintendent of Public Instruction, that the applicant has met tribal standards for competency and fluency as a requisite for teaching that language and culture. Candidates for Class 7 licensure must meet all nonacademic requirements for licensure in Montana.

(3) The board Board of Public Education will accept and place on file the criteria developed by each tribe for qualifying an individual as competent to be a specialist in its language and culture.

(4) A Class 7 American Indian language and culture specialist licensee may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.

(5) Sixty units of renewal activities authorized and verified by the tribe will be required for renewal of a Class 7 license. A Class 7 American Indian language and culture specialist license may be renewed upon verification by the tribe that the professional development plan, as defined by the memorandum of understanding in (2) is met.

(6) A school district may assign an individual licensed under this rule to only specialist services within the field of American Indian language and culture under such supervision as the district may deem appropriate. No other teaching license or endorsement is required for duties within this prescribed field.

AUTH: 20-4-102, MCA
IMP: 20-4-103, 20-4-106, MCA

10.57.437 CLASS 8 DUAL CREDIT-ONLY POSTSECONDARY FACULTY

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LICENSE  (1) A faculty member of a postsecondary institution college or university is required to hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2, or 4 and properly endorsed, whenever a faculty member is teaching a course for which one or more students will earn both high school and college credit.
(2) The license is valid for five years:
  (a) as long as the license holder is a faculty member of a regionally accredited postsecondary institution;
  (b) only for the delivery of courses that fall within an endorsable major or minor, or the equivalent, held by the faculty member; and
  (c) only when teaching dual credit courses within the role and scope of their duties assigned by the employing postsecondary institution.
(3) To obtain a Class 8 dual credit-only postsecondary faculty license, an applicant shall provide the following:
  (a) verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited postsecondary institution that the class 8 licensure applicant meets the definition in ARM 10.57.102(10) in their role of teaching a dual credit course at a regionally accredited postsecondary institution; and
  (b) compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201, and 10.57.201A; and
  (b) (c) recommendation from the appropriate official Chief Academic Officer from a Montana or NCATE regionally accredited professional educator preparation program college or university stating all or verifying the following:
    (i) the applicant has earned a major or minor or the equivalent in one of the endorsable teaching areas as set forth in ARM 10.57.438 plans to teach in a subject covered by the K-12 endorsement areas in ARM 10.57.438, and will teach a subject in which the applicant has a major or minor; and
    (ii) the applicant is competent, pursuant to ARM 10.58.501, as demonstrated by the applicant's satisfaction of criteria set forth in a rubric developed and published by the Superintendent of Public Instruction in consultation with K-12 education and higher education; and demonstrates adequate education and experience to instruct dual enrollment courses as demonstrated by the following criteria:
      (A) ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation;
      (B) understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and
      (C) understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage, and contemporary status of American Indians and tribes in Montana.
  (c) Compliance with all other nonacademic requirements for licensure as required by 20-4-104, MCA, ARM 10.57.201(4), and 10.57.201A.
(4) Class 8 dual credit license applications will be reviewed by the Certification Standards and practices Advisory Council for Recommendation.
regarding issuance of the license by the Superintendent of Public Instruction. Denial of an application for licensure shall be appealable to the Board of Public Education pursuant to ARM 10.57.607.

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

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

(6) This rule shall be applied beginning with the fall semester of 2009.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.438 CLASS 8 DUAL CREDIT-ONLY POSTSECONDARY FACULTY LICENSE ENDORSEMENTS (1) Dual credit instructors must qualify for licensure and endorsement under one of the following categories:

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

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

   (c) Class 8 dual credit-only postsecondary license according to ARM 10.57.437 and this rule.

(2) Areas approved for endorsement on Class 8 dual credit-only postsecondary faculty licenses include the following: agriculture, art K-12, biology, business education, chemistry, computer science K-12, drama, earth science, economics, English, family and consumer sciences, geography, health, history, history-political science, industrial arts, journalism, marketing, mathematics, music K-12, physical education K-12, science (broadfield), social studies (broadfield), sociology, speech communication, speech drama, technology education, trade and industry and world languages are listed in ARM 10.57.412.

(32) Applicants for the Class 8 license with degrees in highly specialized academic areas and hired by the postsecondary institution college or university under the policies set forth in ARM 10.57.102(10) to teach specific courses not covered by the K-12 endorsement areas in (21), may be eligible for a designation in their area of specialization as approved by the Superintendent of Public Instruction.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.501 SOCIAL WORKERS, NURSES AND SPEECH AND HEARING THERAPIST (1) Professionals such as social workers, nurses, and speech and hearing therapists who are teaching in a classroom must have a teaching license appropriate for the level(s) and area(s) taught.

(2) Speech and hearing therapists engaged in school services in the public schools of Montana who issued grades or credits in the pupil's school program must be licensed under the regularly established teacher licensure requirements in speech and hearing association. For related school services which do not involve credits or promotion, the Superintendent of Public Instruction shall recognize speech

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and hearing therapists licensed by the American Speech and Hearing Association on the basis of professional association standards on file with the Superintendent of Public Instruction.

AUTH: 20-4-102, MCA
IMP: 20-4-102, MCA

10.57.601 REQUEST FOR DISCIPLINE AGAINST THE LICENSE OF AN EDUCATOR/SPECIALIST: PRELIMINARY ACTION
(1) Pursuant to 20-4-110(2), MCA, requests to issue a letter of reprimand or to suspend or revoke an educator/specialist license shall be brought before the Board of Public Education by only:
   (a) an official action of the board of trustees of a local district for any licensed educator/specialist currently employed by that district or under contract or otherwise employed by that district at any time during the 12 months prior to the receipt by the Board of Public Education of the discipline request to issue a letter of reprimand or to suspend or revoke; or
   (b) the Superintendent of Public Instruction.
(2) The Superintendent of Public Instruction may initiate a request to the Board of Public Education for discipline against an educator/specialist’s license within 12 months from the date of receiving direct notification of alleged misconduct from a local school district board of trustees or from any other credible source.
(3) Requests for discipline shall specify whether a letter of reprimand, revocation, or suspension is sought and shall include:
   (a) the specific charge(s) against the educator/specialist;
   (b) the subsection of 20-4-110, MCA, under which the charge(s) is brought;
   (c) an outline of the facts and evidence related to the charge(s); and
   (d) if the request is made by a board of trustees of a district, a copy of the minutes documenting the trustees’ decision to request disciplinary action a letter of reprimand or revocation or suspension of a license, if the request is made by the board of trustees.

AUTH: 20-4-102, MCA
IMP: 20-4-110, MCA

10.57.601A DEFINITION OF "IMMORAL CONDUCT" (1) "Immoral conduct" related to the teaching profession, under 20-4-110(1)(f), MCA, includes, but is not limited to:
   (a) sexual contact, as defined in 45-2-101, MCA, or sexual intercourse as defined in 45-2-101, MCA, between an educator/specialist and involving a minor or a person the educator/specialist applicant or licensee knows, or reasonably should know, or should have known is a student at a public or private elementary or secondary school;
   (b) conduct, whether resulting in the filing of criminal charges or not, which would constitute an offense under any of the following statutes of this state;
      (i) 45-5-502, MCA, (sexual assault);
      (ii) 45-5-503, MCA, (sexual intercourse without consent);
(iii) 45-5-504, MCA, (indecent exposure);
(iv) 45-5-505, MCA, (deviate sexual conduct), if the conduct either was non-consensual or involved a minor or a person the educator/specialist applicant or licensee knows, or reasonably should know, or should have known is a student at a public or private elementary or secondary school;
(v) 45-5-507, MCA, (incest);
(vi) 45-5-601, 45-5-602, or 45-5-603, MCA, (offenses involving prostitution);
(vii) 45-5-622(2), MCA, (endangering the welfare of children);
(viii) 45-5-623, MCA, (unlawful transactions with children);
(ix) 45-5-625, MCA, (sexual abuse of children);
(x) 45-8-201, MCA, (obscenity);
(xi) 45-5-627, MCA, (ritual abuse of minor);
(xii) any statute in Title 45, chapter 9, part 1, MCA, (dangerous drugs), provided that a first offense under 45-9-102(2), MCA, shall not fall within this definition;
(xiii) 45-5-220, MCA, (stalking);
(xiv) 45-5-223, MCA, (surreptitious visual observation or recordation);
(xv) 45-10-103, MCA, (criminal possession of drug paraphernalia);
(xvi) 45-10-105, MCA, (delivery of drug paraphernalia to a minor);
(xvii) 45-8-334, MCA, (possession of a destructive device);
(xviii) 45-8-361, MCA, (possession or allowing possession of weapon in school building);
(xix) 45-8-403, MCA, (use of threat to coerce gang membership);
(xx) 45-8-406, MCA, (supplying of firearms to criminal street gang);
(xxi) 45-5-622(3), MCA (endangering welfare of children);
(c) repeated convictions for violations of any one or more of the criminal laws of this state, which violations are not otherwise grounds for suspension or revocation, if the repeated convictions, taken together, demonstrate that the teacher, specialist or administrator is unwilling to conform their conduct to the requirements of law;
(d) occurrences related to ARM 24.9.1003(3), (sexual harassment), defined as "unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature" when:
   (i) submission to the conduct is explicitly or implicitly made a term or condition of education;
   (ii) submission to or rejection of the conduct is used as the basis for an educational decision affecting the individual; and/or
   (iii) the conduct has the purpose or effect of unreasonably interfering with school performance or creating an intimidating, hostile or offensive learning environment.
(e) submitting false credentials, omitting relevant information, or making any statement of material fact the an applicant or licensee knows to be false to apply for a license, endorsement, employment, or promotion. False credentials include but are not limited to:
   (i) college degrees or credit from non-accredited or -approved colleges or universities;
   (ii) false professional development credit;
(iii) false academic awards; and or
(iv) inaccurate employment history;
(f) significant misuse of technology or electronic communication with involving a minor or a person an applicant or licensee licensed educator/specialist knows, or reasonably should know, or should have known is a student at a public or private elementary or secondary school, including but not limited to misuse of computers, cellular telephones, or other electronic devices; or
(g) intentionally falsifying or deliberately misrepresenting information regarding standardized assessment of students, including but not limited to providing or changing test answers or using inappropriate testing accommodations or modifications.

AUTH: 20-4-102, MCA
IMP: 20-4-110, MCA

10.57.601B REVIEW (1) Upon receipt of a request for disciplinary action by the trustees of a district or the Superintendent of Public Instruction made pursuant to 20-4-110(2), MCA and ARM 10.57.601, and for the purpose of complying with 20-4-110(5), MCA, the Board of Public Education shall review the allegations to determine whether or not a substantial reason exists to hold a hearing for the issuance of a letter of reprimand or the suspension or revocation of the educator/specialist license there is sufficient cause to believe that professional misconduct occurred.

(2) This review shall include notifying the affected educator/specialist licensee of the charges request for discipline and allegations against the educator licensee by certified mail and allowing the educator/specialist ten licensee 10 days to respond to those charges.

(3) After receiving a response from the licensee, the board may request further information to ensure the preliminary review properly reflects the facts and position of each party.

(4) If the board determines there is sufficient cause to believe that professional misconduct occurred, the board shall provide notice to the licensee of a hearing on possible disciplinary action as provided in ARM 10.57.602.

AUTH: 20-4-102, MCA
IMP: 20-4-110, MCA

10.57.602 NOTICE AND OPPORTUNITY FOR OF HEARING UPON DETERMINATION THAT SUBSTANTIAL REASON EXISTS TO HOLD A HEARING

(1) On the basis of the preliminary review conducted pursuant to ARM 10.57.601B, the Board of Public Education shall determine whether or not a substantial reason exists to hold a hearing to issue a letter of reprimand or to suspend or revoke the educator/specialist license.

(a) If the board determines that no substantial reason exists to hold such a hearing, the matter is ended.

(b) If the board determines that there is substantial reason to hold such a hearing, the board shall provide notice of the pending disciplinary action to the educator/specialist licensee, by certified mail not less than 30 days prior to the date
of the hearing.
(a) Such notice shall include:
(i) a statement of the time, place and nature of the hearing;
(ii) a statement of the legal authority and jurisdiction under which the hearing is to be held;
(iii) a reference to the particular sections of the statutes and rules involved;
(iv) a statement of the matters asserted;
(v) a designation of who will hear the allegation pursuant to ARM 10.57.603; and;
(vi) a provision advising of the licensee’s parties of their right to be represented by counsel at the hearing.
(b) The notice shall advise the educator/specialist licensee that the educator/specialist licensee has the right to contest the proposed disciplinary action of the board, and that the educator/specialist licensee may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the educator/specialist filing a written signed statement contesting the matters asserted and request for a hearing.
(d) The board shall enclose with the notice an election form on which the educator/specialist shall be asked to indicate whether the educator/specialist intends to appear at the hearing and contest the board’s proposed action, contest the board’s proposed action without appearing at the hearing, or accept the proposed letter of reprimand, suspension or revocation without contesting it. The notice shall require the educator/specialist to return the election form within 20 days of the date on which the notice was mailed, and shall inform the educator/specialist that failure to return the form in a timely manner shall result in a letter of reprimand or the suspension or revocation of the license by default.
(e) If the educator/specialist or administrator does not return the completed election form within 20 days or elects to accept the proposed letter of reprimand, suspension, or revocation without contesting it, the board, at its next meeting, shall suspend or revoke the educator/specialist license or shall direct the chair to issue a letter of reprimand.
(c) The notice shall advise the licensee that the disciplinary hearing will be open to the public unless an individual’s right to privacy outweighs the public’s right to know.
(f) If the licensees educator/specialist or administrator elects to contest the proposed letter of reprimand, suspension, or revocation and complies with (1)(d), disciplinary action the board shall conduct a contested case hearing pursuant to ARM 10.57.603.
(2) If resolution is reached prior to the hearing, the parties may report such resolution to the board and ask for dismissal of the matter. Dismissal of the matter by the board based on mutual agreement of the parties must be granted in writing, but need not contain findings of fact or conclusions of law.

AUTH: 20-4-102, MC
IMP: 20-4-110, MCA

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10.57.603 HEARING IN CONTESTED CASES  (1) The Board of Public Education shall select one of the following methods for providing a hearing:
   (a) a hearing before the Board of Public Education at a special or regular meeting of the Board;
   (b) a hearing before a committee of the Board that shall report to the Board proposed findings of fact, proposed conclusions of law and a proposed order;
   (c) a hearing before a hearing examiner appointed by the Board of Public Education who shall report to the Board proposed findings of fact, proposed conclusions of law and a proposed order.

(2) At the time and place set in the notice to the educator/specialist applicant or licensee, the chairperson of the Board of Public Education, the designated committee, or an appointed hearing examiner shall conduct the hearing in accordance with Title 2, Chapter 4, Part 6, MCA and ARM 1.3.211 through 1.3.224 of the Attorney General's model rules for hearing contested cases, as found in the Administrative Rules of Montana.

(3) In the case of an appeal made pursuant to ARM 10.57.217 regarding a denial of renewal units or provider status, written notice of the appeal must be made to the board within 30 days of the denial by the Superintendent of Public Instruction. For this type of appeal, the board may follow informal proceedings pursuant to 2-4-604, MCA, and the final board decision may be issued by letter from the chair of the board to the appellant. Prior to the hearing, the board’s attorney or designated hearing officer shall schedule a pre-hearing conference to consider:
   (a) simplification of the issues;
   (b) the possibility of obtaining admissions of facts and documents;
   (c) the number of witnesses;
   (d) the exchanges of witness and exhibit lists; and
   (e) any other matters which may aid in the disposition of the matter.

(4) On appeal the burden is on the appellant to establish by a preponderance of the evidence that the appellant meets the statutory criteria for issuance of an educator/specialist license. In the case of a request for disciplinary action against a licensee pursuant to ARM 10.57.601 or 10.7.611, the burden is on the requestor to establish by a preponderance of the evidence that the disciplinary action is warranted.

AUTH: 20-4-102, MCA
IMP:  20-4-110, MCA

10.57.604 POST HEARING PROCEDURE  (1) Either immediately following the hearing, or within 30 days of the conclusion of the hearing regarding an educator/specialist license, the Board of Public Education shall, as provided herein applicable:
   (a) make a final decision to: uphold the decision of the Superintendent of Public Instruction to deny an application for licensure.
   (b) dismiss the matter;
   (c) issue a letter of reprimand;
   (d) enter into a stipulated agreement; or

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(iv) (e) suspend or revoke the license for a specific period of time, up to and including permanent revocation of the educator/specialist license; and

(b) consistent with its decision, issue findings of fact, conclusions of law, and an order for suspension or revocation of the educator/specialist license; or

(e) dismiss the request for letter of reprimand, revocation, or suspension.

(2) Consistent with the board’s decision to suspend or revoke a license, the board chair or designee shall sign the stipulated agreement, the letter of reprimand, or in the case of a suspension or revocation, the final issue findings of fact, conclusions of law, and an order signed by the board chair or designee.

(3) The board shall record its decision in its minutes and shall serve provide its decision, including the letter of reprimand, or a copy of the findings of fact, conclusions of law, and order by certified mail on the educator/specialist to the licensee and on any other involved party within 30 days of its decision.

(4) The date of the letter of reprimand, decision to uphold a denial of licensure by the superintendent, or final written decision and order of the board determines the date from which an appeal may be filed pursuant to 2-4-702, MCA.

(5) Pursuant to 2-4-623, MCA, decisions of the Board of Public Education shall be available for public inspection. Confidential information such as names of any minors, the educator/specialist’s applicant’s or licensee’s address, telephone number, or medical records may be redacted from the posted final decision.

AUTH: 20-2-121, 20-4-102, MCA
IMP: 20-4-102, 20-4-110, MCA

10.57.605 SURRENDER OF AN EDUCATOR/SPECIALIST LICENSE

(1) An educator/specialist licensee may surrender his or her license to the Superintendent of Public Instruction. The Superintendent of Public Instruction, upon review, may accept or reject the license surrender.

(2) Surrender of a license to the Superintendent of Public Instruction does not relieve the reporting requirements set forth in 20-4-110, MCA.

(3) The Superintendent of Public Instruction may investigate further following the surrender of an educator/specialist’s license and shall maintain a record of the circumstances surrounding the surrender of any license. The contents of that record shall be available for review by the licensing authority from any other jurisdiction in which the educator/specialist seeks licensure.

(4) Surrender of a license is permanent and irrevocable, unless specified otherwise in the document of surrender. Surrender of a license is a sanction against an educator or specialist and may prejudice the ability of an educator/specialist to successfully seek relicensure in Montana in the same or any other class of license or educational endorsement.

(5) The Superintendent of Public Instruction shall provide notice to inform the Board of Public Education of each surrender of a license and of the circumstances surrounding the surrender.

AUTH: 20-4-114, MCA
IMP: 20-2-121, MCA

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10.57.606 REPORTING OF THE SURRENDER, DENIAL, REVOCATION, OR SUSPENSION OF A LICENSE  (1) The Superintendent of Public Instruction shall maintain membership in the National Association of State Directors of Teacher Education and Certification (NASDTEC) and shall report information concerning disciplinary action to the NASDTEC clearinghouse concerning licensure as provided herein and as required by NASDTEC membership.

(2) Upon receipt of a license surrendered pursuant to ARM 10.57.605, the Superintendent of Public Instruction shall report to the NASDTEC clearinghouse that the Superintendent accepted the surrender of a license held by the educator/specialist licensee.

(3) The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse the denial of licensure for cause. A denial "for cause" is defined as circumstances which:

(a) resulted in a determination by the Superintendent that the applicant lacked the requisite moral and professional character; or

(b) would, in the case of a licensed Montana educator, be grounds for suspension or revocation.

(4) The Superintendent shall not report to NASDTEC under (3) until either:

(a) the period for appeal of denial as provided in ARM 10.57.607 has expired; or

(b) the Board of Public Education affirms the denial.

(5) The Superintendent of Public Instruction shall report to the NASDTEC clearinghouse a letter of reprimand issued by the Board of Public Education, and the suspension or revocation of a license held by an educator/specialist licensed in Montana.

(6) If a denial of licensure or disciplinary action by the Board of Public Education is overturned by a court of competent jurisdiction, the Superintendent of Public Instruction will notify the NASDTEC clearinghouse of such action.

(7) The Superintendent of Public Instruction shall maintain, pursuant to the superintendent's record retention policies, a record of the circumstances surrounding the surrender, denial, revocation, suspension, or reprimand involving an educator/specialist's license or application for licensure. The contents of that record shall be available for review by the certifying authority from any other jurisdiction in which the educator/specialist seeks licensure.

AUTH: 20-4-102, MCA
IMP: 20-4-110, MCA

10.57.607 APPEAL FROM DENIAL OF AN EDUCATOR/SPECIALIST LICENSE  (1) Written notice of appeal from the decision of the Superintendent of Public Instruction to deny issuance or renewal of an educator/specialist license must be submitted to the Board of Public Education. Written notice of appeal must be postmarked or received by the board no later than 30 days from the date of the letter of denial sent from the office of the Superintendent of Public Instruction.

(2) The written request notice of appeal may not be submitted by email. The notice must be signed by the appellant and must be in a form which:

(a) summarizes the appellant's responses to the superintendent's denial of
licensure;
  (b) states that the appellant meets the minimum qualifications for issuance of a license established by law provide preliminary statements supporting appellant’s contention that the superintendent’s denial should be overturned; and
  (c) if applicable, shows that the appeal satisfies the requirements of ARM 10.57.608.

(3) When an appeal of a denial from the decision of the Superintendent is before the Board of Public Education, the board shall provide notice by certified mail at least 30 days prior to a hearing of the appeal.
  (a) Such notice shall include:
      (i) a statement of the time, place, and nature of the hearing;
      (ii) the legal authority and jurisdiction under which the hearing is to be held;
      (iii) reference to the particular sections of the statutes and rules involved;
      (iv) a statement of the matters asserted; and
      (v) designation of who will hear the allegation pursuant to ARM 10.57.603.
  (b) The notice shall advise the applicant that the applicant has the right to contest the denial and that the applicant may do so by appearing at the hearing either personally or through counsel, or by requesting the board to consider the matter on the basis of the available evidence without an appearance by the applicant.
  (c) The notice shall advise the licensee that the hearing will be open to the public unless an individual’s right to privacy outweighs the public’s right to know.
  (d) The hearing officer or person designated pursuant to ARM 10.57.603 to hear the appeal shall conduct a pre-hearing conference to determine matters relevant to scheduling, evidence, witnesses, and other matters related to the hearing as delineated in ARM 10.57.603.

AUTH: 20-2-121, 20-4-102, MCA
IMP: 20-4-102, 20-4-110, MCA

10.57.608 CONSIDERATIONS GOVERNING ACCEPTANCE OF APPEAL IN CASES ARISING UNDER 20-4-104, MCA
(1) The Board of Public Education shall not consider an appeal from a denial by the Superintendent of Public Instruction based on 20-4-104, MCA, if the appellant has made an appeal to the board from the denial of an educator/specialist license within three years prior to the application which is at issue, and that appeal was denied by the board the appellant did not prevail following a hearing, unless at the time of notice of appeal pursuant to ARM 10.57.607 the appellant demonstrates substantial changes in circumstances relating to the appellant's eligibility for a license.

(2) The board shall not consider an appeal by an educator/specialist licensee regarding a suspended, revoked, or surrendered license during the period of suspension, revocation, or surrender.

AUTH: 20-4-102, MCA
IMP: 20-4-110, MCA

10.57.609 HEARING ON APPEAL
(1) The Board of Public Education shall
conduct the hearing as provided in ARM 10.57.603 and in compliance with Title 2, chapter 4, part 6, MCA.

(2) On appeal the burden is on the appellant to establish by a preponderance of the evidence that the appellant satisfies the statutory criteria for issuance of an educator/specialist license. In the case of a request for letter of reprimand, suspension, or revocation of an educator/specialist license, the burden is on the requestor to establish by a preponderance of the evidence that the request for board action should be granted. (History: 20-4-102, MCA; IMP, 20-4-110, MCA; NEW, 1987 MAR p. 1211, Eff. 7/31/87; AMD, 1995 MAR p. 628, Eff. 4/28/95; AMD & TRANS, 2002 MAR p. 3309, Eff. 11/28/02 ; AMD, 2012 MAR p. 1039, Eff. 5/25/12.)

10.57.611 SUBSTANTIAL AND MATERIAL NONPERFORMANCE

(1) A licensed staff member commits a violation of substantial and material nonperformance of an employment contract pursuant to 20-4-110(1)(g), MCA, if, after signing a binding contract of employment with a Montana school district, the licensed staff member substantially and materially breaches such contract without good cause.

(2) "Good cause" shall be determined by the board on a case-by-case basis. The following are examples of good cause:

(a) substantial hardship to the licensed staff member’s family due to a change in employment of the spouse of the licensed staff member that necessitates a move;

(b) illness of a family member of the licensed staff member that necessitates a move for purposes of providing for, caring for, or tending to the ill family member; or

(c) intolerable working conditions, judged on the same basis as constructive discharge under Montana law.

(3) Licensed staff members violating 20-4-110(1)(g), MCA may be penalized according to the following as follows:

(a) a first violation committed not more than 30 calendar days prior to the beginning of the school year may result in a sanction not to exceed placement of a letter of reprimand in the licensed staff member's public record certification file;

(b) a first violation committed on or after school starts shall result in a sanction ranging from placement of a letter of reprimand in the licensed staff member's public record licensure file to temporary suspension of the licensed staff member's license for not more than 30 days; and

(c) a second or subsequent violation shall result in a sanction ranging from a temporary suspension of the licensed staff member's license to revocation of the license.

(4) In determining the severity of the sanction, if any, the board Board of Public Education will consider the following:

(a) any direct, harmful impact on students caused by the breach of contract;

(b) the length of prior notice provided to the employing board by the licensed staff member; and

(c) the impact of the licensed staff member’s breach of contract on the district’s compliance with accreditation standards.

(5) This rule provides guidelines only and shall not be construed to either

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require or to prohibit the board from exercising its discretion in overseeing discipline of license holders pursuant to 20-4-110(6).

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-2-121, 20-4-110, MCA

5. Statement of Reasonable Necessity: ARM 10.57.101 requires the Board of Public Education to comprehensively review educator licensure rules at least every five years to ensure that the rules are meeting the needs of the state, reflect current practice, are more comprehensible, and are consistent with law and related chapters of ARM Title 10.

The proposed amendments and repeal better reflect current and best practices, clarify procedure, and are coordinated with Title 10, Chapter 58 and other relevant rules and law. Part 6 more clearly details an educator’s due process rights when appealing a denial of licensure or facing potential action against a license by the Board.

With input from members of the Montana Council of Deans, the Certification and Standards and Practices Advisory Council, professional education organizations and associations, and licensing professionals, the Board of Public Education has determined it is reasonable and necessary to amend and repeal rules relating to Chapter 57, educator licensure to effectuate the requirements 20-4-102, MCA.

6. The effective date of these rules is July 1, 2015.

7. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., November 6, 2014.

8. Peter Donovan has been designated to preside over and conduct this hearing.

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

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

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

12. With regard to the requirements of 2-4-111, MCA, the board has determined that the amendment of the above-referenced rule will not significantly and directly impact small businesses.

____________________________________  ________________________________
Peter Donovan    Sharon Carroll
Rule Reviewer    Board Chair
Board of Public Education

Certified to the Secretary of State September 29, 2014.
PROPOSED TIMELINE
Chapter 57 Rules
May 8, 2014

- Introduction of rule revision process to BPE .................. January 7, 2014
- Introduction of rule revision process to CSPAC ............. January 24, 2014
- Update on rule revision process at BPE meeting .......... March 14, 2014
- Public meetings with work group .......................... April 8 & 21, 2014
- Update on rules and work group meetings to CSPAC .... April 25, 2014
- Update on rule revision process at BPE meeting and approval of proposed timeline ................. May 8, 2014
- Proposed rule draft to CSPAC ................................ June, 2014
- Proposed rule changes reviewed by CSPAC ............... July 15, 2014
- Update/CSPAC recommendations to BPE .............. July 16-18, 2014
- Rule changes to BPE for approval and authorization of publication of Notice of Hearing .................. September 11-12, 2014
- Notice of hearing to SOS for publication in MAR ....... September 29, 2014
- MAR publication out ................................................ October 9, 2014
- Hearing date ............................................................... November 3, 2014
- Final Public Input deadline ....................................... November 6, 2014
- Final Rules to BPE for approval of Adoption Notice ..... November 14, 2014
- Adoption Notice to SOS for publication in MAR ........ December 1, 2014
- MAR publication out ................................................ December 11, 2014
- Effective Date of Rules .............................................. July 1, 2015
ITEM 13

RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING OF ARM TITLE 10, CHAPTER 58, PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS

Dr. Linda Peterson, Michael Hall, Patty Muir
EXECUTIVE SUMMARY  
DATE: SEPTEMBER 2014

PRESENTATION: Recommend Approval of the Notice of Public Hearing of Administrative Rules of Montana (ARM) Title 10, Chapter 58, Professional Educator Preparation Program Standards and Timeline

PRESENTER: Linda Vrooman Peterson, Administrator  
Michael Hall, Director of Professional Learning and Technology Support  
Patty Muir, Accreditation Program Specialist  
Accreditation and Educator Preparation Division  
Office of Public Instruction (OPI)

OVERVIEW: The state superintendent recommends the Board of Public Education approve the publication of the Notice of Public Hearing and timeline of ARM Title 10, Chapter 58, Professional Educator Preparation Program Standards. This presentation provides to the BPE an opportunity to review the proposed notice and timeline.

REQUESTED DECISION(s): Action

OUTLYING ISSUE(s): None

RECOMMENDATION(S): Approval of the publication of the Notice of Public Hearing of ARM Title 10, Chapter 58, Professional Educator Preparation Program Standards and timeline.
BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEW RULES I through XV; the amendment of ARM 10.58.102 through 10.58.104, 10.58.501 through 10.58.105, 10.58.507, 10.58.509 through 10.58.511, 10.58.513 through 10.58.524, 10.58.526, 10.58.528, 10.58.705, 10.58.707 and 10.58.802; the amendment and transfer of ARM 10.58.508 and 10.58.512; and repeal of ARM 10.58.210, 10.58.304 through 309, 10.58.525, 10.58.527, 10.58.601 through 10.58.603, 10.58.801 and 10.58.901 all pertaining to educator preparation programs

NOTICE OF PUBLIC HEARING ON PROPOSED ADOPTION, AMENDMENT, AMENDMENT AND TRANSFER, AND REPEAL

TO:  All Concerned Persons

1. On October 31, 2014, at 10:00 a.m., the Board of Public Education will hold a public hearing in the Office of Public Instruction conference room at 1300 11th Avenue, Helena, Montana, to consider the proposed adoption, amendment, amendment and transfer, and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on October 20, 2014 to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The Board of Public Education proposes to adopt, amend, amend and transfer, and repeal the following rules:

   10.58.102 PROCESS LEADING TO ACCREDITATION OF EDUCATOR PREPARATION PROVIDERS PROFESSIONAL EDUCATION UNITS (1) The Board of Public Education shall adopt procedures for implementing the process of accrediting professional education units, the accreditation review of educator preparation providers.

   (2) The Office Superintendent of Public Instruction shall implement the Board of Public Education’s procedures by conducting accreditation site reviews.

   (a) The Office Superintendent of Public Instruction shall establish a cadre of qualified educators to serve on review teams. Team members representing
accredited K-20 education entitles shall:

(i) Team members shall be recommended from higher education and public schools nominated by K-20 teachers and administrators, supervisors, and members of professional organizations, and educational boards, and agencies; and

(ii) Team members shall have a minimum of five years of teaching or professional education experience.

(b) The Office Superintendent of Public Instruction shall administer conduct workshops sessions to that prepare educators for serving on review teams to serve as team members of site reviews. Work sessions shall include instruction in constitutional and statutory authority of the Board of Public Education, requirements for state and national accreditation, history and content of state standards, practical experience at applying standards, and information on the review procedures.

(c) Performance of team members shall be evaluated by the team chairperson, in conjunction with and the Office of Public Instruction’s educator preparation program director coordinator.

(d) Team chairpersons or and members shall not be assigned to serve in the review of institutions educator preparation providers where a conflict of interest may interfere with the integrity of the review.

(3) Members of the Board of Public Education shall be invited to participate as observers at each unit's program review observe accreditation site reviews.

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

10.58.103 VISITATIONS ACCREDITATION SITE REVIEWS (1) All professional education units Educator preparation providers (EPPs) shall host an accreditation site review every seven years or on an adjusted schedule based upon coordination with national accreditation or upon request of an institution the EPP or the Board of Public Education.

(2) Joint visitations accreditation site reviews and cooperation with other accrediting agencies the Council for the Accreditation of Educator Preparation (CAEP) will be encouraged.

(3) A review by the National Council for Accreditation of Teacher Education (NCATE) of the same material covered in subchapters 2, 3, 4 and 6 may be accepted in lieu of the state review.

(4) Units Educator preparation providers are required to engage in an ongoing self-study of professional educator preparation programs continuous improvement.

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

10.58.104 ACCREDITED PROGRAMS (1) The Office Superintendent of Public Instruction shall report to the public the professional education unit's educator preparation providers’ accreditation status in meeting the Board of Public Education's standards for professional educator preparation.

(2) Pursuant to 20-4-121, MCA, the report shall include professional education units educator preparation providers and the corresponding regional and
national accreditation agencies. The report shall include the initial and expiration
dates of all accredited programs.

(a) Each professional education unit educator preparation provider shall
annually provide information pursuant to (2) to the Office of Public Instruction.

(b) The report shall be accessible to institutions, school personnel offices,
counselors, K-20 educators and the general public within the state, and to other
state education agencies, and shall be posted on the web sites of to the Office of
Public Instruction and Board of Public Education websites.

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

10.58.210 CONCEPTUAL FRAMEWORK(S)  (1) Each unit shall operate
from the basis of a well-defined conceptual framework(s). A conceptual
framework(s) establishes the shared vision for a unit’s efforts in preparing educators
to work in P-12 schools. It provides direction for programs, courses, teaching,
candidate performance, scholarship, service, and unit accountability. The
conceptual framework(s) distinguishes among the graduates of one institution from
those of another.

(a) Faculty members in the unit are expected to collaborate with members of
their professional community in developing a conceptual framework(s) that
establishes the vision for the unit and its programs. At its discretion, the unit may
operate with a single framework for all programs or a different framework for each or
some of its programs.

(b) The conceptual framework(s) provides the basis for coherence among
curriculum, instruction, field experiences, clinical practice, assessment, and
evaluation.

(c) It makes explicit the professional commitments and dispositions that
support it, including the commitment to acquire and use knowledge on behalf of P-12
students.

(d) It reflects the unit’s commitment to diversity, including the unit’s
commitment to serving American Indians and implementing Indian Education for All,
20-1-501, MCA, and the preparation of educators who help all students learn.

(e) It reflects the unit’s commitment to the integration of technology to
enhance candidate and student learning.

(f) The conceptual framework(s) also provides a context for aligning
professional and state standards with candidate proficiencies expected by the unit
and programs for the preparation of educators.

(g) The conceptual framework shall incorporate 20-25-104 and 20-25-603,
MCA, and address additional Montana state statutes as required.

(2) The conceptual framework(s) provides the following structural elements:
(a) the mission of the institution and unit;
(b) the unit’s philosophy, purposes, professional commitments, and
dispositions;
(c) knowledge bases including theories, research, the wisdom of practice,
and education policies;
(d) performance expectations for candidates, aligning them with professional,
state, and institutional standards; and

(e) the system by which candidate performance is regularly assessed.

AUTH: 20-2-114, MCA

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

10.58.304 CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS

(1) Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

(a) Teacher candidates know the subject matter that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.

(b) Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.

(c) Teacher candidates have a broad knowledge of instructional strategies that draw upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.

(d) Teacher candidates can apply their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning.

(e) Candidates for other professional school roles have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities, use current research to inform their practices, use technology in their practices, and support student learning through their professional services.

(f) Candidates are familiar with professional dispositions delineated in professional, state, and institutional standards. They model these dispositions in their work with students, families, and communities.

(g) Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experiences.

(h) Candidates for other professional school roles are able to create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work, the diversity of students, families, and communities, and the policy contexts within which they work.

(i) Teacher candidates have a working, demonstrable knowledge of Montana school governance, funding, and collective bargaining.

(j) Candidates for other professional school roles have a working, demonstrable knowledge of Montana school governance, funding, and collective
Teacher candidates demonstrate an understanding of the effects of concentrated generational poverty on student academic achievement.

Candidates for other professional school roles demonstrate an understanding of the effects of concentrated generational poverty on student academic achievement.

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

40.58.305—ASSESSMENT SYSTEM AND UNIT EVALUATION  (1) The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. The unit assessment system includes all elements of the "rigorous state test" for recommendation for initial licensure. Candidate content knowledge and information from the test is provided to the Office of Public Instruction annually.

(a) The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. The unit’s system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points, and at program completion. Assessments used to determine admission, continuation in, and completion of programs, are predictors of candidate success. The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.

(b) The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. The unit maintains a record of formal candidate complaints and documentation of their resolution. These data are regularly and systematically compiled, summarized, and analyzed to improve candidate performance, program quality, and unit operations. The unit maintains its assessment system through the use of information technologies.

(c) The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data are regularly shared with candidates and faculty respectively, to help them reflect on their performance and improve it.

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

MAR Notice No.10-58-271
10.58.306  FIELD EXPERIENCES AND CLINICAL PRACTICES  (1) The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

(a) The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates develop their knowledge, skills, and dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate experiences.

(b) Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, assist teachers or other school personnel, attend school board meetings, and participate in education-related community events prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework(s) and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to demonstrate proficiencies in the professional roles for which they are preparing. Criteria for clinical faculty are clear and known to all of the involved parties. Clinical faculty are accomplished school professionals. Clinical faculty provide regular and continuing support for student teachers and other interns through such processes as observations, conferencing, group discussion, e-mail, and the use of other technology.

(c) Entry and exit criteria exist for candidates in clinical practice. Assessments used in clinical practice are linked to candidate competencies delineated in professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

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

10.58.307  DIVERSITY  (1) The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. The unit explicitly recognizes the importance of implementing 20-1-501, MCA, by providing experiences that ensure that all school personnel have an understanding and
awareness of Indian tribes to help them relate effectively with Indian students and parents, and an understanding of, and appreciation for, the Montana American Indian people. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in K-12 schools.

(a) The unit clearly articulates the proficiencies that program, curriculum, and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates’ assessment data are used to provide feedback to candidates for improving their knowledge, skills, and dispositions.

(b) Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain faculty diversity.

(c) Candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools. Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas. The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain candidate diversity.

(d) Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.

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

10.58.308  FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT  (1) Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

(a) Professional education faculty at the institution have earned, or are pursuing doctorates or have exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise,
but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.

(b) Faculties have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the unit's conceptual framework and their research, theories, and current developments in their fields and teaching. Faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.

(c) Professional education faculty demonstrate scholarly work in their fields of specialization, including where appropriate, scholarly work related to the education of Montana American Indians. They are engaged in different types of scholarly work, based in part, on the missions of their institutions.

(d) Professional education faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They are actively involved with the professional world of practice in P-12 schools. They are actively involved in professional associations. They provide education-related services at the local, state, national, or international levels.

(e) Professional education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.

(f) The unit conducts systematic and comprehensive evaluations of faculty teaching performance to enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve teaching, scholarship, and service of the unit faculty.

(g) Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to conceptual framework(s) and performance assessments.

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

10.58.309 UNIT GOVERNANCE AND RESOURCES  (1) The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

(a) The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. The unit's recruiting and admission practices are described clearly and consistently in publications and catalogs. Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current. The unit ensures that candidates
have access to student services, such as timely advising and counseling. Faculty involved in the preparation of education, P-12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.

(b) The unit receives sufficient budgetary allocations at least proportional to other units on campus or to similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators.

(c) Workload policies, including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in K-12 schools, and service. Faculty loads for teaching on campus and on-line generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching. Supervision of clinical practice does not generally exceed 18 candidates for each full-time equivalent faculty member. The unit makes appropriate use of full-time, part-time, and clinical faculty, as well as graduate assistants, so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.

(d) The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidates’ use of information technology in instruction.

(e) The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit’s assessment plan. The unit has adequate information technology resources to support faculty and candidates. Faculty and candidates have access both to sufficient and current library and curricular resources and electronic information.

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

NEW RULE I (10.58.311) CONTENT AND PEDAGOGICAL KNOWLEDGE

(1) The provider ensures that candidates:

(a) demonstrate a deep understanding of the critical concepts and principles of their discipline and are able to use discipline-specific practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards;

(b) demonstrate an understanding of the 11 Montana teaching standards (ARM 10.58.501) within the categories ‘the learner and learning’, ‘content’, ‘instructional practice’, and ‘professional responsibility’;

(c) use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice;

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(d) apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;

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

(f) integrate technology in the design, implementation, and assessment of learning experiences to engage P-12 students, improve learning, and enrich professional practice.

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

NEW RULE II (20.58.312) CLINICAL PARTNERSHIPS AND PRACTICE
(1) The provider:
(a) ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development;

(b) ensures that partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes;

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

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

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

NEW RULE III (10.58.313) CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY (1) The provider:

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(a) demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure;

(b) presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish its mission and demonstrates efforts to know and address local, community, tribal, Montana, national, or regional needs for hard-to-staff schools and current shortage fields;

(c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, gathers data to monitor the applicants and selected pool of candidates and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, including:

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

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

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

(e) creates criteria for program progression and monitors candidates’ advancement from admissions through completion; ensures candidates demonstrate the ability to teach to college- and career-ready standards; and presents multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains;

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

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

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

NEW RULE IV (10.58.314) PROGRAM IMPACT (1) The provider:

(a) demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation;

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(b) documents impact on P-12 student learning and development using state supported P-12 data and other measures employed by the provider, including employer surveys and program completer surveys;

(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions as delineated in ARM 10.58.501;

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

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

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

NEW RULE V (10.58.315) PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT  (1) The provider:

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

(b) develops a quality assurance system comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness;

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

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

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

(f) assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

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

MAR Notice No. 10-58-271
10.58.501 GENERAL REQUIREMENTS  TEACHING STANDARDS (1) All programs require that successful candidates:

(a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and individualize developmentally appropriate and challenging learning experiences for learners of all cognitive abilities;

(b) demonstrate understanding of the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and creates learning experiences that make subject matter meaningful for students use understanding of individual differences and diverse cultures and communities, including American Indians and tribes in Montana and English Language Learners (ELL), to ensure inclusive environments that enable each learner to meet high standards;

(c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social, and personal development work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation;

(d) demonstrate knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;

(e) demonstrate understanding of personal, cultural and socioeconomic biases and teaching style differences that affect one’s teaching how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues;

(f) utilize a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills use multiple methods of assessment, including formative and summative assessments, to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making;

(g) demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation plan and implement individualized instruction that supports students of all cognitive abilities in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context;

(h) demonstrate knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry, collaboration, and supportive interaction in the classroom use a variety of
instructional strategies to encourage learners to develop deep understanding of content areas and their connections and build skills to apply knowledge in meaningful ways;

(i) plan instruction based on knowledge of subject matter, students, the community, curriculum goals, and appropriate use of current and emerging technologies engage in ongoing professional learning and use evidence to continually evaluate candidate’s practice, particularly the effects of candidate’s choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner;

(j) demonstrate assessment strategies, tools, and practices to plan and evaluate effective instruction interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles;

(k) demonstrate continued growth in knowledge related to a particular subject area and the teaching of it; engage in leadership or collaborative roles, or both, in content-based professional learning communities and organizations and continue to develop as professional educators; and

(l) demonstrate knowledge of strategies to build relationships with school colleagues, families, and agencies in the larger community to support students’ learning and well-being; and demonstrate understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.

(m) demonstrate the ability to foster contextual and experiential learning and to build connections between academic learning and the skills required in the present and future workforce.

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

10.58.502 AGRICULTURAL EDUCATION (1) Candidates for agricultural education teacher endorsement shall The program requires that candidates have one year (2000 hours) of practical farm or agricultural-related experience within five years prior to completion of the program.

(2) The program requires and that successful candidates:
(a) demonstrate essential skills and knowledge including the scientific/technical, safety, and career information in the following areas of:
(i) agricultural, natural, and environmental resource science;
(ii) agricultural business management and entrepreneurship;
(iii) horticultural science;
(iv) animal science;
(v) crop science;
(vi) soil science;
(vii) food science;
(viii) agriculture mechanical technology;
(ix) biotechnology; and
(x) technology applications in agriculture;
(b) demonstrates a philosophy of vocational career and technical education, which reflects the unique student/community and industry interaction and includes
the biological, physical, and applied sciences, personal leadership, and school-to-career components of a comprehensive agricultural education program;

(c) demonstrate competence in the development of a comprehensive instructional program based on identified agriculture industry demographic and technological advances, including current and evolving issues and ongoing practices of Montana American Indian agricultural contributions, while recognizing the social, economic, and demographic diversity of the community in conjunction with a partnership of students, community, business, industry, tribes, families, and an appointed advisory committee;

(d) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork);

(e) demonstrate the skills and abilities to implement and manage student supervised agricultural experience programs including:

(i) accounting practices;
(ii) career experiences;
(iii) entrepreneurial activities;
(iv) student portfolio development;
(v) on-site instruction; and
(vi) job-related skills;

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

(g) demonstrate the scientific process of critical thinking and problem-solving in the preparation of research experiences in the classroom, laboratory, greenhouse, leadership, and supervised agricultural experiences; and

(h) demonstrate research-based strategies to meet the diverse learning needs of all students by applying and integrating the state's learning goals, agricultural workplace competencies, and essential academic learning requirements in program implementation and assessment, including 20-1-501, MCA American Indians and tribes in Montana.

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

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

(a) develop competence and a working vocabulary in: demonstrate understanding of and engage in the processes of art making involving traditional and contemporary studio approaches, concentrating in one or more studio area;

(b) demonstrate understanding of historical and contemporary theories of art education curriculum and instruction, enabling them to reflect and refine personal art education practices;

(c) engage in inquiry into the history of art, enabling them to acquire knowledge of the cultural context in which artworks have been created, including that of American Indians and tribes in Montana, and fostering respect for all forms of
art through the study of diverse traditional and contemporary artists;
   (d) develop abilities to critically study, see, and respond to the qualities within
   artworks, both in the process of creating their own artworks and in observing the
   artworks of others, and teaching candidates to communicate their perceptions about
   artworks in verbal and written language;
   (i) (e) develop competence and a working vocabulary in art production
   through developing the ability to present imaginative and original ideas and feelings
   by creating images in a concentration of one or more of the visual art forms;
   (ii) art history and heritage through developing the ability to understand and
   appreciate works of art from different cultures, places, and times, to include Montana
   American Indians;
   (iii) art criticism through developing the ability to analyze and evaluate the
   structure and significance of works of art and to make reasoned interpretations and
   judgments about their meaning; and
   (iv) aesthetics, including sensory perception, and the study of the nature and
   experience of the arts;
   (b) (f) use appropriate art technologies as tools of expression, research, and
   assessment;
   (c) (g) comprehend and appropriately use copyright and patent laws in
   relation to original art works and reproductions;
   (d) (h) develop sequential visual arts curricula with a mission and scope that
   assures student development and competence in a variety of media;
   (2) The program requires that successful candidates demonstrate an
   understanding of:
   (i) (a) the stages of artistic development of children, adolescents, and young
   adults as these relate to art curriculum, and ensuring that the scope and sequence
   of the curriculum is age appropriate;
   (ii) (b) the necessity of creating an environment of empathy, tolerance, and
   emotional safety in the art classroom;
   (iii) (c) the health and safety aspects of studio work, including materials,
   tools, equipment, classroom design, and procedures;
   (iv) (d) budgeting and purchasing; and
   (v) (e) censorship issues and their complexity;
   (f) develop and use assessment strategies for evaluating student progress
   and accomplishments in the visual arts as aligned to the Montana standards for
   visual arts, as well as other standards where the arts are integrated with technology
   and the content areas;
   (g) connect art collaborative skills and practices of art in interdisciplinary
   curriculum and instruction with other disciplines; and
   (h) introduce career opportunities in art and art related fields, and encourage
   advice to provide encouragement and advice to students about postsecondary
   future options.

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

10.58.505 BUSINESS AND INFORMATION TECHNOLOGY EDUCATION

MAR Notice No. 10-58-271
(1) The program requires that successful candidates:
(a) demonstrate a variety of collaborative efforts to enhance the curricula including, but not limited to, advisory committees, business partnerships, tech prep, school to work, applied academics, technology integration, career planning, cooperative education, curriculum integration, and Indian Education for All (20-1-501, MCA) create, analyze, revise, and implement business education curricula that facilitates the learning of dynamic subject matter in diverse learning environments;
(b) build professional relationships with stakeholders to produce a relevant learning environment that reflects the real world and provides benefits to the student and the community, including development of career pathways and work-based learning experiences;
(c) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork collaboration);
(c) (d) demonstrate and apply ethical professional practice based on the principles and philosophy and objectives of business education and career and technical education through civic engagement, advocacy, and active participation in professional development and professional growth activities;
(d) demonstrate classroom management techniques and modify the curriculum to meet a variety of student needs;
(e) integrate professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and professional community; and recognize the organization provides opportunities for personal growth and leadership development;
(e) (f) identify methods for selection and application of the tools of technology tools relating to personal and business decision making;
(f) (g) demonstrate and apply the use of current and emerging technologies used by business, industry, and education;
(g) (h) demonstrate basic concepts of effective oral and written communication skills to facilitate learning, incorporate quality standards in all forms of communications, and recognize that culture impacts business communication;
(h) (i) determine the nature and extent of the information needed, access needed information effectively and efficiently, and evaluate information and its sources critically;
(h) (j) demonstrate ethical and social responsibilities related to business and the legal framework for personal, business, and social interactions;
(i) demonstrate the skills needed to successfully obtain and maintain employment;
(i) (k) identify careers and opportunities in business and related occupational fields;
(l) demonstrate the importance of employment communications to career success (e.g., resume, application letter, application forms and online application system, follow-up letter, electronic database employment search engines) interview techniques, and the skills needed to successfully obtain and maintain employment;
(k) (m) assess student interests, aptitudes, personal qualities, and other information necessary for students to make informed career choices;
(l) (n) demonstrate effective techniques for managing employees, personnel
relations, and the budgeting of time and resources;

- apply marketing concepts and management fundamentals;
- organize, manage, and synthesize information to make wise business decisions;
- demonstrate techniques for business problem solving;
- apply interpersonal, teamwork, and leadership skills necessary to function in multicultural business and social settings;
- conduct research activities in domestic and international business;
- demonstrate an awareness of the interrelatedness of one country’s political policies and economic practices on another including interactions with sovereign tribal nations and an understanding of the global business environment, including the interconnectedness of cultural, political, legal, economic, and ethical systems;
- demonstrate and apply principles of economics, free enterprise, and global economies;
- demonstrate and apply the basic concepts of personal finance skills, social and government responsibility, and business practices;
- demonstrate the role of entrepreneurship in economies and the process of starting and maintaining a business;
- demonstrate accounting procedures to make decisions about planning, organizing, and allocating and use of accounting tools, strategies, and systems to maintain, monitor, control, and plan the use of financial resources; and
- demonstrate the ability to use technology as a tool for facilitating business functions, coordinate information technology instruction in business education and across the curriculum, and explain the value of information technology and the potential impact it may have on students’ lives;
- develop students’ ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve quality of life; and
- demonstrate the different functional areas of business as interrelated parts rather than distinct and separate entities.

AUTH: 20-2-114, 20-2-121, MCA
IMP: 20-1-501, 20-2-121, 20-4-121, MCA

10.58.507 THEATRE (1) The program requires that successful candidates:
(a) demonstrate the ability to create curriculum, instruction, and assessment for K-12 students in a school theatre program to make students aware of the process of artistic creation, from creating and performing to responding; including:
   (i) generating and conceptualizing creations;
   (ii) analyzing, interpreting, selecting, organizing, developing, and refining artistic techniques; conveying meaning; and completing performances; and
   (iii) perceiving and analyzing, interpreting intent and meaning in, and apply criteria to evaluate responses;
(b) demonstrate knowledge of program goals, procedures, and rationales for a school theatre program;
(c) integrate activities with outside performances utilizing the latest methods
of theatre practice and appreciation; and
    (d) model pedagogy and attitudes which reflect current research on the
theory and practice of teaching theatre.

(2) Candidates The program requires that successful candidates
demonstrate understanding and knowledge of:
    (a) theatre as a social and aesthetic experience and a reflection of culture,
reflecting on authentic representation, including Montana cultures of American
Indians and tribes in Montana and cultures, a broad view of the unique history of
theatre and acquaintance with representative plays of past and present, and
candidates will be able to synthesize and relate knowledge and personal
experiences to make art;
    (b) the relationship between the actor, the literature, and the audience,
including the actor's ability to assess personal growth; and
    (c) the educational function of theatre in the school setting, helping students
develop life skills and better understand themselves, others, and the world.

(3) Candidates shall The program requires candidates have experience with
performance, in order to and that successful candidates:
    (a) direct/supervise a theatrical production/activity with artistic integrity,
including supervision of appropriate selections (being mindful of community
standards), analysis, casting, rehearsal, and performance;
    (b) manage/supervise the technical requirements, and use current and
emerging technologies of a theatrical production/activity by effectively planning and
executing scenery, lights, make-up, sound, properties, costumes, special effects,
promotion and publicity; and
    (c) use production/activity as a measurement/evaluation of current and future
goals and objectives.

(4) Candidates The program requires candidates interact with the
community, as a resource person who and successful candidates:
    (a) contributes in the development of facilities;
    (b) supervises classroom projects, assembly programs, or any activity that
involves elements of theatre;
    (c) assists planning comprehensive theatre and/or other fine arts curriculum
including video/film; and
    (d) advocates in their school and the larger community for theatre instruction
and performances.

(5) The program requires candidates demonstrate knowledge and use of
educational theatre resources and professional organizations.

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

10.58.509 ENGLISH/LANGUAGE ARTS (1) The program requires that
successful candidates:
    (a) apply theory, research, and practice of in English/language arts
throughout program preparation and performance requirements to plan standards-
based learning experiences for all students;
    (b) demonstrate skills and strategies used in creating an inclusive and
supportive learning environment in which all students engage in learning thinking plan, implement, assess, and reflect on instruction that increases motivation and active student engagement; builds sustained learning of English/language arts and responds to diverse students' needs;

(c) demonstrate the implementation of instruction and assessment that assist students in developing skills and habits in critical plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creative engagement with complex issues related to social justice, diversity, and democracy;

(d) make connections between the English/language arts curriculum and developments in culture, society, and education

(e) (d) engage their students in activities learning experiences that demonstrate the role of the arts, humanities, and other content areas in English/language arts; and

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

(2) (f) Candidates are knowledgeable about demonstrate understanding of theory and research and apply knowledge in the areas of language, oral discourse, reading processes, writing processes, literature, print and non-print media texts, which are inclusive of texts from and about American Indians and tribes in Montana, and technology, research theory and findings. Candidates demonstrate:

(a) (g) knowledge of and skills in the use of the English language plan, implement, assess, and reflect on standards-based instruction that incorporates knowledge of language, including structure, history, and conventions; facilitate students' comprehension and creation of oral and written discourse; and print and non-print texts;

(b) (h) knowledge of and skills in the use of oral discourse plan, implement, assess, and reflect on standards-based instruction that incorporates knowledge of oral communication and interpersonal (verbal/non-verbal) communication for various contexts, purposes, and audiences;

(c) knowledge of and skills in the use of reading processes, (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation)

(i) plan, implement, assess, and reflect on standards-based instruction that integrates individual and collaborative approaches and that demonstrate a variety of reading comprehension strategies appropriate for reading purposes and genres;

(d) knowledge of and skills in writing processes

(j) plan, implement, assess, and reflect on standards-based instruction that integrates individual and collaborative approaches and technologies and that demonstrate an understanding of writing processes and strategies in different genres for a variety of purposes and audiences;

(e) knowledge of and skills in using

(k) plan, implement, assess , and reflect on standards-based instruction in literature, integrating an extensive range of literature, authors, print and non-print texts and genres, including historic and contemporary works by and about Montana American Indians and tribes in Montana;

(f) knowledge of and skills in the use of print and nonprint media and
technology in contemporary culture

(l) plan, implement, assess, and reflect on standards-based instruction integrating technologies and/or digital media to compose multimodal discourse;
(g) knowledge of research theory and findings in English/language arts; and
(h) the disposition and skills needed to integrate knowledge of English/language arts, students, and teaching.
(m) prepare to interact knowledgeably and professionally with students, families, and colleagues based on social needs and institutional roles; engage in leadership and/or collaborative roles in English/Language Arts professional learning communities; and continue to develop as professional educators.

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

10.58.510 STUDENTS WITH DISABILITIES PK-12

(a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education understand how exceptionalities may interact with development and learning and use this knowledge to provide culturally responsive, meaningful, and challenging learning experiences for individuals with exceptionalities;
(b) demonstrate an understanding of the similarities and differences in human development, knowledge of characteristics of learners of all ages and the educational, cultural, and environmental implications of characteristics of various exceptionalities, including implications for Montana American Indian learners understand how to create and implement personalized, safe, inclusive, and culturally responsive learning environments for all individuals with exceptionalities to become active and effective learners with positive social interactions, self-determination, and healthy well-being;
(c) demonstrate knowledge of exceptional conditions and the impact of learners' academic and social abilities, attitudes, interests, values, beliefs, and cultures on instruction and career development, including the impact on Montana American Indians use knowledge of general and specialized curricula, including curricula used in Montana schools, to implement individualized learning opportunities that align with the needs of students with exceptionalities;
(d) demonstrate the ability to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways, and promote and advocate the learning and well-being of individuals with exceptional learning needs use multiple methods of assessment and data sources to identify individualized learning needs and make a variety of education decisions (i.e., administer and score standardized assessments, interpret and present assessment results, write Present Levels of Academic Achievement and Functional Performance (PLAAFPS) (34 CFR 300.320(a)(1)), write measurable goals and objectives, and use data to monitor progress);
(e) create learning environments for individuals with exceptional learning needs that foster positive social interactions, cultural understanding, safety, emotional well-being, and active engagement select, adapt, and use a repertoire of
evidence-based instructional strategies and assistive technology to advance learning of individuals with exceptionalities;

(f) demonstrate knowledge and understanding of typical and atypical language development and the ways in which exceptional conditions interact with an individual's experience with and use of language, and demonstrate knowledge and use of individualized strategies to enhance language development and teach communication skills guide professional practices by using foundational knowledge of the field along with professional ethics and standards;

(g) demonstrate knowledge of and apply research-based instructional strategies to individualize learning, and to plan, develop, implement, modify, and evaluate curriculum collaborate and communicate in culturally responsive ways with all individuals involved in the special education process to improve programs, services, and outcomes for individuals with exceptionalities and their families (i.e., facilitating meetings, scheduling services, implementing accommodations and modifications);

(h) demonstrate knowledge of multiple types of assessment information for educational decisions; demonstrate knowledge of legal policies, ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, and understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results an understanding of the philosophical, historical, and legal foundations of special education;

(i) demonstrate knowledge of individualized decision making and instruction and develop individualized instructional plans integrating general and special education learning expectations typical and atypical language development and use systematic evidence-based instruction to enhance language development and teach communicative competence;

(j) demonstrate knowledge and understanding of personal, cultural, and socioeconomic biases and how teaching style differences affect one's teaching special education laws and regulations, procedural safeguards, ethical concerns, evaluations/documentation, and appropriate instructional strategies and techniques to support students with social-emotional/behavioral needs (e.g., Positive Behavior Intervention Plans/Supports); and

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

(l) demonstrate knowledge and understanding of psychological perspectives, applicable laws and regulations, procedural safeguards, ethical concerns, and appropriate instructional strategies, practices, and techniques to support students with challenging behaviors.

AUTH: 20-2-114, MCA

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

(a) demonstrate knowledge of phonetics, phonology, morphology, syntax, second language acquisition, and other aspects of linguistics (applied to the specific language or applied to second language study as a whole), literature, and culture understanding of the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics) and describe the structure, function, and meaning of target language discourse;

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

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

(d) demonstrate sufficient listening comprehension to understand most routine social conventions, conversations on school or work requirements, and discussion on concrete topics related to particular interests and special fields of competence short conventional narrative and descriptive texts, such as descriptions of persons, places, and things; and narrations about past, present, and future events;

(e) demonstrate oral proficiency to satisfy most work requirements, and show some ability to communicate on concrete topics relating to particular interests and special fields of competence;

(f) demonstrate reading comprehension for factual information in nontechnical prose and concrete topics related to special interests, read for information and description, follow a sequence of events and react to that information, and separate main ideas and details in material written for the general public;

(g) demonstrate the ability to write about most common topics with some precision and in some detail, write detailed resumes and summaries, take accurate notes, write social and informal business correspondence, describe and narrate personal experiences, explain simple points of view in prose discourse, and write about concrete topics relating to particular interests and special fields of competence in paragraph-length discourse, narrate and describe in the major time frames with some control of aspect;

(h) demonstrate a working social and professional competence in cultural skills (reflecting the international character of present-day social, political, and economic ties among countries) handle the linguistic challenges presented by a complication or unexpected turn of events appropriately within the context of a situation;

(g) demonstrate knowledge of and strategies to build connections with native cultures deliver oral presentations extemporaneously on familiar literary and cultural topics and those of personal interest, using a variety of strategies to tailor the presentation to the needs of their audience;

(h) demonstrate understanding of language as an essential element of culture, of the principal ways in which the second language culture differs from the
first language culture, first-hand knowledge of literary masterpieces, and the
geography, history, art, and social customs of major lands in which the language is
dominant understand conventional written narrative and descriptive texts, such as
descriptions of persons, places, and things and narrations about past, present, and
future events;

(i) demonstrate and apply an understanding of the differences between the
grammatical systems of the second language and those of English write narratives,
descriptions, and summaries on topics of general interest in all major time frames
with good control of aspect;

(j) demonstrate knowledge of the present-day objectives of second language
teaching as communication, an understanding of the methods and techniques for
attaining these objectives, and the ability to evaluate the professional literature of
second language teaching understanding of language as an essential element of
culture;

(k) demonstrate knowledge of the use of special techniques, such as
educational media, the internet and electronic mail, and the relation of second
language study to other curricular areas; and cultural perspectives as reflected in
daily living patterns and societal structures, including geography, history, religious,
and political systems, literature, fine arts, media, and a variety of cultural products;

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

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

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

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

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

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

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

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

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

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

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

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

(2) The classical language program requires that successful candidates:
(a) demonstrate knowledge and understanding of the preceding standards;
(b) demonstrate knowledge and understanding of the specific classical language; and
(c) demonstrate knowledge and application of the specific classical language's sounds, structure, and vocabulary rather than on conversational objectives.

(3) The Native American language requires that successful candidates demonstrate the knowledge of and competence in Native American languages as attested by the appropriate tribal authority.

(4) The English as a Second Language (ESL) program requires that successful candidates:
(a) demonstrate knowledge of the linguistic structure of the language and features of the culture which uses the native language understanding of language as a system, including phonology, morphology, syntax, pragmatics, and semantics;
(b) use the major language acquisition theories to develop a standards-based ESL curriculum which teaches language and literacy through academic content areas;
(c) demonstrate knowledge of and use of instructional strategies, methods, and skills for teaching English as a second language; and understanding of how cultural groups and individual cultural identities affect language learning and school achievement;
(d) demonstrate understanding of various assessment issues as they affect English language learners (ELLs), such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations;
(e) demonstrate understanding of language proficiency instruments used for identification, placement, and reclassification of ELLs;
(f) demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for equal access to educational resources for ELLs; and
(g) demonstrate successful completion of a two-year program, or the equivalent experience, in learning a second language.

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

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

10.58.513 HEALTH (1) The program requires that successful candidates:
(a) utilize health-related data about the social and cultural environments inclusive of Montana Indian tribes, impacting growth and development factors, needs, and interests of students to promote healthy lifestyles and behaviors inclusive of American Indians and tribes in Montana;

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(b) distinguish between behaviors and external factors (family, peers, culture, media, technology) that foster promote health enhancement and those that hinder well-being;

(c) conduct needs assessments that provide appropriate data to determine health education needs based on observed and obtained data of the learners and diverse populations;

(d) use advocacy and communication skills to recruit school and community representatives to support and assist in health education program planning;

(e) develop a logical scope and sequence plan for a health education program that includes a display of functional knowledge of health promotion and disease prevention concepts related to alcohol and other drugs, injury prevention, nutrition, physical activity, sexual health, tobacco, mental health, suicide prevention, personal and consumer health, including goal settings, interpersonal communication and decision skills to enhance health, and community and environmental health;

(f) formulate appropriate and measurable learner goals and objectives that promote healthy lifestyles and behaviors;

(g) design health educational strategies consistent with specified learner goals and objectives to encourage the practice of healthy behaviors to promote physical and cognitive health;

(h) analyze factors affecting the successful implementation of health education and coordinated school health programs;

(i) select resources and media best suited to implement program plans for diverse learners, including relevant resources for American Indians and tribes in Montana. Resources and media must meet the guidelines set for Indian Education for All (20-1-501, MCA);

(j) demonstrate competence in delivering planned health education programs;

(k) evaluate health educational programs, adjusting objectives and instructional strategies as necessary;

(l) plan to assess student achievement of based on health education program objectives, interpret results, and determine future program needs;

(m) implement evaluation plans;

(n) interpret results of program evaluation and examine implications of evaluation findings of future program planning;

(e) design and develop a plan for coordinating health education with other components of a school health program;

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

(q) formulate strategies of collaboration among health educators in all settings;

(r) design professional development programs for teachers, other school personnel, community members, and other interested individuals;

(s) utilize health information retrieval systems effectively, i.e., current and emerging technologies;

(t) establish effective and appropriate consultative relationships with those requesting assistance in solving health-related problems;
synthesize valid and reliable health data and respond to requests for health information;

select effective, educational valid, and reliable health resource materials for dissemination;

interpret concepts, purposes, models, and theories of health promotion and health education;

predict the impact of societal value systems on health education programs;

select a variety of communication methods and techniques in providing health information and adapt health information to a specific target audience; and

develop effective communication between health care providers and consumers working cooperatively as an advocate for improving personal, family, and community health.

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

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

analyze family, community, and work interrelationships, investigate career paths, examine family and consumer sciences careers, and apply career decision making and transitional processes;

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

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

apply principles of early childhood, human development, and interpersonal relationships, and family to strengthen relationships for individuals and families across the life span in contents such as parenting, caregiving, and the in the family, workplace, and communities throughout the life span;

apply principles of nutrition, food, and wellness practices that enhance individual and family well-being across the life span, culinary arts, and sustainability of wellness practices and address related concerns in a global society;

develop, justify, and implement curricula that address perennial and evolving family, career, and community issues, and reflect the integrative nature of family and consumer sciences, and integrate core across all academic areas;

create and implement a safe, supportive learning environment that shows sensitivity to diverse needs, values, and characteristics of students, families, and communities, including American Indians (20-1-501, MCA) and tribes in Montana;

demonstrate ethical professional practice based on the history and philosophy of family and consumer sciences and career and technical education
through civic engagement, advocacy, and ongoing professional development;

(h) (i) assess, evaluate, and improve student learning and programs in family and consumer sciences using appropriate criteria, standards, and processes; and

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

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

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

10.58.515  INDUSTRIAL/ TRADES AND TECHNOLOGY EDUCATION

(1) The program requires that successful candidates:

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

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

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

(iii) content oriented toward technology education (TE) or industrial trades and technology (IT) education;

(b) demonstrate knowledge of content area(s) in which the candidate teaches knowledge/competency in applied science, technology, engineering, mathematics, and communication, including:

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

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

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

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

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

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

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(vii) identification of a level and scope of entry level skills in the use of tools, instruments, and machines necessary for successful teaching;
(c) demonstrate knowledge of quality workmanship and work ethics;
(d) develop insight and understanding in the application of technological concepts, processes, and systems;
(e) develop and demonstrate skills in utilizing tools, materials, machines, processes, and technical concepts relative to content organizers, safely and efficiently;
(f) demonstrate skills, creative abilities, positive self-concepts, and individual potentials relating to technology;
(g) demonstrate problem-solving and decision-making abilities involving human and material resources and technological processes and systems;
(h) demonstrate activity-oriented laboratory instruction that reinforces abstract concepts with concrete experiences;
(i) demonstrate knowledge and skills regarding how technological systems function and the attitudes to evaluate those systems;
(j) demonstrate knowledge of past, present, and future technological systems by applying knowledge and skills developed in the study of other systems;
(k) apply and use other content knowledge (e.g., mathematics, science, history) from other disciplines to technology to solve individual and social problems inclusive of gender equity and culturally sensitive opportunities;
(l) know and understand the rules and requirements and how to obtain access to industry certifications (i.e., automotive, welding, machining);
(m) demonstrate knowledge of educational environments in the classroom and laboratory that enhance student learning;
(n) select and apply appropriate instructional strategies for individual and group instruction;
(o) demonstrate knowledge of and apply safe laboratory management skills (e.g., maintaining inventory, filing, requisitioning equipment and materials, maintenance, and budgeting) including OSHA 10 requirements, with emphasis on the facilities, personal safety equipment, and environmental concerns;
(p) develop and use lesson plans and organize materials to meet the learning needs of students;
(q) develop and implement classroom management consistent with school policy;
(r) demonstrate the development of personal and leadership competencies (e.g., citizenship, personal development, goal setting, parliamentary procedure, and teamwork)
(o) demonstrate and apply ethical professional practice based on principles and philosophy of industrial trade and technology education and career technical education (CTE) through civic engagement, advocacy, and active participation in professional development and professional growth activities;
(p) demonstrate an awareness of professional student organizations into the curriculum to provide an environment in which students grow professionally, personally, and socially; involve the business and industry community; and recognize the potential for these organizations to provide personal leadership

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development;
(q) demonstrate a knowledge of the value of building professional relationships with stakeholders to produce a relevant learning environment and provide benefits to the student and the community including development of career pathways and work-based learning experiences;
(e) (r) articulate industrial/technology trades and technology education to school and the local community publics;
(t) (s) develop and coordinate an external advisory committee for the program partnerships, advisory boards, and work related experiences into the curriculum; and
(u) (t) demonstrate knowledge of and how to gain access to services and financial resources available from state and federal agencies and operate within applicable laws and regulations governing education;
(v) develop students’ abilities to search, access, retrieve, synthesize, and apply information; and
(w) provide opportunities for students with work-related experience useful for employment entry after graduation.

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

10.58.516 JOURNALISM (1) The program requires that successful candidates:
(a) demonstrate knowledge of and apply press law, particularly as it affects the rights and responsibilities of student journalists;
(b) demonstrate knowledge of and apply the history, technological development, and impacts of the mass media;
(c) demonstrate knowledge of the functions of the news media in a democratic society and ensure students understand their role in preserving free and independent news media;
(d) demonstrate knowledge of the organizational structure of the news media and the value of news for today’s media consumers;
(e) demonstrate knowledge of styles and purposes of journalistic forms, including news, features, columns, and editorials;
(f) demonstrate knowledge of and apply the concepts of accuracy, fairness, objectivity, and comprehensiveness in news reporting;
(g) demonstrate knowledge of and apply journalism ethics;
(h) demonstrate knowledge of precomposition strategies, including generating sources, determining angle, interviewing, and researching;
(i) demonstrate knowledge of and apply skills in using multiple drafts, conferences, and self-assessment as guides for revision and editing, matching language use and style with the intended audience;
(j) demonstrate a variety of publishing/production methods;
(k) demonstrate knowledge of and apply methods of effective evaluation of journalistic forms, including advertisements;
(l) demonstrate the values and skills needed to package multimedia products effectively using various forms of journalistic design with a range of visual, auditory.
and interactive media;
(m) demonstrate the value of auditory, visual, and still photography and photojournalism to tell stories in compelling ways;
(l) (n) demonstrate knowledge of and apply strategies on how to organize staffs and demonstrate skills in leadership and group dynamics;
(o) (p) demonstrate knowledge of and apply sound business practices for advertising, sales, consumer relations, bookkeeping, and circulation;
(q) demonstrate knowledge of the purposes and characteristics of sound strategies in instructional planning and delivery;
(r) create effective journalism programs by demonstrating sound practices in selecting, designing, organizing, and employing objectives, strategies, and materials;
(s) communicate components of curriculum and instruction to students, parents, lay audiences, and other educators;
(p) create engaging learning environments by organizing students for effective whole class, small group, and individual work;
(q) (r) integrate a variety of instructional strategies, materials, and technologies appropriate to the breadth of journalism content and the individual needs of students; and
(r) select, prepare, use, and evaluate varied assessment methods and procedures;
(s) communicate components of curriculum and instruction to students, parents, lay audiences, and other educators; and
(t) incorporate instruction in reading literacy and writing literacy in journalism as required by the Montana Content Standards, understanding that course organization needs to allow continuous student learning.
(t) create an inclusive and supportive learning environment in which all students can engage in learning.

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

10.58.517 LIBRARY MEDIA K-12 (1) The program requires that successful candidates:
(a) demonstrate planning, implementing, teaching, and evaluating an integrated instructional program in information literacy, including working collaboratively with students and certified and support staff in the development of K-12 curriculum that promotes information literacy to prepare independent, lifelong learners, including the implementation of Indian Education for All, 20-1-501, MCA; the ability to design, implement, assess, and evaluate an information literacy program that prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the development and implementation of KI-12 curriculum;
(b) demonstrate the ability to manage the library facility to meet school district goals and exhibit professional best practices through policy development, budgeting, needs assessment, market analysis, technical skills, and collaboration with students, faculty, and administrators. Candidates demonstrate competency in
library program administration including strategic planning from which budgets, funding, facilities, equipment, and public relations are exhibited and professional standards met; by:

(i) utilizing current practices in the areas of policy development, budgeting, needs assessment, and collaboration with students and colleagues; and 
(ii) demonstrating competency and professionalism in library program administration including budgeting, facilities, equipment, public relations, and program advocacy;

(c) promote reading for learning and enjoyment by demonstrating the ability to:

(i) manage library collections through evaluation, selection, acquisition, and organization of library materials for staff, faculty, and diverse learners, including American Indian learners;
(ii) collaborate with teachers and students in the selection of reading materials in print and digital formats; and 
(iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana;

(d) demonstrate knowledge of acquisitions and technical services and the policies and procedures that govern these services; and 
(e) use emerging information technologies and explain their impact on the K-12 library media program model and facilitate the effective use of current and emerging digital information tools to locate, analyze, evaluate, and efficiently and ethically use information to support research, learning, creating, and communicating in a digital society.

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

10.58.518 MATHEMATICS (1) The program requires that successful candidates:

(a) demonstrate knowledge and understanding of and apply the process of mathematical problem solving;
(b) reason, construct, and evaluate mathematically in constructing, evaluating, and communicating mathematical arguments and develop appreciation for mathematical rigor and inquiry;
(c) communicate mathematical thinking orally and in writing to peers, faculty, and others demonstrate an appreciation for mathematical rigor and inquiry;
(d) recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding recognize, formulate, and apply connections between mathematical ideas and representations in a wide variety of contexts;
(e) use varied representations of mathematical ideas to support and deepen students' mathematical understanding demonstrate understanding of the mathematical modeling process by interpreting and analyzing mathematical results and models in terms of their reasonableness and usefulness;
(f) appropriately use current and emerging technologies as essential tools for
teaching and learning mathematics; and recognize, use, and make connections between and among mathematical ideas and in contexts outside mathematics to build mathematical understanding including the ability to:

(i) attend to precision in mathematical language, notation, approximations, and measurements by consistently and appropriately applying mathematical definitions and procedures; and

(ii) choose appropriate symbolic representations and labels such as specifying units of measure, calculating accurately and efficiently, and expressing numerical answers with a degree of precision appropriate for the context and the data used in calculation;

(g) support a positive disposition toward mathematical processes and mathematical learning appropriately use current and emerging technologies as essential tools for teaching and learning mathematics; and;

(h) look for and recognize repeated reasoning patterns and the mathematical structures behind those patterns to organize and generalize mathematical methods and results in mathematical problem solving and inquiry.

(2) (i) demonstrate knowledge of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning by demonstrating;

(i) how learners develop mathematical proficiency through the interdependent processes of integrating conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition;

(ii) an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments in mathematics and ensure high standards of mathematical work for all students;

(iii) an understanding of learning environments that promote mathematical learning, including individual and collaborative learning, positive social interaction about mathematics, active engagement in mathematics learning, and promote self-motivation among mathematical learners;

(iv) an understanding of multiple methods of assessment of mathematical learner growth, progress, and decision making;

(v) an understanding a variety of instructional strategies that encourage learners to develop deep understanding of mathematics; and

(vi) an understanding of grades 5-12 mathematics curriculum as specified by the State of Montana Content Standards and of the assessment process as specified by the Montana statewide assessment;

(3) (i) demonstrate content knowledge in:

(a) (i) numbers and operations by demonstrating computational proficiency, including a conceptual understanding of numbers, ways of representing number relations among number and number systems, and meanings of operations including knowledge and understanding of number systems, arithmetic algorithms, fundamental ideas of number theory, proportion and rate, quantitative reasoning, modeling, and applications;

(b) (ii) different perspectives on algebra including ways of representing mathematical relationships and algebraic structures knowledge and understanding of algebraic structures, basic function classes, functional representations, algebraic models and applications, formal structures and results in abstract algebra, and linear
algebra;
(c) (iii) geometries by using spatial visualization and geometric modeling to explore and analyze geometric shapes, structures, and their properties geometry and trigonometry including knowledge and understanding of Euclidean and non-Euclidean geometries, geometric transformations, axiomatic reasoning and proof, formulas and calculations related to classical geometric objects, and properties of trigonometric functions;
(d) (iv) calculus by demonstrating a conceptual including knowledge and understanding of limit, continuity, differentiation, and integration involving single and multiple-variable functions, sequences and series, and a thorough background in the techniques and application of the calculus;
(e) (v) discrete mathematics by applying including knowledge and understanding of basic the fundamental ideas of discrete mathematics structures, counting techniques, iteration, recursion, formal logic, and applications in the formulation and solution of problems;
(f) (vi) data analysis, statistics, and probability by demonstrating including knowledge and understanding of concepts and practices related to data analysis, statistics, and probability descriptive statistics using numbers and graphs, survey design, sources of bias and variability, empirical and theoretical probability, simulation, and inferential statistics related to univariate and bivariate data distributions; and
(g) measurement by applying and using measurement concepts and tools
(vii) historical development and perspectives of various branches of mathematics including contributions of significant historical figures and diverse cultures, including American Indians and tribes in Montana.

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

10.58.519  MUSIC K-12 (1) The program requires that successful candidates:
(a) demonstrate ability to advise and encourage students about higher education and career opportunities related to the study and performance of music and music related fields perform solo and small to large ensemble repertoire in candidate’s specialty area;
(b) demonstrate competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, and recording technology perform in both vocal and instrumental ensembles;
(c) demonstrate proficiency on keyboard and fretted instruments in order to use the instruments for demonstration and rehearsal;
(d) perform solo and small to large ensemble repertoire at a high artistic level demonstrate a comprehensive knowledge of musical notation and terminology;
(e) perform in both vocal and instrumental ensembles;
(f) demonstrate competence in performing and teaching voice, winds, string, and percussion instruments in order to conduct choral and instrumental ensembles;
(g) arrange and/or transpose music in an age and level appropriate manner
for ensembles and classroom situations;
   (h) (f) demonstrate basic competence in performing and teaching voice, winds, string, and percussion instruments, including a comprehensive knowledge of musical notation and language and skill in conducting and score reading, in order to instruct and conduct choral and instrumental ensembles;
   (i) demonstrate a comprehensive knowledge and skill in conducting and score reading for choral and instrumental ensembles;
   (j) (g) demonstrate through analysis and performance an understanding of aural perception to distinguish tonal and temporal relationships;
   (k) (h) demonstrate through analysis and performance an understanding of the elements of music, including melody, harmony, rhythm, tempo, timbre, tone, dynamics, and form, and style;
   (l) demonstrate through analysis and performance knowledge of acoustics and the physics of sound as it relates to instrumental sound production, timbre, and tone quality;
   (i) develop an understanding of post K-12 opportunities available to students, including post-secondary, other K-12 education, and career opportunities related to the study and performance of music and music related fields;
   (j) analyze music aurally and visually in terms of musical elements;
   (k) demonstrate knowledge of acoustics and the physics of sound;
   (l) identify music stylistically and place it in an in terms of style, historical period, and cultural significance as it relates to instruction, rehearsal, and performance;
   (m) demonstrate knowledge, awareness, and appreciation of past and present music of Montana's cultures, especially Montana American Indian cultures, and world musical cultures, including those of American Indians and tribes in Montana;
   (n) demonstrate understanding of the diversity of students with regard to culture, backgrounds, and abilities, including the cultures of American Indians and tribes in Montana;
   (o) (p) demonstrate knowledge of the relationship of music to other performing and visual arts, and other disciplines outside the arts;
   (q) (o) demonstrate an understanding of the aesthetic, philosophical, and psychological aspects of music, and music's contribution to the individual and society; and
   (r) demonstrate knowledge of the relationship of music to other disciplines outside the arts;
   (s) (p) demonstrate knowledge and understanding of how children learn and develop, both as individuals and as part of a group, with regard to music instruction;
   (t) demonstrate understanding of the diversity of their students with regard to learning styles, backgrounds, and abilities, including American Indian cultures pursuant to 20-1-501, MCA;
   (u) (g) use a variety of age appropriate instructional strategies to develop students' critical thinking, problem solving, and performance skills;
   (r) demonstrate competency in promoting student creativity through age and ability appropriate instruction in interpretation, improvisation, and composition;
   (v) structure appropriate learning environments for K-12 music instruction;
(w) (s) plan instruction based on their candidate’s musical knowledge and needs of the curriculum, their the candidate’s students, school, and the community, and curriculum goals;
(x) (t) demonstrate understanding of and use varied age appropriate assessment strategies to evaluate and ensure continuous and consistent musical development of students;
(y) evaluate the effects of their choices and actions on others; and
(u) demonstrate continuing competence in the appropriate use of current and emerging technologies in contemporary music education, such as music writing programs, music theory/skills programs, keyboard/midi, online resources, amplification, and recording technology and their relationship to acoustics and sound;
(v) demonstrate understanding of how to structure appropriate learning environments for K-12 music instruction, including appropriate pacing, modeling, and rehearsal organization;
(z) (w) develop demonstrate an understanding of the need for positive relationships with colleagues, parents, and community members to support student learning and program continuity;
(x) demonstrate an understanding of strategies for managing a music program in terms of equipment management and maintenance, instructional materials, co-curricular activities including music performance and participation, and finance management including fundraising, grants, and sponsorships; and
(y) demonstrate an understanding of the implementation of age appropriate classroom management for the music classroom.

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

10.58.520 PHYSICAL EDUCATION (1) The program requires that successful candidates:
(a) identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning;
(b) demonstrate competent motor skill performance in a variety of physical activities;
(c) describe performance concepts and strategies related to skillful movement and physical activity (e.g., including fitness principles, game tactics, and skill improvement principles);
(d) describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness;
(e) demonstrate knowledge and understanding of approved state and national content standards, current law, including Indian Education for All (20-1-501, MCA) those related to American Indians and tribes in Montana, and local program goals as related to in physical education;
(f) identify, select, and implement appropriate learning/practice opportunities of K-12 physical education students based on developmental needs, expected progression, level of readiness, understanding the student, the learning environment, and the task;

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(g) identify, select, and implement appropriate demonstrate understanding and use of current and proven instructional strategies, services and resources that are responsive to students’ strengths and/or weaknesses, multiple needs, learning styles, and prior experiences (e.g., personal, family, community, and cultural inclusive of Montana’s Indian tribes) to promote skillful movement and physical activities;

(h) use organizational and managerial skills to create efficient, active, and equitable learning experiences in physical education and development that are responsive to students’ strengths, interests, challenges, individual prior experiences, and diverse cultural heritages including the distinct cultural differences of American Indians and tribes in Montana;

(i) use a variety of developmentally and culturally appropriate practices (e.g., content selection, instructional formats, use of music, and appropriate incentives/rewards) to motivate school-age K-12 students to participate in indoor and outdoor physical activity inside and outside of the school to promote physical and cognitive health;

(j) use strategies to help students demonstrate responsible personal and social behaviors (e.g., including mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment;

(k) develop and apply an effective classroom management plan;

(l) describe and demonstrate effective communication skills;

(m) describe and implement demonstrate knowledge and use of instructional strategies to enhance communication among students in physical activity settings;

(n) identify, develop, and implement appropriate program and instructional goals based on short and long term goals that are linked to student needs;

(o) design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction;

(p) provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas;

(q) select and implement instructional strategies for reading and writing within the content area;

(r) develop and apply direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving, and critical thinking);

(s) demonstrate knowledge of components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias;

(t) demonstrate knowledge and apply assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes);

(u) interpret and use performance data to make informed curricular and instructional decisions;

(v) evaluate personal instructional performance (e.g., description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change);

(w) construct a plan for continued professional growth based on the
assessment of personal teaching performance and school-based needs;
   (x) design, develop, and implement student learning activities that integrate
   information
   (l) demonstrate knowledge and use technology tools and instruments to
   monitor students' motor skills, development, and performance;
   (y) use technologies to communicate, network, locate resources, and
   enhance continuing professional development;
   (z) (m) demonstrate strategies to become an advocate in the school and
   community to promote a variety of health-enhancing opportunities; and
   (aa) (n) participate in the professional health education and physical
   education community (e.g., school, district, state, tribal, and national) and within the
   broader education field;
   (ab) identify, seek, and utilize community resources to promote health
   enhancing opportunities; and
   (ac) establish productive relationships with parents/guardians and school
   colleagues to support student growth and well-being.

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

10.58.521 READING SPECIALISTS K-12  (1) The program requires that
successful candidates:
   (a) demonstrate knowledge of understand the theoretical and evidence-
   based, foundations of reading and writing processes and instruction as outlined in
   the Montana Content Standards, including:
      (i) knowledge of a wide range of evidence-based reading research and
      histories of reading understanding of the historically shared knowledge of the
      profession and changes over time in the perceptions of reading and writing
      development, processes, and components;
      (ii) knowledge of a philosophy of reading instruction which recognizes the
      importance of teaching reading and writing as processes understanding of the role of
      analyzing data and adjusting instruction for improving all students' reading
      development and achievement in order to meet the needs of individual learners; and
      (iii) demonstrating knowledge and awareness of reading components (e.g.,
      phonemic awareness, word identification and phonics, vocabulary and background
      knowledge, fluency, comprehension strategies, and motivation), and how these are
      integrated in fluent reading and the writing process;
      (iv) an understanding and recognition of the distinct and unique cultural
      heritage of American Indians and tribes in Montana; and
      (v) appropriate use of educational technology in the reading program;
   (b) demonstrate knowledge and understanding of individual, cultural,
   linguistic, and ethnic diversity in the teaching process; create and engage their
   students in literacy practices that develop awareness, understanding, respect, and a
   valuing of differences in our society by:
      (i) recognizing, understanding, and valuing the forms of diversity that exist in
      society and their importance in learning to read and write;
      (ii) using a literacy curriculum and engaging in instructional practices that

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positively impact students’ knowledge, beliefs, and engagement with the features of diversity; and
(iii) developing and implementing strategies to advocate for equity;
(c) demonstrate use instructional practices, approaches, methods, and curriculum materials and an integrated comprehensive, balanced curriculum to support student learning in reading and writing instruction; by:
(i) utilizing foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum;
(ii) utilizing appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections, including the use of appropriate technology; and
(iii) utilizing a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources;
(d) demonstrate use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction; and by:
(i) understanding types of assessments and their purposes, strengths, and limitations;
(ii) selecting, developing, administering, and interpreting assessments, both traditional print and electronic, in order to make decisions based on data; and
(iii) using assessment information to plan, evaluate, reflect on, and adjust instruction;
(e) integrate foundational knowledge and use instructional practices, approaches and methods, curriculum materials, and assessments to monitor and evaluate the reading program and student learning. create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments by:
(i) designing the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction;
(ii) designing a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write; and
(iii) utilizing routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback.

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

10.58.522 SCIENCE (1) The science program ensures that successful candidates follow the subject major and/or minor program of study or the broadfield major program of study. Subject major and/or minor teaching endorsement programs are limited to biology, earth science, chemistry, and physics. The physical science endorsement is a balanced combination of physics and chemistry. The broadfield major includes a concentration in one of the endorsable disciplines, coupled with balanced study in three other endorsable science disciplines. Science disciplines selected adhere to a scope and sequence which ensures a thorough
grounding in the basic concepts, skills, and dispositions associated with Montana and national K-12 content standards.

(2) The science endorsement requires that successful candidates:
   (a) demonstrate a thorough understanding of inquiry-based learning across the sciences. This preparation includes: the nature of science and essential science engineering practices, including:
      (i) both breadth and depth of knowledge in science, including recent significant changes in the field, as reflected by national standards Montana Content Standards, the science framework and their impact on the content knowledge necessary for teaching K-12 students;
      (ii) understanding and articulating the knowledge and practices of contemporary science and engineering;
      (iii) competency in basic mathematics, statistics, and current and emerging technological applications to science teaching;
      (iv) preparation and experience in environmental science, including Montana American Indians and tribes in Montana and their traditional relationships to the environment; and
      (iv) methods to engage in active inquiry lessons in a variety of ways where students ask questions, develop and use models, plan and carry out investigations, analyze and interpret data using applicable science-specific technology, mathematics and computational thinking, in order to construct explanations and solutions and communicate concepts by engaging in argument from evidence;
   (b) demonstrate knowledge and skills in the methods of guided and facilitated learning in order to interpret and communicate science research in obtaining, evaluating, and communicating information using multiple sources in order to communicate claims, methods, and designs to others;
   (c) apply instructional strategies which model learning environments with extended time, appropriate space, and resources with equipment and technology found in the contemporary secondary classroom use a variety of strategies that demonstrate the candidates' knowledge of the appropriate teaching and learning activities, including laboratory or field settings and applicable instruments and technology, or both;
   (d) demonstrate understanding and experience of how to develop and maintain the highest levels of safety in classrooms, stockrooms, laboratories, and other areas related to instruction in science safe laboratory management skills;
   (e) demonstrate knowledge of formative and summative assessment techniques which model a variety of authentic and equitable assessment strategies that ensure the continuous intellectual, social, and personal development of the learner in all aspects of science practice ethical treatment of living organisms in the classroom; and
   (f) apply and evaluate models of interdisciplinary approaches to provide experiences in understanding science; interrelate and interpret important concepts, ideas, and applications in their field of endorsement and supporting disciplines.
   (g) articulate a well-defined rationale for instructional goals, materials, and actions in relation to state and national education standards and student achievement.
(3) The candidate for an endorsement in earth science has the following knowledge and skills, including demonstrates the following core competencies:

(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change, constancy, measurement, evolution and equilibrium, form and function;
(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment, and knows how to apply and teach these methods when instructing students;
(c) systematic and quantitative study of the fundamental topics in earth science interrelated and illustrated with descriptive and historical perspectives, as well as the applications of earth science in society;
(d) conceptual understanding of astronomy, geology, paleontology, meteorology, and oceanography, and their relations with each other;
(e) conceptual understanding of biology, chemistry, or physics, emphasizing the interrelationships among the sciences and their relations to earth science;
(f) conceptual understanding of mathematics, including a working knowledge of trigonometry and statistics;
(g) conceptual understanding of ethical and human implications of such contemporary issues as the impact of technologies on earth systems; and
(h) ability to designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, and facilities which support and enhance curricula and instruction in earth science and especially techniques and strategies for using the local environment as a teaching/learning laboratory; and
(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself and especially using questions to define problems and potential solutions.

(4) The candidate for an endorsement in biology demonstrates the following knowledge and skills, including core competencies:

(a) conceptual understanding of the unifying concepts of biological systems: cellular organization, order, sensitivity, growth/reproduction, energy utilization, evolutionary adaptation, and homeostasis life processes in living systems including organization of matter and energy;
(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows experimental design and how to apply and teach these methods conceptual understanding of the similarities and differences among animals, plants, fungi, microorganisms, and viruses;
(c) conceptual understanding of living organisms, ethical laboratory and field studies promoting scientific inquiry, applications of biology in social and historical perspectives;
(d) course work in the diversity of life including zoology, botany, and microbiology, encompassing the subdisciplines and noting the interrelationships of physiology, genetics, ecology, and evolution conceptual understanding of the principles and practices of biological classification and the theory and principles of biological evolution;

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(e) conceptual understanding of mathematics including a working knowledge of probability and statistics the ecological systems including the interrelationships and dependencies of organisms with each other and their environments;

(f) conceptual understanding of two out of three areas of physics, chemistry, or earth science emphasizing the interrelationships among the sciences population dynamics and the impact of population on its environment;

(g) conceptual understanding of the relationships between biology and molecular genetics and the impacts of biotechnology upon humans and their environment including ethical and legal implications general concepts of genetics and heredity;

(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, and specimens which support and enhance curricula and instruction in biology; and conceptual understanding of organizations and functions of cells and multi-cellular systems;

(i) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and especially using questions to define problems and potential solutions. Understanding of the regulation of biological systems including homeostatic mechanisms;

(j) conceptual understanding of the fundamental processes of modeling and investigating in the biological sciences;

(k) understanding of the applications of biology in environmental quality and in personal and community health;

(l) conceptual understanding of bioenergetics including major biochemical pathways;

(m) understanding of biochemical interactions of organisms and their environments;

(n) conceptual understanding of molecular genetics and heredity and mechanisms of genetic modification;

(o) understanding of molecular basis for evolutionary theory and classification;

(p) conceptual understanding of the causes, characteristics, and avoidance of viral, bacterial, and parasitic diseases;

(q) understanding of the issues related to living systems such as genetic modification, uses of biotechnology, cloning, and pollution from farming; and

(r) conceptual understanding of applications of biology and biotechnology in society, business, industry, and health fields.

(5) The candidate for an endorsement in chemistry demonstrates the following knowledge and skills, including core competencies:

(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

(b) understanding of exploration and inquiry as tools in investigating all aspects of the natural environment and knows how to apply and teach demonstrates knowledge of application and instruction using these methods when instructing students;
(c) Systemic and quantitative study of the fundamental topics of chemistry, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of chemistry in society; conceptual understanding of the fundamental structures of atoms and molecules;

(d) Conceptual understanding of organic, inorganic, analytical, physical, and biochemistry, and their relationships with each other; the basic principles of ionic, covalent, and metallic bonding;

(e) Conceptual understanding of physics, biology, or earth science emphasizing the interrelationships among the sciences; the physical and chemical properties and classification of elements including periodicity;

(f) Conceptual understanding of mathematics including a working knowledge of calculus, chemical kinetics and thermodynamics;

(g) Conceptual understanding of the interaction of chemistry and technology in contemporary health, ethical, legal, and human issues (e.g., the effects of synthetic molecules and food additives on life systems and the disposal of toxic chemical wastes); principles of electrochemistry;

(h) Designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and chemicals which support and enhance curricula and instruction in chemistry; and understanding of the Mole concept, stoichiometry, and laws of composition;

(i) Facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself and especially using questions to define problems and potential solutions; conceptual understanding of solutions, colloids, and colligative properties;

(j) Understanding of transition elements and coordination compounds;

(k) Conceptual understanding of acids and bases, oxidation-reduction chemistry, and solutions;

(l) Understanding of fundamental biochemistry;

(m) Conceptual understanding of the applications of chemistry in personal and community health and environmental quality.

(n) Understanding of the molecular orbital theory, aromaticity, metallic and ionic structures, and correlation to properties of matter;

(o) Conceptual understanding of the advanced concepts of chemical kinetics, and thermodynamics;

(p) Understanding of Lewis structures and molecular geometry;

(q) Conceptual understanding of major biological compounds and natural products;

(r) Understanding of solvent system concepts;

(s) Conceptual understanding of chemical reactivity and molecular structure including electronic and steric effects; and

(t) Understanding of organic chemistry including syntheses, reactions, mechanisms, and aromaticity.

(6) The candidate for an endorsement in physics demonstrates the following knowledge and skills core competencies, including:

(a) Conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change
constancy, measurement, evolution and equilibrium, form and function energy, work and power;

(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment, and knows how to apply and teach these methods when instructing students understanding of motion, major forces, and momentum;

(c) systematic and quantitative study of the fundamental topics in physics, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of physics in society conceptual understanding of Newtonian physics with engineering applications;

(d) conceptual understanding of classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics, and their relationships with each other conservation, mass, momentum, energy, and charge;

(e) conceptual understanding of biology, chemistry, or earth science emphasizing interrelationships among the sciences the physical properties of matter;

(f) conceptual understanding of mathematics, including an introduction to calculus kinetic-molecular motion and atomic models;

(g) conceptual understanding of interaction of physics and technology in contemporary health, ethical, legal, and human issues (e.g., power plant siting and waste disposal, long-range energy policies, and the effects of radiation on living systems) radioactivity, nuclear reactors, fission, and fusion;

(h) designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, and facilities which support and enhance curricula and instruction in physics; and understanding of wave theory, sound, light, the electromagnetic spectrum and optics;

(i) facilitating classroom discourse through questions, reflecting on, and critically analyzing ideas leading students toward a deeper understanding of the inquiry process itself, especially using questions to define problems and potential solutions; conceptual understanding of electricity and magnetism;

(j) understanding of the fundamental processes of investigating in physics;

(k) conceptual understanding of the applications of physics in environmental quality and to personal and community health;

(l) understanding of thermodynamics and energy-matter relationships;

(m) conceptual understanding of nuclear physics including matter-energy duality and reactivity;

(n) understanding of angular rotation and momentum, centripetal forces, and vector analysis;

(o) conceptual understanding of quantum mechanics, space-time relationships, and special relativity;

(p) understanding of models of nuclear and subatomic structures and behavior;

(q) conceptual understanding of light behavior, including wave-particle duality and models;

(r) understanding of electrical phenomena including electric fields, vector analysis, energy, potential, capacitance, and inductance;

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(s) conceptual understanding of issues related to physics such as disposal of nuclear waste, light pollution, shielding communication systems and weapons development;

(f) understanding of historical development and cosmological perspectives in physics including contributions of significant figures and underrepresented groups, and evolution of theories in physics; and

(u) conceptual understanding of the applications of physics and engineering in society, business, industry, and health fields.

(7) The candidate for an endorsement in broadfield science demonstrates the following knowledge and skills, including core competencies:

(a) conceptual understanding in the unifying concepts and processes of systems order and organization, evidence models and explanation, change constancy, measurement, evolution and equilibrium, form and function;

(b) exploration and inquiry learning as tools in investigating all aspects of the natural environment and knows how to apply and teach these methods when instructing students ability to collect and interpret empirical data using applicable science-specific technology to develop science and engineering practices, understand the cross-cutting concepts and processes, relationships and natural patterns;

(c) systematic and quantitative interdisciplinary study of the fundamental topics in biology, chemistry, physics, and earth science including descriptive and historical perspectives, as well as the applications of these sciences in society;

(d) study and experiences emphasizing interrelationships among all the sciences, as well as between cross-cutting concepts of the sciences and with other areas of study such as mathematics, technology, and engineering;

(e) conceptual understanding of mathematics, including a working knowledge of calculus and statistics;

(f) conceptual understanding of the relationships among science, science technologies, and the study of environmental education;

(g) designing, developing, and evaluating field experiences, demonstrations, and laboratory instructional activities, and in using special skills and techniques with equipment, technologies, facilities, and specimens which support and enhance curricula and instruction in all sciences including laboratory and field studies that promote the science and engineering practices, investigation and inquiry, and the use of experimental methods;

(h) conceptual understanding of earth sciences including course work content in astronomy, geology, paleontology, meteorology and oceanography, and their relationships with each other;

(i) conceptual understanding of biology including course work content in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other. This preparation must include study and experiences emphasizing living organisms;

(j) conceptual understanding of chemistry including course work content in organic, inorganic, analytical, physical and biochemistry and their relationships with each other;

(k) conceptual understanding of physics including course work content in classical mechanics, electricity and magnetism, heat and thermodynamics, waves,
optics, atomic and nuclear physics, radiation and radioactivity, relativity, quantum mechanics, and other fields of modern physics and their relationships with each other; and

(I) facilitating classroom discourse through questioning, reflecting on, and critically analyzing ideas, leading students toward a deeper understanding of the inquiry process itself, and, especially, using questions to define problems and potential solutions.

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

10.58.523  SOCIAL STUDIES (1) The social studies program ensures that successful candidates follow the subject-major/minor program of study or the broadfield major program of study. Subject-major/minor teaching endorsement programs are limited to history, government, economics, geography, psychology, and/or sociology. The broadfield social studies teaching endorsement shall include a concentration in history and government and additional course work content chosen from economics, geography, psychology, and/or sociology, Native American studies or anthropology. The social studies disciplines adhere to a thorough grounding in the basic philosophy, theory, concepts, and skills associated with Montana and national standards.

(2) The social studies endorsement requires that successful candidates:
(a) demonstrate knowledge of the purposes of social studies, how to select content appropriate to those purposes, how to use emerging technology, and how to assess student learning in terms of social studies goals;
(b) demonstrate knowledge of and ability to plan instruction based on state and national social studies curriculum standards;
(c) demonstrate ability to select and integrate the content and methods of investigation of history and the social science disciplines for use in social studies instruction;
(d) demonstrate knowledge of and ability to plan instruction on the history, cultural heritage, and contemporary status of American Indians and tribes in Montana, including an awareness and application of the Montana 7 Essential Understandings; and
(e) demonstrate ability to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings with students with diverse backgrounds, interests, and range of abilities.

(3) The economics endorsement program requires that successful candidates demonstrate knowledge of:
(a) economic theory;
(b) the basic economic problems confronting societies and the examination of the ways in which economic systems seek to resolve the three basic economic problems of choice (i.e., determining what, how, and for whom to produce) that are created by scarcity and environmental impact;
(c) the basic economic goals for society, including freedom of choice, personal financial literacy, ethical action, efficiency, equity, full employment, price
stability, growth, and security;
(d) the nature of comparative economic systems, including:
(i) the organization and importance of the international economic system;
(ii) the distribution of wealth and resources on a global scale;
(iii) the struggle of developing nations to attain economic independence and a better standard of living for their citizens;
(iv) the role of the transnational corporation in changing rules of exchange; and
(v) the influence of political events on the international economic order.
(4) The geography endorsement program requires that successful candidates demonstrate knowledge of:
(a) the geographic themes of location (absolute and relative), place (physical and human characteristics), human-environment interaction (relationships within places), movement (of people, goods, and ideas), and regions (how they form and change);
(b) physical geography including solid earth, atmosphere, oceans, landforms, soils, and biogeography;
(c) human geography, including cultural, social, historical, political, and economic concerns; and
(d) the use of maps and other tools of geographical investigation or presentation, including the use of emerging technology, to process information from a spatial perspective.
(5) The government endorsement program requires that successful candidates demonstrate knowledge of:
(a) the nature of individual dignity, human rights, (popular) sovereignty (popular, tribal, and national), political power, citizenship, and political authority;
(b) American democracy as a form of government based on federalism, separation of powers, checks and balances, civil rights and liberties, elected representation, and popular participation;
(c) the organization, powers, and politics of the national, state, tribal, and local units of American government;
(d) the role of public opinion, the press, elections, interest groups, and political leaders in building compromise and policy making;
(e) the American political system compared with forms of government and politics of other countries of the world and of American Indian tribes; and
(f) the nature of international relations and the principles and organizations that are used to mediate multinational conflict and achieve multinational order; and
(f) American democracy as compared and contrasted with other forms of government, political systems, and philosophies throughout history and today.
(6) The history endorsement program requires that successful candidates demonstrate knowledge of:
(a) U.S. history, including the history of the many peoples who have contributed to the development of North America;
(b) the history of diverse civilizations throughout the world;
(c) the origin, development, and ramifications of present local, tribal, national, and world affairs;
(d) the skills of chronological thinking, analysis of evidence, and
interpretation of the historical record by using appropriate content standards;
  (e) the cultural, economic, political, scientific/technological, and social activity
  of humans in the analysis of contemporary issues and problems;
  (f) the history, cultural heritage, political development, and contemporary
  status of American Indians and tribes in Montana; and
  (g) the changing role of culture, ethnicity, race, gender, class, and identity in
  human affairs.
(7) The psychology endorsement program requires that successful
  candidates demonstrate knowledge of:
    (a) the basic psychological theories including developmental, personality,
        learning, motivation, cognition, biological/physiological, social behavior, and
        psychological disorders;
    (b) the application of the processes of scientific inquiry and descriptive
        statistics to questions concerning human behavior;
    (c) the behaviors which are most effective in coping with stresses in life,
        understanding the effects of historical trauma upon cultures, and in improving
        interpersonal and cross-cultural relationships;
    (d) human development in terms of physiological, social, and environmental
        influences throughout the lifespan; and
    (e) the theories and factors which contribute to psychological dysfunction of
        individuals and families.
(8) The sociology endorsement program requires that successful candidates
  demonstrate knowledge of:
    (a) the basic structure and history of the world's dominant and indigenous
        social systems;
    (b) the factors, including the effects of changing communications, which hold
        groups together or which change and weaken them;
    (c) the application of knowledge and techniques to practical problems in the
        everyday world of individuals, groups, organizations, and government; and
    (d) the importance of diversity in society.

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

10.58.524 COMMUNICATION (1) The program requires that successful
  candidates:
    (a) demonstrate understanding of and perform proficiently in:
        (i) the composing process, including research, organization, and context
            development to plan standards-based, coherent, and relevant learning experiences
            for all students;
        (ii) theory (b) demonstrate understanding of theories of human
            communication including:
                (A) symbolic development;
                (B) transference of meaning, both cognitively and affectively;
                (C) nonverbal communication, and
                (D) language, including social and cultural factors affecting language use;

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(iii) (c) demonstrate understanding of context (practices) of human communication, including:
(A) public speaking;
(B) rhetoric;
(C) argumentation;
(D) persuasion;
(E) oral interpretation;
(F) interpersonal, small group, and organizational communication;
(G) cross-cultural communication, including Montana American Indians and tribes in Montana;
(H) mass media and society; and
(I) listening;
(iv) (d) demonstrate understanding of diagnostic techniques, progress assessment, and prescriptions for improving students' formal and informal communication skills and communicate with students about their performance in ways that actively involve them in their own learning;
(b) demonstrate knowledge of curriculum, lesson planning, and instructional strategies for interpersonal communication;
(e) design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes;
(e) (f) demonstrate positive attitudes for teaching communication and demonstrate knowledge and understanding of students' social, linguistic, and cultural backgrounds affecting symbolic cognition; and
(g) select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media.

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

10.58.525 TRADES AND INDUSTRY (1) The program requires that successful candidates:
(a) demonstrate knowledge of curriculum that considers current design and implementation practices from the following sources:
(i) national professional organizations;
(ii) Montana school accreditation standards;
(iii) local public school standards and curricula;
(iv) industrial standards; and
(v) advisory boards of industrial leaders; knowledge of curricular design, course outline, instructional strategies and evaluation of student work;
(b) demonstrate knowledge/competency in courses in applied mathematics, science, communication, and related areas in general education components to provide depth and breadth of content;
(c) demonstrate knowledge/competency in the areas in which he/she will teach including:
(i) safety in the work place;
(ii) fundamental knowledge about technology and its application to trades

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and industry;
   (iii) information about industry's organization, personnel systems, techniques,
   resources, products, and social impacts;
   (iv) the development of personal and leadership competencies (e.g.,
   citizenship, personal development, goal setting, parliamentary procedure, and
   teamwork);
   (v) specific training in the safe use of equipment in each trade and industry
   area studied;
   (vi) in forming partnerships, advisory boards, job shadowing, and involving
   the trades and industry world into the curriculum;
   (vii) planning, maintenance, and management of laboratory facilities;
   (viii) provide gender equitable, culturally sensitive opportunities;
   (ix) preparing students for postsecondary education, depending on personal
   goals; and
   (x) the rules and regulations dealing with vocational certification, education,
   and funding;
   (d) demonstrate knowledge of educational environments in the classroom
   and laboratory that enhance student learning;
   (e) select and apply appropriate instructional strategies for individual and
   group instruction;
   (f) demonstrate knowledge of and apply laboratory management skills (e.g.,
   maintaining inventory, filing, requisitioning equipment and materials, maintenance,
   and budgeting);
   (g) develop and use lesson plans, and organize materials to meet the
   learning needs of students;
   (h) develop and implement classroom management consistent with school
   policy;
   (i) articulate trades and industries education to school and community
   publics;
   (j) demonstrate continued growth by assessing growth needs based on
   research-based instructional practices, knowledge, and dispositions, and plan and
   carry out needed professional development, especially in relation to local school
   goals; and
   (k) apply a wide range of assessment tools and practices, including
   technology-based assessment tools;
   (l) apply a variety of assessment practices to improve student learning and
   motivation;
   (ii) apply multiple indicators of learning progress which align instruction and
   learning and which assess learner attitudes;
   (iii) appropriately apply evidenced-based and innovative assessment
   approaches;
   (iv) utilize and monitor teacher and student self-reflection; and
   (v) communicate results of assessments to specific individuals (e.g.,
   students, parents, caregivers, colleagues, administrators, policymakers, policy
   officials, community, etc.).

AUTH: 20-2-114, MCA
10.58.526 TRAFFIC EDUCATION

(1) The program requires that successful candidates:

(a) demonstrate an understanding of the state requirements for approval of a traffic education program, (i.e., school and teacher, student age, scheduling, program length, and liability);

(b) demonstrate an understanding of the state requirements to be eligible as an approved teacher of traffic education, (i.e., educator license, driver's license, driving record, and specific coursework, and professional development);

(c) demonstrate an understanding of the state requirements regarding vehicle usage, (i.e., required and recommended equipment, maintenance, identification, vehicle use and restrictions, licensing, and insuring);

(d) demonstrate an understanding of the general administrative procedures and policies required for conducting an approved traffic education program, (i.e., approval and reimbursement forms);

(e) demonstrate knowledge of the driver licensing process and the responsibilities associated with having that license;

(f) demonstrate a working knowledge and administration of the cooperative driver testing program (CDTP) leading to instructor certification to administer the CDTP driver's license knowledge and road skills tests and issue the traffic education learner license;

(g) demonstrate a working knowledge of perceptual and physical screening techniques;

(h) demonstrate an understanding of the Uniform Vehicle Code, motor vehicle laws of Montana, and due process;

(i) demonstrate an understanding of the consequences resulting from violations, (i.e., driving record, loss of driving privilege, higher insurance premiums, license retesting);

(j) demonstrate the ability to effectively assist students in examining and clarifying their beliefs, attitudes, and values as they relate to general traffic safety;

(k) demonstrate an understanding of the importance of positive attitudes toward safe driving, (i.e., mental, social, and physical tasks performed through a decision-making process);

(l) demonstrate an understanding of the safe interaction of all elements of the highway transportation system, (i.e., pedestrians, bicyclists, passengers, motorcyclists, drivers, vehicles, and roadways);

(m) demonstrate an understanding of the responsibilities of vehicle ownership, (i.e., basic mechanical operation, maintenance, and insuring);

(n) demonstrate an understanding of vehicle dynamics and balance as they relate to operator control, vehicle safety technology, and the effects of occupant restraint systems;

(o) demonstrate an understanding of current traffic education issues, (i.e., parent involvement, zone control, reference points, distracted, drowsy, impaired, and aggressive driving, and graduated driver licensing);

(p) acquire opportunities for student teaching experiences in classroom and behind-the-wheel situations with novice driving students under the direct supervision...
of a qualified teacher;

(q) design educational strategies for appropriate classroom and driving experiences for diverse learners;

(r) develop a logical scope and sequence plan for training driving skills in the repeated safe operation of a motor vehicle, (i.e., controlled but varied situations and environments);

(s) demonstrate knowledge, application, and evaluation of specific student competencies, (i.e., scanning, vehicle balance and control, roadway markings, maneuvers, intersections, and highways);

(t) demonstrate an understanding of specific competencies as defined by recognized agencies and organizations, (i.e., Office of Public Instruction and American Driver and Traffic Safety Education Association);

(u) design educational strategies for visual perceptual skill development, (i.e., scanning, zone control, limiting distractions, risk management, IPDE process, Smith system, and defensive driving principles);

(v) experience and demonstrate an understanding of driving skills required to operate and control a vehicle from both the driver’s and instructor’s seats to successfully handle adverse and emergency situations;

(w) demonstrate an understanding of accident crash facts, causation, and current crash avoidance and injury prevention strategies;

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

(y) demonstrate skills and techniques using potential equipment, to assist learning for students with special needs;

(z) demonstrate an understanding of techniques and strategies to integrate traffic education into the K-12 curriculum;

(aa) identify and implement teaching trends and materials which will help assure continued program enhancement;

(ab) demonstrate an understanding of, and provide tools for, student and program assessment; and

(ac) demonstrate an understanding of current information on appropriate resources and how to establish an effective traffic education support network within the community.

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

10.58.527 AREAS OF PERMISSIVE SPECIAL COMPETENCY

1. Programs designed for teachers who hold a regular Montana teaching certificate and desire skills in a nonendorsement field to appear on the teaching certificate shall:

(a) meet the standards for the area of permissive special competency as approved by the Board of Public Education and outlined below; and

(b) when specified, have laboratory experiences under the jurisdiction of the preparing institution.
(2) Programs must include a minimum of 20 semester (30 quarter) credits of preparation.

(3) Permissive special competency programs for early childhood are limited to an "add-on" to elementary endorsement. This may be offered as a minor to elementary education and is designed for prospective teachers of children ages eight and under.

(4) The early childhood permissive special competency program requires that successful candidates:
   (a) demonstrate knowledge of child development and learning;
   (b) develop relationships that involve family and community in children's learning;
   (c) observe, document, and assess learning to support young children and families;
   (d) demonstrate knowledge of early childhood education and apply effective instructional strategies, including:
      (i) knowing, understanding, and using positive relationships and supportive interactions;
      (ii) knowing, understanding, and using a wide array of appropriate, effective approaches, strategies, and tools for early education;
      (iii) knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines;
      (iv) using their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes; and
   (v) meeting the unique needs of every child, including children with disabilities, children with different socio-economic backgrounds, and children from diverse cultural heritages, with a focus on American Indians.

(5) The gifted and talented permissive special competency program requires that successful candidates:
   (a) demonstrate knowledge of the characteristics of gifted students and an understanding of how to utilize appropriate tests and other documentation to formally identify gifted students;
   (b) demonstrate knowledge of the curriculum needs that result from the characteristics of individual gifted students and an understanding of how to apply the appropriate curriculum strategies to vary the pace, breadth, and depth of the curriculum through acceleration, differentiation of the content, process and product, and subject enrichment;
   (c) demonstrate knowledge of the unique learning styles of gifted learners and an understanding of how to apply that knowledge to modify the learning environment and activities to match the style(s) of the individual student;
   (d) demonstrate knowledge of how the social/emotional characteristics of gifted children create different needs that may impact the school and family and an understanding of how to apply appropriate strategies to minimize negative impacts upon the ability of the gifted student to learn;
   (e) demonstrate knowledge of the need for gifted students to be challenged by participation with their mental peers, and an understanding of how to meet that need by providing a variety of options in the learning environment;
(f) demonstrate knowledge of how the school environment and characteristics of gifted students cause some high ability/high potential students to achieve at levels far below their potentials and an understanding of how to apply appropriate interventions; and

(g) demonstrate knowledge of the nature of, and need for, team approaches and an understanding of how to effectively apply these strategies in order to provide the best possible school climate and total curriculum services for gifted students.

(6) The technology in education permissive special competency program requires that successful candidates:

(a) demonstrate knowledge of operations and concepts necessary for effective use of technology and infusion into teaching and learning;

(b) demonstrate planning and learning environment design, knowledge, and skills, including:

(i) the identification and design of developmentally-appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of students;

(ii) the application of best practices based on current research when planning and managing learning environments and experiences;

(iii) the identification and location of technology resources and evaluation of them for effectiveness and suitability;

(iv) the planning and implementation of strategies to manage student learning in multiple technology-enhanced classroom environments; and

(v) the planning and implementing of strategies to manage student learning in distance, online, and technology-delivered learning environments;

(c) demonstrate technology-enhanced teaching, learning, and curriculum knowledge and skills by:

(i) facilitating technology-enhanced experiences that incorporate Montana content and performance standards as appropriate;

(ii) using technology to support learner-centered instructional strategies that address the diverse needs of students, including Montana American Indians;

(iii) applying technology to enhance students’ critical, creative, and futures thinking;

(iv) managing student learning activities in multiple technology-enhanced classroom environments; and

(v) managing student learning activities in distance, online, and technology delivered learning environments;

(d) demonstrate assessment and evaluation knowledge and skills by:

(i) applying technology to assess student learning of subject matter using a variety of appropriate assessment techniques;

(ii) using technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning; and

(iii) using data from a variety of sources to make informed decisions to align learning objectives, instructional activities, technology use and assessment procedures to enhance learning;

(e) demonstrate knowledge and skills and apply effective strategies for teaching social, ethical, legal, and human issues related to technology use;
(i) identifying, classifying, and recommending adaptive/assistive hardware and software for students and teachers with diverse needs and assisting in procurement and implementation;
(ii) selecting and applying appropriate technology resources to promote healthy use of technology;
(f) select and apply appropriate technology resources to address cultural and language diversity, including Montana American Indians;
(g) demonstrate knowledge in developing systemic planning, procedures, and policies;
(h) demonstrate knowledge and skills in the development of leadership and visioning by:
(i) applying strategies for, and knowledge of, issues related to the change process in education and effective schooling practices;
(ii) assisting in the development and evaluation of district technology project planning, funding, and implementation; and
(iii) successfully completing integrated, supervised, and field-based professional experiences with accomplished technology facilitators and directors.
(7) The mentor teacher permissive specialized competency program requires that successful candidates demonstrate knowledge of:
(a) the role and benefits of serving as a teacher mentor;
(b) the needs of initial educators and educator standards;
(c) the benefits and key elements of a mentoring program for the initial educator and the school district;
(d) the characteristics and behaviors of effective mentors in providing observation, support, and assistance;
(e) the characteristics and behaviors of effective mentors in providing feedback during observing and conferencing;
(f) the potential problems that can occur in a mentoring relationship and define effective responses to these problems; and
(g) best practices for creating and maintaining a safe environment for the mentee to attain and sustain a mastery level of teaching with an active and positive learning environment that supports school, district, and state curricula, including:
(i) supporting new teacher growth toward meeting the learning needs of every child; and
(ii) supporting new teacher growth toward incorporating Indian Education for All into their curricular offerings.
(8) The dance permissive specialized competency program requires that successful candidates demonstrate:
(a) knowledge of basic dance vocabulary and major characteristics of dance styles and techniques, including:
(i) technical proficiency in one dance style and exposure to others; and
(ii) clear movement demonstrations and auditory prompts, in relation to music and counts;
(b) knowledge of a variety of choreographic principles and processes, including:
(i) fluency with music and emerging technologies as tools of expression;
(ii) direction/supervision of a dance production with artistic integrity; and
(iii) analysis and evaluation of dance works;
(c) knowledge of dance as a reflection of both historical periods and cultural diversity, including Montana American Indian cultures; and
(d) knowledge and implementation of research-based teaching strategies and skills for dance, including:
(i) developing curriculum, planning instructional units for K-12 students, and assessing student progress in dance;
(ii) implementing classroom procedures that promote health, safety, and injury prevention;
(iii) integrating dance into other content areas; and
(iv) teaching dance as a discrete art form.

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

10.58.528 COMPUTER SCIENCE (1) The program requires that successful candidates:
(a) demonstrate knowledge of computer science prerequisites consistent with, and substantially beyond, that which a classroom teacher may be expected to teach; content, models, important principles, and concepts through:
   (i) knowledge of, and proficiency in, the use of primitive data types;
   (ii) understanding of data representation;
   (iii) knowledge of, and proficiency in, the use of static and dynamic data structures;
   (iv) knowledge of, and proficiency in, the use of common data abstraction mechanisms (e.g. abstract and generic classes such as stacks, trees, etc.); and
   (v) effective use, manipulation, and explanation of external data stores – various types, (text, images, sound), and various locations (local, server, cloud);
(b) demonstrate knowledge of algorithm design, analysis, and implementation in an object-oriented programming language, using data structures, and abstract data types covering:
   (i) problem solving techniques and strategies;
   (ii) algorithm problem solving techniques and strategies and design methodologies;
   (iii) algorithm verification;
   (iv) algorithm analysis complexity and efficiency; and
   (v) data structures and abstract data types;
   (vi) knowledge of at least two of the programming languages, including object-oriented programming and/or C++, Java, C#, or Ada, and one other current programming language and current programming language trends; and
   (vii) program testing;
(c) demonstrate knowledge of the major subject areas of the discipline of computer science, including; demonstrate effective design, development, and testing of programs by:
   (i) using a modern high-level programming language, constructing correctly functioning programs involving simple and structured data types; using compound Boolean expressions and sequential, conditional, iterative, and recursive control
structures;
(ii) designing and testing programming solutions to problems in different contexts (i.e., textual, symbolic, numeric, graphic) using advanced data structures;
(iii) demonstrating knowledge of and skills regarding the syntax and semantics of two high level programming languages (other than those covered in (1)(b)(iv) above), their control structures, and their basic data representation;
(iv) demonstrating knowledge of and skill regarding program correctness issues and practices (i.e., testing, test data design, and proofs of correctness);
(v) demonstrating knowledge of and skill regarding at least three different program development environments in widespread use;
(vi) demonstrating knowledge of and the ability to construct multi-threaded client-server applications;
(vii) demonstrating knowledge of and the ability to construct web sites that utilize complex data bases;
(viii) demonstrating knowledge of and the ability to construct artificial intelligence and robotic applications; and
(ix) demonstrating knowledge of the principles of usability and human-computer interaction, and be able to apply these principles to the design and implementation of human-computer interfaces;
(i) algorithms and data structures;
(ii) programming languages;
(iii) architecture and machine-dependent programming;
(iv) numerical and symbolic computing;
(v) operating systems and networks;
(vi) software methodology and engineering;
(vii) database and information retrieval;
(viii) artificial intelligence and robotics; and
(ix) human-computer interaction;
(d) demonstrate knowledge of computer systems and networks and be able to:
(i) team software development; and describe the operation of a computer system, CPU and instruction cycle, peripherals, network components, and applications; indicating their purposes and interactions among them;
(ii) personal written and oral communication skills demonstrate an understanding of operating systems;
(iii) demonstrate an understanding of computer networks; and
(iv) demonstrate an understanding of the issues involved in building and fielding mobile services;
(e) demonstrate an understanding of software engineering and be able to demonstrate an understanding of:
(i) the difference between computer science and software engineering;
(ii) software development methodologies and the software development life cycle; and
(iii) the purpose and contents of the software engineering body of knowledge;
(f) demonstrate an understanding of the key concepts of computer/information security and be able to:
various methods used to minimize an attack surface;
   (ii) demonstrate an understanding of the importance of maintaining logs of all
system activity related to security; and
   (iii) demonstrate an understanding of the purpose and general functionality of
a firewall;
   (g) demonstrate an understanding of the role computer science and software
engineering plays in the modern world and be able to demonstrate an understanding
of:
   (i) significant historical events relative to computers and information systems;
   (ii) the social, ethical, and legal issues and impacts of computing and
information systems;
   (iii) the contributions that computer and information science and software
engineering make to science, the humanities, the arts, commerce, and
entertainment;
   (iv) and ability to teach social issues related to the use of computers and
information systems in society and the principles for making informed decisions
including, but not limited to, security, privacy, intellectual property, equitable access
for technology resources, gender issues, cultural diversity, differences in learner
needs, limits of computing, and rapid change; and
   (v) the many different careers that are closely related to the development and
use of computer and information systems;
   (h) demonstrate effective content pedagogical strategies that make the
discipline comprehensible to students and:
   (i) design projects that require students to effectively describe computing
artifacts and communicate results using multiple forms of media and
   (ii) identify problematic concepts and constructs in computer science and
appropriate strategies to address them; and
   (iii) promote and model the safe, effective, and ethical use of computer
hardware, software, peripherals, and networks and develop digital citizenship.
   (e) demonstrate knowledge of computing issues, including:
   (i) the history of computing;
   (ii) current trends and future directions in computing;
   (iii) career opportunities in computing;
   (iv) ethical and moral obligations in the use of computer hardware and
software;
   (v) impacts of computing on society;
   (vi) practical, hands-on experience with widespread software applications,
including:
   (A) productivity tools;
   (B) communications and networking;
   (C) multimedia/authoring tools;
   (D) instructional software; and
   (E) operating systems software;
   (f) deal with computing issues unique to the classroom, including:
   (i) computer hardware and software management such as hardware setup,
software installation, and user and network-level hardware and software trouble-
shooting and maintenance;

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(ii) availability and use of resources such as journals, sources of computer hardware and software, relevant conference titles, and professional organizations; 
(iii) continual study of effective pedagogical uses of computers as a means to stay updated; 
(iv) hands-on use of hardware, software, and operating systems common in schools; 
(v) develop online/electronic class formats; and 
(vi) trends and innovations in computing curricula; and 
(g) apply assessment tools and practices that range from individual and group tests, to individual and group informal classroom assessment and strategies, including technology-based assessment tools.

NEW RULE VI  EARLY CHILDHOOD EDUCATION  
(1) The program requires that successful candidates:
   (a) demonstrate an understanding of young children’s (birth-age 8) characteristics and needs encompassing multiple, interrelated areas of children’s development and learning- including physical, cognitive, social, emotional, language, and aesthetic domains as well as learning processes and motivation to learn;  
   (b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play;  
   (c) apply their understanding of multiple influences on young children’s development and learning including family, community, cultural and linguistic contexts, temperament, approaches & dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;  
   (d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children;  
   (e) demonstrate the ability to use developmental knowledge including strengths of families and children to create physically and psychologically safe learning environments that are healthy, respectful, supportive, and challenging for each child;  
   (f) know about, understand, and value the complex characteristics and importance of children’s families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, supports, and community resources;  
   (g) create respectful, reciprocal relationships with families using a range of formal and informal strategies such as home visits, parent-teacher conferences, family nights, and transition planning into and out of early childhood programs including kindergarten;  
   (h) promote and encourage family involvement in all aspects of children’s development and learning including assisting families to find resources concerning parenting, mental health, health care, and financial assistance;  
   (i) demonstrate essential knowledge and core skills in team building and in MAR Notice No.10-58-271
communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs;

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

(i) learn about children’s unique qualities;
(ii) guide instruction; and
(iii) evaluate effective curriculum to maximize children’s development and learning;

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

(i) an understanding of family context and involving families in the assessment process;
(ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and
(iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity;

(l) create a caring community of learners that supports positive relationships, promotes the development of children’s social, emotional, and friendship skills and assists children in the development of security, self-regulation, responsibility, and problem solving;

(m) utilize a broad repertoire of developmentally appropriate teaching skills and strategies supportive of young learners, such as integrating curricular areas; scaffolding learning; teaching through social interactions; providing meaningful child choice; implementing positive guidance strategies; and making appropriate use of technology;

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

(o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective indoor and outdoor learning centers, teaching primarily through individual and small group contexts, and utilizing the environment, schedule, and routines as learning opportunities;

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

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

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

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

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

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

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

(vi) demonstrating knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all young children; and

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

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

(s) uphold and use state and national codes of ethical conduct for the education of young children National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community;

(t) collaborate with multiple stakeholders, including:

(i) teachers in preceding and subsequent grade levels to increase continuity
and coherence across ages/grades;
   (ii) families and interdisciplinary professionals to meet the developmental
needs of each child; and
   (iii) relevant community and state resources to build professional early
learning networks that support high quality early learning experiences for young
children and their families;
   (u) use formal and informal assessments, early learning professional
knowledge, reflection, collaborative relationships, and critical thinking to analyze and
continuously improve professional practices with young children and their families;
   (v) identify and involve oneself with the distinctive history, values, knowledge
base, and mission of the early childhood field;
   (w) engage in informed advocacy for young children and the early childhood
profession; and
   (x) demonstrate knowledge, skills and dispositions during well-planned and
sequenced clinical experiences working with children and families in two different
age groups (3-5 and 5-8) and two types of the settings:
   (i) one of which must include a Kindergarten-3rd grade experience in an
accredited school setting for a formal student teaching experience, and
   (ii) the second clinical site may include state licensed child care centers or
homes, Head Start, and community or school based preschool programs.

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

AMEND AND TRANSFER TO END OF PART 5 10.58.508 ELEMENTARY
(1) The program requires that successful candidates:
(a) demonstrate knowledge and understanding of and use the major
concepts, principles, theories, and research related to the development of children
and young adolescents and apply these understandings to construct learning
opportunities that support individual students' development, acquisition of
knowledge, and motivation engagement in learning;
(b) demonstrate knowledge, and understanding, and use of the central
concepts as outlined in Montana's student content and performance standards, tools
of inquiry, and structures of content for students across grades K-8 and can engage
students in meaningful learning experiences that develop students' competence in
subject matter and skills for various developmental levels. Candidates:
   (i) demonstrate a high level of competence in the use of English language
arts and demonstrate knowledge, understanding, and use concepts from reading,
language, literature, and child development to teach reading, writing, speaking,
listening, and thinking skills, and to help students successfully apply their developing
skills to many different situations, materials, and ideas;
   (c) demonstrate knowledge and understanding of theory and research and
apply knowledge in the areas of language, speaking and listening, reading and
writing processes, literature, print and non-print texts, which are inclusive of texts
from and about American Indians and tribes in Montana; and technology, and plan,
implement, assess, and reflect on English/language arts and literacy instruction that
promotes critical thinking and creates engagement;

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(ii) (d) demonstrate knowledge and understanding, of and use of the fundamental concepts in the subject matter of science, including of physical, life, earth, and space sciences, as well as to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, science in personal and social perspectives, the history and nature of science, including American Indian scientific contributions of American Indians and tribes in Montana the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;

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

(iv) (f) demonstrate knowledge, and understanding, of and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, including personal financial literacy, and an understanding of the social sciences (e.g., anthropology, archaeology, psychology, and sociology), and other related areas (e.g., humanities, law, philosophy, religion, mathematics, science, and technology), to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world, including meeting the requirements of 20-1-501, MCA;

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

(vi) (h) demonstrate knowledge, and understanding, of and use of the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to health enhancement, and major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all elementary students;

(i) demonstrate knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all elementary students;

(vii) (j) demonstrate knowledge, and understanding, of and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students’ ideas, interests, concerns, and experiences;

(e) (k) plan and implement instructional strategies based on knowledge of
individual students, learning theory, subject matter content, connections across the curriculum, curricular goals, and community. Candidates:

(i) (l) demonstrate understanding of how elementary students, within different populations, including Montana American Indians and tribes in Montana, differ in their development and approaches to learning and create demonstrate the ability to differentiate instructional opportunities that are adapted to diverse learners for learners of all cognitive abilities;

(ii) (m) demonstrate understanding knowledge of proven instructional and use a variety of teaching routines and strategies that encourage and use this knowledge to develop elementary students’ development of ability to use critical thinking, problem solving, and performance skills, including the appropriate use of current and emerging technologies;

(iii) (n) apply demonstrate knowledge and understanding of individual and group motivation and behavior among students and apply this knowledge and understanding to develop foster active engagement in learning, self-motivation, and positive interaction and to create supportive learning environments; and

(iv) (o) apply use knowledge and understanding of effective verbal, nonverbal, and electronic media communication techniques to develop in elementary learning environments to foster active inquiry, collaboration, and supportive interaction among students; and

(d) (p) demonstrate knowledge and understanding of and use formal and informal formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each elementary students.

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

NEW RULE VII MIDDLE GRADES (4-8) (1) The program ensures that successful candidates demonstrate knowledge of young adolescent development and an understanding of the middle grades learner and learning. Candidates demonstrate:

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

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

(c) knowledge and understanding of the implications of diversity on the development of young adolescents and apply that understanding to implement curriculum and instruction that is responsive to young adolescents’ local, tribal, Montana, national, and international histories, language/dialects, and individual identities;

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(d) understanding of young adolescent development and apply that understanding when planning and implementing middle grades curriculum and when selecting and using instructional strategies; and

(e) knowledge of young adolescent development when making decisions about their role in creating and maintaining developmentally responsive learning environments and when participating in effective middle grades instructional and organizational practices, including interdisciplinary team organization and advisory programs.

(2) The program ensures that successful candidates demonstrate in-depth interdisciplinary knowledge of the middle grades content, standards, and curriculum and the ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. Candidates demonstrate:

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

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

(c) knowledge understanding, and use of the major concepts and procedures that define number and operations, algebra, geometry, measurement, data analysis and probability to engage young adolescent students in problem solving, reasoning and proof, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;

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

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

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

(g) knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all young adolescent students.
(3) The program ensures that successful candidates demonstrate knowledge and understanding of middle grades philosophy and school organization. Candidates demonstrate:
   (a) knowledge and understanding of the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle grades programs and schools and apply this knowledge and understanding to work skillfully within the middle grades organizational components;
   (b) knowledge of the philosophical foundations of developmentally responsive middle grades programs and schools; and
   (c) knowledge of the effective components of middle grades programs and apply this knowledge in order to function effectively within a variety of school organizational settings (e.g., grades K-8, 4-6, 6-8, 7-8).

(4) The program ensures that successful candidates demonstrate knowledge and understanding of middle grades curriculum, instruction, assessment, and learning. Candidates demonstrate:
   (a) knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage middle grades students' ideas, interests, concerns, and experiences;
   (b) abilities to plan and implement instructional strategies for middle grades classrooms based on knowledge of individual students, learning theory, content, cross-curricular connections, curricular goals, and an understanding of community;
   (c) understanding of how middle grades students differ in their development and approaches to learning, and apply this understanding to differentiate instruction to meet the learning needs of all young adolescents;
   (d) knowledge of proven instructional strategies and use this knowledge to develop middle grades students' ability to use critical thinking, problem solving, and current and emerging technologies;
   (e) knowledge and understanding of individual and group motivation and behavior among students at the middle grade level to foster active engagement in learning, self-motivation, and positive interaction, and to create supportive learning environments;
   (f) knowledge and understanding of effective verbal, nonverbal, and media communication techniques in middle grades learning environments to foster active inquiry, collaboration, and supportive interaction in the middle grades classroom; and
   (g) knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of middle grades students.

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

10.58.601 PROGRAM PLANNING AND DEVELOPMENT  (1) An advanced program is required to designate a single administrative unit for assuring the quality of post-baccalaureate programs in education. The administrative unit:

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(a) establishes appropriate governance and committee structures;
(b) adheres to the conceptual framework which is unified, specific, widely understood, and generally accessible;
(c) establishes clear operating systems for communication, cooperation, and program coordination within institutions;
(d) provides information about program objectives, unique and cooperative provisions, and program evaluation; and
(e) makes information and data on program evaluation accessible.

(2) Those professional education units offering both undergraduate and graduate programs shall be consistent in the programs’ philosophy, principles, and objectives.

(3) The professional education unit shall be responsible for designing programs that meet the professional educator program standards and the guidelines of its governing board.

(4) The Board of Public Education is authorized to establish program and unit standards procedures for educator licensure and endorsement.

(5) All advanced programs shall include the following:
(a) publication of specific program objectives and course of study outlines that show how those objectives can be achieved. When two or more related objectives are served within one broad program, the provisions for achieving each shall be made clear;
(b) maintenance of quality and depth of scholarship appropriate to the program objectives;
(c) breadth of coverage that enables the preparing teacher to develop supporting and related skills and insights in addition to a major emphasis;
(d) support from adequate staff, equipment, special facilities, including library, and any other general institutional support that maximizes the quality of each program;
(e) supervised practical experience in curricula designed to develop initial competence in teaching or in an area of education specialization. This program shall develop skill in and serve as a basis for evaluating the preparing teacher’s performance and recommending appropriate licensure and/or master’s degree. Adequate time for both on-and off-campus experiences shall be provided to permit adaptation to individual student backgrounds and objectives; and
(f) clear processes for evaluating and recommending graduate students (with reference to their special competencies in terms of specific program objectives) for licensure.

(6) The institutions’ operating controls shall guarantee the integrity of each program and shall include:
(a) an advisory system for advanced study programs which:
(i) reflects attention to individual student potential;
(ii) uses all instructional resources; and
(iii) recognizes the rapid growth of knowledge;
(b) selective admission and retention procedures to maintain quality students in each program;
(c) student evaluation and degree requirements to support the admission and selective retention procedures as well as maintain harmony with program objectives that are beyond general institutional requirements;
(d) program evaluation procedures to assure continued professional appraisal and improvement;
(e) residence requirements academically appropriate to the applicable program objectives; and
(f) internal provisions to give evidence of harmony between objectives and prerequisites, to the effect that they form a consistent and interrelated whole.

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

10.58.602 TEACHING AREAS: ADVANCED PROGRAMS  (1) Admission to such programs shall be open to persons who already hold a Class 2 standard license in a teaching field. The emphasis, in both content and rigor, should be on advanced study in that field.
(2) Learning procedures shall be appropriate to the competence of the students and their growing knowledge in the area of specialization.
(3) The content of special area programs and/or professional education shall provide:
   (a) breadth in the field;
   (b) the detailed study of one or more specialized aspects of the field; and
   (c) access to new research and developments.

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

10.58.603 ASSESSMENT OF ADVANCED PROGRAMS  (1) Advanced programs shall meet or exceed standards of performance equivalent to those established for national professional education accreditation for candidate competence and program quality. Experienced educators in graduate programs shall build upon and extend their prior knowledge and experiences to improve student learning in classrooms and their own teaching.
   (a) They further develop their knowledge, skills, and dispositions to meet standards equivalent to the propositions of the National Board for Professional Teaching Standards for the advanced certification of teachers.
   (b) The advanced program requires that successful candidates:
   (i) demonstrate commitment to students and their learning;
   (ii) demonstrate content knowledge and ability to facilitate students’ learning the content;
   (iii) plan, monitor, and evaluate student learning;
   (iv) demonstrate their ability to think systematically about their practice and learn from experience; and
   (v) demonstrate their involvement as members of learning communities.
(2) Candidates preparing to work in schools as computing specialists, educational communications and technology specialists, curriculum and instruction

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specialists, principals, reading specialists or supervisors, school administrators, school counselors, school media specialists, school psychologists, school superintendents, and other professional school roles are expected to demonstrate the knowledge, skills, and dispositions necessary to meet professional, state, and institutional standards.

(a) Candidates in these graduate programs also develop their ability to apply, in their professional roles, research, research methods, and knowledge of learning and practices that support learning.

(3) Candidates preparing for support roles in schools (e.g., educational leaders, reading specialists, school psychologists, and school library media specialists) demonstrate the knowledge, dispositions, and performance identified by the profession and reflected in national and state standards and assessments for the field.

(a) These candidates are aware of the scope and purposes of the assessments used by the unit and its programs, as well as how, when, and against what criteria, their knowledge and skills are evaluated throughout their preparation.

(b) The unit uses multiple assessments to determine what candidates know and are able to do.

(c) It develops and assesses performance in well-planned and sequenced field experiences and in clinical practice where knowledge, disposition, skills, and effect on student learning are observed and evaluated.

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

NEW RULE VIII ADVANCED PROGRAMS

(1) Advanced programs are offered at postbaccalaureate levels for

(a) the continuing education of teachers who have previously completed initial preparation, or

(b) the preparation of other school professionals.

(2) Advanced programs commonly award graduate credit and include master’s, specialist, and doctoral degree programs as well as non-degree educator preparation programs offered at the postbaccalaureate level. Examples of these programs include:

(a) teachers who are preparing for a second endorsement at the graduate level in a field different from the field in which they had their first endorsement;

(b) programs for teachers who are seeking a master’s degree in the field in which they teach;

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

(d) programs for other school professionals such as school counselors, school psychologists, educational administrators, and curriculum directors.

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

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NEW RULE IX  CONTENT AND PEDAGOGICAL KNOWLEDGE  (1) The provider ensures that advanced program candidates:
   (a) develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards;
   (b) demonstrate an understanding and are able to apply knowledge and skills specific to their discipline;
   (c) use research and evidence to develop school environments that support and assess P-12 students’ learning and their own professional practice specific to their discipline;
   (d) apply content and discipline-specific knowledge as reflected in outcome assessments in response to standards of professional associations and national or other accrediting bodies;
   (e) demonstrate skills and commitment to creating supportive environments that afford all P-12 students access to rigorous college- and career-ready standards; and
   (f) integrate technology standards to support the design, implementation, and assessments of learning experiences and environments to engage students, improve learning, and enrich professional practice.

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

NEW RULE X  CLINICAL PARTNERSHIPS AND PRACTICE  (1) The provider:
   (a) ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development;
   (b) ensures that partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes;
   (c) ensures that partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on advanced program candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings; and

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(d) works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that advanced program candidates demonstrate their developing effectiveness in creating environments that support all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate advanced program candidates’ development of the knowledge, skills, and professional dispositions, as delineated in 10.58.6—, that are associated with creating a supportive school environment that results in a positive impact on the learning and development of all P-12 students.

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

NEW RULE XI  CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY  (1) The provider:
   (a) demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for licensure where applicable, and demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program;
   (b) presents plans and goals to recruit and support completion of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish its mission:
      (i) admitted candidates reflect the diversity of Montana’s P-12 students, and
      (ii) provider demonstrates efforts to know and address local, community, Montana, regional, or national needs for school and district staff prepared in advanced fields;
   (c) sets admissions requirements, including the CAEP minimum GPA of 3.0 of the average grade point average of its accepted cohort of candidates, and gathers data to monitor applicants and selected pool of candidates, and designs the selection to completion policy that includes multiple assessment measures to determine admission, continuation in, and completion of programs, providing:
      (i) data points are reliable and valid predictors of candidate success and demonstrate that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence, and.
      (ii) these data are regularly and systematically compiled, summarized, and analyzed to improve the applicant pool, and candidate performance, program quality, and unit operations;
   (d) establishes and monitors attributes and dispositions beyond academic ability that advanced program candidates must demonstrate at admissions and during the program, and selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict advanced program candidate performance in the program and in service; and
(e) creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All advanced program candidates demonstrate the ability to create and maintain supportive environments for teaching college- and career-ready standards. Providers present multiple forms of evidence to indicate advanced program candidates’ application of content knowledge and research, data-informed decision making, and the integration of technology in all of these domains;

(2) Prior to recommending any advanced program candidate for program completion, the provider:

(a) documents that the advanced program candidate has reached a high standard for content knowledge, data- and research-informed decision making, integration of technology in the discipline, and demonstrates the ability to create, maintain, and enhance supportive environments for effective P-12 learning; and

(b) documents that the advanced program candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

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

NEW RULE XII PROGRAM IMPACT  (1) The provider:

(a) demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation;

(b) documents advanced program completers impact on P-12 student learning and development using state supported P-12 data and other measures employed by the provider, including employer surveys, and program completer surveys;

(c) demonstrates, through structured and validated observation instruments and surveys, which completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve;

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

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

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

NEW RULE XIII PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT  (1) The provider:

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

(b) develops a quality assurance system, which is comprised of multiple measures, that can monitor candidate progress, completer achievements, and provider operational effectiveness;

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

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

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

(f) assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

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

AMEND AND TRANSFER TO PART 6 10.58.512 SCHOOL COUNSELING K-12

(1) The program requires that successful candidates:

(a) demonstrate knowledge of school counseling program models, the history, development, current trends, philosophy, current and emerging computer technology leadership, advocacy, qualities and styles of effective leadership in schools, and professional activities related to the practice of professional school counseling K-12;

(b) demonstrate understanding of models of school-based collaboration and consultation, as well as competence in developing relationships with service agencies community resources such as community, public, private, medical, employment, and educational agencies for referral and collaborative service delivery to promote student success;

(c) demonstrate competence in the use of theories of individual and family development and transitions across the life span, theories of learning and personality development, and human behavior including developmental crises, exceptionality, addictive behavior, psychopathology, and environmental factors that affect both normal and abnormal behavior;

(d) demonstrate knowledge of educational philosophies, curriculum development, school organization, and management to facilitate student success in the areas of academic, career, and personal/social development, as well as the
school counselor’s role in student support and school leadership teams;
    (e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including Montana American Indians and tribes in Montana;
    (f) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community in collaboration with the efforts of other educators and agencies, as well as the roles of leaders, advocates, and systems change agents in schools;
    (g) demonstrate competence in elementary, middle, and high school counseling in:
        (i) planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program that includes mission statements and objectives;
        (ii) appraising and interpreting interviews, observations, and formal assessments (e.g., aptitude, interest, achievement, and personality tests) and other assessments relevant to education K-12;
        (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) strategies and interventions that address academic development, career counseling, school and life transitions, promotion and graduation rates, college and career readiness, equity in academic achievement, as well as skills to critically examine the connections between social, familial, emotional, and behavioral issues and academic achievement;
        (iv) utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group counseling contexts such as personal/social counseling parent conferences, teaching guidance curriculum lessons using lesson planning and classroom management strategies, training and overseeing peer intervention programs, and other strategies that foster collaboration and teamwork in schools;
        (v) consulting with educators, family members, school personnel, community agencies, and other professionals regarding assessment and intervention to enhance the physical, academic, psychological, cognitive, and social development of all students;
        (vi) utilizing prevention and intervention programs that address issues such as drugs and alcohol, wellness, conflict/anger/violence management, eating disorders, child abuse and neglect, teenage pregnancy, family relations, childhood depression and suicide, school drop-outs, grief/separation/loss issues, and crisis management programs related to emergency management plans, crises, disasters, and other trauma-causing events;
        (vii) managing school counseling programs by using accountability data to inform decision making to advocate for students and programs, analyzing, and presenting educational research, performance, and evaluation data (e.g., standardized test scores, grades, retention, and placement) that advocate for students and programs;
        (viii) acquiring demonstrating new knowledge and skills, and refining existing
skills through professional renewal (i.e., self-reflection, continuing education, and professional development); and

(ix) acquiring demonstrating 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;

(x) demonstrating knowledge of the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders including the signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs;

(xi) demonstrating knowledge of common medications that affect learning, behavior, and mood in children and adolescents; and

(xii) demonstrating knowledge of professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;

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

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

(j) (2) The candidate will successfully complete a supervised counseling practicum and internship experience, which include observation and practice of counseling and other professional skills related to professional school counseling. The counseling practicum and internship experience shall include with the following requirements:

(i) The counseling practicum must total with a minimum of 100 hours, which includes 40 hours of supervised direct service to K-12 students providing individual counseling and group work;

(ii) The counseling practicum must be supervised by a program faculty member or a supervisor under the supervision of a program faculty member of at least one hour per week in an individual supervision session and one and one-half hours per week in a group supervision session by a program faculty member or a supervisor under the supervision of a program faculty member.

(iii) The internship is begun that begins after the successful completion of a counseling practicum and must consist of a minimum of 600 hours in a school setting;

(iv) The internship must include of 240 hours of supervised direct service to K-12 students performing a variety of school counseling activities related to a school counseling program that may include delivering guidance curriculum (classroom teaching), student planning (academic, career, or personal/social), responsive services (counseling and referral), and system support (management and consultation).

(v) The internship must be that is supervised at a minimum of one hour per week in an individual supervision session (provided by a site supervisor) and one and one-half hours per week in a group supervision session (provided by a
program faculty member).

(vi) Each regular or adjunct program faculty member who provides individual or group practicum and/or internship supervision must have a doctoral degree and/or appropriate clinical preparation, preferably from an accredited school counselor education program, relevant professional experience and demonstrated competence in counseling, and relevant training and supervision experience.; and

(vii) Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses or licensure, a minimum of two years of experience as a school counselor, and knowledge of the program's expectations, requirements, and evaluation procedures for trainees.

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

10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS (1) The program requires that successful candidates:

(a) facilitate the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community in order to promote the success of all students; and:

(i) collaboratively develop, implement, and promote a commitment to a shared vision and mission integrated throughout the school system through communication skills, including listening to multiple audiences, knowledge of school staff and aligning decisions with organizational vision;

(ii) promote continuous and sustainable school and program improvement through the use of decision and problem solving skills, an organized climate, application of change theory and use professional leadership behaviors including self-awareness and reflective practice;

(iii) use data to inform goals, assess organizational effectiveness, and promote organizational learning through distributed leadership and data-informed decision making; and

(iv) design, implement, assess and adjust plans to achieve goals through prioritization, flexibility and adaption;

(b) promote a positive school culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for staff in order to promote the success of all students; the development of the full educational potential of each person through our public schools by advocating, nurturing, and sustaining positive school culture, and instructional program conducive to student learning, and staff professional growth based upon current brain based research for effective teaching and learning and exhibiting genuine concern for students and:

(i) advocate, nurture and sustain a culture of collaboration, trust, learning, and high expectations to create a comprehensive, rigorous, and coherent curricular program which addresses post-secondary and life readiness through the use of a curriculum management process and learning theory;
(ii) develop the instructional and leadership capacity of staff in order to create a personalized and motivated learning environment for students through staff assessment and providing comprehensive professional learning opportunities;

(iii) appraise, support, and supervise instruction in accordance with state adopted standards and associated accountability systems through fostering a culture of continuous improvement which promotes growth, informs practice and promotes learning;

(iv) develop assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs through a curriculum management process; and

(v) maximize instructional time, use appropriate and effective instructional strategies and technologies to support teaching and learning with effective instructional practices and knowledge of child development;

(c) manage the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment in order to promote the success of all students; ensure proper management of the organization, operations, and resources for a safe, efficient, and effective learning environment to develop the full educational potential of each person with the use of data and time management and:

(i) develop the capacity for distributed leadership to ensure teacher and organizational growth to support quality instruction and student learning through the implementation of education policy;

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

(iii) advocate, promote, and protect the social, emotional, and physical safety of students and staff with knowledge of Montana School Law and Special Education Law;

(d) collaborate with families and other community members, respond to diverse community interests and needs, including Montana American Indians and tribes in Montana communities, and mobilize community resources in order to promote the success of all students; fully develop the educational potential of each person and:

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

(ii) promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources to expand cultural proficiency; and

(iii) collect and analyze data and information pertinent to the educational environment by being an informed consumer of educational research;

(e) act with integrity, fairness, and in an ethical manner in order to promote the success of all students; develop the full educational potential of each person through our public schools by exhibiting open-mindedness, integrity, consistency, and ethics and:

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

(ii) model principles of self-awareness, reflective practice, transparency, and ethical behavior;
(iii) safeguard the values of democracy, equity and diversity; and
(iv) consider and evaluate the potential moral and legal consequences of
decision making and promote social justice to ensure that individual student needs
inform all aspects of schooling;
(f) understand, respond to, and influence the larger political, social,
economic, legal, and cultural context in order to promote the success of all students;
and develop the full educational potential of each person through our public schools
and assess, analyze, and anticipate emerging trends and initiatives in order to
advocate for children, families, and caregivers by acting to influence local, district,
state, and national decisions affecting student learning through the knowledge of
community, understanding of political climate, and community relations and
resources; and
(g) complete an internship/field experience that provides at least 216 hours of
significant opportunities to synthesize and apply the knowledge and practice and
develop the skills identified in this rule through substantial, sustained, standards-
based work in real settings, planned and guided cooperatively by the institution and
properly administratively endorsed school district personnel for graduate credit.

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

NEW RULE XIV SUPERINTENDENTS  (1) The successful candidate
completes the requirements of ARM 10.58.705 and the following requirements. The
program requires that successful candidates:
(a) facilitate the development, articulation, implementation, and stewardship
of a school and/or district vision of learning supported by the school community and:
(i) collaboratively develop, implement, and promote a commitment to a shared
vision and mission integrated throughout the school system by strategic planning,
aligning district wide curriculum, and facilitating policy making processes;
(ii) promote continuous and sustainable district improvement by using data to
inform goals, assess organizational effectiveness, and promote organizational
learning and designing, implementing, assessing and adjusting plans to achieve
goals; and
(iii) demonstrate skill in working with school boards;
(b) promote the development of the full educational potential of each person
through our public schools by advocating, nurturing, and sustaining a school culture
and instructional program conducive to student learning and staff professional
growth and:
(i) advocate, nurture and sustain a culture of collaboration, trust, learning, and
high expectations to create a comprehensive, rigorous, and coherent curricular
program that addresses post-secondary and life readiness through district academic
standards;
(ii) develop the instructional and leadership capacity of staff in order to
create a personalized and motivated learning environment for students through
comprehensive professional learning opportunities with principals and leaders;
(iii) appraise, support, and supervise instruction in accordance with state
standards and associated accountability systems by fostering a culture of continuous
improvement which promotes growth and informs practice and promotes learning with multiple measures through district/state standards-based systems;

(iv) develop district-wide assessment and accountability systems to monitor and evaluate student progress and the impact of the instructional programs; and

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

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

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

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

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

(iv) demonstrate knowledge of information systems;

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

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

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

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

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

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

(e) act with integrity, fairness, and in an ethical manner in order to develop the full educational potential of each person through our public schools and:

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

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

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

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

(v) demonstrate knowledge of Americans with Disabilities Act (ADA) and Individual Disabilities Education Act (IDEA);

(f) understand, respond to, and influence the larger political, social, economic, legal, and cultural context in order to develop the full educational potential of each person through our public schools and assess, analyze, and anticipate emerging trends and initiatives in order to advocate for children, families, and caregivers by

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acting to influence local, district, state, and national decisions affecting student learning through systemic analysis of issues, knowledge of collective bargaining, marketing strategies, and political and economic trends; and

(g) complete an internship/field experience that provides at least 216 hours of significant opportunities to synthesize and apply the knowledge and practice and develop the skills identified in this rule through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and properly administratively endorsed school district personnel for graduate credit.

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

10.58.707 SCHOOL PSYCHOLOGISTS (1) The program requires that successful candidates:

(a) demonstrate an understanding of the articulated integrated and comprehensive training philosophy/mission statement, goals, and objectives, program of study and supervised practice;

(b) demonstrate knowledge of the unique history of American Indians as it relates to education, social and emotional development, and academic skills;

(c) demonstrate knowledge of these domains in the field of school psychology by:

(i) applying data-based decision-making and accountability through varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;

(ii) applying varied models and strategies of consultation, and collaboration, and communication applicable to individuals, families, groups, and systems, and methods to promote effective implementation of services;

(iii) applying effective interventions and instructional support to develop and development of cognitive/academic skills through a thorough understanding of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies;

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

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

(vi) applying school wide practices and systems organization, policy development, and climate to promote learning;

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(vii) applying principles and research related to resilience and risk factors in learning and mental health, supporting services in schools and communities prevention, crisis intervention, and mental health multi-tiered prevention, and evidence-based strategies for effective crisis response;

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

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

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

(xi) integrating information technology into school psychologist practice;

(d) demonstrate knowledge and understanding of:

(i) orientation to the educational process;

(ii) assessment for intervention;

(iii) direct intervention; and

(iv) indirect intervention.

(2) The provider shall ensure that:

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

(b) practica occur at scheduled time(s), are in settings, and are of sufficient length, and are in settings to be appropriate to the specific training objectives of the program;

(c) there is a direct and obvious relationship between practica experiences and the objectives for which the practica are intended;

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

(e) practica experiences are provided appropriate recognition through the awarding of academic credit;

(f) practica experiences occur with university involvement appropriate to the specific training objectives of the program;

(g) the quality of practica experiences is systematically evaluated in a manner consistent with the specific training objectives of the program;

(h) practica experiences are conducted in accordance with current legal-ethical standards for the profession;

(i) the program shall require successful candidates to demonstrate knowledge of the roles, responsibilities, and functions of other pupil service personnel, including the operation of interdisciplinary teams; and

(j) the program shall require successful candidates to demonstrate knowledge of available school and community resources.

(3) The comprehensive internship is the culminating experience in school psychology graduate preparation. The successful school psychologist candidates:
(a) demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services. The internship experience:

   (i) is provided at or near the end of the formal training period;
   (ii) is designed according to a written plan that provides the student opportunities to gain experience in the delivery of a broad range of school psychological services;
   (iii) occurs in a setting appropriate to the specific training objectives of the program;
   (iv) is provided appropriate recognition through the awarding of academic credit;
   (v) occurs under conditions of appropriate supervision. Field-based internship supervisors shall hold a valid credential as a school psychologist for that portion of the internship that is in a school setting, and University internship supervisors provide at least one on-site contact per semester with each intern and supervisor;
   (vi) is supervised. Field-based internship supervisors are responsible for no more than two interns at any given time, and University internship supervisors are responsible for no more than 12 interns at any given time;
   (vii) is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the student and University internship supervisors provide at least one on-site contact per semester with each intern and supervisor;
   (viii) is a provision for participation in continuing professional development activities;
   (ix) is systematically evaluated for quality in a manner consistent with the specific training objectives of the program;
   (x) is conducted in a manner consistent with the current legal-ethical standards of the profession; and
   (xi) occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years. At least 600 hours of the internship are completed in a school setting;

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

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

   (i) a written agreement specifying the period of appointment and any terms of compensation;
   (ii) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with that afforded agency school psychologists;
   (iii) provision for participation in continuing professional development activities;
   (iv) release time for internship supervision; and
   (v) a commitment to the internship as a diversified training experience.
(4) School The provider ensures that school psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. School The provider ensures that school psychology graduate programs shall:

(a) establish and maintain an accountability program to assess the knowledge and capabilities of school psychology candidates and of the impact that interns and graduates have on services to children, youth, families, and other consumers;

(b) incorporate different sources of process and performance information (e.g., instructional evaluation, performance portfolios, field supervisor evaluations, systematic valid procedures are used to evaluate and improve the quality of the program, candidate/graduate performance on licensing/certification examinations, and alumni follow-ups), as appropriate, to evaluate and improve components of the program;

(c) apply specific published criteria, both objective and qualitative, for the assessment and admission of candidates to the program at each level and for candidate retention and progression in the program. The criteria address the academic and professional competencies, as well as the professional work characteristics needed for effective practice as a school psychologist (including respect for human diversity, communication skills, effective interpersonal relations, ethical responsibility, adaptability, and initiative/dependability);

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

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

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

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

(5) The standards for provider ensures that specialist-level programs shall follow those standards described by the National Association of School Psychologists (NASP), and:

(a) specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level;

(b) the program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience;

(c) institutional documentation of program completion shall be provided; and
(d) specialist level programs include a minimum of one academic year of supervised internship experience consisting of a minimum of 1200 clock hours.

(6) The provider ensures that standards for doctoral programs shall follow the standards described by the National Association of School Psychologists (NASP). Doctoral programs provide greater depth in multiple domains of school psychology training and practice as specified in these standards. The provider ensures that:

(a) doctoral programs consist of a minimum of four years of full-time study or the equivalent at the graduate level;

(b) the program shall include a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation; and

(c) the program shall include a minimum of one academic year of doctoral supervised internship experience consisting of a minimum of 1500 clock hours.

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

10.58.801 TYPES OF PROGRAMS  (1) New, innovative, and experimental programs include but are not necessarily limited to the following:

(a) programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel;

(b) programs designed to prepare school personnel for new types of positions that are emerging in modern education;

(c) programs designed to meet the special needs of particular segments of society; and

(d) programs designed for specific curricular areas for which recognized standards have not yet been developed. (History: 20-2-114 MCA; IMP, 20-2-121, MCA)

10.58.802 STANDARDS FOR APPROVAL OF NEW CURRICULAR PROGRAMS  (1) The unit shall provide a clear statement justifying the provider may request for the approval of a new, innovative, or experimental curricular program. That statement shall include the program’s assumptions, rationale, and objectives.

(2) Each program shall The provider:

(a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall: describing the purpose, need, and objectives of the program and the impact on P-12 education.

(2) The provider:

(i) be prepared cooperatively by the agencies concerned with teacher education;

(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and
(iii) be available in writing:
(a) ensures that the program of study is based on current research, proven practice, and emerging trends in this field of P-12 school curriculum;
(b) works cooperatively with accredited school districts, education organizations, agencies, and P-20 stakeholders to design the program;
(c) implements, assesses, and evaluates the program’s impact on the identified PK-12 needs;
(d) submits regular and systematic reports of the program’s impact on P-12 education to the state superintendent, and the Board of Public Education; and
(e) updates and maintains program information on its Web page.
(b) include articulation of the competencies teachers need in this area. This statement of competencies shall:
(i) include attitudes, knowledge, understanding, skills, and the degrees of expertise teachers need;
(ii) be based on the program's statement of objectives outlined in (2)(a); and
(iii) be available in writing;
(3) The provider:
(a) articulates initial or advanced candidates' learning expectations pursuant to ARM 10.58.301 et seq., ARM 10.58.501 et seq., ARM 10.58.601 et seq. and ARM 10.58.701 et seq.
(b) aligns learning expectations and outcome assessments to the program objectives;
(c) include a description of the process used describes the professional learning process, plan, and timeline to prepare personnel;
(d) develop provisions for keeping records of the students' establishes assessment and evaluation systems to collect, analyze, use, and report initial or advanced candidate’s progress in the program;
(e) make arrangements for systematic and scheduled program evaluation by both the unit and the Office of Public Instruction;
(f) be ensures that the program is supported by identifiable human and physical resources that will be available throughout the duration of to the program; any and resources not under the control of the institution shall be outlined and confirmed by the Board of Public education;
(g) include creates a timetable setting forth that includes:
(i) the program’s beginning and ending dates the program’s proposed implementation date;
(ii) the sequence of activities that will occur;
(iii) selection and schedules of regular and systematic intervals for of competency candidate and program evaluations; and
(iv) the approximate dates for submitting periodic the program plan, timeline, and reports for program approval to the appropriate institutional officials and to the Superintendent of Public Instruction; and
(h) ensures that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. the evaluations shall:
(i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported align to initial or advanced standards pursuant to ARM 10.58.301 et seq., ARM 10.58.501 et seq., ARM 10.58.601 et seq. and ARM
10.58.701 et seq.; and
   (ii) give information that identifies areas in the program that need
   strengthening; and
   (iii) be used to suggest new directions for ensure continuous program
   improvement by using data to inform decisions that provide positive impact on
   candidates’ professional growth and on program development.

(3) The preparing institution provider shall be responsible for the
administration of establish and administer the program. Within this responsibility it
shall establish and designate the appropriate division, school, college, or department
within the institution to act on all matters relating to such program, according to
general institutional policies.

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

10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR
PERFORMANCE-BASED PROGRAMS  (1) These standards apply to all
competency-based and performance-based teacher education programs. For each
program, the institution shall:
   (a) develop and adopt an explicit statement of "program exit" competencies
   that relate to the entry-level professional role. These competencies must include all
   of the criteria implicit in the general standards (subchapter 4) and specific standards
   (subchapter 5);
   (b) provide a program design that:
       (i) relates the competencies (cited in (a) above) to modules, subcourses, or
courses;
       (ii) lists the learning activities involved; and
       (iii) specifies the assessment techniques used to verify the attainment of
these competencies;
   (c) formally assess follow-up data to determine the relationship between
"exit" competencies and initial professional role performance. Such assessment
shall be considered in program development; and
   (d) use an on-site evaluation team, designated by the board of public
education, to determine the institution’s performance in the development and
verification of a candidate’s role competency and in the collection and use of follow-
up data.

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

4. The effective date of these rules is July 1, 2015.

5. Statement of Reasonable Necessity: The Office of Public Instruction staff
facilitated a comprehensive process to review and revise Title 10, Chapter 58 with
involvement from Montana P-20 education stakeholders, including Montana Council
of Deans of Education, Certification Standards and Practices Advisory Council,
professional education organizations and associations, and content specific professionals.

The proposed new and amended rules are necessary to provide clear guidance to Montana educator preparation providers regarding program requirements to prepare educator candidates to meet the teaching, learning, and leading expectations in Montana’s P-12 accredited schools. National accrediting standards have been modified to reflect research-based practice and improvements in instructional strategies. Montana must incorporate necessary changes to ensure that our educator preparation providers will continue to be in compliance. Rules were amended for clarity, consistency, and currency. Content areas were updated to address evidence-based instructional practice.

Revisions required the repeal of some rules with standards no longer necessary. ARM 10.58.508 and 10.58.512 were transferred to more appropriate locations.

6. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., November 6, 2014.

7. Peter Donovan has been designated to preside over and conduct this hearing.

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

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

10. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.
11. With regard to the requirements of 2-4-111, MCA, the board has determined that the amendment of the above-referenced rule will not significantly and directly impact small businesses.

Peter Donovan    Sharon Carroll
Rule Reviewer    Board Chair
Board of Public Education

Certified to the Secretary of State September 29, 2014.
PROPOSED TIMELINE
Chapter 58 Rules
August 2014

- Introduction of rule revision process to BPE………………..January 6, 2014
- Introduction of rule revision process to CSPAC…………..January 24, 2014
- Draft rule change to BPE........................................................ July 17, 2014
- Rule changes to BPE for approval and authorization of
  publication of Notice of Hearing......................................... September 11-12, 2014
- Notice of hearing to SOS for publication in MAR ....... September 29, 2014
- MAR publication out .......................................................... October 9, 2014
- Hearing date ..................................................................... October 31, 2014
- Final Public Input deadline ............................................... November 6, 2014
- Final Rules to BPE for approval of Adoption Notice ..... November 14, 2014
- Adoption Notice to SOS for publication in MAR ........ December 1, 2014
- MAR publication out ..................................................... December 11, 2014
- Effective Date of Rules .................................................. July 1, 2015
ITEM 14

RECOMMEND APPROVAL OF THE CAEP/MONTANA STATE AGREEMENT

Dr. Linda Peterson
EXECUTIVE SUMMARY
DATE: SEPTEMBER 2014

PRESENTATION: Recommend Approval of the Council for the Accreditation of Educator Preparation (CAEP) and Montana Partnership Agreement

PRESENTER: Linda Vrooman Peterson, Administrator
Accreditation and Educator Preparation Division
Office of Public Instruction (OPI)

OVERVIEW: This presentation provides to the Board of Public Education (BPE) the recommendation of the state superintendent to approve the CAEP/Montana Partnership Agreement. The final draft CAEP/Montana Partnership Agreement is attached, as well as the marked-up copy of the agreement, which was presented to the BPE at the July 2014 meeting.

Anticipated next steps:
• Final action by the BPE to approve agreement
• Signatures of state superintendent and BPE chairperson
• Mail signed agreement to CAEP
• CAEP mails signed copies of partnership agreement to the BPE and to the state superintendent
• Notification of Montana Council of Deans of Education and Certification Standards and Practices Advisory Council

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Approval of the Council for the Accreditation of Educator Preparation (CAEP) and Montana Partnership Agreement. Effective September 12, 2014, through June 30, 2021.
In order to promote excellence in educator preparation by coordinating Montana approval and national accreditation reviews of educator preparation providers (EPPs), and to eliminate duplication of effort and reporting, the Council for the Accreditation of Educator Preparation (CAEP), the Board of Public Education (BPE), and the State Superintendent of Public Instruction (SSPI) enter into this partnership agreement. The agreement describes the partnership and delineates the processes and policies for CAEP accreditation in Montana.

I. Standards for National Accreditation of Educator Preparation Providers
   A. CAEP educator preparation provider standards must be met on the basis of sufficient and accurate evidence to merit national accreditation by CAEP.
   
   B. Montana Professional Educator Preparation Program standards play a central role in the CAEP/Montana accreditation process.

II. Process of National Accreditation for Educator Preparation Providers
   A. The process required for national accreditation by CAEP is outlined in the CAEP policies. EPPs seeking CAEP accreditation must satisfy eligibility requirements, submit a self-study in a CAEP-approved format for formative feedback through off-site review, facilitate the posting of a call for public comment and distribution of third-party surveys to stakeholders, host a joint CAEP/Montana site visit, and complete an approved program review process for all programs of study leading to professional practice in an accredited school setting.
   
   B. Terms of accreditation shall be for seven years. EPP accreditation status is subject to CAEP/Montana policies, including the CAEP annual payment of fees and submission of an annual report as required.

III. Standards and Processes for Program Review
   A. The EPP may choose from among any of the three program review options listed in III.D below that have been approved by the BPE upon recommendation of the SSPI. In this partnership agreement, EPPs will submit a self-study following the instructions for the selected program review process, including disaggregated data by content area.
   
   B. The BPE is authorized to approve all programs making the final decision by using information provided as part of the accreditation and program review process and recommendation from the state superintendent.
C. As evidence of quality, CAEP, BPE, and SSPI accept the decisions of national accrediting organizations for specialized professional program areas (SPAs) that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Documentation of current SPA accreditation must be presented by the EPP during the joint CAEP/Montana site visit.

D. EPPs will choose from among the following program review options for each licensure/endorsement area and may choose different options for different licenses/endorsements, e.g., Educational Leadership; Teacher Education, Alternative Routes.

E. For purposes of the BPE program approval, the BPE and the SSPI recognize the following program review options:

1. **CAEP Program Review with National Recognition:**
   CAEP Program Review with National Recognition applies SPA standards in the review process and can result in national recognition. The SSPI’s staff on behalf of the BPE will examine the program review report and will provide a recommendation to the BPE for the final decision on continued Montana approval.

   Link to websites of the CAEP and of particular SPAs for more information: http://caepnet.org/about/governance/memberorgs/

2. **CAEP Program Review with Feedback:**
   CAEP Program Review with Feedback, based on disaggregated data reported in the Self-Study, provides information to EPPs, OPI, states, and accreditation teams.

3. **Montana Program Review by the BPE:**
   The SSPI conducts program reviews for purposes of making recommendations to the BPE. The SSPI provides procedures, forms, and instructions on the program review process that leads to final program approval by the Montana BPE.

   Link to Montana Educator Preparation Web page: http://opi.mt.gov/Programs/Accred/#gpm1_5

IV. **Accreditation Review Team Composition**
The Accreditation Review Team is appointed by CAEP, in consultation with the OPI, according to the guidelines and policies for each selected accreditation pathway. EPPs may select a single pathway for all programs or select different pathways for each program an EPP offers. The accreditation pathways include the Continuous Improvement Pathway, Inquiry Brief Pathway, or Transformation Initiative Pathway. The SSPI and CAEP will conduct a joint CAEP/Montana site review.
The following conditions apply to all teams:

- All members of review teams must have successfully completed CAEP/Montana review team member training.
- A P-12 practitioner shall be a member of each CAEP/Montana team.
- MEA-MFT may appoint an observer for the joint CAEP/Montana site visit review at MEA-MFT’s expense.
- The EPP will assume all expenses – including travel, lodging and meals – for CAEP/Montana team members, as well as the periodic evaluation fee. Joint CAEP/Montana site team activities will be conducted according to the CAEP and the BPE protocols.
- The OPI will assume all expenses – including travel, lodging and meals – for the state consultant and other OPI support staff to facilitate the joint CAEP/Montana site review.
- The joint CAEP/Montana site team operates as a single team with shared responsibilities and equal roles in all aspects of the review, which might include co-chairs or CAEP chairperson.
- The joint CAEP/Montana team report will be shared with the BPE and the SSPI.
- To assure EPPs and the public that joint CAEP/Montana site reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, accreditation review team members will adhere to the CAEP’s Code of Conduct.

V. Other Terms and Conditions

A. CAEP will collaborate with the SSPI to plan, design and implement a range of training opportunities for reviewers. As part of this agreement, the SSPI and the BPE contact(s) may participate in all Web trainings. The registration fee for one SSPI/BPE contact will be waived for one annual CAEP Conference; however the Montana contact must assume other expenses. CAEP will assume all expenses for one SSPI/BPE contact to attend the annual CAEP Clinic, with additional Montana staff welcome at their own expense, including a registration fee. Additional training events may be arranged, including events in the state, on a cost-recovery basis with arrangements negotiated according to the CAEP’s policies regarding fees and expenses for training.

B. The SSPI will receive copies of all pertinent accreditation and specialized program area approval documents and reports through access to the Accreditation Information Management System (AIMS); the SSPI agency personnel will be supplied with login information, passwords and technical support.

C. The SSPI will notify CAEP of a “Change in Status-” within 30 days of action taken by the BPE, or a CAEP-accredited EPP.

D. Montana EPPs seeking CAEP accreditation or holding CAEP accreditation status will pay annual CAEP dues.

E. The OPI is responsible for annual CAEP membership dues. Final accreditation
decisions are posted on the three websites: CAEP, OPI, and BPE. CAEP sends a letter with the official accreditation decision to the BPE and the state superintendent. Additionally, CAEP provides written notice of all accreditation decisions to the U.S. Department of Education, all accrediting agencies recognized by the U.S. Department of Education, and the Council for Higher Education Accreditation, and the public (via the websites).

F. The partnership agreement shall be for an initial period of seven years (September 12, 2014, through June 30, 2021) and may be modified by the three parties during that time, if deemed to be necessary.

G. The SSPI will work with associations that represent P-12 educators (i.e., MEA-MFT, MTSBA, SAM, NBPTS), EPPs, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the state’s P-12 educators’ professional contributions to the work of CAEP/Montana joint review as visiting team members.

H. The terms of this agreement have been reached by mutual consent and have been read and understood by the persons whose signatures appear below. The parties agree to comply with the terms and conditions of the plan as set forth herein.

James G. Cibulka, President
Council for the Accreditation of Educator Preparation

Sharon Carroll, Chairperson
Board of Public Education

Denise Juneau
State Superintendent of Public Instruction
Montana Board of Public Education,
Montana State Superintendent of Public Instruction,
and the
Council for the Accreditation of Educator Preparation

Partnership Agreement

Draft 6/17/2014

In order to promote excellence in educator preparation by coordinating Montana approval and national accreditation reviews of educator preparation providers (EPPs), and to eliminate duplication of effort and reporting, the Council for the Accreditation of Educator Preparation (CAEP), the Board of Public Education (BPE), and the State Superintendent of Public Instruction (SSPI) enter into this partnership agreement. The agreement describes the partnership and delineates the processes and policies for CAEP accreditation in Montana.

I. Standards for National Accreditation of Educator Preparation Providers
   A. The CAEP educator preparation provider standards must be met on the basis of sufficient and accurate evidence to merit national accreditation by the CAEP.

   B. Montana Professional Educator Preparation Program standards play a central role in the CAEP/Montana accreditation process.

II. Process of National Accreditation for Educator Preparation Providers
   A. The process required for national accreditation by the CAEP is outlined in the CAEP policies. EPPs seeking CAEP accreditation must satisfy eligibility requirements, submit a self-study in a CAEP approved format for formative feedback through off-site review, facilitate the posting of a call for public comment and distribution of third-party surveys to stakeholders, host a joint CAEP/Montana site visit, and complete an approved program review process for all programs of study leading to professional practice in an accredited school setting.

   B. Terms of accreditation shall be for seven years. EPP accreditation status is subject to CAEP/Montana policies, including the CAEP annual payment of fees and submission of an annual report as required.

III. Standards and Processes for Program Review
The EPP may choose from among any of the three program review options listed in III.D below that have been approved by the BPE upon recommendation of the SSPI. In this partnership agreement, EPPs will submit program reports following the instructions for the selected program review process. In this partnership agreement, EPPs will submit a self-study following the instructions for the selected program review process, including disaggregated data by content area.
A. The BPE is authorized to approve and accredit all programs making the final decision by using information provided as part of the accreditation and program review process and recommendation from the state superintendent.

B. As evidence of quality, the CAEP, the BPE, and the SSPI accept the decisions of national accrediting organizations for specialized professional program areas (SPAs) that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Proper Documentation of current SPA accreditation must be presented by the EPP during the joint CAEP/Montana site visit.

C. EPPs will choose from among the following program review options for each licensure/endorsement area and may choose different options for different licenses/endorsements, e.g., Educational Leadership; Teacher Education, Alternative Routes.

D. For purposes of the BPE program approval, the BPE and the SSPI recognize the following program review options:

1. **CAEP Program Review with National Recognition:**
   CAEP Program Review with National Recognition applies SPA standards in the review process and can result in national recognition. The SSPI’s staff on behalf of the BPE will examine the program review report and will provide a recommendation to the BPE for the final decision on continued Montana approval.

   [Link to websites of the CAEP and of particular SPAs for more information: http://caepnet.org/about/governance/memberorgs/](http://caepnet.org/about/governance/memberorgs/)

2. **CAEP Program Review with Feedback:**
   CAEP Program Review with Feedback, based on disaggregated data reported in the Self-Study, provides information to EPPs, OPI, states, and accreditation teams. Pursuant to CAEP Program Review with Feedback, EPPs may voluntarily submit a program area report to the relevant national association/organization for the purpose of receiving feedback with no ramifications. The OPI on behalf of the BPE will review the feedback report.

3. **Montana Program Review by the BPE:**
   The SSPI conducts program reviews for purposes of making recommendations to the BPE. The SSPI provides procedures, forms, and instructions on the program review process that leads to final program approval by the Montana BPE.

   [Link to Montana Educator Preparation Web page: http://opi.mt.gov/Programs/Accred/#gpm1_5](http://opi.mt.gov/Programs/Accred/#gpm1_5)
IV. Accreditation Review Team Composition
The Accreditation Review Team is appointed by the CAEP, in consultation with OPI, according to the guidelines and policies for each selected accreditation pathway. EPPs may select a singular single pathway for all programs or select different pathways for each program an EPP offers. The accreditation pathways include the Continuous Improvement Pathway, Inquiry Brief Pathway, or Transformation Initiative Pathway. The SSPI and the CAEP will conduct a joint CAEP/Montana site review.

The following conditions apply to all teams:
- All members of review teams must have successfully completed CAEP/Montana review team member training.
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- MEA-MFT may appoint an observer for the joint CAEP/Montana site visit review at MEA-MFT’s expense.
- The EPP will assume all expenses – including travel, lodging and meals – for CAEP/ Montana team members, as well as the periodic evaluation fee. Joint CAEP/Montana site team activities will be conducted according to the CAEP and the BPE protocols.
- The OPI will assume all expenses – including travel, lodging and meals – for the state consultant and other OPI support staff to facilitate the joint CAEP/Montana site review.
- The joint CAEP/Montana site team operates as a single team with shared responsibilities and equal roles in all aspects of the review, which might include state and CAEP co-chairs or CAEP chairperson.
- The joint CAEP/Montana team report will be shared with the BPE and the SSPI.
- To assure EPPs and the public that joint CAEP/Montana site reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, accreditation review team members will adhere to the CAEP’s Code of Conduct.

V. Other Terms and Conditions
A. The CAEP will collaborate with the SSPI to plan, design and implement a range of training opportunities for reviewers. As part of this agreement, the SSPI and the BPE contact(s) may participate in all Web trainings. The registration fee for one SSPI/BPE contact will be waived for one annual CAEP Conference; however the Montana contact must assume other expenses. The CAEP will assume all expenses for one SSPI/BPE contact to attend the annual CAEP Clinic, with additional Montana staff welcome at their own expense, including a registration fee. Additional training events may be arranged, including events in the state, on a cost-recovery basis with arrangements negotiated according to the CAEP’s policies regarding fees and expenses for training.

B. The SSPI will receive copies of all pertinent accreditation and specialized program area approval documents and reports through access to the Accreditation Information Management System; the SSPI agency personnel will be supplied with login information, passwords and technical support.
C. The SSPI will notify the CAEP of a “Change in Status” within 30 days of action taken by the BPE of a CAEP-accredited EPP.

D. Montana EPPs seeking CAEP accreditation or holding CAEP accreditation status will pay annual CAEP dues.

E. The OPI is responsible for annual CAEP membership dues. Final accreditation decisions are posted on the three websites: CAEP, OPI, and BPE. The CAEP sends a letter with the official accreditation decision to the BPE and the SSPI. Additionally, the CAEP provides written notice of all accreditation decisions to the U.S. Department of Education, all accrediting agencies recognized by the U.S. Department of Education, the Council for Higher Education Accreditation, and the public (via the websites).

F. The partnership agreement shall be for an initial period of seven years (September 12, 2014, through June 30, 2021) and may be modified by the three parties during that time, if deemed to be necessary.

G. The SSPI will work with associations that represent P-12 educators (i.e., MEA-MFT, MTSBA, SAM, NBPTS), EPPs, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the state’s P-12 educators’ professional contributions to the work of the CAEP/Montana joint review as visiting team members.

H. The terms of this agreement have been reached by mutual consent and have been read and understood by the persons whose signatures appear below. The parties agree to comply with the terms and conditions of the plan as set forth herein.

_________________________________________  ____________________________
James G. Cibulka, President  Date
Council for the Accreditation of Educator Preparation

_________________________________________  ____________________________
Sharon Carroll, Chairperson  Date
Board of Public Education

_________________________________________  ____________________________
Denise Juneau  Date
State Superintendent of Public Instruction
***TIME CERTAIN AT 1:30 PM***

ITEM 15

RECOMMEND APPROVAL OF PROVISIONAL ACCREDITATION OF THE BACHELOR OF SCIENCE IN SECONDARY EDUCATION-MATHEMATICS AT SALISH KOOTENAI COLLEGE

Dr. Linda Peterson, Dr. Cindy O’Dell
EXECUTIVE SUMMARY
DATE: SEPTEMBER 2014

PRESENTATION: Recommend approval of provisional accreditation of the Bachelor of Science in Secondary Education – Mathematics at Salish Kootenai College (SKC)

PRESENTER: Linda Vrooman Peterson, Ph.D.
Administrator
Accreditation and Educator Preparation Division
Office of Public Instruction

Cindy O’Dell, Ed.D.
Dean, Division of Education
Salish Kootenai College

Terry Souhrada, Ed.D.
Department Chair, Mathematics Education Program
Salish Kootenai College

OVERVIEW: The Superintendent of Public Instruction recommends approval from the Board of Public Education of the request for provisional accreditation of the Bachelor of Science in Secondary Education – Mathematics (BSSEM) at Salish Kootenai College (SKC). SKC’s BSSEM is a Division of Education degree program designed to prepare secondary teacher candidates to serve as well-qualified teachers and role models for Native American students. The Office of Public Instruction reviewed the materials presented by Dr. Cindy O’Dell, Dean of the Division of Education, and Dr. Terry Souhrada, Department Chair of the Mathematics Program at SKC. These materials included the SKC response to the requirements of ARM 10.58.518 Mathematics, ARM 10.58.501 General Requirements (teaching standards), and ARM 10.58.802 Standards for Approval of New Programs.

Drs. O’Dell and Souhrada will provide to the BPE an overview of the SKC mathematics program. Corresponding materials are attached.

REQUESTED DECISION(s): Action

OUTLYING ISSUE(s): None

RECOMMENDATION(s): Approval of provisional accreditation of the Bachelor of Science in Secondary Education – Mathematics at Salish Kootenai College
February 14, 2014

Mr. Robert DePoe III
President
Salish Kootenai College
P.O. Box 70
Pablo, MT 59855

Dear President DePoe:

This is in reply to your correspondence dated December 9, 2013, requesting approval from the Northwest Commission on Colleges and Universities (NWCCU) for Salish Kootenai College to add an Associate of Science degree program in Mathematical Science (ASMS) and a Bachelor of Science degree program in Secondary Education -- Mathematics (BSSEM), effective fall 2014. The ASMS degree program is designed as a transfer degree and includes existing courses and one new course. The BSSEM degree program complements the College's existing education programs and is designed to meet standards for licensure in Montana and other states. The ASMS degree program requires 91 total credits for completion and the BSSEM degree program requires 189 total credits for completion.

The Commission has approved the addition of the abovementioned two degree programs as minor changes under Commission Policy, Substantive Change. Accordingly, the Associate of Science degree program in Mathematical Science and the Bachelor of Science degree program in Secondary Education -- Mathematics are now included in the accreditation of the College.

Thank you for keeping the Northwest Commission on Colleges and Universities apprised of the developments and initiatives at Salish Kootenai College. If you have any questions, please do not hesitate to contact me.

Sincerely,

[Signature]
Pamela J. Good
Vice President

PJG:pg

cc: Dr. Stacey Sherwin, Director of Institutional Effectiveness
Dr. Sandra E. Elman, President, NWCCU
Salish Kootenai College
Board of Directors
Meeting Minutes
November 13, 2013
12:00 Noon, Lunch in Big Knife Conference Room
Meeting in the Education Building, Room 120

Members present: JoAnn Ducharme, Jim Durglo, Robert “Bob” Fouty, Jody Perez, Linden Plant, and President Robert DePoe.

Members absent: James Steele, Jr., and Ellen Swaney.

Others present: Alice Oechsl, Andrey Plouffe, Tracie McDonald, Cleo Kenmille, Dawn Benson, Cindy O’Dell, Steve Dupuis, Terry Souhrada, Matt Seeley (lunch), Victor Montoya (lunch) and Anita Big Spring.

Jim Durglo, SKC Board Chair, called the SKC November 13, 2013 Board of Directors meeting to order at 1:05 p.m. President Robert DePoe opened the meeting with the prayer.

Open for Groups and Individuals

Math Education Presentation

Cindy O’Dell, Chair, Education Division; Terry Souhrada, Department Head, Mathematics Education; and Steve Dupuis, Indigenous Math and Science Department presented to the board the AAS in Mathematics ASMS Transfer Degree. Steve Dupuis briefed the board on the background and information on the proposal that was funded. Traditionally, Indian students are vastly underrepresented in the Science, Technology, Engineering, and Mathematics (STEM) fields. These two programs would provide Indian students for entry into the STEM fields via the ASMS degree but also prepare Indian teachers to enter our secondary schools and educate future generations in the basics required to these fields.

The SKC Curriculum Committee preliminarily approved both programs and the necessary new courses on November 1, 2013 and final approval given on November 8, 2013.

Presented were the program descriptions, career opportunities, faculty description, program costs and recruitment of students.

Motion by Bob Fouty to approved the two new degree programs that have been through the process of the SKC Curriculum Committee: the Associate of Science and Mathematics in Secondary Education (ASMS) and a Bachelor of Science in Secondary Education – Mathematics (BSSEM). Second by Linden Plant. Voting 4 For, 1
Abstentions (Jody Perez), 2 Absent (James Steele, Jr., and Ellen Swaney). Motion carried.

See Attachment A
See Attachment A-1
See Attachment A-2

ASMS/BSSEM Handouts
Budget Mathematics Degree Program
Course Schedules

One more request is from Cindy O’Dell to name the Education Building. Cindy would like to suggest the name of Joyce Silverthorne Building and have a blessing ceremony to complete the circle.

Career Services Building

Tracie McDonald and Cleo Kenmille is requesting to move the name of Agnes Kenmille Building moved to the Career Services Building. The area in front of the two wings coffee hour is held could be called the Agnes Kenmille Gathering area. The Agnes Kenmille art pieces could be relocated and called “Oshanece’s Gallery”.

Motion by Jody Perez to move the Agnes Kenmille Building name to the Career Services and to approve the naming of “Oshanece’s Gallery”.

Discussion was held by the board there are several buildings without names on campus and a process should be followed to avoid problems in the future. The board will restart the building naming process.

Motion died due to lack of second.

September 25, 2013

Motion by JoAnn Ducharme to approve the September 25, 2013 meeting minutes as read. Second by Linden Plant. Voting 5 For, 0 Against. 2 Absent (James Steele, Jr., and Ellen Swaney). Motion carried.

Reports

Board Discussion Items

Board Action Items

Meeting adjourned at 4:30 p.m.

Respectfully Submitted,

Anita C. Big Spring
Board Recording Secretary
SECONDARY EDUCATION

- Bachelor of Science (BS), Secondary Education – Mathematics
  (191 credits)

Program Description

The goal of the Bachelor of Science in Secondary Education – Mathematics (BSSEM) is to prepare graduates for successful careers as mathematics teachers in middle and high school levels. Graduates of the BSSEM will be eligible to apply for licensure as secondary mathematics teachers in the state of Montana. The majority of the BSSEM required coursework is advanced mathematics beginning with Calculus I. In addition to the mathematics coursework, additional courses are required in education as well as the general education course requirements. Graduates of the degree program will meet the state’s academic requirements for highly qualified secondary mathematics teachers and become one of the most sought after teaching candidates in Montana secondary schools. The program design emphasizes the development of teachers prepared to effectively meet the needs of middle and high school learners, particularly rural and American Indian learners. A key strength of the program is the requirement for students to participate in numerous clinical experiences in which they spend significant amounts of time observing and working in classrooms to help with their preparation as professional educators.

Career Opportunities

There is currently a shortage in the supply of licensed secondary mathematics teachers in the state of Montana as well as elsewhere. Accredited schools in Montana are required to hire state licensed mathematics teachers. Upon completion of the BSSEM program, graduates can apply for the Montana Secondary Mathematics teaching license through the Montana Office of Public Instruction (OPI) at www.opi.mt.gov. In addition to successful completion of the BSSEM degree program, Montana requires prospective secondary mathematics teachers to successfully complete the PRAXIS II Mathematical Content Test (5161) before being granted a teaching license. Because the BSSEM program is accredited by the Montana Board of Public Education, licensed graduates may be hired to teach mathematics in any Montana public middle or high school. Licensure in other states may carry different or additional requirements. Graduates should contact the specific state to determine the process and requirements for obtaining a teaching license.

Program Objectives and Outcomes

The goal of the SKC BSSEM program, in alignment with the objectives of the SKC Division of Education, is to prepare professional mathematics educators who offer culturally responsive instruction and curriculum leading education to its promise of equity and opportunity. Additionally preparing professionals who possess a reflective practice that leads to professional development and fosters learning communities for the construction of knowledge. And finally, creating future teachers who are effective communicators, critical thinkers and who possesses cultural understanding, citizenship and a strong understanding of mathematics. They recognize the unique contribution, learning style, and ability each learner brings to enrich the overall learning community.

Achievement of these goals is brought about by attention to the InTASC-based learner outcomes entrenched in SKC’s teacher preparation that follow:

1. Learner Development
   - A math teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learner Differences
   - A math teacher uses understanding of individual differences and diverse cultures and communities to ensure learning environments that enable each learner to meet high standards.

3. Learning Environments
   - A math teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. Content Knowledge
   - A math teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Application of Content**
   A math teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. **Assessment**
   A math teacher understands and uses multiple methods of assessment to engage learners in their own growth to monitor learner progress, and to guide the teacher’s and learner’s decisions making.

7. **Planning for Instruction**
   A math teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.

8. **Instructional Strategies**
   A math teacher understands and uses a variety of instructional strategies to encourage learners to development deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. **Professional Learning and Ethical Practice**
   A math teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), adapts practice to meet the needs of each learner.

10. **Leadership and Collaboration**
    A math teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Program Requirements**

Students may declare the BSSEM as their major and may be conditionally accepted into the program any time after their acceptance into SKC as a student.

Before students can visit or work in K-12 classrooms they must submit to, and be approved through, a Federal Background Check and Fingerprinting. This should be completed immediately upon declaring the BSSEM as a major so it is complete before the first field experience. The first field experience typically occurs early in the program.

In addition to the background check, for students to be fully admitted to the BSSEM program and remain students in good standing within the program they must:

- complete the mathematics content courses required for an Associate of Science in Mathematics degree with a 2.5 overall GPA in those courses and no single content course grade below 2.0,
- complete a minimum of 60 quarter credits (40 semester credits) with a minimum cumulative GPA in all courses of not less than 2.5 and no single course grade below 2.0,
- and complete the Transition to Teacher Professional Disposition Seminar.

To graduate with a BSSEM degree, students must attain at least a 2.5 GPA in all mathematics content courses (prefix MATH) with no less than 2.0 in any single mathematics course, at least a 3.0 GPA in all education courses (prefix EDUC) courses with no less than a 2.0 in any single education course, and at least a 3.0 in their student teaching course (EDUC 491). Additionally, graduates must successfully complete Stage III of the TEP Portfolio.

**TEP Portfolio Process**

All BSSEM graduates are required to have a complete Teacher Education Program (TEP) Portfolio. The portfolio is a continually updated and upgraded work that reflects student professional growth as they progress through the BSSEM program. Each portfolio is assessed in three stages, the last being Stage III. Graduates of the BSSEM program must have a TEP Portfolio that has received an average overall rating of at least 1.5 with no single item being rated below a 1.
Professional Behavior

SKC teacher candidates are required to exhibit dispositions and behaviors befitting a professional educator. Any actions that indicate the candidate may be unfit to work with children and adolescents or perform in a school setting will not be tolerated and may lead to removal from the BSSEM program. These behaviors include, but are not limited to:

- substance abuse of any type,
- inappropriate disclosure or breach of confidential information,
- inappropriate physical contact or communication including digital communication through social networks, texting, or emailing with a student, peer, instructor, or school personnel,
- and criminal activity of any class.

CURRICULUM

Fall (First Year)

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**Total BS Degree Credits 191**

---

$^1$ELECTIVE$^2$ – Open (emphasis) Elective choices should center on a possible second teaching area.

**Note**: Licensure in a second teaching area will require coursework beyond this degree.
***TIME CERTAIN AT 2:00 PM***

ITEM 16

CONTESTED CASE HEARING OF BPE
CASE #2014-01

Rob Stutz
ITEM 17

CONTESTED CASE HEARING OF BPE
CASE #2014-02

Rob Stutz
ITEM 18

CONTESTED CASE HEARING OF BPE
CASE #2014-03

Rob Stutz
ITEM 19

DISMISSAL OF BPE CASE #2013-02

Rob Stutz
DISCUSSION ITEM

- ASSESSMENT COMMITTEE (Item 20)

Paul Andersen

ITEM 20

ASSESSMENT UPDATE

Judy Snow
EXECUTIVE SUMMARY
DATE: SEPTEMBER 2014

PRESENTATION: Assessment Update

PRESENTER: Judy Snow
State Assessment Director
Office of Public Instruction


REQUESTED DECISION(s): Information Item

OUTLYING ISSUE(s): None

RECOMMENDATION(s): None
ACTION ITEMS

❖ ACCREDITATION COMMITTEE (Items 21-22)

ITEM 21

RECOMMEND APPROVAL OF THE ADDENDUM TO THE 2013-14 FINAL ACCREDITATION STATUS OF ALL SCHOOLS

Dr. Teri Wing
EXECUTIVE SUMMARY
DATE: SEPTEMBER 2014

PRESENTATION: Recommend Approval of the Addendum to the 2013-2014 Final Accreditation Status of All Schools

PRESENTER: Teri Wing, Ed. D.
Accreditation Program Specialist
Accreditation and Educator Preparation Division
Office of Public Instruction (OPI)

OVERVIEW: This presentation provides to the Board of Public Education (BPE) for consideration the addendum to the 2013-2014 accreditation determinations for all schools as recommended by state Superintendent Denise Juneau. These changes are due to errors identified by the Office of Public Instruction after the accreditation determinations were acted on during the July BPE meeting and the districts were notified of those determinations. The reports are attached.

REQUESTED DECISION(s): Action

OUTLYING ISSUE(s): None

RECOMMENDATION(s): Approve the addendum to the 2013-2014 final accreditation status of all schools
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# Addendum to the 2013-14 Annual Montana Accreditation Report

**September 2014**

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ITEM 22

RECOMMEND APPROVAL OF THE NOTICE OF PUBLIC HEARING OF ARM TITLE 10 CHAPTER 63 PRESCHOOL STANDARDS

Dennis Parman
EXECUTIVE SUMMARY
DATE: SEPTEMBER 2014

PRESENTATION: Recommendation of Approval of Notice of Public Hearing and Timeline pertaining to the amendments of Administrative Rules of Montana (ARM) Title 10, Chapter 63, Preschool Standards of Accreditation

PRESENTER: Dennis Parman
Deputy Superintendent
Office of Public Instruction

OVERVIEW: The Office of Public Instruction provides Notice of Public Hearing and Timeline pertaining to the amendments of ARM Title 10, Chapter 63, Preschool Standards of Accreditation. State Superintendent Juneau recommends approval of the Notice of Public Hearing and Timeline.

REQUESTED DECISION(s): Action

OUTLYING ISSUE(S):

RECOMMENDATION(S): Approve Notice of Public Hearing and Timeline pertaining to the amendments of ARM Title 10, Chapter 63, Preschool Standards of Accreditation
BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the adoption of NEW RULES I through XV pertaining to preschool programing for public schools

) NOTICE OF PUBLIC HEARING ON
) PROPOSED ADOPTION

TO: All Concerned Persons

1. On November 3, 2014, at 11:00 a.m., the Board of Public Education will hold a public hearing in the Office of Public Instruction conference room at 1300 11th Avenue, Helena, Montana, to consider the proposed adoption of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on October 21, 2014, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rules as proposed to be adopted provide as follows:

NEW RULE I PROCEDURES (1) The trustees of a school may establish a public preschool program to meet the unique developmental needs for children between the ages of 3 and 5 years. When preschool programs are established they must be an integral part of the school and must be governed according to the following accreditation standards for the preschool standards of early learning content and accreditation in coordination with the standards outlined for schools within Title 10, Chapter 55, excluding ARM 10.55.601, 10.55.602, 10.55.603, 10.55.704, 10.55.705, 10.55.709, 10.55.710, 10.55.712, 10.55.715, and Title 10, Chapter 55, subchapters 10 through 21. For the purposes of the accreditation process detailed in ARM 10.55.606, preschool programs will be assessed on the program’s assurance standards only.

(2) Preschool programs shall meet this chapter’s curriculum, instruction, and program delivery standards, supporting children’s development of the knowledge and skills outlined in the content standards in subchapter 3, which describe the expectations for what young children should know and be able to do across the four core developmental domains of learning upon entrance to kindergarten.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA

MAR Notice No.10-63-269
NEW RULE II  DEFINITIONS  (1) For the purposes of this chapter, the following terms apply:
   (a) “Accreditation” means certification by the Board of Public Education that a school meets the adopted standards of the Board of Public Education for a specified school year.
   (b) “Assessment” means the gathering, organizing, and evaluation of information about student learning in order to monitor and measure the effectiveness of the instructional program.
   (c) “Collaborative inquiry” means a teaching strategy in which teachers and students engage in joint learning, discovery or intellectual effort, or when groups of students work together to search for understanding, meaning, or solutions.
   (d) “Curriculum” means the knowledge or skills students are expected to learn which includes the learning standards they are expected to meet.
   (e) “Developmental domain” means mean the broad, interrelated categories or dimensions of early childhood development reflective of preschool children’s learning and growth. The four core domains include emotional/social, physical, communication, and cognitive.
   (f) “Early childhood curriculum” means an articulated educational plan for young children, which is grounded in research based understandings of child development and developmentally appropriate practices. Curriculum guides the teaching process from identifying what to teach, including early content standards in each of the four developmental domains and how to teach, including developing learning experiences based upon individual and group outcomes, and assessing what was learned then using this data to inform future planning and teaching.
   (g) “Experiential learning” means to stimulate exploration, experimentation, and discovery.
   (h) “Paraprofessional, assistant teacher, or teacher aide” means an adult with the qualifications detailed in (New Rule V) who works under the direct supervision of a teacher and who may work independently in a teacher’s absence, but for the majority of the time works directly with the teacher in the same space with the same group of students.
   (i) “Teacher” means a licensed individual as defined in ARM 10.55.602, with primary responsibility for a group or class of preschool students.

AUTH:  20-7-101, MCA
IMP:   20-7-117, MCA

NEW RULE III  LEADERSHIP  (1) The program leadership shall effectively implement policies, procedures, and systems that support stable staff and strong personnel, fiscal, and program management so all students, families, and staff have high quality experiences.
   (2) Professional development for preschool educators as required by ARM 10.55.714 should be tailored to early childhood development and learning.

AUTH:  20-7-101, MCA

MAR Notice No. 10-63-269
NEW RULE IV  TEACHER ASSIGNMENTS AND QUALIFICATIONS  
(1) Teachers shall be assigned at the levels for which they are licensed and endorsed in accordance with state statutes and Board of Public Education rules.

(2) Teachers with an Early Childhood Education Special Permissive Competency shall be considered to be appropriately licensed, endorsed and assigned to teach in an accredited preschool program until July 1, 2018, at which time those teachers will need to be appropriately licensed and endorsed pursuant to Title 10, Chapter 57.

AUTH:  20-7-101, MCA  
IMP:   20-7-117, MCA

NEW RULE V  EARLY CHILDHOOD PARAPROFESSIONAL QUALIFICATIONS  
(1) Early childhood paraprofessionals must have:
   (a) completed two years of study at an institution of higher education; or
   (b) obtained an associate’s (or higher) degree; or
   (c) met a rigorous standard of quality and be able to demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in the delivery of the curriculum, instruction, and program delivery standards to support students’ development of the knowledge and skills outlined in the early learning content standards.

AUTH:  20-7-101, MCA  
IMP:   20-7-117, MCA

NEW RULE VI  EARLY CHILDHOOD PARAPROFESSIONAL SUPERVISION  
(1) Early childhood paraprofessionals shall be under the direct supervision of a licensed teacher who is responsible for instruction and assessment of students.

(2) Early childhood paraprofessionals assigned to assist students with special education needs shall be under the supervision of the teacher.

(3) The supervising teacher shall be available while an early childhood paraprofessional is fulfilling his or her responsibilities and shall not be simultaneously assigned to another teaching duty or preparation time.

AUTH:  20-7-101, MCA  
IMP:   20-7-117, MCA

NEW RULE VII  CLASS SIZE  
(1) There must be one appropriately licensed and endorsed teacher for ten students, with an early childhood paraprofessional for any additional students over ten, for up to no more than 18 total students in a classroom with two adults.

(2) Class size of 18 preschoolers is the maximum number of students, regardless of the number of staff.
NEW RULE VIII AGGREGATE HOURS

1. Trustees may designate the preschool program as either a half-time or full-time program with a minimum of 720 hours. Outdoor play, snack, and meal time are included in the aggregate hours. Naptime and daily transportation to and from the classroom do not count as part of the 720 hour preschool program hours.

2. The trustees of a school district shall set the number of days in the school term, the length of the school day, and the number of school days in a week.

NEW RULE IX ENROLLMENT ELIGIBILITY

1. A child must have reached three years of age before the district’s official start date of the preschool program or have been enrolled by special permission by the board of trustees.

NEW RULE X EARLY LEARNING CONTENT STANDARDS

DEVELOPMENTAL DOMAINS

1. The emotional and social domain requires instruction which incorporates and includes:
   (a) culture, family and community, wherein students learn to develop:
      (i) an awareness of and appreciation for similarities and differences between themselves and others;
      (ii) an awareness of the functions and diverse characteristics of families; and
      (iii) an understanding of the basic principles of how communities function, including work roles and commerce.
   (b) Emotional development requires instruction which incorporates and includes standards for early childhood education wherein students:
      (i) develop an awareness and appreciation of self as a unique, competent, and capable individual;
      (ii) demonstrate a belief in their abilities;
      (iii) manage internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments; and
      (iv) express a wide and varied range of feelings through facial expressions, gestures, behaviors, and words.
   (c) Social development requires instruction which help students:
      (i) develop trust, emotional bonds, and interact comfortably with adults;
      (ii) interact and build relationships with peers; and
      (iii) develop skills in cooperation, negotiation, and empathy.

2. The physical domain requires development of motor skills, and instruction in health, safety and personal care.
   (a) Development of motor skills includes:
      (i) small muscle strength, coordination, and skills;
(ii) large muscle strength, coordination, and skills; and
(iii) use of their senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.

(b) Health, safety, and personal care standards for early childhood education are that students:
(i) develop personal health and hygiene skills as they develop and practice self-care routines;
(ii) eat a variety of nutritional foods and develop healthy eating practices;
(iii) develop healthy behaviors through physical activity; and
(iv) develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.

(3) The communication domain includes communication, language, and literacy development.
(a) Standards for early childhood communication and language include:
(i) receptive communication, wherein students use listening and observation skills to make sense of and respond to spoken language and other forms of communication; enter into the exchange of information around what is seen, heard, and experienced; and they begin to acquire an understanding of the concepts of language that contribute to learning;
(ii) expressive communication, wherein students develop skills in using sounds, facial expressions, gestures, and words, such as to help others understand their needs, ask questions, express feelings and ideas, and solve problems;
(iii) social communication wherein students develop skills to interact and communicate with others in effective ways; and
(iv) for dual language speakers, students receive support in their home language(s) while becoming proficient in English.
(b) Literacy standards for early childhood education are that students develop:
(i) an understanding, skills, and interest in the symbols, sounds, and rhythms of written language, and develop awareness that the printed word can be used for various purposes;
(ii) interest and skills in using symbols as a meaningful form of communication;
(iii) an understanding that print carries a message through symbols and words and that there is a connection between sounds and letters (the alphabetic principle); and
(iv) an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.

(4) The cognitive domain requires instruction which incorporates and includes:
(a) approaches to learning which help students develop:
(i) curiosity through imagination, inventiveness, originality, and interest as they explore and experience new things;
(ii) initiative and self-direction through engagement in new tasks and to take risks in learning new skills or information;

MAR Notice No.10-63-269
(iii) persistence and attentiveness with the ability to focus their attention and concentration to complete tasks and increase their learning; and
(iv) reflections and interpretation skills in thinking about their learning in order to inform their future decisions.

(b) development of reasoning and representational thought skills in causation, critical and analytical thinking, problem solving, and representational thought;

(c) instruction in creative arts, including:
   (i) creative movement wherein students produce rhythmic movements spontaneously and in imitation with growing technical and artistic abilities;
   (ii) drama, wherein students show appreciation and awareness of drama through observation, imitation, participation in simple dramatic plots;
   (iii) music, wherein students engage in a variety of musical or rhythmic activities; and
   (iv) visual arts, wherein students demonstrate a growing understanding and appreciation for the creative process and visual arts;

(d) mathematics and numeracy standards for early childhood education are that students:
   (i) develop number sense and operations through the ability to think and work with numbers, to understand their uses, and describe their relationships through structured and everyday experiences;
   (ii) develop an awareness of measurement concepts through use of measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time;
   (iii) apply mathematical skills in data analysis, such as counting, sorting, and comparing objects;
   (iv) develop an awareness of initial algebraic thinking and operations through counting, sorting, and comparing objects; and
   (v) build the foundation for geometric and special reasoning through recognition, creation and manipulation of shapes, and learning spatial reasoning and directional words as they become aware of their bodies and personal space in their physical environment;

(e) science standards for early childhood education are that students:
   (i) engage in scientific thinking and the use of scientific methods through investigation using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations;
   (ii) develop an understanding of and compassion for living things;
   (iii) develop an understanding of the physical world;
   (iv) develop and understanding of the earth and planets; and
   (v) develop an understanding of engineering as the process that assists people in designing and building;

(f) social studies for early childhood education are that students:
   (i) develop an understanding of the concept of historical time, including past, present, and future;
   (ii) develop knowledge of geographical places and regions by understanding that each place has its own unique characteristics and the reciprocal effect individuals have with the world around them;
(iii) become aware of their physical world, including the environment and our interdependence on the natural world; and

(iv) develop an understanding of technology with awareness of technological tools and developmentally appropriate exploration of the ways to use these resources.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA

NEW RULE XI CURRICULUM AND ASSESSMENT (1) The early childhood curriculum, as defined in (New Rule II), shall:

(a) contain a written philosophy and framework, grounded in research-based understandings of child development, to provide a clear coherent focus for planning students experiences;

(b) include the selection of materials and equipment to enhance development and learning in each core domain, including emotional/social, physical, communication and cognition, and encourage integration of early childhood content areas, including social, emotional, physical, health, safety, language, literacy, mathematics, science, social studies, creative expression and the arts, and technology;

(c) include planned opportunities for active exploration, discovery, and social interaction;

(d) plan for students engagement in play each day; and

(e) be implemented in a manner reflective of students’ family and community lives while being responsive to diversity, including gender, age, language, culture, and ability, including opportunities for students and families to learn about the distinct and unique heritage of American Indians, particularly Montana Indian tribes, in a culturally responsive manner (MCA-20-1-501).

(2) School districts shall develop preschool programs to include an ongoing and systematic written assessment plan which includes protocols for:

(a) monitoring the progress of students toward achieving content standards and developmental domains using formative and summative approaches that include universal screening, progress monitoring, and diagnostic assessments;

(b) administration of assessments and interpretation of assessment results;

(c) providing disaggregated data to educators and teams to inform instructional planning and decision making;

(d) involving families as partners in linguistically and culturally responsive ways to inform decisions about students’ needs; and

(e) assessing the effectiveness of the instructional program that guide adjustments for improvement.

AUTH: 20-7-101, MCA
IMP: 20-1-501, 20-7-117, MCA

NEW RULE XII INSTRUCTION (1) The preschool program shall ensure developmentally, culturally, and linguistically appropriate and effective teaching
strategies that enhance students’ development and learning of the early learning content standards (New Rule X) through the program’s curriculum.

(2) The preschool instructional program shall:

(a) use both content and child development knowledge to create learning opportunities and to engage young learners in meaningful, planned, and purposeful experiences related to the curriculum goals and content standards;

(b) use a variety of effective approaches and strategies which include opportunities for both teacher and student initiated interactions and activities;

(c) use knowledge of each student’s development to enhance instruction, modify strategies and materials, and adjust supports and challenges as students gain competence, understanding, and skills;

(d) build upon student’s language, understanding of concepts, and increase vocabulary;

(e) integrate knowledge of student’s families and the community to build relationships that foster integral connections with the curriculum and learning experiences;

(f) use cultural and community resources in the classroom to enhance student’s learning and development; and

(g) work as a team to implement learning plans, including plans for students with special needs.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA

NEW RULE XIII  PHYSICAL AND LEARNING ENVIRONMENT  (1) The preschool program shall ensure an appropriate and well-maintained safe and healthful physical environment that:

(a) is designed to protect student’s health and safety;

(b) allows for supervision of students primarily by sight;

(c) provides sanitization according to state and federal health standards;

(d) follows state and federal guidelines for meals and snacks; and

(e) provides safe, supervised, and adequate outside play space with age appropriate equipment and safe, adequate indoors space for each child.

(2) The preschool program shall ensure a safe and healthful learning environment by

(a) providing a written predictable but flexible schedule that provides intentionally planned routines and transitions; and

(b) providing daily indoor and outdoor activities, including:

(i) planned time where students have individual choice of activities;

(ii) daily opportunities to learn and play individually, in small groups, and as a whole group; and

(iii) use of developmentally appropriate materials and equipment.

AUTH: 20-7-101, MCA
IMP: 20-7-117, MCA
NEW RULE XIV  CHILD GUIDANCE  (1) Child guidance means employing a variety of strategies to foster self-regulation, respect for others, problem solving, and emotional and social development in an ongoing interactive process and helps students learn how to communicate with others in developmentally appropriate ways. To ensure appropriate child guidance, the preschool program shall:

(a) use positive behavior supports to ensure the social, emotional, and cultural development of each student;
(b) provide a positive climate to ensure equality, inclusion and citizenship;
(c) develop relationships with the student and the student’s family in ways that are linguistically and culturally sensitive;
(d) provide opportunities for students to be contributing members of the classroom community;
(e) provide clear behavioral expectations, including the use of effective methods to prevent and redirect misbehavior; and
(f) partner with families and other professionals for students with challenging behavior to develop and implement an individualized plan that fosters the child’s inclusion and success.

AUTH:  20-7-101, MCA
IMP:   20-7-117, MCA

NEW RULE XV  FAMILY AND COMMUNITY ENGAGEMENT  (1) The program staff shall establish and maintain collaborative relationships with each child’s family and community to foster student’s development in all settings.

(2) To ensure collaborative relationships between the community, school and families, preschool programs shall have protocols which:

(a) establish intentional practices designed to foster strong reciprocal relationships with families;
(b) ensure that families are an integral part of the decision making team through communication and family conferences which promote dialogue and partnership regarding their student’s educational goals and services;
(c) collaborate with families to help students participate successfully in early childhood settings;
(d) ensure that all families, regardless of family structure; socioeconomic, racial, religious and cultural diversity, gender, abilities, or preferred languages are included in their child’s educational experience;
(e) assist families in locating, contacting, and using community resources that support the student’s well-being, development, and goals;
(g) promote awareness and understanding of the unique legal and political structures of Montana Tribal Nations in order to best meet the needs of Indian students and families;
(h) collaborate with community-based programs to ensure that parents and families have the resources they need to be involved in their student’s education, growth, and development; and
(i) provide access to health screenings and referrals for all students in the program.

MAR Notice No.10-63-269
4. Statement of Reasonable Necessity: The Governor has announced an early childhood initiative, Early Edge, for the coming legislative session. It is necessary to have rules to ensure that programing and accreditation standards meet the needs of the state, reflect current and best practice, and are consistent with related laws and chapters of ARM Title 10.

The Board of Public Education has determined it is reasonable and necessary to adopt rules relating to preschool program standards for public schools. The Office of Public Instruction staff facilitated a comprehensive process to draft these new rules with input from Montana P-20 education stakeholders.

5. The effective date of these rules is July 1, 2015.

6. Concerned persons may submit their data, views, or arguments either orally or in writing at the hearing. Written data, views, or arguments may also be submitted to: Peter Donovan, Executive Secretary, 46 North Last Chance Gulch, P.O. Box 200601, Helena, Montana, 59620-0601; telephone (406) 444-0302; fax (406) 444-0847; or e-mail pdonovan@mt.gov and must be received no later than 5:00 p.m., November 6, 2014.

7. Peter Donovan has been designated to preside over and conduct this hearing.

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

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

10. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.
11. With regard to the requirements of 2-4-111, MCA, the board has determined that the amendment of the above-referenced rule will not significantly and directly impact small businesses.

Peter Donovan
Rule Reviewer

Sharon Carroll
Board Chair
Board of Public Education

Certified to the Secretary of State September 29, 2014.
PROPOSED TIMELINE
Chapter 63 Preschool Program Rules
July 17, 2014

- Introduction of rule revision process to BPE ......................... May 9, 2014
- Public meetings with stakeholders work
  group ................................................................. May 27, June 24 & July 9, 2014
- Draft rules, proposed timeline & cost assumptions to BPE .... July 17, 2014
- Draft rules submitted by BPE to the Education and Local
  Government interim committee (20-7-101, MCA) ............... August, 2014
- Rule changes to BPE for approval and authorization of
  publication of Notice of Hearing........................................ Sept 11-12, 2014
- Notice of hearing to SOS for publication in MAR ............... Sept 29, 2014
- MAR publication out ..................................................... Oct 9, 2014
- Hearing date (at least 20 days after notice published in
  MAR) ........................................................................... Nov 3, 2014
- Final public comment deadline (at least 28 days after
  notice in MAR).............................................................. Nov 6, 2014
- Final Rules to BPE for approval of Adoption Notice... ...... Nov 13-14, 2014
- Adoption Notice to SOS for publication in MAR ............. Dec 1, 2014
- MAR publication out ....................................................... Dec 11, 2014
- Effective (implementation) date of rules ......................... July 1, 2015
ITEM 23

APPROVE AMENDMENT TO ARM TITLE 10, CHAPTER 59, MSDB FOUNDATION

Pete Donovan
BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of ARM 10.59.103 pertaining to the Montana School for the Deaf and Blind Foundation

) NOTICE OF PROPOSED AMENDMENT
) NO PUBLIC HEARING
) CONTEMPLATED

TO: All Concerned Persons

1. On September 11, 2014, the Board of Public Education proposes to amend the above-stated rule.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this rulemaking process or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on September 4, 2014, to advise us of the nature of the accommodation that you need. Please contact Peter Donovan, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Helena, Montana, 59601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail pdonovan@mt.gov.

3. The rule as proposed to be amended provides as follows, new matter underlined, deleted matter interlined:

10.59.103 CONTENTS OF THE CONTRACT (1) The contract between the Board of Public Education and the foundation must require the foundation to have:
(a) Articles of incorporation which without limitation stipulate that:
   (i) The board of public education shall have one of its members serve as a member of the board of directors of the foundation for the duration of his term as board of public education member; and
   (ii) The superintendent of the school for the deaf and blind shall be one of the directors of the foundation until a successor is duly appointed;
(b) Bylaws which without limitation cover selection of officers, meetings, compensation for services, and amendment procedures; and
   (c) Policy which covers the acceptance, management, and expenditure of foundation property, proceeds, interest, and income.

AUTH: 20-8-103, MCA
IMP: 20-8-111, MCA

REASON: The Board of Public Education strongly supports the Montana School for the Deaf and Blind (MSDB), the Foundation, and all its students. However, board members reside all across the state making it difficult to travel to Great Falls for meetings in addition to regularly scheduled Board of Public Education meetings.

15-8/7/14 MAR Notice No. 10-59-270
The Board of Public Education, in a joint effort with the Superintendent of the MSDB, made the decision to remove this requirement.

4. Concerned persons may submit their data, views, or arguments concerning the proposed action in writing to: Peter Donovan, Executive Director, Board of Public Education, 46 N. Last Chance Gulch, Helena, Montana, 59601; telephone (406) 444-0300; fax (406) 444-0847; or e-mail pdonovan@mt.gov, and must be received no later than 5:00 p.m., September 4, 2014.

5. If persons who are directly affected by the proposed action wish to express their data, views, or arguments orally or in writing at a public hearing, they must make written request for a hearing and submit this request along with any written comments to Peter Donovan at the above address no later than 5:00 p.m., September 4, 2014.

6. If the agency receives requests for a public hearing on the proposed action from either 10 percent or 25, whichever is less, of the persons directly affected by the proposed action; from the appropriate administrative rule review committee of the Legislature; from a governmental subdivision or agency; or from an association having not less than 25 members who will be directly affected, a hearing will be held at a later date. Notice of the hearing will be published in the Montana Administrative Register. Ten percent of those directly affected has been determined to be 2 persons based on the number of members in the two affected parties. There are 7 Board of Public Education members and 11 MSDB Foundation members.

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

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

9. The bill sponsor contact requirements of 2-4-302, MCA, do not apply.
10. With regard to the requirements of 2-4-111, MCA, the department has determined that the amendment of the above-referenced rule will not significantly and directly impact small businesses.

/s/ Peter Donovan

Rule Reviewer

Peter Donovan

/s/ Sharon Carroll

Chair

Sharon Carroll

Board of Public Education

Certified to the Secretary of State July 28, 2014.
DISCUSSION ITEM

ITEM 24

MSDB REPORT

Donna Sorensen
FUTURE AGENDA ITEMS

November 13-14th, 2014

MACIE Update
Assessment Update
Federal Update
Accreditation Report
Annual Renewal Unit Providers List – C
Alternative to Standards Requests