

**Montana State Capitol Building
Room 317
Helena MT**

July 16th, 2015

BOARD OF PUBLIC EDUCATION

AGENDA

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

July 16th, 2015
Room 317 Montana State Capitol Building
Helena MT

Thursday July 16th, 2015
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. May 7th, 2015 Meeting Minutes
- C. Financials

ADOPT AGENDA

INFORMATION ITEMS

❖ **REPORTS – Sharon Carroll (Items 1-6)**

- Item 1 **CHAIRPERSON'S REPORT**
Sharon Carroll

- Item 2 **EXECUTIVE DIRECTOR REPORT**
Pete Donovan

- Item 3 **STATE SUPERINTENDENT'S REPORT**
State Superintendent Denise Juneau

- Item 4 **COMMISSIONER OF HIGHER EDUCATION'S REPORT**
Brandi Foster

- Item 5 **GOVERNOR'S OFFICE REPORT**
Siri Smilie

- Item 6 **STUDENT REPRESENTATIVE'S REPORT**
Greta Gustafson

❖ **ASSESSMENT COMMITTEE – Paul Andersen (Item 7)**

Item 7 **SMARTER BALANCED ASSESSMENT UPDATE**
Paul Andersen

❖ **MSDB LIAISON - Sharon Carroll (Item 8)**

Item 8 **MSDB REPORT**
Sharon Carroll

❖ **EXECUTIVE COMMITTEE – Sharon Carroll (Item 9)**

Item 9 **SPECIAL EDUCATION REPORT**
Frank Podobnik

❖ **LICENSURE COMMITTEE – John Edwards (Item 10)**

Item 10 **REPORT ON SUPERINTENDENT’S RECOMMENDATIONS OF REVISIONS**
TO ARM TITLE 10 CHAPTER 57 EDUCATOR LICENSURE
Shannon Koenig

❖ **ACCREDITATION COMMITTEE – Erin Williams (Items 11-13)**

Item 11 **REVIEW OF SENATE BILL 345 AND UPDATE ON THE MONTANA ART**
STANDARDS
Jael Prezeau

Item 12 **PROGRESS ON INTENSIVE ASSISTANCE PROCESS**
Patty Muir

ACTION

PUBLIC COMMENT

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

❖ **LICENSURE COMMITTEE – John Edwards (Items 13-15)**

Item 13 **RECOMMEND APPROVAL OF NEW CURRICULAR PROGRAM IN THEATRE**
EDUCATION MINOR ENDORSEMENT
Dr. Linda Vrooman Peterson
Kristi Murphy, Assessment and Licensure Manager, PJW College of
Education and Human Sciences, University of Montana

Item 14 **RECOMMEND APPROVAL OF NEW CURRICULAR PROGRAMS IN EARLY**
CHILDHOOD EDUCATION, PRESCHOOL THROUGH GRADE 3 (ECE P-3)
PROGRAM PRESENTATIONS
Dr. Linda Vrooman Peterson
Susan Harper-Whalen, M.Ed, Associate Dean of the Phyllis J. Washington
(PJW) College of Education and Human Sciences, University of Montana
Kristi Murphy, Assessment and Licensure Manager, PJW College of
Education and Human Sciences, University of Montana

Julie Bullard, Ph.D, Director of the Early Childhood Program, University of Montana-Western
Cindy O'Dell, Ed.D, Dean of the Education Department, Salish Kootenai College (SKC)

Item 15 **RECOMMEND APPROVAL OF THE NOTICE OF ADOPTION OF REVISIONS TO ARM TITLE 10, CHAPTER 57 EDUCATOR LICENSURE**
Shannon Koenig

❖ **ACCREDITATION COMMITTEE – Erin Williams (Items 16-18)**

Item 16 **RECOMMEND APPROVAL OF THE ADDENDUM OF THE 2014-2015 FINAL ACCREDITATION STATUS OF ALL SCHOOLS**
Patty Muir

Item 17 **RECOMMEND APPROVAL OF THE 2014-2015 CORRECTIVE PLAN REPORT**
Patty Muir

Item 18 **RECOMMEND APPROVAL OF THE NOTICE OF ADOPTION OF REVISIONS TO ARM TITLE 10, CHAPTER 63 PRESCHOOL STANDARDS**
Dennis Parman

FUTURE AGENDA ITEMS September 10-11th, 2015

Set Annual Agenda Calendar – C
Election of Board Officers Committee Appointments - C
BPE Goal Review - C
MACIE Update
Superintendent Goals
Assessment Update
Federal Update
Youth Risk Behavior Survey Update (Odd Years)

PUBLIC COMMENT

ADJOURN

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**
- B. Roll Call**
- C. Statement of Public Participation**
- D. Welcome Visitors**

CONSENT AGENDA

Items may be pulled from Consent Agenda if
requested

- A. Correspondence**
- B. May 7th, 2015 Meeting Minutes**
- C. Financials**

CORRESPONDENCE



May 27, 2015

The Honorable Denise Juneau
Superintendent of Public
Instruction P.O. Box 202501
Helena MT 59620-2501

Dear Superintendent Juneau:

The Montana Board of Public Education is pleased to acknowledge and support Montana's IES Statewide Longitudinal Data Systems grant from the U.S. Department of Education. The board appreciates the ongoing efforts of the Office of Public Instruction to build and maintain a statewide longitudinal data system for P-20 education. Already, this database has been used to show student level data and support ongoing student outreach to close achievement gaps among subgroups of students.

The objectives of this grant address the K-20 Shared Policy Goals agreed upon by the Education and Local Government Committee, the Board of Public Education, the Board of Regents, the Commissioner of Higher Education and the Superintendent of Public Schools. These goals reflect a shared commitment to align high school outcomes with college readiness expectations to facilitate the transition from high school to college; increase college participation of Montana high school graduates; expanding distance learning opportunities; and utilize P-20 data to improve student access and achievement. For these goals to be accomplished, it is critical that the P-20 educational community work together to create an environment where the robust data systems created through partnerships among the K-12 and post-secondary education agencies in Montana can be accurately and completely analyzed. This includes broadening the scope of data use to include research and education professionals who can help to create a culture of strong data use.

We appreciate the leadership in building effective working relationships between OPI, research faculty at the major Montana Universities, teacher preparation programs and community outreach organizations. The Board of Public Education recognizes the value of bringing these partners together to create a data use culture in Montana that will benefit K-12 education by providing actionable evidence to teachers, administrators, parents and policy makers about student success

Sincerely,

Handwritten signature of Pete Donovan in black ink.

Pete Donovan, Executive Director
Board of Public Education

Handwritten signature of Sharon Carroll in black ink.

Sharon Carroll, Chair
Board of Public Education

MINUTES

BOARD OF PUBLIC EDUCATION
MEETING MINUTES

May 7th, 2015
Montana School for the Deaf and Blind
3911 Central AVE
Great Falls, MT

Thursday May 7th, 2015
8:30 AM

CALL TO ORDER

The meeting was called to order at 8:30 AM by Chair Carroll. Students from the MSDB led the Board in the Pledge of Allegiance with sign language.

Board members present included: Ms. Sharon Carroll, Chair; Mr. Paul Andersen, Vice-Chair; Mr. John Edwards; Dr. Darlene Schottle; Ms. Mary Jo Bremner; Ms. Erin Williams; Ms. Greta Gustafson. Staff present included: Mr. Pete Donovan, Executive Director, Board of Public Education; Ms. Kris Stockton, Administrative Assistant, Board of Public Education. Ex-Officio members: Mr. Dennis Parman, Deputy Superintendent Office of Public Instruction; Ms. Brandi Foster, Commissioner of Higher Education Office; Dr. Shannon O'Brien, Education Policy Advisor for Governor Bullock called in via conference call. Guests present included: Ms. Donna Sorensen, Superintendent MSDB; Ms. Tammy Lacey, Superintendent, Great Falls Public Schools; Mr. Rob Stutz, Agency Legal Services; Ms. Nancy Coopersmith, OPI; Dr. Linda Peterson, OPI; Ms. Shannon Koenig, OPI; Ms. Susan Harper-Whalen, University of Montana; Ms. Kristi Murphy, University of Montana; Ms. Kelly Chapman, Student Assistance Foundation; Ms. Kari Zeier, Concerned Women of America, Billings; Ms. Karen Cox, Billings; Ms. Tammy Lacey, Superintendent Great Falls Public Schools.

PUBLIC COMMENT 3:05
No public comment.

CONSENT AGENDA 3:42
Consent Agenda was adopted as presented.

ADOPT AGENDA 4:09
Item #12 will be done at 1:00. Item #4 will be conference call with Dr. O'Brien.

Ms. Erin Williams moved to adopt the agenda as presented. Mr. John Edwards seconded the motion.

No discussion. Motion passed unanimously.

*****Items are listed in the order in which they are presented*****

INFORMATION ITEMS

❖ **REPORTS – Sharon Carroll (Items 1-6)**

Item 1 **CHAIRPERSON'S REPORT** 6:28
Sharon Carroll

Chair Carroll announced that she will be representing the Board at the Jobs for Montana Graduates (JMG) conference in Billings May 20th.

ACTION

PUBLIC COMMENT

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

Item 2 EXECUTIVE DIRECTOR REPORT 8:16
Pete Donovan

Mr. Donovan briefly reviewed the 2015 Legislative session and bills passed that will affect the Board. Mr. Donovan also highlighted bills which were introduced but not passed that would have affected the Board. Mr. Donovan noted that the Board's budget was approved to include budget for legal services for the next biennium. Mr. Donovan reviewed his attendance at the Montana Mathematics Teaching Summit May 1-2.

- **Approve CSPAC Applications**

Ms. Lacey briefly reviewed the CSPAC council and their duties. Ms. Schottle asked how many members were on the Council and Mr. Donovan reviewed the council membership, and reviewed the appointments to the Council and requested the Board's approval of the appointments.

Ms. Mary Jo Bremner moved to appoint Kelly Elder, Debbie Hendricks, and Sabrina Steketee as appointments to the Certification Standards and Practices Advisory Council. Ms. Darlene Schottle seconded the motion.

No discussion. Motion passed unanimously.

DISCUSSION

Item 3 COMMISSIONER OF HIGHER EDUCATION'S REPORT 27:58
Dr. Neil Moisey

Ms. Brandi Foster gave the report on behalf of Dr. Moisey for the Commissioner of Higher Education's Office. Ms. Foster passed out a brief report which included updates on College Application Week, and Dual Credit Expansion.

Item 5 STUDENT REPRESENTATIVE'S REPORT 36:46
Greta Gustafson

Ms. Gustafson updated the Board on her recent activities which included High School Rodeo, prom, her participation on the Steering committee for the 2016 State Student Council Report, attendance at the National Student Conference in Albuquerque, New Mexico in June, and the District 2 Student Council Conference in Great Falls. Ms. Gustafson noted that her school had 100% participation in the ACT test. Ms. Gustafson is excited to have completed her first term on the Board, and is looking forward to wrapping up the school year.

Item 4 GOVERNOR'S OFFICE REPORT 42:37
Dr. Shannon O'Brien

Dr. Shannon O'Brien was conferenced in via phone for her report to the Board. Dr. O'Brien briefly updated the Board on the Governor's work in education and reviewed the 2015 Legislative Session. Dr. O'Brien reviewed bills the Governor supported and signed regarding education including the Bully Free bill, Tribal Language Preservation, STEM Scholarship, funding for Career and Technical Training, and Montana Digital Academy funding. A tuition freeze was also supported and passed for higher education,

as well as funding for research and commercialization for Universities. Dr. O'Brien also discussed the failure to fund Preschool programs, though the \$10 million grant received by the OPI will help. Dual enrollment was also highlighted and Medicaid expansion among others.

Item 6 STATE SUPERINTENDENT'S REPORT 56:00
Deputy State Superintendent Dennis Parman

Mr. Parman updated the Board on the status of the Smarter Balanced Assessment Testing since the April 27th vendor related issues. Mr. Parman updated the Board with averages of test takers and that the testing window does not close until June 7th. The OPI expects at least 82% of students to test in Montana though the number could be as high as 92%. Final numbers will not be available until after the testing window closes. Mr. Parman gave a brief review of the 2015 Legislative process from the OPI perspective and bills affecting OPI and bills they supported in particular how SB 345 will be implemented. Mr. Parman fielded questions from the Board.

❖ **ASSESSMENT COMMITTEE – Paul Andersen (Item 7)**

Item 7 BOARD DISCUSSION OF ARM 10.56.101 – ASSESSMENT 1:17:27
Sharon Carroll

Mr. Andersen and Mr. Parman reviewed for the Board the delays with the Smarter Balanced testing and the “glitches” experienced by the vendor which created problems for schools in the middle of testing. Mr. Andersen then opened up the item to discussion and questions from the Board. Board members discussed how to handle the issue of the violation of the Boards rule (ARM 10.56.101(3)) requiring testing to take place and OPI's decision to let schools opt out of the testing due to testing issues. The Board requested a list of schools that opted out of the testing and a resolution to remedy the situation from the Superintendent upon which the Board will take action in July. The Board also requested a joint statement from the BPE and OPI to be released within one week.

ACTION

PUBLIC COMMENT

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

❖ **MSDB LIAISON - Sharon Carroll (Item 8)**

Item 8 MSDB REPORT 2:13:30
Donna Sorensen

Ms. Sorensen highlighted items on the MSDB report for the Board and happenings around the school since the update given at the March meeting. Dr. Schottle requested more information on staffing and personnel openings.

DISCUSSION

❖ **MACIE LIAISON – Mary Jo Bremner (Item 9)**

Item 9 MACIE REPORT 2:35:30
Norma Bixby

Ms. Bixby gave the MACIE report to the Board. Two MACIE meetings have taken place since the last update to the Board last September. Ms. Bixby gave a brief overview of the makeup of MACIE and current openings on the council. Ms. Bixby then reported on updates to MACIE regarding dual enrollment numbers for tribal students, a request by MACIE for Major Robinson to give an update at their next meeting. MACIE received a report from Ms. Coopersmith on the Equity Plan and provided their input and

No discussion. Motion passed unanimously.

Item 16

RECOMMEND APPROVAL OF THE VARIANCES TO STANDARDS REQUESTS BASED ON THE CONCLUSIONS OF SUPERINTENDENT JUNEAU

Dennis Parman

53:05

Mr. Parman reviewed each of the Variance to Standards requests with the Board and discussed the rule for which each school is requesting the variance. Mr. Parman answered questions from Board members. Mr. Stutz asked if the rule may be changed based upon the number of requests for a particular rule. Mr. Parman answered “yes” it could.

Ms. Erin Williams moved to approve the Variances to Standards Requests Based Upon the Conclusions of Superintendent Juneau. Mr. John Edwards seconded the motion.

Mr. Donovan noted that he attended the Variances to Standards Review Council meeting and was impressed with how thorough they are with the requests.

Motion passed unanimously.

Item 17

RECOMMEND APPROVAL OF THE PUBLICATION OF THE NOTICE OF PUBLIC HEARING TO AMEND ARM TITLE 10, CHAPTER 63

Dennis Parman

1:20:06

Ms. Erin Williams moved to approve the publication of the Notice of Public Hearing to Amend ARM Title 10, Chapter 63. Ms. Darlene Shottle seconded the motion.

No discussion. Motion passed unanimously.

❖ LICENSURE COMMITTEE – John Edwards (Items 18-20)

Item 18

RECOMMEND APPROVAL OF THE PUBLICATION OF THE NOTICE OF PUBLIC HEARING TO AMEND ARM TITLE 10, CHAPTER 57

Shannon Koenig

1:23:33

Ms. Shannon Koenig addressed the Board with the request to approve the Publication of the Notice of Public Hearing on the Amendments to Chapter 57 which the Board reviewed in March and noted four additional amendments since March. Ms. Koenig reviewed the four revisions. The Board members discussed the four new revisions and the fact that CSPAC has not reviewed those new changes. Dr. Schottle has concerns if the changes are not approved for Public Hearing that some individuals could be approved for Class 5 that should not be approved.

Mr. John Edwards moved to deny the approval of the Publication of the Notice of Public Hearing to Amend ARM Title 10, Chapter 57. Ms. Erin Williams seconded the motion.

Board member discussion.

Mr. John Edwards amended the motion to suspend the approval of the approval of the publication of the notice of public hearing to amend ARM title 10 Chapter 57 until CSPAC has had the opportunity to meet and approve the changes. Motion seconded by Ms. Erin Williams.

No discussion. Motion passed unanimously.

Item 19 DISMISSAL OF BPE CASE #2012-03 SUA SPONTE 1:49:43
Rob Stutz

Mr. John Edwards moved to dismiss BPE Case #2012-03. Motion seconded by Mr. Paul Andersen.

No discussion. Motion passed unanimously.

Item 20 CONTINUATION OF BPE CASE #2014-06 1:52:38
Rob Stutz

Mr. John Edwards moved to uphold the recommendation of the Superintendent to deny the educator license in BPE Case #2014-06. Ms. Erin Williams seconded the motion.

Discussion amongst the Board members regarding the Licensure Rules.

Motion passed unanimously.

Session closed for Executive Session at 2:58 PM.

❖ EXECUTIVE COMMITTEE – Sharon Carroll (Items 21-22)

Item 21 EVALUATION OF SUPERINTENDENT OF MONTANA SCHOOL FOR THE
DEAF AND BLIND
Sharon Carroll

The Board concluded Executive Session at 3:48 PM

ACTION

PUBLIC COMMENT

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

Mr. John Edwards moved to renew Superintendent Sorensen's contract for 1 more year. Motion seconded by Dr. Darlene Schottle.

No discussion. Motion passed unanimously.

The Board discussed a salary increase to align with what the state pay plan increase is for \$.50/hour.

Mr. John Edwards moved to increase the salary of the Superintendent to align with the increase in HB 2 for the state pay plan of \$.50/hour effective January 2016. Motion seconded by Ms. Erin Williams.

No discussion. Motion passed unanimously.

The Board closed for Executive session at 3:54 PM.

Item 22

**EVALUATION OF EXECUTIVE DIRECTOR OF THE BOARD OF PUBLIC
EDUCATION
Sharon Carroll**

The Board concluded Executive Session at 4:15 PM.

FUTURE AGENDA ITEMS July 16-17th, 2015

closing session

*Strategic Planning meeting
CSPAC/BPE Joint Meeting
Annual CSPAC Report
MACIE Update
Annual HiSET Update
Special Education report
Assessment Update
Federal Update*

PUBLIC COMMENT

No public comment.

ADJOURN

Mr. John Edwards moved to adjourn the meeting. Motion seconded by Ms. Mary Jo Bremner.

No discussion. Motion passed unanimously.

Meeting adjourned at 4:25 PM.

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FINANCIALS

51010 Board of Public Education

ORG Budget Summary by OBPP Prog, Fund, Subclass

Data Selected for Month/FY: 01 (Jul)/2015 through 12 (Jun)/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 2 | (All) |
| Account Type | E |
| Project | (All) |
| Ledger | (All) |

[Refresh](#)

[Return to Menu](#)

| OBPP Program | Fund | Subclass | Acct Lvl 1 | Org | ORG Budget | Actuals Amt | A Accrual Amt | ORG Bud Balance |
|--------------------------|-------------------------------|--------------------------------------|---------------------------------|--------------------------------|-------------------|-------------------|---------------|-------------------|
| 01 K-12 EDUCATION | | | | | 394,678.00 | 286,929.09 | 0.00 | 107,748.91 |
| | 01100 General Fund | | | | 217,532.00 | 142,347.93 | 0.00 | 75,184.07 |
| | | 235H1 ADMINISTRATION | | | 206,502.00 | 131,382.93 | 0.00 | 75,119.07 |
| | | | 61000 Personal Services | | 173,779.00 | 106,664.09 | 0.00 | 67,114.91 |
| | | | | 1 BOARD OF PUBLIC EDUCATION | 173,779.00 | 106,664.09 | 0.00 | 67,114.91 |
| | | | 62000 Operating Expenses | | 30,941.00 | 24,718.84 | 0.00 | 6,222.16 |
| | | | | 1 BOARD OF PUBLIC EDUCATION | 30,941.00 | 24,718.84 | 0.00 | 6,222.16 |
| | | | 69000 Debt Service | | 1,782.00 | 0.00 | 0.00 | 1,782.00 |
| | | | | 1 BOARD OF PUBLIC EDUCATION | 1,782.00 | 0.00 | 0.00 | 1,782.00 |
| | | 235H2 AUDIT (RST/BIEN) | | | 10,965.00 | 10,965.00 | 0.00 | 0.00 |
| | | | 62000 Operating Expenses | | 10,965.00 | 10,965.00 | 0.00 | 0.00 |
| | | | | 1 BOARD OF PUBLIC EDUCATION | 10,965.00 | 10,965.00 | 0.00 | 0.00 |
| | | 235Z1 WORKERS COMP. REDUCTION | | | 65.00 | 0.00 | 0.00 | 65.00 |
| | | | 61000 Personal Services | | 65.00 | 0.00 | 0.00 | 65.00 |
| | | | | 1 BOARD OF PUBLIC EDUCATION | 65.00 | 0.00 | 0.00 | 65.00 |
| | 02122 Advisory Council | | | | 122,146.00 | 89,581.16 | 0.00 | 32,564.84 |
| | | 235H1 ADMINISTRATION | | | 122,068.00 | 89,581.16 | 0.00 | 32,486.84 |
| | | | 61000 Personal Services | | 122,068.00 | 89,581.16 | 0.00 | 32,486.84 |
| | | | | 30 Advisory Council Program 01 | 122,068.00 | 89,581.16 | 0.00 | 32,486.84 |

| OBPP Program | Fund | Subclass | Acct Lvl 1 | Org | ORG Budget | Actuals Amt | A Accrual Amt | ORG Bud Balance |
|--------------------|----------------|--------------------------------------|---------------------------------|--------------------------------|-------------------|-------------------|---------------|-------------------|
| 01 K-12 EDUCATI | 02122 Advisory | <u>235Z1 WORKERS COMP. REDUCTION</u> | | | 78.00 | 0.00 | 0.00 | 78.00 |
| | | | <u>61000 Personal Services</u> | | 78.00 | 0.00 | 0.00 | 78.00 |
| | | | | 30 Advisory Council Program 01 | 78.00 | 0.00 | 0.00 | 78.00 |
| | | <u>02219 Research Fund</u> | | | 55,000.00 | 55,000.00 | 0.00 | 0.00 |
| | | <u>235H1 ADMINISTRATION</u> | | | 55,000.00 | 55,000.00 | 0.00 | 0.00 |
| | | | <u>62000 Operating Expenses</u> | | 55,000.00 | 55,000.00 | 0.00 | 0.00 |
| | | | | 50 Research Program 01 | 55,000.00 | 55,000.00 | 0.00 | 0.00 |
| Grand Total | | | | | 394,678.00 | 286,929.09 | 0.00 | 107,748.91 |

CALENDARS

May 2015

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------------|--|--|-----------|----------|---|----------|
| Notes: | | | | | 1 | 2 |
| | | | | | Math Symposium - Pete | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | | | | BPE Meeting - Great Falls | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Mother's Day | Digital Academy Conference Call - Pete | Budget meeting w/Nancy Hall - Pete, Kris | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| | | | | | Jobs for America's Graduates Reception - Pete, Sharon | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | | | | |  | |
| 31 | Notes: | | | | | |

June 2014

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------------------|-------------------------------------|--|---|---------------------------------------|--------|----------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 Digital Academy Call - Pete | 9 TLLC Workgroup - Pete School Administrators of Montana "Evening of Excellence" - Pete | 10 | 11 Meeting w/Siri Smilie - Pete | 12 | 13 |
| 14 Father's Day | 15 | 16 | 17 Admin Position Review Meeting - Pete, Kris | 18 | 19 | 20 |
| 21 | 22 | 23 Admin Asst Interviews: 9:00, 10:30, 2:00 - Pete, Kris | 24 Chapter 63 Public Hearing - Pete, Kris Admin Asst Interview - Pete, Kris | 25 | 26 | 27 |
| 28 | 29 | 30 | Notes: | | | |

July 2014

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|-----------------------------------|---------|--|-----------------------------------|--------|---|
| Notes: | | | 1 | 2 | 3 | 4  |
| 5 | 6 Meeting w/Steve Meloy - Pete | 7 | 8 Chapter 57 Public Hearing - Pete | 9 Meeting w/Siri Smilie - Pete | 10 | 11 |
| 12 | 13 CAEP Training - Pete | 14 | 15 CSPAC Meeting Joint BPE/CSPAC Meeting BPE Strategic Planning | 16 BPE Meeting | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

INFORMATION

❖ REPORTS – Sharon Carroll (Items 1-6)

ITEM 1

CHAIRPERSON'S REPORT

Sharon Carroll

ITEM 2

EXECUTIVE DIRECTOR REPORT

Peter Donovan

Meetings Attended by Peter Donovan
05/11/2015 – 07/16/2015

May

- | | |
|--|------------|
| 1. Montana Digital Academy Conference Call | 05/11/2015 |
| 2. Budget Meeting w/Nancy Hall | 05/12/2015 |
| 3. Jobs for America's Graduates Reception | 05/20/2015 |

June

- | | |
|---|---------------|
| 4. Montana Digital Academy Conference Call | 06/08/2015 |
| 5. TLLC Workgroup Meeting | 06/09/2015 |
| 6. School Administrators of Montana Evening of Excellence | 06/09/2015 |
| 7. Meeting w/Siri Smilie, Governor's Ed Policy Advisor | 06/11/2015 |
| 8. Admin Position Review w/State HR | 06/17/2015 |
| 9. Admin Interviews | 06/23,24/2015 |
| 10. Chapter 63 Public Hearing | 06/24/2015 |

July

- | | |
|---|---------------|
| 11. Meeting w/Steve Meloy, MTSBA | 07/06/2015 |
| 12. Chapter 57 Public Hearing | 07/08/2015 |
| 13. Meeting w/Siri Smilie, Governor's Ed Policy Advisor | 07/09/2015 |
| 14. CAEP Training | 07/13,14/2015 |
| 15. CSPAC Meeting | 07/15/2015 |
| 16. Joint BPE/CSPAC Meeting | 07/15/2015 |
| 17. Board Strategic Planning Meeting | 07/15/2015 |
| 18. Board of Public Education Meeting | 07/16/2015 |

ITEM 3

STATE SUPERINTENDENT'S REPORT

**Superintendent of Public Instruction
Denise Juneau**

ITEM 4

COMMISSIONER OF HIGHER EDUCATION
REPORT

Ms. Brandi Foster

ITEM 5
GOVERNOR'S OFFICE REPORT

Siri Smilie

ITEM 6

STUDENT REPRESENTATIVE'S REPORT

Greta Gustafson

DISCUSSION

❖ ASSESSMENT COMMITTEE (Item 7)

Paul Andersen

ITEM 7

SMARTER BALANCED ASSESSMENT UPDATE

Paul Andersen

❖ **MSDB LIAISON – (Item 8)**

Sharon Carroll

MSDB REPORT

Donna Sorensen

MONTANA SCHOOL FOR THE DEAF AND THE BLIND
APPROPRIATIONS - VS - EXPENDITURES
FISCAL YEAR 2015
YEAR TO DATE

FISCAL YEAR 2015

6/24/2015

2015 APPROPRIATIONS:

| | GENERAL FUND | STATE SPECIAL REVENUE | FEDERAL SPECIAL REVENUE | PROPRIETARY | OTHER | TOTAL |
|---------------------------------|--------------|-----------------------|-------------------------|-------------|-------|--------------|
| 1 ADMINISTRATION PROGRAM (01) | 536,196.00 | 2,940.00 | 0.00 | 0.00 | 0.00 | 539,136.00 |
| 2 GENERAL SERVICES PROGRAM (02) | 582,081.00 | 0.00 | 0.00 | 0.00 | 0.00 | 582,081.00 |
| 3 STUDENT SERVICES (03) | 1,526,785.00 | 0.00 | 23,000.00 | 0.00 | 0.00 | 1,549,785.00 |
| 4 EDUCATIONAL (04) | 4,174,747.00 | 260,280.00 | 158,760.00 | 0.00 | 0.00 | 4,593,787.00 |
| ALLOCATED TOTALS: | 6,819,809.00 | 263,220.00 | 181,760.00 | 0.00 | 0.00 | 7,264,789.00 |

YTD EXPENDITURES:

| | | | | | | | |
|---------------------------------|--------------|------------|------------|------|------|--------------|--------|
| 1 ADMINISTRATION PROGRAM (01) | 517,679.96 | 0.00 | 0.00 | 0.00 | 0.00 | 517,679.96 | |
| 2 GENERAL SERVICES PROGRAM (02) | 541,770.43 | 0.00 | 0.00 | 0.00 | 0.00 | 541,770.43 | |
| 3 STUDENT SERVICES (03) | 1,415,613.60 | 0.00 | 19,130.46 | 0.00 | 0.00 | 1,434,744.06 | |
| 4 EDUCATIONAL (04) | 3,904,530.39 | 228,219.60 | 110,000.00 | 0.00 | 0.00 | 4,242,749.99 | |
| TOTAL EXPENDITURE TO DATE: | 6,379,594.38 | 228,219.60 | 129,130.46 | 0.00 | 0.00 | 6,736,944.44 | 92.73% |
| UNSPENT ALLOCATED BUDGET: | 440,214.62 | 35,000.40 | 52,629.54 | 0.00 | 0.00 | 527,844.56 | 7.27% |

APPROPRIATIONS - VS - EXPENDITURES BY ORG

| | GENERAL FUND | STATE SPECIAL REVENUE | FEDERAL SPECIAL REVENUE | PROPRIETARY | OTHER | TOTAL | |
|---------------------------------|--------------|-----------------------|-------------------------|-------------|-------|--------------|--------|
| 1 ADMINISTRATION PROGRAM (01) | 536,196.00 | 2,940.00 | 0.00 | 0.00 | 0.00 | 539,136.00 | |
| EXPENDITURES | 517,679.96 | 0.00 | 0.00 | 0.00 | 0.00 | 517,679.96 | 96.02% |
| UNSPENT ALLOCATED BUDGET: | 18,516.04 | 2,940.00 | 0.00 | 0.00 | 0.00 | 21,456.04 | 3.98% |
| 2 GENERAL SERVICES PROGRAM (02) | 582,081.00 | 0.00 | 0.00 | 0.00 | 0.00 | 582,081.00 | |
| EXPENDITURES | 541,770.43 | 0.00 | 0.00 | 0.00 | 0.00 | 541,770.43 | 93.07% |
| UNSPENT ALLOCATED BUDGET: | 40,310.57 | 0.00 | 0.00 | 0.00 | 0.00 | 40,310.57 | 6.93% |
| 3 STUDENT SERVICES (03) | 1,526,785.00 | 0.00 | 23,000.00 | 0.00 | 0.00 | 1,549,785.00 | |
| EXPENDITURES | 1,415,613.60 | 0.00 | 19,130.46 | 0.00 | 0.00 | 1,434,744.06 | 92.58% |
| UNSPENT ALLOCATED BUDGET: | 111,171.40 | 0.00 | 3,869.54 | 0.00 | 0.00 | 115,040.94 | 7.42% |
| 4 EDUCATIONAL (04) | 4,174,747.00 | 260,280.00 | 158,760.00 | 0.00 | 0.00 | 4,593,787.00 | |
| EXPENDITURES | 3,904,530.39 | 228,219.60 | 110,000.00 | 0.00 | 0.00 | 4,242,749.99 | 92.36% |
| UNSPENT ALLOCATED BUDGET: | 270,216.61 | 32,060.40 | 48,760.00 | 0.00 | 0.00 | 351,037.01 | 7.64% |
| ALLOCATED TOTALS: | 6,819,809.00 | 263,220.00 | 181,760.00 | 0.00 | 0.00 | 7,264,789.00 | |
| TOTAL EXPENDITURE TO DATE: | 6,379,594.38 | 228,219.60 | 129,130.46 | 0.00 | 0.00 | 6,736,944.44 | 92.73% |
| UNSPENT ALLOCATED BUDGET: | 440,214.62 | 35,000.40 | 52,629.54 | 0.00 | 0.00 | 527,844.56 | 7.27% |



EXECUTIVE COMMITTEE – (Item 9)

Sharon Carroll

ITEM 9

SPECIAL EDUCATION REPORT

Frank Podobnik

EXECUTIVE SUMMARY

DATE: JULY 2015

PRESENTATION: Special Education Report

PRESENTER: Frank Podobnik
Division Administrator, Special Education Division
Office of Public Instruction

OVERVIEW: The report provides an overview of the organization of the Special Education Division and the types of activities performed by the four units within the division. This report covers a discussion on the numbers of students with disabilities served by Montana public schools, the various sources of funding for special education services, and concludes with a description of the performance indicators the Office of Special Education Programs in the Department of Education requires the states to address each year. These data are reported for each of the five Comprehensive System of Personnel Development regions.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

**SPECIAL EDUCATION REPORT TO THE
BOARD OF PUBLIC EDUCATION**

July 2015



Denise Juneau

Superintendent

Office of Public Instruction

OPISupt@mt.gov

PO Box 202501, Helena, MT 59620-2501

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Special Education Division

The Special Education Division of the Montana Office of Public Instruction (OPI) provides many services to Montana schools to assist them in providing a quality education to all students. The programs managed through this division are all aligned with Superintendent Juneau's Graduation Matters Montana initiative. The Special Education Division is organized into four work units that provide professional development, funding, data collection and analysis, and general supervision to local school districts. These efforts are supported by an excellent group of administrative assistants that keep the division functioning smoothly. Below is a brief description of the major activities of each unit in the Special Education Division.

School Improvement/Compliance Monitoring Unit

Under the requirements of the Individuals with Disabilities Education Act (IDEA) the OPI must provide general supervision of the special education and related services provided to students with disabilities in Montana. The OPI must ensure that each child with a disability is identified and provided with a Free Appropriate Public Education (FAPE). The OPI's compliance monitoring activities are a major component of the system that is in place to meet the general supervision requirements. The monitoring staff provide technical assistance to school district staff to support them in maintaining compliance with the requirements of the IDEA regulations and Montana rules. When an instance of noncompliance is identified, the monitoring staff work with the school district to correct the noncompliance and to develop procedures that will lead to continued regulatory compliance. The unit staff also provides on-site and phone consultation to local school staff to assist in developing effective programs for children.

Professional Development Unit

The Professional Development Unit is responsible for implementing a number of major training initiatives for the OPI. This unit operates the State Personnel Development Grant programs, as well as programs funded through the IDEA discretionary grant monies. These programs include:

Comprehensive System of Personnel Development (CSPD) – CSPD is a unified personnel development system that ensures quality educational programs and services for all children and youth. The CSPD uses a process that includes preservice, in-service and technical assistance for parents, general education staff, administrators, and other service providers with the end result being better programs and services for all children and youth. This is accomplished by collaborating with all stakeholders, disseminating best practices, and the evaluation of CSPD activities. Montana CSPD is organized through a statewide council and five regional councils.

Montana Behavioral Initiative (MBI) – MBI is a proactive approach to creating behavioral supports and a social culture that establishes social, emotional, and academic success for all students. MBI uses the Response to Intervention model which is a three-tiered system of support and a problem-solving process to assist schools in meeting the needs of and effectively educating all students. The MBI has five key goals: to increase the awareness and understanding of effective schools practices; to increase and improve the use of team processes in educational decision-making and in addressing issues concerning our youth; to support the implementation of best practices procedures in Montana's schools, foster beliefs which hold that all children are valued, and that positive and proactive approaches to problems produce the most satisfying results; to increase awareness regarding the value and use of data-based decision-making in education; and to foster the belief that the education of today's youth is a community responsibility.

Response to Intervention (RTI) – RTI is the practice of providing high-quality instruction to all students based on individual need. The principles that guide RTI implementation in Montana are: effective schools use a team approach to make data-based decisions for individual students to increase student achievement; schools utilize data from universal screenings and ongoing assessment practices to make informed decisions about student needs; strong leadership at the state, district, and school levels is essential to improving teaching and learning; students should be taught all skills necessary for success: academic, social, behavioral, and emotional; schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members; successful schools provide ongoing training for staff; all teachers believe in and are invested in helping all students to be successful; and schools need support and specialized training in order to meet the needs of teachers and students.

Montana Autism Education Project (MAEP) – Helping students with autism learn requires specific skills and knowledge beyond what is acquired through teacher preservice programs or attendance at lectures and workshops. Other agencies in Montana are targeting services specifically to children with autism and are developing or already using training curricula and certification in the area of autism for staff who work with the same children who are being educated in public schools. In the near future, school staff working with children with autism will be expected by parents and nonschool professionals to have specific knowledge in autism-specific educational techniques. The goals of MAEP are: to increase district-level knowledge of how to educate students with autism through interactive video training; on-site technical assistance and peer-to-peer collaboration; to develop sustainable groups across Montana of on-site or regional educators who can educate students with autism and provide assistance to other school districts; and to develop interagency collaboration between the OPI, school districts, Part C agency providers, Department of Public Health and Human Services, Parents Let's Unite for Kids, and Institutes of Higher Education.

School-Based Mental Health – In collaboration with the Health Enhancement Division of the OPI and the Children's Mental Health Bureau at the Department of Public Health and Human Services (DPHHS), the Special Education Division works to address the mental health needs of Montana's children. The activities of this project include providing training to school district staff on the recognition of mental health concerns and intervention and prevention strategies; facilitation of several communities of practice regarding the mental health needs of children in schools; and working with local school districts to develop suicide prevention and response protocols.

Montana Higher Education Consortium – With the assistance of the Technical Assistance for Excellence in Special Education center at the University of Utah, the OPI continues to work with representatives of all Montana teacher education programs to improve preservice instruction. The OPI has always been interested in and encouraged the involvement of Institutions of Higher Education (IHE) in state-coordinated activities such as the State Special Education Advisory Panel, Comprehensive System of Personnel Development Council, State Professional Development Plan, and State Performance Plan. The consortium is an activity under the Montana State CSPD. The OPI has supported the Higher Education Consortium for the past 12 years. One outcome of the consortium is to create a mechanism to foster greater involvement of IHEs in important educational initiatives to ensure there is consistency between the message of the OPI and IHEs regarding future teachers on important educational initiatives.

Traineeships – In partnership with the University of Montana and Montana State University-Billings, the OPI provides support for training programs for special education teachers, speech-

language pathologists, and school psychologists. These programs help defray the costs of training and provide a structure for supervision of students as they complete their training. In addition, students who participate in these programs agree to work in Montana schools for a minimum of two years after licensure.

Data and Accountability Unit

The data and accountability staff oversees the collection, analysis, and reporting of all special education data required for federal and state reporting purposes. The staff provides technical assistance and support to local district staff in the management of student data related to special education.

IDEA Part B Program Unit

The IDEA Part B Program Manager oversees the distribution of state and federal special education funds and ensures accountability for the use of those funds. Each year, the OPI distributes over \$78 million in special education funds to Montana school districts. The program manager reviews and approves the applications for the IDEA funds, determines what expenditures are allowable, and works with other OPI staff to set the special education rates for state appropriations. This unit is also responsible for submitting the Annual Application for Funding under the IDEA and all related grant reporting and fiscal requirements.

Students Served

Special Education Child Count and Student Enrollment

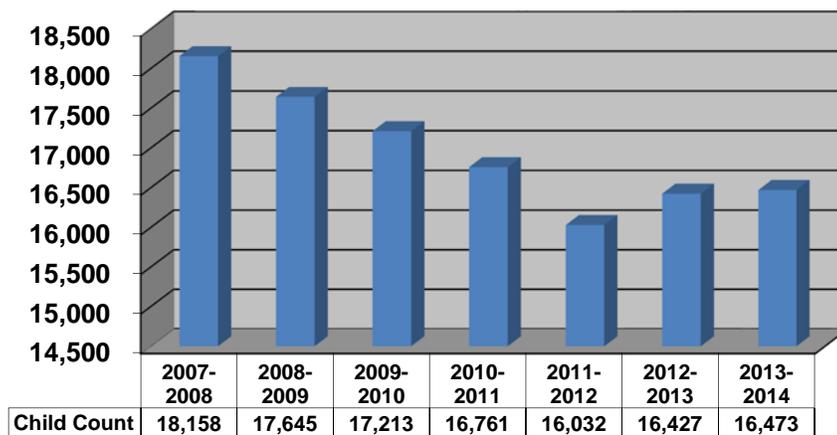
Public schools must make available special education and related services to all students with disabilities beginning at age 3 and continuing until the student is determined to be no longer eligible. Students exit special education by returning to regular education, graduating, or reaching the maximum age of attendance. In most Montana school districts, students may attend through age 18. Services to students ages 19, 20, and 21 are permissive. Several Montana school districts do provide services to students beyond age 19. Eligibility as a student with a disability is a two-part test. To be eligible, a student must meet the criteria for one of the 13 disability categories and demonstrate a need for special education and related services. Students who are eligible for special education receive a wide range of services, including specially designed instruction, transition services, assistive technology, and related services, such as speech-language therapy, interpreting services, occupational therapy, and physical therapy. The student's Individualized Education Program (IEP) team determines the type and amount of services that each student receives.

Students with disabilities that have been parentally placed in a private school, including home-schooled children, are eligible to receive special education and related services, although they are not entitled to a FAPE. The amount and type of services available to private school students are different than for public school students. The determination of the types of services made available to private school students is based on discussions between the local school district and the private school officials. The amount of services available is limited to the funding available under the IDEA proportionate share calculation.

On the first Monday of October each year, the Special Education Child Count is conducted. This is a count of students with disabilities who have a valid IEP and are receiving special education services on that date. The count includes students who are enrolled in public schools, publicly funded schools, residential treatment facilities that contract with the OPI, and students who are in private or home schools and are receiving special education services from a public school under a services plan.

Figure 1.1 below shows the child count trend data from the 2007-2008 school year to present. Note that the child count date changed from the first Monday in December to the first Monday in October during the 2009-2010 school year. This change was necessary to align the child count date with the Annual Data Collection (ADC) enrollment collection. This change improved data validity and reliability.

Figure 1.1 Special Education Child Count Longitudinal Data



The data in Figure 1.1 show a recent upward turn in the overall child count numbers for Montana. Student enrollment for all students show the same type of increase. Figures 1.2 and 1.3 below show the trend data for student enrollment and for the identification rates for students with disabilities.

Figure 1.2 Student Enrollment Data Grades Pre-Kindergarten through 12

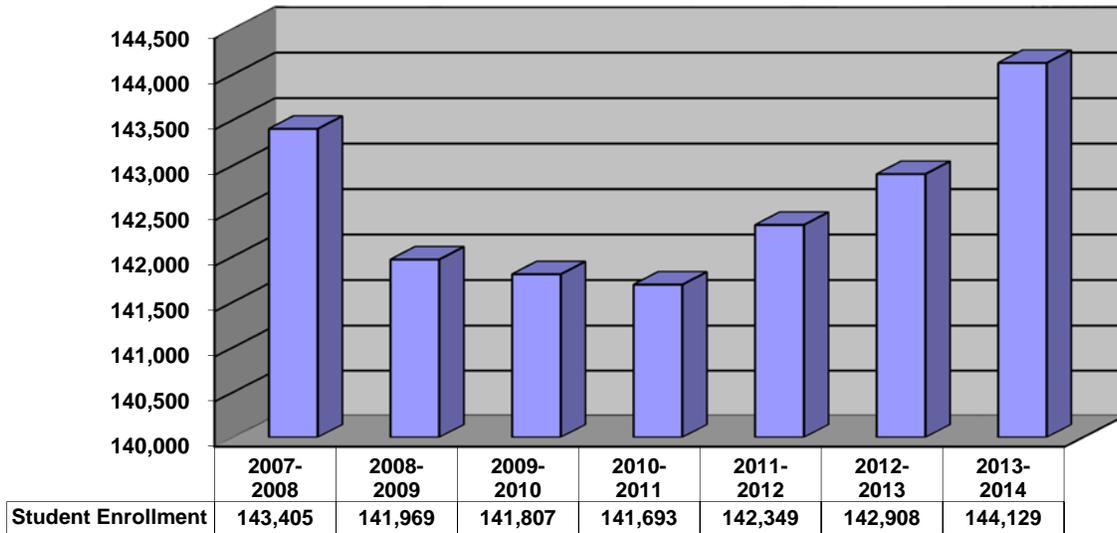
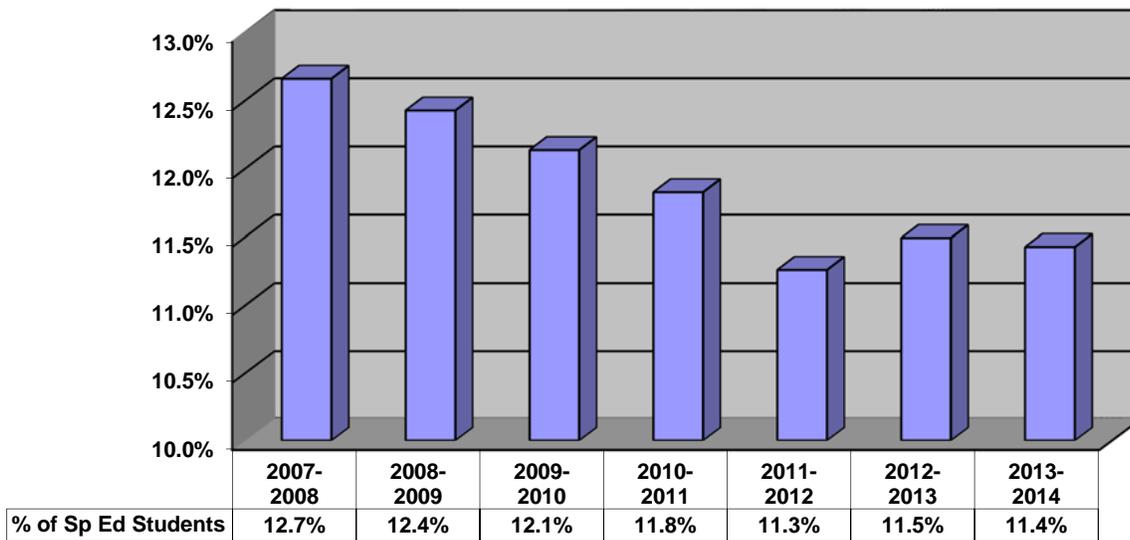


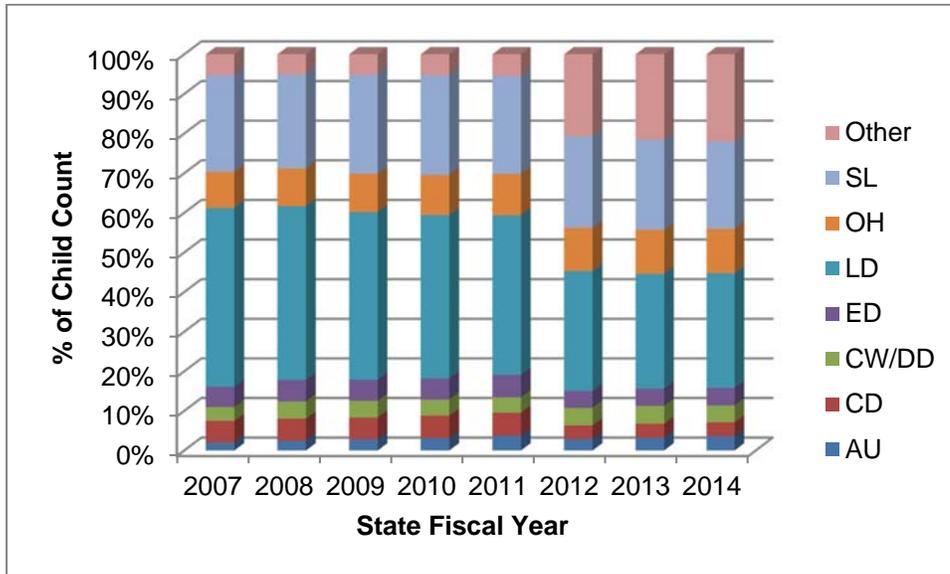
Figure 1.3 Proportion of All Students Enrolled in Public Schools Who are Eligible for Special Education



As the interested reader can see from the figures above, the number of students with disabilities who are eligible for special education and related services in Montana has declined at a faster pace than the overall enrollment. Because of this, the percentage of students with disabilities has declined since the 2007-2008 school year. Many of the educational initiatives the OPI implements have contributed to this decline. The MBI and the RTI programs continue to show large benefits for all students.

Student Identification by Disability

Figure 1.4 Disabilities by Percentage of Total Child Count



The data in Figure 1.4 show the relative proportions of the child count made up by students with various disabilities. The “Other” category includes students with multiple disabilities, hearing impairment, orthopedic impairment, visual impairment, traumatic brain injury, deafness, and deaf-blindness.

Funding

There are three main funding streams for school districts to use in meeting the costs of providing special education and related services to students with disabilities in Montana. Local, state, and federal funds may be used for this purpose. The expenditure of these funds is reported to the OPI using the Trustees' Financial Summary report each year in September. The data from those reports are used to provide the summary information below and to ensure compliance with the fiscal regulations of the IDEA.

Figure 2.1 and Figure 2.2 below show the amounts and relative percentages of the special education expenditures which come from each funding source.

Figure 2.1 Amounts Expended for Special Education by School Year



Figure 2.1 shows the amounts, in dollars, which were expended in each of the last five years (along with the base year of 1989-1990) to cover the costs of providing special education and related services to Montana students. During the 2009-2010 and 2010-2011 school years, an additional amount of funds was made available to schools under the American Recovery and Reinvestment Act (ARRA). This increased the federal share of the expenditures for those two years. The ARRA funds have all been expended and will not be included in future years' expenditures. As can be seen above, the total expenditures for special education during the 2012-2013 school year (state fiscal year 2013) were just above \$126 million. The amount of expenditures of local dollars continues to increase, while the state and federal shares have increased more slowly.

Figure 2.2 Percentages of State, Federal, and Local Funds Used for Special Education

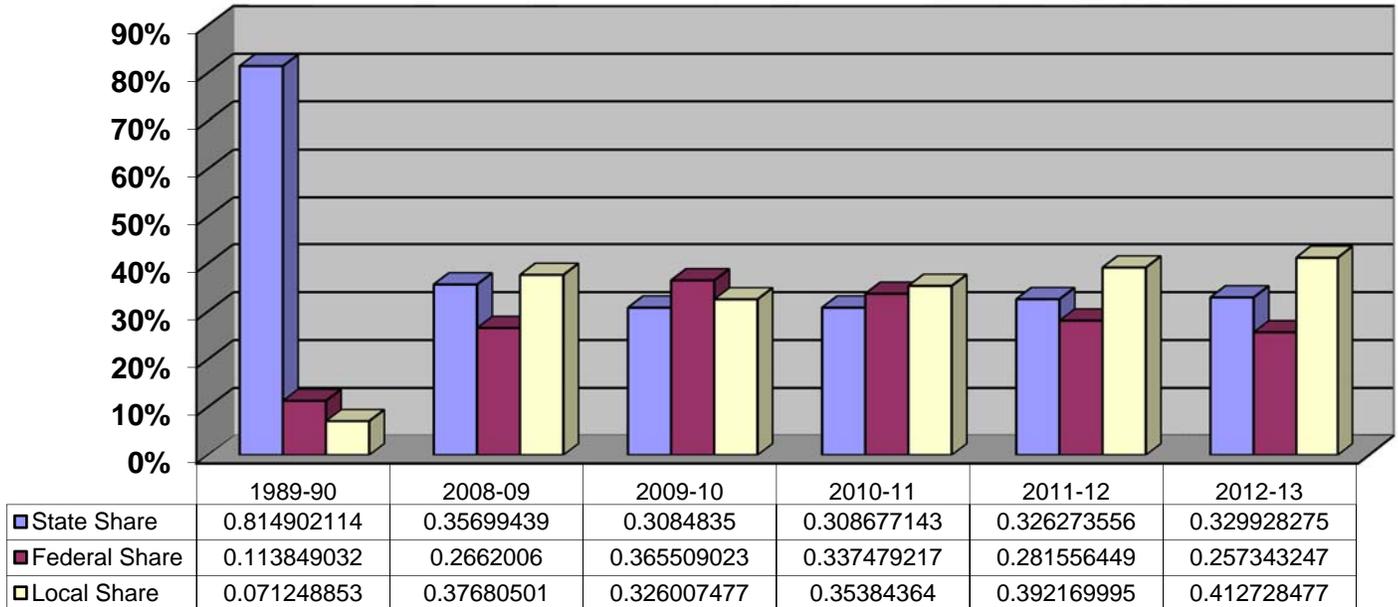


Figure 2.2 shows the relative percentages of the total expenditures that come from each source. As was noted above, the availability of the ARRA IDEA funds during the 2009-2010 and 2010-2011 school years increased the proportion of expenditures attributed to federal sources. Despite that influx of ARRA dollars, the proportion of the expenditures that are from local sources has continued to increase over the years.

Federal Funding Under IDEA

Each year, Montana receives an award of funds from the U.S. Department of Education (ED) under the IDEA Part B (Section 611) and Preschool (Section 619). For the 2012-2013 school year, Montana received a total IDEA allocation of \$37,221,445. Of this amount, \$4,521,136 was set aside for administrative purposes, and \$32,931,220 was distributed to local school districts. The IDEA funds are allocated by school district and distributed to the approximately 70 IDEA Part B projects through the electronic grants management system. School districts that are members of a cooperative or consortium submit one application for funds to the OPI and the funds are then distributed to the cooperative/consortium.

State Special Education Funding

Montana's special education funding structure distributes state appropriations in accordance with 20-9-321, MCA, based on a combination of school enrollment and expenditures. Seventy percent of the appropriation is distributed through the instructional and related services block grants, which are based on enrollment. Twenty-five percent of the funds are distributed through reimbursement for disproportionate costs, which is based on expenditures, and the remaining five percent is distributed to special education cooperatives to cover costs related to travel and administration. Figure 2.3 shows the breakout of state funding by percentage.

Figure 2.3 Percentage of State Special Education Funding by Category

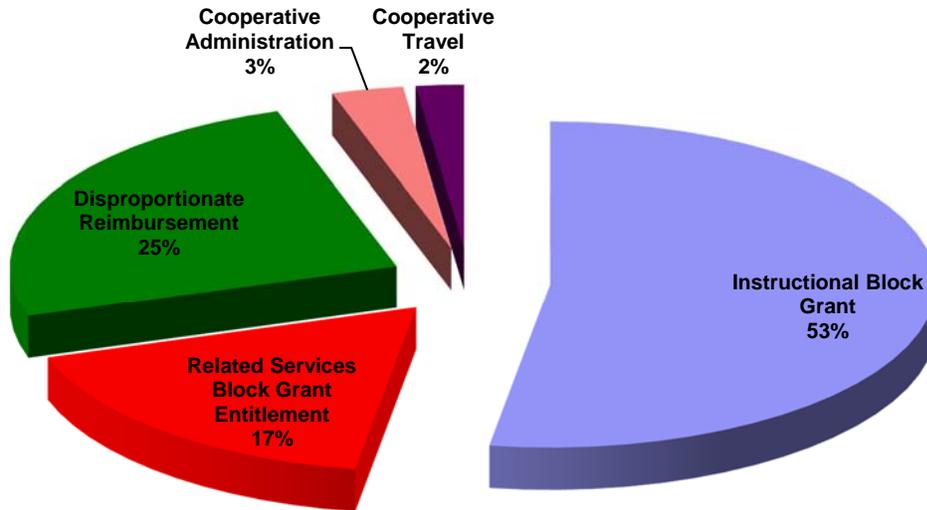


Table 2.1 below shows the projected state entitlements for the 2013-2014 school year in each funding category.

Table 2.1 Preliminary State Entitlement for 2013-2014 School Year

| | |
|--|---------------------|
| Instructional Block Grant | \$22,092,522 |
| Related Services Block Grant Entitlement | \$7,363,195 |
| Disproportionate Reimbursement | \$10,500,948 |
| Cooperative Administration | \$1,260,114 |
| Cooperative Travel | \$840,076 |
| Total | \$42,056,855 |

State Funding Trend Data

Figure 2.4 Instructional Block Grant per Student Allocation

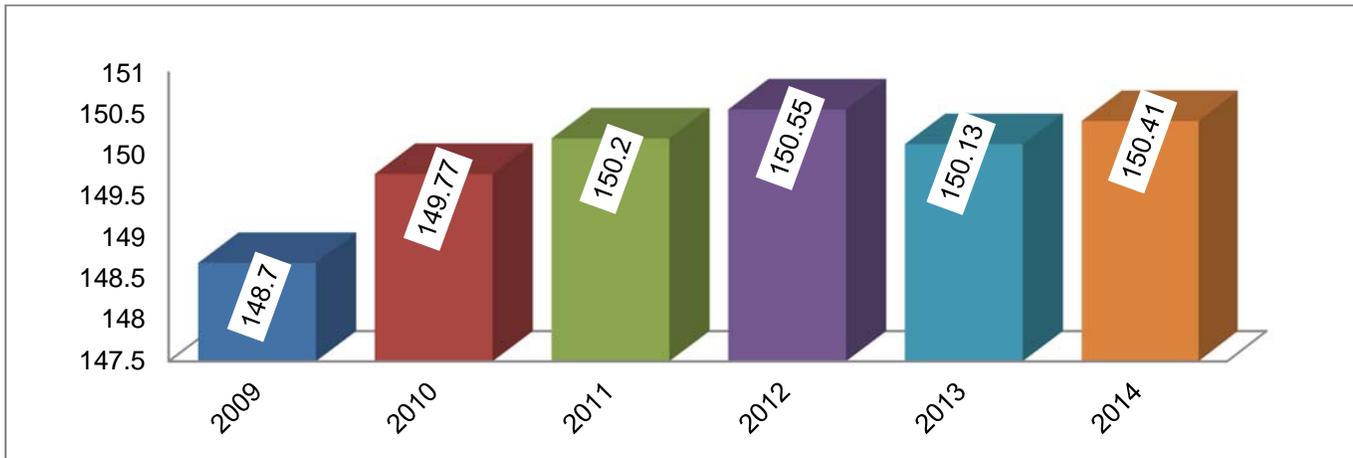


Figure 2.4 shows that the Instructional Block Grant rate has remained fairly stable over the last few fiscal years. This rate is adjusted annually based on the amount of the legislative appropriation and the enrollment figures for the previous year. A small amount of the allocation is set-aside each year to allow for adjustments as enrollments change. For example, as districts have moved from half-day to full-day kindergarten, their enrollment numbers have changed to reflect the longer student day.

Figure 2.5 Related Services Block Grant per Student Allocation

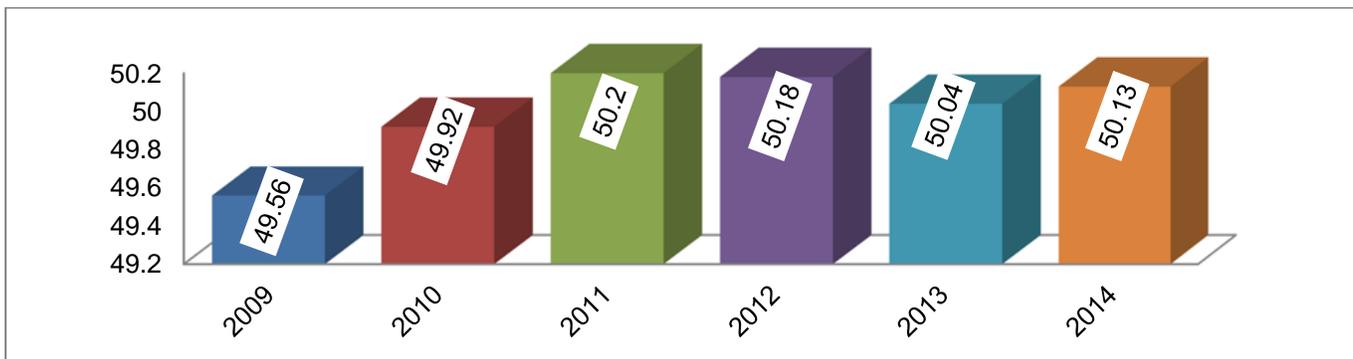


Figure 2.5 also shows a fair amount of stability in the Related Services Block Grant rates over the last few fiscal years.

Reimbursement of Disproportionate Costs

The proportion of the total state appropriation distributed in the form of reimbursement for disproportionate costs is set at 25 percent of the total appropriation for special education costs. Changes in the amounts distributed are a function of changes in the state appropriation.

Figure 2.6 shows the total dollar amount distributed for disproportionate cost reimbursements by year and Figure 2.7 shows the number of school districts receiving those reimbursements.

Figure 2.6 Total Amounts for Disproportionate Cost Reimbursement by Year

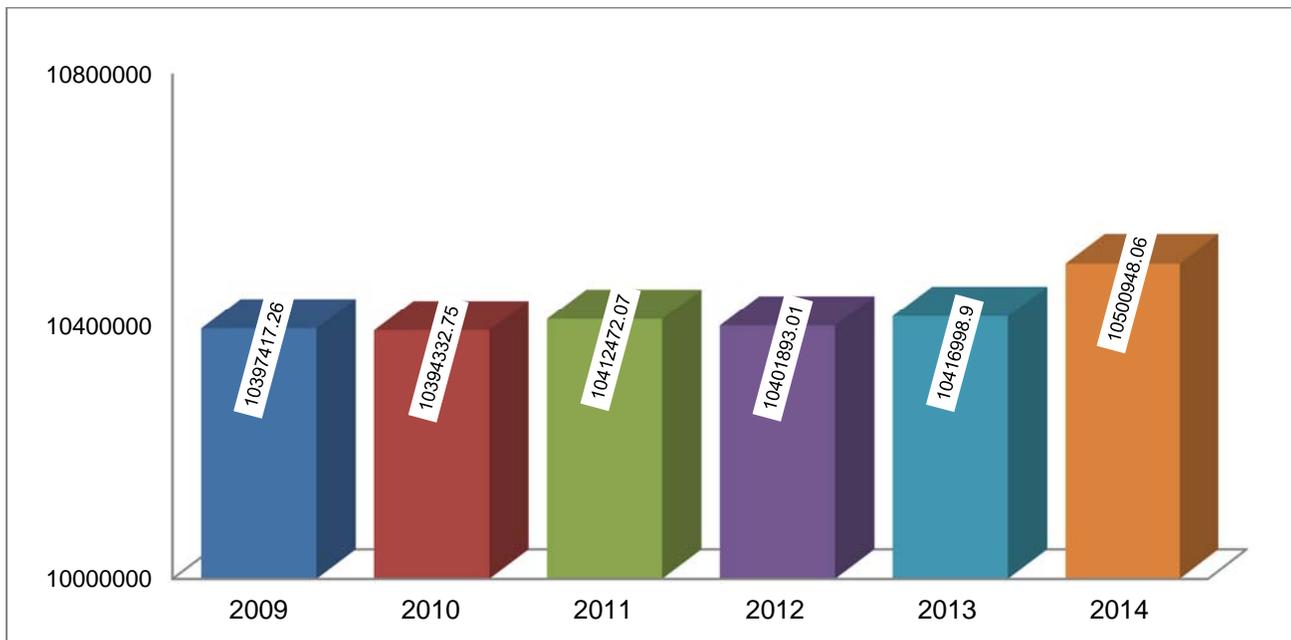
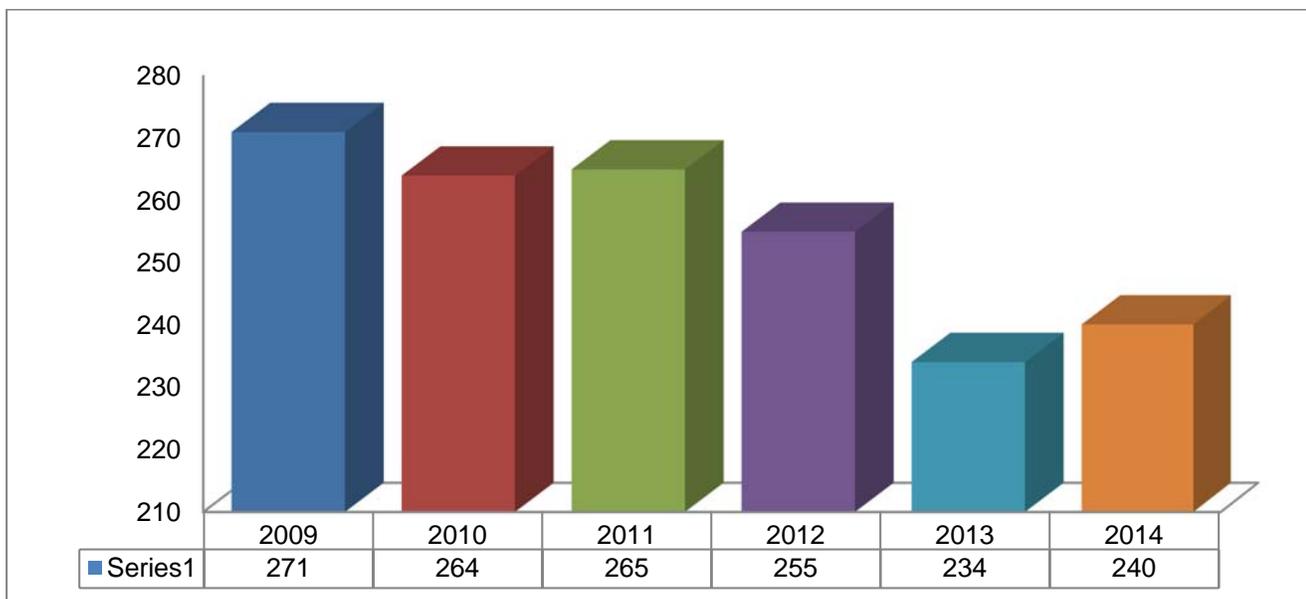


Figure 2.7 Numbers of School Districts Receiving Reimbursement for Disproportionate Costs



As these two figures show, the dollar amount distributed to school districts as disproportionate cost reimbursements has increased over the last few fiscal years, but the number of districts that receive those reimbursements has decreased. As the costs of education as a whole increases, the amount that must be spent to meet the requirements for the disproportionate costs also increases. Fewer districts meet the requirements, but the amounts that are reimbursed have also increased because of the increased costs.

Local Funding

The greatest share of funding for increased costs of special education has come from the local general fund budgets. Local school districts have absorbed the increases in costs of special education by increasing their contribution to over \$52 million in state fiscal year 2013. This amount represented over 41 percent of the total expenditures for special education. The amount of local funds expended has

continued to increase. The need for public school districts to expend local funds to cover the cost of special education presents a significant challenge to districts. However, another dimension of the challenge public schools face when they budget for special education is the relatively unpredictable nature of special education costs, particularly for small districts.

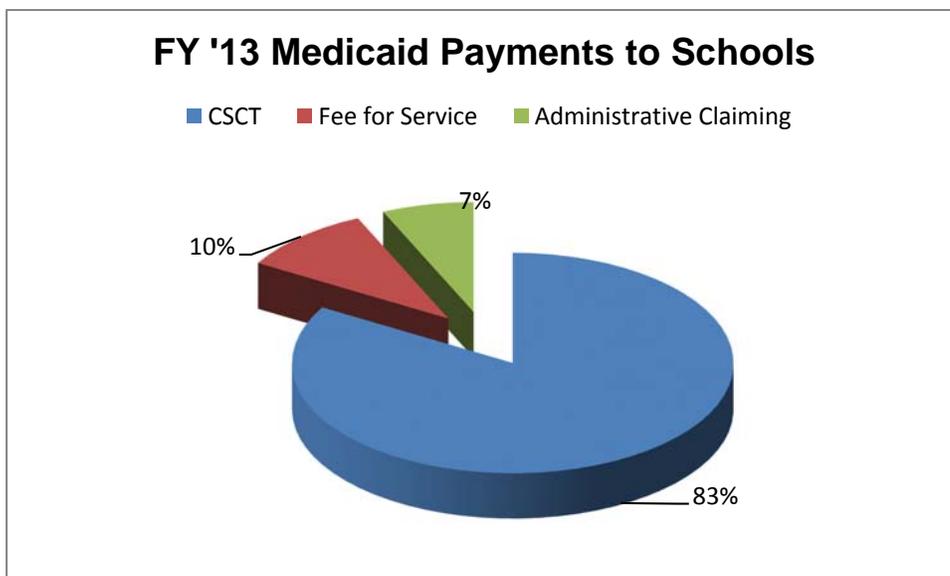
Significant variation in special education expenditures exists between districts of similar size. Furthermore, significant variation in special education expenditures exists from year to year within the same district. The reasons for this variability are many. Differences in salary for personnel, proportion of students identified as eligible for special education, concentrations of group homes in a community, and the costs of serving students with significant educational needs who enroll and later withdrawal are some of the primary factors contributing to the variability.

Medicaid

The OPI and the Health Resources Division of the DPHHS have collaborated for a number of years on projects that have increased reimbursement to districts for certain special education costs. This collaboration has led to an expansion in school-based mental health services that are available to all students, not just students with disabilities. These efforts were intended to expand Medicaid support of certain medical services provided by schools (e.g., school psychology, transportation, personal care attendants), establish a program for administrative claiming, and reinstate a school-based mental health program known as Comprehensive School and Community Treatment (CSCT).

Under this program, school districts are able to claim Medicaid reimbursements for medical services (occupational therapy, personal care services, physical therapy, school psychology services, and speech/language therapy) provided to Medicaid-eligible students under an IEP. School districts are also able to claim reimbursement for CSCT services for any Medicaid-eligible student. The CSCT services are not contingent upon the student being eligible for special education and related services.

Revenue to school districts has increased markedly as a result of the multiagency collaborative. Districts only receive the federal share of the Medicaid payment. A certification of match process is used to pay the state share of the Medicaid payment. Therefore, all increases in revenue to districts have come without any increase in cost to the state's general fund.



Source: DPHHS, Health Resources Division

FY '13 Medicaid Payments to Schools

There are three programs that provide Medicaid reimbursement to districts: 1) fee for service provides reimbursement for special education-related services, such as speech therapy, occupational therapy, and physical therapy (FY 2013 payments to districts totaled \$3,410,494.19); 2) administrative claiming compensates school districts for some of the costs associated with administration of school-based health services, such as helping to identify and assist families in accessing Medicaid services and seeking appropriate providers and care (FY 2013 payments to districts totaled \$2,332,436.93. Although these payments are generated through participation in the Medicaid program, the administrative claiming payments are not considered Medicaid dollars); and 3) CSCT services (FY 2013 payments to districts totaled \$28,876,069). Nearly all Medicaid reimbursements to districts for CSCT services are directly paid under contract to community mental health centers. Districts spend their Medicaid reimbursement from administrative claiming and fee-for-service on a wide variety of educational services. (Source for data on payments: DPHHS, Health Resources Division)

The largest proportion of the Medicaid reimbursements to school districts was for the provision of CSCT services. The CSCT is a comprehensive planned course of treatment provided by community mental health centers in school and community settings. The CSCT services include behavioral intervention, crisis intervention, treatment plan coordination, aftercare coordination, and individual, group, and family therapy. Individualized treatment plans tailored to the needs of each student are developed by licensed mental health professionals in coordination with school staff.

Serious behavioral problems can significantly interfere with a student's education and the education of others. Community mental health centers working in close cooperation with public school districts increase the likelihood that education and mental health programs are better coordinated. Because mental health professionals are present throughout the school day, they are available to intervene and redirect inappropriate behaviors and to teach appropriate behaviors and social skills at each opportunity. This "real-time" intervention in the "natural setting" promises to have a major impact on improving the effectiveness of children's mental health services and the quality of the educational environment for all children.

State Performance Plan/Annual Performance Report

The *Individuals with Disabilities Education Improvement Act of 2004* requires states to submit a State Performance Plan (Part B – SPP) outlining efforts to implement the requirements and purposes of Part B of the Act, and describes how the state will improve such implementation (20 U.S.C. 1416(b)(1)).

The primary focus of the performance plan is based on three key monitoring priorities for the Office of Special Education Programs of the ED:

1. provision of a ***FAPE in the least restrictive environment*** (LRE);
2. the state exercise of ***general supervisory authority***; and
3. ***disproportionate representation*** of racial/ethnic groups in special education and related services.

Within each of the three monitoring priorities, performance indicators established by the U. S. Secretary of Education quantify and prioritize outcome indicators for special education. The state uses these 20 performance indicators to establish measurable and rigorous targets with which to assess performance of both local educational agencies (LEA) and the state over the next six years.

CSPD Regional Performance

Performance data for each CSPD region are provided below. This includes performance indicators the state is required to publicly report. District performance reports can be accessed using the following link: <http://gems.opi.mt.gov/StudentCharacteristics/Pages/SpecialEducationDistrictPerformance.aspx>. Assignment of a specific school district to a CSPD region is based on the counties within the border of the CSPD region.

Indicator 1 – Graduation Rates

The graduation rate for students with disabilities is a status graduation rate in that it utilizes a cohort method to measure the proportion of students who, at some point in time, completed high school. For further information as to the formula used in defining the cohort used in the calculation, please refer to Montana's State Performance Plan at <http://www.opi.mt.gov/Programs/SpecialEd/Index.html>.

The table below provides an evaluation of regional performance status and state performance status related to the state's performance target for graduation rates. These evaluations are based on the 2011-2012 school year.

Table 1.1 Graduation Rates for Students with Disabilities for the 2011-2012 School Year

| | School Leaver Cohort Total | Graduation Count for Special Education | Completion Rate for Special Education | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|----------------------------|--|---------------------------------------|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 110 | 90 | 81.8% | 87.9% | 64.8% | 80.0% | Met |
| CSPD Region II - MNCESR | 185 | 132 | 71.4% | 77.4% | 58.3% | 80.0% | Not Met |
| CSPD Region III - MRESA3 | 262 | 207 | 79.0% | 83.5% | 58.3% | 80.0% | Met |
| CSPD Region IV - RESA4U | 195 | 161 | 82.6% | 87.2% | 65.4% | 80.0% | Met |
| CSPD Region V - WM-CSPD | 329 | 281 | 85.4% | 88.8% | 69.2% | 80.0% | Met |
| State of Montana | 1,081 | 871 | 80.6% | 82.8% | 66.8% | 80.0% | Met |

Indicator 2 – Dropout Rates

As with graduation rates, the data source and measurement for this indicator has recently been revised to align with the ESEA reporting timelines and dropout rate calculation. There is a one-year data lag for this indicator. Therefore, data is for the 2011-2012 school year rather than the 2012-2013 school year.

The special education dropout rate calculation is an event rate (a snapshot of those who drop out in a single year) adapted from the National Center for Education Statistics at the ED. The dropout rate is calculated by dividing the number of special education dropouts, grades seven-12, by the number of students with disabilities, grades seven-12, enrolled in school as of the first Monday in October.

Table 2.1 Montana Dropout Rates for Students with Disabilities by CSPD Region, 2011-2012 School Year

| | Special Education Student Count, Grades 7-12 | Special Education Dropout Count | Dropout Rate for Special Education | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|--|---------------------------------|------------------------------------|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 704 | 24 | 3.4% | 5.0% | 2.3% | 4.7% | Met |
| CSPD Region II - MNCESR | 1,089 | 58 | 5.3% | 6.8% | 4.1% | 4.7% | Met |
| CSPD Region III - MRESA3 | 1,628 | 60 | 3.7% | 4.7% | 2.9% | 4.7% | Met |
| CSPD Region IV - RESA4U | 1,483 | 62 | 4.2% | 5.3% | 3.3% | 4.7% | Met |
| CSPD Region V - WM-CSPD | 2,052 | 56 | 2.7% | 3.5% | 2.1% | 4.7% | Met |
| State of Montana | 6,956 | 260 | 3.7% | 4.2% | 3.3% | 4.7% | Met |

Indicator 3 – Statewide Assessments

Indicator 3A – Meeting Montana’s AYP Objectives for the Disability Subgroup

Adequate yearly progress (AYP) is measured using Montana's required 3rd-8th, and 10th-grade criterion, which referenced reading and math test scores, participation, attendance, and graduation rates. Each school's test scores are divided into 10 student groups based on race/ethnicity, economically disadvantaged, students with disabilities, and limited English proficiency. If any of the 10 student groups does not meet any of six AYP measurements, then the entire school or district is labeled as not meeting the federal AYP requirements. Further information regarding adequate yearly progress can be found on the NCLB Report Card found at: http://www.opi.mt.gov/Reports&Data/Index.html?gpm=1_3.

For purposes of the IDEA – Part B State Performance Plan, states are required to report on the number of districts with a minimum N of 30 for the disability subgroup meeting Montana’s AYP objectives.

Table 3.1 below provides an evaluation of regional and state performance related to the established performance target for school districts meeting the AYP objectives for the disability subgroup. These evaluations are based on the 2012-2013 school year.

Table 3.1 Districts Meeting Montana's AYP Objectives for the Disability Subgroup

| | Number of Districts Meeting Min N for Subgroup | Number of Districts Meeting AYP Objectives | Percent of Districts Meeting AYP Objectives | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|--|--|---|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 8 | 0 | 0.0% | 32.4% | 0.0% | 41.5% | Not Met |
| CSPD Region II - MNCESR | 5 | 0 | 0.0% | 43.4% | 0.0% | 41.5% | Met |
| CSPD Region III - MRESA3 | 10 | 0 | 0.0% | 27.7% | 0.0% | 41.5% | Not Met |
| CSPD Region IV - RESA4U | 12 | 0 | 0.0% | 24.2% | 0.0% | 41.5% | Not Met |
| CSPD Region V - WM-CSPD | 19 | 0 | 0.0% | 16.8% | 0.0% | 41.5% | Not Met |
| State of Montana | 54 | 0 | 0.0% | 6.6% | 0.0% | 41.5% | Not Met |

Indicator 3B – Participation Rates

Participation rates are calculated by dividing the number of special education students who participated in the math assessment plus the number of special education students who participated in the reading assessment by the number of students in special education in all grades assessed times two. This count includes all students with disabilities participating in the regular assessment (CRT), with and without accommodations, and in the alternate assessment (CRT-Alt). Note: The state performance target for participation of students with disabilities in assessments for the state performance plan under IDEA is not the same as used for the AYP determination.

The two tables below provide an evaluation of regional and state performance on Reading (Table 3.2) and Math (Table 3.3). These evaluations are based on the 2012-2013 school year.

Table 3.2 Participation Rates of Students with Disabilities in State Assessments for Reading

| | Number of Students With Disabilities in Grades Assessed | Number of Students With Disabilities Participating in State Assessment | Percent of Students Participating in State Assessment | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|---|--|---|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 783 | 749 | 95.7% | 96.9% | 94.0% | 95.0% | Met |
| CSPD Region II - MNCESR | 1,171 | 1,156 | 98.7% | 99.2% | 97.9% | 95.0% | Met |
| CSPD Region III - MRESA3 | 1,748 | 1,660 | 95.0% | 95.9% | 93.8% | 95.0% | Met |
| CSPD Region IV - RESA4U | 1,724 | 1,611 | 93.4% | 94.5% | 92.2% | 95.0% | Not Met |
| CSPD Region V - WM-CSPD | 2,210 | 2,137 | 96.7% | 97.4% | 95.9% | 95.0% | Met |
| State of Montana | 7,636 | 7,313 | 95.8% | 96.2% | 95.3% | 95.0% | Met |

Table 3.3 Participation Rates of Students with Disabilities in State Assessments for Math

| | Number of Students With Disabilities in Grades Assessed | Number of Students With Disabilities Participating in State Assessment | Percent of Students Participating in State Assessment | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|---|--|---|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 783 | 764 | 97.6% | 98.4% | 96.2% | 95.0% | Met |
| CSPD Region II - MNCESR | 1,171 | 1,156 | 98.7% | 99.2% | 97.9% | 95.0% | Met |
| CSPD Region III - MRESA3 | 1,748 | 1,673 | 95.7% | 96.6% | 94.7% | 95.0% | Met |
| CSPD Region IV - RESA4U | 1,724 | 1,650 | 95.7% | 96.6% | 94.6% | 95.0% | Met |
| CSPD Region V - WM-CSPD | 2,210 | 2,164 | 97.9% | 98.4% | 97.2% | 95.0% | Met |
| State of Montana | 7,636 | 7,407 | 97.0% | 97.4% | 96.6% | 95.0% | Met |

Indicator 3C – Proficiency Rates

Proficiency rates are calculated by dividing the number of special education students scoring proficient or advanced in the math assessment plus the number of special education students scoring proficient or advanced in the reading assessment by the number of students in all grades assessed times two. This count includes all students with disabilities who scored proficient or above in the CRT, with or without accommodations, and in the CRT-Alt.

Table 3.4 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on reading assessments. In order to have met the target for 3C Reading, the proficiency rate for students with disabilities on state assessments must be above the SPP Performance Target of 33.5 percent, within a 95 percent confidence interval given a minimum N of 30. These evaluations are based on the 2012-2013 school year.

Table 3.4 Proficiency Rates of Students with Disabilities on Reading Assessments

| | Number of Students With Disabilities in Grades Assessed | Number of Students With Disabilities Participating in State Assessment | Percent of Students Participating in State Assessment | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|---|--|---|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 741 | 314 | 42.4% | 46.0% | 38.9% | 33.5% | Met |
| CSPD Region II - MNCESR | 1,086 | 439 | 40.4% | 43.4% | 37.5% | 33.5% | Met |
| CSPD Region III - MRESA3 | 1,649 | 769 | 46.6% | 49.0% | 44.2% | 33.5% | Met |
| CSPD Region IV - RESA4U | 1,628 | 861 | 52.9% | 55.3% | 50.5% | 33.5% | Met |
| CSPD Region V - WM-CSPD | 2,076 | 1,130 | 48.9% | 56.6% | 52.3% | 33.5% | Met |
| State of Montana | 7,180 | 3,513 | 54.4% | 50.1% | 47.8% | 33.5% | Met |

Table 3.5 below provides an evaluation of regional and state performance related to the established *performance target* for proficiency rates of students with disabilities on math assessments. In order to have met the target for 3C Math, the proficiency rate for students with disabilities on state assessments must be above the SPP Performance Target of 33.5 percent, within a 95 percent confidence interval given a minimum N of 30. These evaluations are based on the 2012-2013 school year.

Table 3.5 Proficiency Rates of Students with Disabilities on Math Assessments

| | Number of Students With Disabilities in Grades Assessed | Number of Students With Disabilities Participating in State Assessment | Percent of Students Participating in State Assessment | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|---|--|---|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 741 | 169 | 22.8% | 26.0% | 19.9% | 33.5% | Not Met |
| CSPD Region II - MNCESR | 1,086 | 280 | 25.8% | 28.5% | 23.3% | 33.5% | Not Met |
| CSPD Region III - MRESA3 | 1,649 | 391 | 23.7% | 25.8% | 21.7% | 33.5% | Not Met |
| CSPD Region IV - RESA4U | 1,628 | 528 | 32.4% | 34.7% | 30.2% | 33.5% | Met |
| CSPD Region V - WM-CSPD | 2,076 | 679 | 32.7% | 34.8% | 30.7% | 33.5% | Met |
| State of Montana | 8,153 | 2,047 | 28.5% | 31.9% | 27.5% | 33.5% | Not Met |

Indicator 4A – Suspension and Expulsion Rates

The OPI compares the long-term suspension and expulsion rates for students with disabilities to the long-term suspension and expulsion rates for nondisabled students in order to determine if there is a *significant discrepancy* occurring with respect to long-term suspension and expulsion rates for students with disabilities.

Long-term Suspension or Expulsion Definition

A suspension or expulsion that results in removal of a student out of school for greater than 10 school days or a student with multiple short-term (10 school days or less) out-of-school suspensions or expulsions that sum to greater than 10 school days during the school year.

Significant Discrepancy Definition

An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

Table 4.1 below provides an evaluation of regional and state performance related to the state’s established performance target for the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities. In order to have met the target, the percent of districts identified must be at 0 percent, given a minimum N of 10, as this is a compliance indicator. These evaluations are based on the 2011-2012 school year. Because of the ED’s reporting requirements in the annual performance report, the data for Indicator 4 will be one year behind.

Table 4. 1 State and CSPD/RSA Region Performance on Long-Term Suspension and Expulsion Rates

| | Number of LEAs | Number of LEAs identified with significant discrepancy | Percent of LEAs identified with significant discrepancy | SPP Performance Target | SPP Performance Status |
|--------------------------|----------------|--|---|------------------------|------------------------|
| CSPD Region I - PESA | 83 | 0 | 0.0% | 0.0% | Met |
| CSPD Region II - MNCESR | 78 | 0 | 0.0% | 0.0% | Met |
| CSPD Region III - MRESA3 | 88 | 0 | 0.0% | 0.0% | Met |
| CSPD Region IV - RESA4U | 88 | 0 | 0.0% | 0.0% | Met |
| CSPD Region V - WM-CSPD | 78 | 0 | 0.0% | 0.0% | Met |
| State of Montana | 415 | 0 | 0.0% | 0.0% | Met |

Table 4.2 below provides a comparison between the long-term suspension and expulsion rates of students with disabilities and the rates of students without disabilities used in the calculation of significant discrepancy.

Table 4.2 Long-Term Suspension and Expulsion Rates for the 2011-2012 School Year

| | Special Education Child Count | Number of Special Education Students with Long-Term Suspension or Expulsion | Special Education Long-term Suspension or Expulsion Rates | General Education Enrollment | Number of Regular Education Students with Long-term Suspension or Expulsion | Regular Education Long-Term Suspension and Expulsion Rates |
|--------------------------|-------------------------------|---|---|------------------------------|---|--|
| CSPD Region I - PESA | 1,667 | 10 | 0.6% | 11,255 | 31 | 0.3% |
| CSPD Region II - MNCESR | 2,404 | 20 | 0.8% | 1,9703 | 128 | 0.7% |
| CSPD Region III - MRESA3 | 3,482 | 9 | 0.3% | 27,232 | 36 | 0.1% |
| CSPD Region IV - RESA4U | 3,332 | 11 | 0.3% | 3,0347 | 41 | 0.1% |
| CSPD Region V - WM-CSPD | 4,575 | 19 | 0.4% | 3,6370 | 75 | 0.2% |
| State of Montana | 15,460 | 69 | 0.4% | 12,4907 | 311 | 0.2% |

Indicator 4B – Suspension/Expulsion Rates by Race/Ethnicity

Table 4.3 below provides an evaluation of regional and state performance related to the percent of districts identified as having a significant discrepancy in the long-term suspension and expulsion rates of students with disabilities by race and ethnicity categories. In order to have met the target, the percent of districts identified must be at 0 percent, given a minimum N of 10, as this is a compliance indicator. These evaluations are based on the 2011-2012 school year.

Table 4. 3 Long-Term Suspension or Expulsion Data by Race/Ethnicity

| | | Number of LEAs | Number of LEAs identified with significant discrepancy | Percent of LEAs Identified with Significant discrepancy |
|--------------------------|-------------------------------------|----------------|--|---|
| CSPD Region I - PESA | American Indian/Alaskan Native | 83 | 0 | 0.0% |
| | Asian | 83 | 0 | 0.0% |
| | Black or African American | 83 | 0 | 0.0% |
| | Hispanic or Latino | 83 | 0 | 0.0% |
| | Native Hawaiian or Pacific islander | 83 | 0 | 0.0% |
| | White, Non-Hispanic | 83 | 0 | 0.0% |
| | Multi-Racial | 83 | 0 | 0.0% |
| CSPD Region II - MNCESR | American Indian/Alaskan Native | 78 | 0 | 0.0% |
| | Asian | 78 | 0 | 0.0% |
| | Black or African American | 78 | 0 | 0.0% |
| | Hispanic or Latino | 78 | 0 | 0.0% |
| | Native Hawaiian or Pacific islander | 78 | 0 | 0.0% |
| | White, Non-Hispanic | 78 | 0 | 0.0% |
| | Multi-Racial | 78 | 0 | 0.0% |
| CSPD Region III - MRESA3 | American Indian/Alaskan Native | 88 | 0 | 0.0% |
| | Asian | 88 | 0 | 0.0% |
| | Black or African American | 88 | 0 | 0.0% |
| | Hispanic or Latino | 88 | 0 | 0.0% |
| | Native Hawaiian or Pacific islander | 88 | 0 | 0.0% |

| | | | | |
|-------------------------|-------------------------------------|------------|----------|-------------|
| | White, Non-Hispanic | 88 | 0 | 0.0% |
| | Multi-Racial | 88 | 0 | 0.0% |
| CSPD Region IV - RESA4U | American Indian/Alaskan Native | 88 | 0 | 0.0% |
| | Asian | 88 | 0 | 0.0% |
| | Black or African American | 88 | 0 | 0.0% |
| | Hispanic or Latino | 88 | 0 | 0.0% |
| | Native Hawaiian or Pacific islander | 88 | 0 | 0.0% |
| | White, Non-Hispanic | 88 | 0 | 0.0% |
| | Multi-Racial | 88 | 0 | 0.0% |
| CSPD Region V - WM-CSPD | American Indian/Alaskan Native | 78 | 0 | 0.0% |
| | Asian | 78 | 0 | 0.0% |
| | Black or African American | 78 | 0 | 0.0% |
| | Hispanic or Latino | 78 | 0 | 0.0% |
| | Native Hawaiian or Pacific islander | 78 | 0 | 0.0% |
| | White, Non-Hispanic | 78 | 0 | 0.0% |
| | Multi-Racial | 78 | 0 | 0.0% |
| State of Montana | American Indian/Alaskan Native | 415 | 0 | 0.0% |
| | Asian | 415 | 0 | 0.0% |
| | Black or African American | 415 | 0 | 0.0% |
| | Hispanic or Latino | 415 | 0 | 0.0% |
| | Native Hawaiian or Pacific islander | 415 | 0 | 0.0% |
| | White, Non-Hispanic | 415 | 0 | 0.0% |
| | Multi-Racial | 415 | 0 | 0.0% |

Indicator 5 – Education Environment

The educational placement count of students with disabilities, ages 6-21, is part of the larger child count data collection that is conducted on the first Monday of October each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 6-21, for the following educational placement categories:

- 5A - Regular Class: Removed from regular class less than 21 percent of the day.
- 5B - Full-time Special Education: Removed from regular class greater than 60 percent of the day.
- 5C - Combined Separate Facilities: A roll-up of public/private separate schools, residential placements, and home or hospital settings.

The three tables below provide an evaluation of regional and state performance related to the state's performance targets for the educational placement of students with disabilities. These evaluations are based on the 2012-2013 school year.

Table 5.1 Performance on Indicator 5A for the State and CSPD/RSA Regions

| | Special Education Setting Count | Students with Disabilities Total count | Education Environment Rate | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|---------------------------------|--|----------------------------|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 1,581 | 780 | 49.3% | 51.8% | 46.9% | 52.0% | Not Met |
| CSPD Region II - MNCESR | 2,249 | 1,037 | 46.1% | 48.2% | 44.1% | 52.0% | Not Met |
| CSPD Region III - MRESA3 | 3,330 | 1,224 | 36.8% | 38.4% | 35.1% | 52.0% | Not Met |
| CSPD Region IV - RESA4U | 3,245 | 1,751 | 54.0% | 55.7% | 52.2% | 52.0% | Met |
| CSPD Region V - WM-CSPD | 4,348 | 2,180 | 50.1% | 51.6% | 48.7% | 52.0% | Not Met |
| State of Montana | 14,753 | 6,972 | 47.5% | 48.0% | 46.5% | 52.0% | Not Met |

Table 5.2 State and CSPD/RSA Region Performance Status for Indicator 5B

| | Special Education Setting Count | Students with Disabilities Total count | Education Environment Rate | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|---------------------------------|--|----------------------------|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 1,581 | 197 | 12.5% | 14.2% | 10.9% | 11.0% | Met |
| CSPD Region II - MNCESR | 2,249 | 294 | 13.1% | 14.5% | 11.7% | 11.0% | Not Met |
| CSPD Region III - MRESA3 | 3,330 | 605 | 18.2% | 19.5% | 16.9% | 11.0% | Not Met |
| CSPD Region IV - RESA4U | 3,245 | 326 | 10.0% | 11.1% | 9.1% | 11.0% | Met |
| CSPD Region V - WM-CSPD | 4,348 | 511 | 11.8% | 12.7% | 10.8% | 11.0% | Met |
| State of Montana | 14,753 | 1,933 | 13.1% | 13.6% | 12.6% | 11.0% | Not Met |

Table 5.3 State and CSPD/RSA Region Performance Status for Indicator 5C

| | Special Education Setting Count | Students with Disabilities Total count | Education Environment Rate | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|---------------------------------|--|----------------------------|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 1,581 | 3 | 0.2% | 0.5% | 0.1% | 1.5% | Met |
| CSPD Region II - MNCESR | 2,249 | 41 | 1.8% | 2.4% | 1.4% | 1.5% | Met |
| CSPD Region III - MRESA3 | 3,330 | 39 | 1.2% | 1.6% | 0.9% | 1.5% | Met |
| CSPD Region IV - RESA4U | 3,245 | 93 | 2.9% | 3.5% | 2.4% | 1.5% | Not Met |
| CSPD Region V - WM-CSPD | 4,348 | 38 | 0.9% | 1.5% | 0.7% | 1.5% | Met |
| State of Montana | 14,753 | 214 | 1.5% | 1.1% | 1.5% | 1.5% | Met |

Indicator 6 – Preschool Settings

The educational placement count of students with disabilities, ages 3-5, is part of the larger child count data collection that is conducted on the first Monday of October each year. The IDEA Part B State Performance Plan requires that we report annually on the percent of students with disabilities, ages 3-5, for the following educational placement categories:

- 6A: Regular Early Childhood Program: Served in the regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.
- 6B: Served in Separate Facilities: A roll-up of separate special education class, separate school or residential facility.

The two tables below provide an evaluation of regional and state performance related to the state's performance targets for the educational placement of students with disabilities. These evaluations are based on the 2012-2013 school year.

Table 6.1 State and CSPD/RSA Region Baseline Data for Indicator 6A

| | Special Education Setting Count | Students with Disabilities Total count | Education Environment Rate | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|---------------------------------|--|----------------------------|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 177 | 72 | 40.7% | 48.0% | 33.7% | 45.0% | Met |
| CSPD Region II - MNCESR | 309 | 137 | 44.3% | 49.9% | 38.9% | 45.0% | Met |
| CSPD Region III - MRESA3 | 365 | 129 | 35.3% | 40.4% | 30.6% | 45.0% | Not Met |
| CSPD Region IV - RESA4U | 390 | 148 | 37.9% | 42.9% | 33.3% | 45.0% | Not Met |
| CSPD Region V - WM-CSPD | 456 | 177 | 38.8% | 43.4% | 34.5% | 45.0% | Not Met |
| State of Montana | 1,697 | 663 | 39.1% | 41.4% | 36.8% | 45.0% | Not Met |

Table 6.2 State and CSPD/RSA Region Baseline Data for Indicator 6B

| | Special Education Setting Count | Students with Disabilities Total count | Education Environment Rate | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|---------------------------------|--|----------------------------|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 177 | 20 | 11.3% | 16.8% | 7.4% | 27.6% | Not Met |
| CSPD Region II - MNCESR | 309 | 62 | 20.1% | 24.9% | 16.0% | 27.6% | Not Met |
| CSPD Region III - MRESA3 | 365 | 154 | 42.2% | 47.3% | 37.2% | 27.6% | Met |
| CSPD Region IV - RESA4U | 390 | 115 | 29.5% | 34.2% | 25.2% | 27.6% | Met |
| CSPD Region V - WM-CSPD | 456 | 180 | 39.5% | 44.0% | 35.1% | 27.6% | Met |
| State of Montana | 1,697 | 531 | 31.3% | 33.5% | 29.1% | 27.6% | Met |

Indicator 7 – Preschool Outcomes

This Indicator is designed to follow a preschool student (a student who is aged 3 or 4 or 5) longitudinally while the student is participating in a preschool program. For reporting in the state performance plan and subsequent annual performance reports, there are two sets of data that the OPI will collect each year:

1. Entry-level data for preschool students with disabilities reported for the first time on child count (initial IEP).
2. Exit-level and progress data for preschool students with disabilities who have reported entry-level data six months prior to exiting.

Indicator 7A – Positive Social-Emotional Skills (including social relationships)

The positive social-emotional skills outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes concepts and behaviors such as attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

Table 7.1 below presents the data for preschool children exiting the program during the 2012-2013 school year, and is presented as two summary statements for Indicator 7A.

Table 7.1 Positive Social-Emotional Skills for Children Exiting in the 2012-2013 School Year

Indicator 7A.1 Of those children who entered the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

| | Total Number of Children | Number of Children | Percent of Children | Confidence Interval - Upper Limit | Confidence Interval - Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|--------------------------|--------------------|---------------------|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 15 | 12 | 80.0% | 93.0% | 54.8% | 65.0% | Met |
| CSPD Region II - MNCESR | 37 | 25 | 67.6% | 80.4% | 51.5% | 65.0% | Met |
| CSPD Region III - MRESA3 | 33 | 24 | 72.7% | 84.9% | 55.8% | 65.0% | Met |
| CSPD Region IV - RESA4U | 51 | 38 | 74.5% | 84.5% | 61.1% | 65.0% | Met |
| CSPD Region V - WM-CSPD | 46 | 40 | 87.0% | 93.9% | 74.3% | 65.0% | Met |
| State of Montana | 182 | 139 | 76.4% | 82.0% | 69.7% | 65.0% | Met |

Indicator 7A.2 The percent of children who were functioning with the age expectations by the time they turned 6 years of age or exited the program

| | Total Number of Children | Number of Children | Percent of Children | Confidence Interval - Upper Limit | Confidence Interval - Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|--------------------------|--------------------|---------------------|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 27 | 21 | 77.8% | 89.4% | 59.2% | 63.0% | Met |
| CSPD Region II - MNCESR | 81 | 63 | 77.8% | 85.5% | 67.6% | 63.0% | Met |
| CSPD Region III - MRESA3 | 69 | 50 | 72.5% | 81.6% | 61.0% | 63.0% | Met |
| CSPD Region IV - RESA4U | 77 | 55 | 71.4% | 80.3% | 60.5% | 63.0% | Met |
| CSPD Region V - WM-CSPD | 101 | 77 | 76.2% | 83.5% | 67.1% | 63.0% | Met |
| State of Montana | 355 | 266 | 74.9% | 79.2% | 70.2% | 63.0% | Met |

Indicator 7B – Acquisition and Use of Knowledge and Skills

The knowledge and skills acquired in the early childhood years, such as those related to communication, pre-literacy and pre-numeracy, provide the foundation for success in kindergarten and the early school years. This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

Table 7.2 below presents the data for preschool children exiting the program during the 2012-2013 school year, and is presented as two summary statements for Indicator 7B.

Table 7.2 Acquisition and Use of Knowledge and Skills

Indicator 7B.1 Of those children who entered the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

| | Total Number of Children | Number of Children | Percent of Children | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|--------------------------|--------------------|---------------------|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 27 | 21 | 77.8% | 89.4% | 59.2% | 736.0% | Met |
| CSPD Region II - MNCESR | 76 | 63 | 82.9% | 89.7% | 72.9% | 73.0% | Met |
| CSPD Region III - MRESA3 | 66 | 54 | 81.8% | 89.3% | 70.9% | 73.0% | Met |
| CSPD Region IV - RESA4U | 64 | 49 | 76.6% | 85.3% | 64.9% | 73.0% | Met |
| CSPD Region V - WM-CSPD | 88 | 71 | 80.7% | 87.6% | 71.2% | 73.0% | Met |
| State of Montana | 321 | 258 | 80.4% | 84.3% | 75.7% | 73.0% | Met |

Indicator 7B.2 The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program

| | Total Number of Children | Number of Children | Percent of Children | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|-------------------------|--------------------------|--------------------|---------------------|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 28 | 19 | 67.9% | 82.1% | 44.0% | 35.0% | Met |
| CSPD Region II - MNCESR | 80 | 55 | 68.8% | 77.9% | 57.9% | 35.0% | Met |
| CSPD Region III -MRESA3 | 69 | 39 | 56.5% | 67.6% | 44.8% | 35.0% | Met |
| CSPD Region IV - RESA4U | 78 | 42 | 53.8% | 64.5% | 42.9% | 35.0% | Met |
| CSPD Region V - WM-CSPD | 102 | 51 | 50.0% | 59.5% | 40.5% | 35.0% | Met |
| State of Montana | 357 | 206 | 57.7% | 62.7% | 52.5% | 35.0% | Met |

Indicator 7C- Use of Appropriate Behaviors to Meet Their Needs

The use of appropriate behaviors to meet their needs outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in older children, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of one’s self in areas like dressing, feeding, grooming, and toileting; and acting in socially appropriate ways to get what one wants.

Table 7.3 below presents the data for preschool children exiting the program during the 2012-2013 school year, and is presented as two Summary Statements for Indicator 7C.

Table 7.3 Use of Appropriate Behaviors to Meet Their Needs

Indicator 7C.1 Of those children who entered the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the preschool program.

| | Total Number of Children | Number of Children | Percent of Children | Confidence Interval - Upper Limit | Confidence Interval - Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|--------------------------|--------------------|---------------------|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 14 | 11 | 78.6% | 92.4% | 52.4% | 62.0% | Met |
| CSPD Region II - MNCESR | 36 | 26 | 72.2% | 84.2% | 56.0% | 62.0% | Met |
| CSPD Region III - MRESA3 | 36 | 26 | 72.2% | 84.2% | 56.0% | 62.0% | Met |
| CSPD Region IV - RESA4U | 42 | 32 | 76.2% | 86.5% | 61.5% | 62.0% | Met |
| CSPD Region V - WM-CSPD | 46 | 36 | 78.3% | 87.7% | 64.4% | 62.0% | Met |
| State of Montana | 174 | 131 | 75.3% | 81.1% | 68.4% | 62.0% | Met |

Indicator 7C.2 The percent of children who were functioning within age expectations by the time they turned 6 years of age or exited the preschool program

| | | | | | | | |
|--------------------------|------------|------------|--------------|--------------|--------------|--------------|------------|
| CSPD Region I - PESA | 28 | 21 | 75.0% | 87.3% | 56.6% | 67.0% | Met |
| CSPD Region II - MNCESR | 80 | 63 | 78.8% | 86.3% | 68.6% | 67.0% | Met |
| CSPD Region III - MRESA3 | 69 | 47 | 68.1% | 77.9% | 56.4% | 67.0% | Met |
| CSPD Region IV - RESA4U | 77 | 58 | 75.3% | 83.6% | 64.6% | 67.0% | Met |
| CSPD Region V - WM-CSPD | 102 | 79 | 77.5% | 84.5% | 68.4% | 67.0% | Met |
| State of Montana | 356 | 268 | 75.3% | 79.5% | 70.5% | 67.0% | Met |

Indicator 8 – Parent Involvement

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, district performance for this indicator is only reported for districts monitored in the year in which data is being reported.

To report on this indicator, each of the survey respondents received a percent of maximum score based on their responses to the 26 items on the survey. A parent who has a percent of maximum score of 60 percent or above is identified as one who, on average, agrees with each item. As such, the family member is agreeing that the school facilitated their involvement.

The parent involvement rate is calculated by dividing the number of respondent parents who report the school facilitated parent involvement as a means of improving services and results for children with disabilities by the total number of respondent parents of children with disabilities.

The table below provides an evaluation of regional and state performance related to the state's performance targets for the educational placement of students with disabilities. These evaluations are based on the 2012-2013 school year.

Table 8.1 Results of Parental Involvement Survey for the 2012-2013 School Year

| | Total Number of Parent Respondents | Number who reported school facilitated their involvement | Percent who reported school Facilitated their involvement | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|------------------------------------|--|---|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 26 | 14 | 53.8% | 71.2% | 35.5% | 68.0% | Met |
| CSPD Region II - MNCESR | 38 | 30 | 78.9% | 88.9% | 63.7% | 68.0% | Met |
| CSPD Region III - MRESA3 | 37 | 25 | 67.6% | 80.4% | 51.5% | 68.0% | Met |
| CSPD Region IV - RESA4U | 177 | 122 | 68.9% | 75.3% | 61.8% | 68.0% | NA |
| CSPD Region V - WM-CSPD | 181 | 128 | 70.7% | 76.9% | 63.7% | 68.0% | Met |
| State of Montana | 459 | 319 | 69.5% | 73.5% | 65.1% | 68.0% | Met |

Indicator 9 – Disproportionate Representation

This indicator evaluates disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Measurement for this indicator, as reported in the annual performance report, is the percent of districts identified as having a disproportionate representation due to inappropriate identification practices. This is a compliance indicator meaning that the target for each year of the state performance plan will be 0 percent of districts have been identified as having disproportionate representation due to inappropriate identification procedures.

Definition of Disproportionate Representation

An LEA is determined to have *disproportionate representation* (under or over) if, given a minimum N of 10 and within a 99 percent confidence interval, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education and related services compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education and related services in that LEA.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

Table 9.1 below provides an evaluation of region and state performance related to the established performance target for the percent of districts identified as having a disproportionate representation due to inappropriate identification procedures. This evaluation is based on data from the 2012-2013 school year.

Table 9.1 District Review of Disproportionate Representation by CSPD Region

| | Number of School Districts Reviewed | Number Districts Identified With Disproportionate Representation (a) | Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b) | Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100 | SPP Performance Status |
|--------------------------|-------------------------------------|--|--|--|------------------------|
| State of Montana | 415 | 0 | 0 | 0.0% | 0.0% |
| CSPD Region I - PESA | 83 | 0 | 0 | 0.0% | 0.0% |
| CSPD Region II - MNCESR | 79 | 0 | 0 | 0.0% | 0.0% |
| CSPD Region III – MRESA3 | 88 | 0 | 0 | 0.0% | 0.0% |
| CSPD Region IV - RESA4U | 88 | 0 | 0 | 0.0% | 0.0% |
| CSPD Region V - WM-CSPD | 78 | 0 | 0 | 0.0% | 0.0% |

Indicator 10 – Disproportionate Representation - Disability Categories

Evaluation of district performance for this indicator involves the same multiple measures employed for Indicator 9. Again, this indicator is a compliance indicator meaning that the target for each year of the state performance plan will be 0 percent of districts have been identified as having disproportionate representation in specific disability categories due to inappropriate identification procedures.

Table 10.1 Districts Identified with Disproportionate Representation-Specific Disabilities

| | Number of School Districts Reviewed | Number Districts Identified with Disproportionate Representation (a) | Number Districts Identified with Disproportionate Representation Due to Inappropriate Identification (b) | Percent of Districts Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a)*100 | SPP Performance Status |
|--------------------------|-------------------------------------|--|--|--|------------------------|
| State of Montana | 415 | 0 | 0 | 0.0% | 0.0% |
| CSPD Region I - PESA | 83 | 0 | 0 | 0.0% | 0.0% |
| CSPD Region II - MNCESR | 79 | 0 | 0 | 0.0% | 0.0% |
| CSPD Region III – MRESA3 | 88 | 0 | 0 | 0.0% | 0.0% |
| CSPD Region IV - RESA4U | 88 | 0 | 0 | 0.0% | 0.0% |
| CSPD Region V - WM-CSPD | 78 | 0 | 0 | 0.0% | 0.0% |

Indicator 11 – Child Find

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, school district performance for this indicator is only reported for districts monitored in the year in which data is being reported. During the compliance monitoring process, the OPI reviews a sample of student records for students who have been initially evaluated for special education services. This review includes a comparison of the date of the school district's receipt of written parent permission for evaluation to the date that the evaluation was completed to ensure that the evaluation was conducted in accord with the 60-day timeline.

The evaluation rate is calculated by dividing the number of reviewed IEPs for students whose eligibility was determined within the 60-day timeline by the total number of reviewed IEPs for students for whom parental consent to evaluate was received.

The table below provides an evaluation of region and state performance related to the established performance target for this indicator. This evaluation is based on data from the 2012-2013 school year. This is a compliance indicator meaning that the performance target is *100 percent* of children, with parental consent to evaluate, will be evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Section 614(a)(1)(C)(ii).

Table 11.1 State and CSPD Region Performance Status

| | Number of Children for whom Parent Consent was Received | Number of Children whose Evaluations were completed within 60 days | Percent of children with Parent Consent Evaluated within 60 days | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|---|--|--|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 24 | 21 | 87.5% | 95.7% | 69.0% | 100.0% | Not Met |
| CSPD Region II - MNCESR | 22 | 22 | 100.0% | 100.0% | 85.1% | 100.0% | Met |
| CSPD Region III - MRESA3 | 69 | 69 | 100.0% | 100.0% | 94.7% | 100.0% | Met |
| CSPD Region IV - RESA4U | 0 | 0 | 0.0% | 0.0% | 0.0% | 100.0% | NA |
| CSPD Region V - WM-CSPD | 49 | 48 | 98.0% | 99.6% | 89.3% | 100.0% | Not Met |
| State of Montana | 164 | 160 | 97.6% | 99.0% | 93.9% | 100.0% | Not Met |

Indicator 12 – Part C to Part B Transition

In collaboration with the lead agency for the IDEA Part C Early Intervention Program, the OPI collects data from specific school districts in order to evaluate performance for this indicator. Therefore, performance data reported are for those districts who received a referral for IDEA Part B eligibility determination from the IDEA Part C Early Intervention Program.

The OPI receives child-specific referral data from each Part C provider that includes the name of the LEA receiving the referral and the date of the referral. The OPI contacts each LEA to collect additional data, including the following: date of eligibility meeting, eligibility determination outcome, date of the initial IEP, and any reasons for delay if the initial IEP was not implemented by the child's third birthday.

The indicator rate, the percent of children found eligible for Part B and who have an IEP developed and implemented by their third birthday, is calculated by dividing the number of children found eligible and have an IEP developed and implemented by their third birthday by the number of children referred by Part C to Part B for eligibility determination.

This is a compliance indicator meaning that the state's performance target will be 100 percent for each year of the State Performance Plan.

The table below provides an evaluation of region and state performance related to the established performance target for this indicator. This evaluation is based on data from the 2012-2013 school year. This is a compliance indicator meaning that the state's performance target will be *100 percent* for each year of the state performance plan.

Table 5. 1 State and CSPD/RSA Region Performance Status

| | Number of Children Referred by Part C to Part B for Eligibility Determination | Number of Children found Eligible for Part B and who Have an IEP Developed and Implemented by Their Third Birthday | Percent of children Referred by Part C Prior to age 3, Who Have An IEP Developed and Implemented by Their Third Birthday | SPP Performance Target | SPP Performance Status |
|--------------------------|---|--|--|------------------------|------------------------|
| CSPD Region I - PESA | 9 | 7 | 77.8% | 100.0% | Not Met |
| CSPD Region II - MNCESR | 22 | 23 | 104.5% | 100.0% | Met |
| CSPD Region III - MRESA3 | 33 | 32 | 97.0% | 100.0% | Not Met |
| CSPD Region IV - RESA4U | 34 | 34 | 100.0% | 100.0% | Met |
| CSPD Region V - WM-CSPD | 30 | 28 | 93.3% | 100.0% | Not Met |
| State of Montana | 128 | 124 | 96.9% | 100.0% | Not Met |

Indicator 13 – Secondary Transition with IEP Goals

The OPI employs a sampling methodology to gather data for this indicator that is aligned with the five-year compliance monitoring cycle. Therefore, *performance for this indicator is only reported for the CSPD regions in which districts were monitored in the year in which data is being reported. Monitoring was conducted in the 2012-2013 school year.* The OPI reviews a sample of student records for

students, ages 16 and older, to ensure their IEPs include coordinated, measurable, annual goals and transition services that will reasonably enable students to meet postsecondary goals.

The secondary transition IEP goals rate is calculated by dividing the number of reviewed IEPs for students aged 16 and older that include coordinated, measurable, annual IEP goals and transition services by the total number of reviewed IEPs for students aged 16 and older.

Table 13.1 provides an evaluation of regional and state performance related to the established performance target for secondary transition. In order to have met the target, the percent of IEPs with secondary transition goals must be at the SPP Performance Target of 100 percent, as this is a compliance indicator. The data are based on the monitoring data from the 2012-2013 school year.

Table 13.1 Secondary Transition Data

| | Number of IEPs Reviewed | Number of IEPs with Transition Goals | Percent of Secondary transition with IEP Goals |
|--------------------------|-------------------------|--------------------------------------|--|
| CSPD Region I - PESA | 2 | 2 | 100.0% |
| CSPD Region II - MNCESR | 7 | 7 | 100.0% |
| CSPD Region III - MRESA3 | 39 | 39 | 100.0% |
| CSPD Region IV - RESA4U | 0 | 0 | NA |
| CSPD Region V - WM-CSPD | 15 | 10 | 66.7% |
| State of Montana | 63 | 58 | 92.1% |

Indicator 14 – Post-School Outcomes

Montana utilized the Montana Post-School Survey modeled after the post-school survey developed by the National Post-School Outcomes Center. Each LEA is responsible for contacting students and conducting survey interviews. The Post-School Survey is a Web-based survey.

The population for the survey are all high school students with disabilities reported as leaving school at the end of the 2011-2012 school year by means of dropping out, graduating with a regular diploma, receiving a certificate, or reached maximum age.

Table 14.1 Percent of Youth with Disabilities Enrolled in Higher Education (14A)

| | Number of Youth with Disabilities Not in Secondary School | Number of Youth with Disabilities Enrolled in Higher Education | Percent of Youth with Disabilities Enrolled in Higher Education | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|---|--|---|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 71 | 21 | 29.6% | 41.0% | 20.2% | 27.0% | Met |
| CSPD Region II - MNCESR | 135 | 32 | 23.7% | 31.5% | 17.3% | 27.0% | Met |
| CSPD Region III - MRESA3 | 124 | 22 | 17.7% | 25.4% | 12.0% | 27.0% | Not Met |
| CSPD Region IV - RESA4U | 137 | 41 | 29.9% | 38.1% | 22.9% | 27.0% | Met |
| CSPD Region V - WM-CSPD | 199 | 52 | 26.1% | 32.6% | 20.5% | 27.0% | Met |
| State of Montana | 666 | 168 | 25.2% | 28.7% | 22.1% | 27.0% | Met |

Table 14.2 Percent of Youth with Disabilities Enrolled in Higher Education or Competitively Employed (14B)

| | Number of Youth with Disabilities Not in Secondary School | Number of Youth with Disabilities Enrolled in Higher Education or Competitively Employed | Percent of youth With Disabilities Enrolled in Higher Education or Competitively Employed | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|---|--|---|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 71 | 51 | 71.8% | 81.0% | 60.5% | 73.0% | Met |
| CSPD Region II - MNCESR | 135 | 95 | 70.4% | 77.4% | 62.2% | 73.0% | Met |
| CSPD Region III - MRESA3 | 127 | 96 | 77.4% | 83.9% | 69.3% | 73.0% | Met |
| CSPD Region IV - RESA4U | 137 | 106 | 77.4% | 83.6% | 69.7% | 73.0% | Met |
| CSPD Region V - WM-CSPD | 199 | 140 | 70.4% | 76.3% | 63.7% | 73.0% | Met |
| State of Montana | 666 | 488 | 73.3% | 76.5% | 69.8% | 73.0% | Met |

Table 14.3 Percent of Youth with Disabilities in Some Type of Education or Employment (14C)

| | Number of Youth with Disabilities Not in Secondary School | Number of Youth with Disabilities Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or competitively Employed, or in Some Other Employment | Percent of Youth with Disabilities Enrolled in Higher Education, or in Some Other Postsecondary Education or Training Program, or competitively Employed, or in Some Other Employment | Confidence Interval - Upper Limit | Confidence Interval – Lower Limit | SPP Performance Target | SPP Performance Status |
|--------------------------|---|--|---|-----------------------------------|-----------------------------------|------------------------|------------------------|
| CSPD Region I - PESA | 71 | 60 | 84.5% | 91.1% | 74.3% | 86.5% | Met |
| CSPD Region II - MNCESR | 135 | 113 | 83.7% | 89.0% | 76.6% | 86.5% | Met |
| CSPD Region III - MRESA3 | 124 | 113 | 91.1% | 95.0% | 84.8% | 86.5% | Met |
| CSPD Region IV - RESA4U | 137 | 124 | 90.5% | 94.4% | 84.4% | 86.5% | Met |
| CSPD Region V - WM-CSPD | 199 | 169 | 84.9% | 89.2% | 79.3% | 86.5% | Met |
| State of Montana | 666 | 579 | 86.9% | 89.3% | 84.2% | 86.5% | Met |

Indicator 15 – General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

The OPI has a comprehensive system of general supervision that includes a review of IDEA Part B applicants’ policies and procedures to ensure consistency with IDEA Part B requirements. It also includes procedures for formal complaints and due process hearings and mediation, an Early Assistance Program to resolve issues prior to their becoming formal complaints or going to due process. It provides a compliance monitoring process based on a five-year cycle, and a focused intervention system based on selected performance indicators.

Each component of the general supervision system includes procedures for tracking data to ensure requirements and timelines are addressed in a timely manner. Analysis of data from the 2011-2012 school year shows that all timelines for due process hearings, mediations and formal complaints have been met 100 percent of the time.

Monitoring data for 2011-2012 was analyzed and reported in the annual performance report.

Table 15.1 Montana Performance Target Status for FFY 2011 (7/1/11 to 6/30/12)

| School Year | Number of Findings of noncompliance identified in FFY 2010 (7/1/11 to 6/30/12) | Number of Findings of noncompliance for which correction was verified no later than one year from identification | Percent of Findings of noncompliance corrected within one year timeline | SPP Performance Target | State Performance Status |
|-------------|--|--|---|------------------------|--------------------------|
| 2011-2012 | 86 | 85 | 98.8% | 100.0% | Target Not Met |

Indicator 18 – Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

The OPI had one hearing request that went to a resolution session for FFY 2012. That resolution meeting did not result in a written settlement agreement prior to the end of the fiscal year. A written settlement agreement was subsequently reached. Guidance from the Office of Special Education Programs (OSEP) indicates states are not required to establish baseline or targets until the reporting period in which the number of resolution sessions reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Table 18.1 Percent of Hearing Requests with Settlement Agreements for FFY 2012

| Table 7, Section C | Resolution Sessions | Number |
|--------------------------|--|--------|
| (3.1) | Resolution sessions | 1 |
| (a) | Written settlement agreements | 0 |
| $\% = [(a)/(3.1)] * 100$ | Percent of hearing requests with settlement agreements | 0.0% |

Indicator 19 – Percent of mediations held that resulted in mediation agreements.

For FFY 2012, the OPI had a total of two mediation requests. Both were related to due process and both of those resulted in a written agreement. No mediation requests were pending at the end of FFY 2012. Guidance from the OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of mediations reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Table 19.1 Percent of Mediations Resulting in Agreements for FFY 2012

| Table 7, Section B | Mediation Requests | Number |
|----------------------------------|--|--------|
| (2.1) | Mediations | 2 |
| (a)(i) | Mediation, related to Due Process, with agreements | 2 |
| (b)(i) | Mediation, not related to Due Process, with agreements | 0 |
| $\% = [(a)(i) + (b)(i)] / (2.1)$ | Percent of mediations held resulting in agreements | 100.0% |

Appendix

A. Special Education Acronym Dictionary

Appendix A: Special Education Acronym Dictionary

| | |
|---------------|---|
| ADC | Annual Data Collection |
| AIM | Achievement In Montana Statewide Student Database |
| AMO | Annual Measurable Objectives |
| APR | Annual Performance Report |
| ARM | Administrative Rule of Montana |
| AYP | Adequate Yearly Progress |
| CCD | Common Core of Data |
| CRT | Criterion-Referenced Test |
| CSPD | Comprehensive System of Personnel Development |
| CST | Child Study Team |
| EAP | Early Assistance Program |
| ESEA | Elementary and Secondary Education Act |
| FAPE | Free Appropriate Public Education |
| FFY | Federal Fiscal Year |
| GED | General Education Development Test |
| GSEG | General Supervision Enhancement Grant |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individualized Education Plan |
| IHE | Institutions of Higher Education |
| IHO | Independent Hearing Officer |
| LEA | Local Education Agency |
| LRE | Least Restrictive Environment |
| MAIDPG | Montana American Indian Dropout Prevention Grant |
| MBI | Montana Behavioral Initiative |
| MCA | Montana Code Annotated |
| MPRRC | Mountain Plains Regional Resource Center |
| NCCRES | National Center for Culturally Responsive Educational Systems |

| | |
|---------------|---|
| NCES | National Center for Education Statistics |
| NCLB | No Child Left Behind |
| NCSEAM | National Center Special Education Accountability Monitoring |
| NECTAC | National Early Childhood Technical Assistance Center |
| NGA | National Governors' Association |
| OPI | Office of Public Instruction |
| OSEP | Office of Special Education Programs |
| PLUK | Parents, Let's Unite for Kids |
| PTI | Parent Training Information |
| RFP | Request for Proposals |
| RTI | Response to Intervention |
| SERIMS | Special Education Records and Information Management System |
| SIS | Student Information System |
| SPP | State Performance Plan |
| SWD | Students with Disabilities |
| TA | Technical Assistance |
| USC | United States Code |

❖ **LICENSURE COMMITTEE – (Item 10)**

John Edwards

ITEM 10

**REPORT ON SUPERINTENDENT'S
RECOMMENDATIONS OF REVISIONS TO
ARM TITLE 10, CHAPTER 57 EDUCATOR
LICENSURE**

Shannon Koenig

EXECUTIVE SUMMARY

DATE: JULY 2015

PRESENTATION: Proposed Amendments to ARM Title 10, Chapter 57

PRESENTER: Shannon Koenig
Manager, Educator Licensure Program
Office of Public Instruction

OVERVIEW: Proposed amendments: 10.57.412: Addition of language to allow for the waiver of supervised teaching experience by educator preparation programs if the applicant for licensure has already completed a supervised teaching experience. This allows teachers who are adding additional endorsements to an existing license to complete a minor program rather than having to complete another major. 10.57.425 & 10.57.426: Addition of language to require that a bachelor's degree must be earned from a regionally accredited college or university to qualify for Class 5 licensure with both elementary and secondary endorsements.

REQUESTED DECISION(S): Accept a timeline for the proposed rulemaking.

OUTLYING ISSUE(S):

RECOMMENDATION(S):

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of)
10.57.412, 10.57.425, and 10.57.426,)
pertaining to educator licensure)
)
)
)

TO: All Concerned Persons

1.

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

10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) through (3) remain the same.

(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 teacher education program in those areas to include student teaching or supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.

(5) remains the same.

(a) completion of an NCATE or CAEP accredited professional educator preparation program at the grade level(s) identified by the program, including supervised teaching experience, or a waiver of this requirement if the applicant has previously had supervised teaching experience; and or

(b) remains the same.

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

(a) completion of an NCATE or CAEP accredited professional educator preparation program; or

(a) ~~a bachelor's degree ;~~

(b) completion of an a state approved accredited special education P-12 professional educator preparation program from a regionally accredited college or university; and

(c) which includes student teaching or supervised teaching experience or a waiver of this requirement if the applicant has previously had supervised teaching experience.

(7) through (9) remain the same.

AUTH: 20-4-102, MCA

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

10.57.425 CLASS 5 PROVISIONAL LICENSE – ELEMENTARY LEVEL

(1) remains the same.

- (a) a bachelor's degree from a regionally accredited college or university; and
- (b) through (ii) remain the same.

AUTH: 20-4-102, MCA

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

10.57.426 CLASS 5 PROVISIONAL LICENSE – SECONDARY, K-12, and P-12 SPECIAL EDUCATION LEVELS (1) remains the same.

- (a) a bachelor's degree from a regionally accredited college or university; and
- (b) through (ii) remain the same.

AUTH: 20-4-102, MCA

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

4. Statement of Reasonable Necessity: Supervised teaching experience is defined in 10.57.102(12) as “field experience, internship, practicum, or student teaching.” The term “student teaching” should not be repeated in this rule. Allowing a university or college waiver of the supervised teaching experience requirement is necessary when an applicant for an endorsement has already completed the supervised teaching experience in their educator preparation program. Without allowing a waiver, the applicant would have to repeat the educator preparation program’s supervised teaching component for each endorsement added.

Sections 425 and 426 clarify that educators must obtain a bachelor’s degree from a *regionally accredited* college of university, without which there is no criteria for any accreditation of the bachelor’s degree program.

TIMELINE
Chapter 57 Rule Amendments
Regional accreditation/waiver
June, 2015

- Proposed amendments to CSPAC July 15, 2015 meeting
- Introduction to BPE July 16, 2015 meeting
- Notice of public hearing to BPE..... September 10-11, 2015 meeting
- Notice to SOS for publication in MAR September 14, 2015
- MAR publication out September 24, 2015
- Hearing date On or after October 15, 2015
- Public comment deadline October 26, 2015
- Adoption notice to BPE..... November 12-13, 2015 meeting
- Adoption notice to SOS for publication in MAR November 16, 2015
- MAR publication out November 25, 2015
- Effective date of rules November 26, 2015

❖ ACCREDITATION COMMITTEE (Items 11-12)

Erin Williams

ITEM 11

REVIEW OF SENATE BILL 345 AND
UPDATE ON THE MONTANA ART
STANDARDS

Jael Prezeau

EXECUTIVE SUMMARY

DATE: JULY 2015

- PRESENTATION:** Review of Senate Bill 345 and Update on the Montana Arts Standards
- PRESENTER:** Jael Prezeau
Division Administrator, Content Standards and Instruction
Office of Public Instruction
- OVERVIEW:** This information item is provided to the Board of Public Education to review new requirements for revision of accreditation standards as outlined in Senate Bill 345. SB 345 amends Montana Code Annotated (MCA) 20-7-101 Standards of Accreditation to include the formation of a negotiated rulemaking committee (MCA Title 2, Chapter 5 Montana Negotiated Rulemaking). SB 345 also tasks the Office of Public Instruction with completing an economic impact analysis (MCA 2-4-205) for any proposed administrative rules and delivering the analysis to the Education and Local Government Interim Legislative Committee prior to the next regular legislative session. The first negotiated rulemaking committee will be selected by Superintendent Juneau in July 2015. This committee will be convened on August 26, 2015, and will review proposed content and performance standards for the Arts.
- REQUESTED DECISION(S):** none
- OUTLYING ISSUE(S):** none
- RECOMMENDATION(S):** Request regular informational agenda item for board for the duration of the negotiated rulemaking committee deliberations.

Timeline of Activities for Adoption of Montana Content Standards for the Arts

In accordance with the passage of Senate Bill (SB) 345 – 64th Legislature, the following timeline and activities are proposed for the adoption of revised standards for the Arts (Visual Arts, Music, Theatre, Dance, and Media Arts).

NOTE: SB 345 amends Montana Code Annotated (MCA) 20-7-101 *Standards of Accreditation* to include the formation of a negotiated rulemaking committee (MCA Title 2, Chapter 5 *Montana Negotiated Rulemaking*). SB 345 also tasks the Office of Public Instruction (OPI) with completing an economic impact analysis (MCA 2-4-205) for any proposed administrative rules and delivering the analysis to the Education and Local Government Interim Legislative Committee prior to the next regular legislative session.

| Month/Year | Activity |
|-----------------------|--|
| June 2015 | <input type="checkbox"/> Montana Administrative Register Notice Posted for Nominations to Negotiated Rulemaking Committee (June 1) http://mtrules.org |
| July 2015 | <input type="checkbox"/> Nominations Close for Negotiated Rulemaking Committee (July 11) <input type="checkbox"/> Education and Local Government Committee Meets (July 16) <input type="checkbox"/> Board of Public Education Meets (July 15-17) |
| August 2015 | <input type="checkbox"/> Arts Standards Writing Teams Convened (August 3-5) <input type="checkbox"/> Negotiated Rulemaking Committee Convened (August 26) |
| September 2015 | <input type="checkbox"/> Board of Public Education Meets (September 10-11) <input type="checkbox"/> Education and Local Government Committee Meets |
| October 2015 | <input type="checkbox"/> Negotiated Rulemaking Committee Convenes (TBD) |
| November 2015 | <input type="checkbox"/> Board of Public Education Meets (November 12-13) <input type="checkbox"/> Negotiated Rulemaking Committee Convenes and Concludes Work (TBD) |
| December 2015 | <input type="checkbox"/> Education and Local Government Committee Meets |
| January 2016 | <input type="checkbox"/> Board of Public Education Meets <input type="checkbox"/> Begin Economic Impact Analysis of Proposed Rules in Accordance with MCA 2-4-405 |
| February 2016 | <input type="checkbox"/> Education and Local Government Committee Meets |
| March 2016 | <input type="checkbox"/> Recommendations for Rule Adoption Presented to Board of Public Education by Superintendent |
| April 2016 | |

Timeline of Activities for Adoption of Montana Content Standards for the Arts

| Month/Year | Activity |
|-----------------------|--|
| May 2016 | <input type="checkbox"/> Montana Advisory Council for Indian Education Meets <input type="checkbox"/> Board of Public Education Meets <input type="checkbox"/> Economic Impact Analysis Delivered to Education and Local Government Committee by the OPI |
| June 2016 | <input type="checkbox"/> Notice of Public Hearings Published by the Board of Public Education for Proposed Rules |
| July 2016 | <input type="checkbox"/> Board of Public Education Meets <input type="checkbox"/> Public Hearings (TBD) |
| August 2016 | <input type="checkbox"/> Public Hearings (TBD) |
| September 2016 | <input type="checkbox"/> Board of Public Education Meets <input type="checkbox"/> Education and Local Government Committee Meets |
| October 2016 | |
| November 2016 | <input type="checkbox"/> Board of Public Education Meets to Take Action on Proposed Rules |
| December 2016 | |
| | |
| January 2017 | <input type="checkbox"/> 65 th Legislature Convenes |
| July 2017 | <input type="checkbox"/> Administrative Rules for Arts Standards Go into Effect (tentative - July 1) |

ITEM 12

**PROGRESS ON INTENSIVE ASSISTANCE
PROCESS**

Patty Muir

EXECUTIVE SUMMARY

DATE: JULY 2015

PRESENTATION: Progress on the Intensive Assistance Process

PRESENTER: Patty Muir, Director
Accreditation Program
Accreditation and Educator Preparation Division
Office of Public Instruction (OPI)

OVERVIEW: This presentation provides to the Board of Public Education an update on the Intensive Assistance on-site visits conducted throughout the state. This presentation will address the following topics:

- Positive response by districts
- Overarching issues
- Technical assistance needs
- Trip stats

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Information/Discussion

ACTION

❖ LICENSURE COMMITTEE – (Items 13-15)

John Edwards

ITEM 13

RECOMMEND APPROVAL OF NEW CURRICULAR PROGRAM IN THEATRE EDUCATION MINOR ENDORSEMENT

Dr. Linda Peterson

Kristi Murphy, Assessment and Licensure
Manager, PJW College of Education and
Human Sciences, University of Montana

EXECUTIVE SUMMARY

DATE: JULY 2015

- PRESENTATION:** Recommend Approval of New Curricular Program in Theatre Education Minor Endorsement at the Phyllis J. Washington College of Education and Human Sciences at the University of Montana
- PRESENTER:** Linda Vrooman Peterson, Administrator
Accreditation and Educator Preparation Division
Office of Public Instruction (OPI)
- Kristi Murphy
Assessment and Licensure Manager, the PJW College of Education and Human Sciences
The University of Montana
- OVERVIEW:** In May, the Board of Public Education (BPE) heard the proposal to seek provisional approval for the Theatre Education Minor endorsement, a new curricular program at the PJW College of Education and Human Sciences, University of Montana. Kristi Murphy, Assessment and Licensure Manager, provided an overview of the proposed Theatre Education Minor.
- The OPI has since conducted an offsite review of the Theatre Education Minor based on the program material provided by the PJW College of Education and Human Sciences. The purpose of the off-site review is to verify that the Theatre Education Minor is aligned with the 2015 Professional Educator Preparation Program Standards 10.58.507 Theatre and 10.58.802 Approval of New Curricular Programs. The materials reviewed included the completed Institutional Report templates for the standards listed above, as well as the course of study and course syllabi.
- Superintendent Juneau recommends provisional approval of the Theatre Education Minor.
- REQUESTED DECISION(s):** Action
- OUTLYING ISSUE(s):** Provisional approval allows the educator preparation provider to enroll and graduate teacher candidates in the Theatre Education Minor endorsement as proposed. The OPI will conduct a follow-up on-site visit within the next two years to review the data of the new program.
- Following the reported results of the onsite review of Theatre Education Minor program data, the BPE will determine final accreditation status of new curricular program based on the recommendation of Superintendent Juneau.
- RECOMMENDATION(s):** Approve Superintendent Juneau's recommendation for provisional approval of the Theatre Education Minor endorsement.

| Minor in Theatre, Education Specialization | STANDARDS | | | |
|--|---|---|-------------------------------------|--------------------------|
| <u>10.58.507 THEATRE</u> | TO BE COMPLETED BY THE INSTITUTION | PERFORMANCE ASSESSMENT | TO BE COMPLETED BY VISITING TEAM | |
| | | | MET | NOT MET |
| (1) The program requires that successful candidates: | | | <input type="checkbox"/> | <input type="checkbox"/> |
| (a) demonstrate the ability to create curriculum, instruction, and assessment for K-12 students in a school theatre program to make students aware of the process of artistic creation, including: | | | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) generating and conceptualizing creations; | THTR 220A: Acting I THTR 439: Methods of Teaching Theatre | Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays and papers • book reviews • daily reflection assignments • performances Additional typical assessments specific to teaching minor: THTR 439: <ul style="list-style-type: none"> • Class presentations • Lesson plan creation • Lesson presentations • Field experiences: teaching theatre to various community agencies and school classrooms (public and private) | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) analyzing, interpreting, selecting, organizing, developing, and refining artistic techniques; conveying meaning; and completing performances; and | THTR 235L: Dramatic Literature THTR 439: Methods of Teaching Theatre | Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • theatre literature reviews • daily reflection assignments | <input type="checkbox"/> | <input type="checkbox"/> |

| Minor in Theatre, Education Specialization | STANDARDS | | | |
|---|--|---|-------------------------------------|--------------------------|
| <u>10.58.507 THEATRE</u> | TO BE COMPLETED BY THE INSTITUTION | PERFORMANCE ASSESSMENT | TO BE COMPLETED BY VISITING TEAM | |
| | | Additional typical assessments specific to teaching minor: THTR 235L: <ul style="list-style-type: none"> • Class presentations • Socratic seminars THTR 439: <ul style="list-style-type: none"> • Class presentations | | |
| (iii) perceiving and analyzing, interpreting intent and meaning in, and apply criteria to evaluate responses; | THTR 235L: Dramatic Literature THTR 375: Directing THTR 439: Methods of Teaching Theatre | THTR 235L: <ul style="list-style-type: none"> • Writing script analysis papers and reflections THTR 375: <ul style="list-style-type: none"> • Turning in director’s notebooks which include script analysis work, interpretation of plot, character, and conflict • Turning in peer critique papers • Having class discussions reflecting and critiquing performances and scripts THTR 439: <ul style="list-style-type: none"> • Writing lesson plans which include scaffolding and outcomes based on the taxonomy of educational objectives • Writing reflection papers after presenting lessons and lesson plans to peers | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) demonstrate knowledge of program goals, procedures, and rationales for a school theatre program; | THTR 439: Methods of Teaching Theatre | Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • book reviews • daily assignments Additional typical assessments specific to teaching minor: | <input type="checkbox"/> | <input type="checkbox"/> |

| Minor in Theatre, Education Specialization | STANDARDS | | | |
|---|--|--|---|--------------------------|
| 10.58.507 THEATRE | TO BE COMPLETED BY THE INSTITUTION | PERFORMANCE ASSESSMENT | TO BE COMPLETED BY VISITING TEAM | |
| (c) integrate activities with outside performances utilizing the latest methods of theatre practice and appreciation; and | THTR 106A: Theatre Prod. I: Run Crew THTR 220A: Acting I THTR 375: Directing I | THTR 439: <ul style="list-style-type: none"> • Class presentations Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • book reviews • daily assignments Additional typical assessments specific to teaching minor: THTR 106A: <ul style="list-style-type: none"> • Class participation • Cooperative student teamwork • Practical skill projects • Faculty/mentor training review THTR 220A/375: <ul style="list-style-type: none"> • Direction and presentation of scenes/plays • Production concept presentations • Performances/critiques • Audition techniques • Reading reflections and responses | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) model pedagogy and attitudes which reflect current research on the theory and practice of teaching theatre. | THTR 439: Methods of Teaching Theatre | Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • book reviews • daily assignments Additional typical assessments specific to teaching minor: THTR 439: <ul style="list-style-type: none"> • Class presentations | <input type="checkbox"/> | <input type="checkbox"/> |

| Minor in Theatre, Education Specialization | STANDARDS | | | |
|---|---|--|-------------------------------------|--------------------------|
| <u>10.58.507 THEATRE</u> | TO BE COMPLETED BY THE INSTITUTION | PERFORMANCE ASSESSMENT | TO BE COMPLETED BY VISITING TEAM | |
| (2) The program requires that successful candidates demonstrate understanding and knowledge of: | | | <input type="checkbox"/> | <input type="checkbox"/> |
| (a) theatre as a social and aesthetic experience, reflecting on authentic representation, including cultures of American Indians and tribes in Montana and the unique history of theatre and acquaintance with representative plays of past and present, and candidates will be able to synthesize and relate knowledge and personal experiences to make art; | THTR 235L: Dramatic Literature THTR 330H: Theatre History I THTR 375: Directing I | Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • book reviews • daily assignments Additional typical assessments specific to teaching minor: THTR 235L/330H/375: <ul style="list-style-type: none"> • Direction and presentation of scenes/plays • Performance critiques • Production concept presentations | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) the relationship between the actor, the literature, and the audience, including the actor's ability to assess personal growth; and | THTR 220A: Acting I THTR 375: Directing I | Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • book reviews • daily assignments Additional typical assessments specific to teaching minor: THTR 220/375: <ul style="list-style-type: none"> • Rehearsal/studio projects • Performances/critiques • Monologue and scene presentations • Reading reflections and responses • Performance responses • Dramatic literature research and | <input type="checkbox"/> | <input type="checkbox"/> |

| Minor in Theatre, Education Specialization | STANDARDS | | | |
|--|--|---|-------------------------------------|--------------------------|
| <u>10.58.507 THEATRE</u> | TO BE COMPLETED BY THE INSTITUTION | PERFORMANCE ASSESSMENT | TO BE COMPLETED BY VISITING TEAM | |
| | | selection <ul style="list-style-type: none"> • Scene analysis and performance | | |
| (c) the educational function of theatre in the school setting, helping students develop life skills and better understand themselves, others, and the world. | THTR 375: Directing I THTR 439: Methods of Teaching Theatre | Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • book reviews • daily assignments Additional typical assessments specific to teaching minor: THTR 375/439: <ul style="list-style-type: none"> • Production concept presentations • Performance critiques | <input type="checkbox"/> | <input type="checkbox"/> |
| (3) The program requires candidates have experience with performance and that successful candidates: | | | <input type="checkbox"/> | <input type="checkbox"/> |
| (a) direct/supervise a theatrical production with artistic integrity, including supervision of appropriate selections (being mindful of community standards), analysis, casting, rehearsal, and performance; | THTR 220A: Acting I THTR 235L: Dramatic Literature I THTR 330H: Theatre History I THTR 370: Stage Management I THTR 375: Directing I | Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • book reviews • daily assignments Additional typical assessments specific to teaching minor: THTR 220A/235L/330H/370/375: <ul style="list-style-type: none"> • Direction and presentation of scenes/plays • Production concept presentations • Performances/critiques • Dramatic literature research and selection • Scene analysis and performance | <input type="checkbox"/> | <input type="checkbox"/> |

| Minor in Theatre, Education Specialization | STANDARDS | | | |
|---|--|---|---|--------------------------|
| 10.58.507 THEATRE | TO BE COMPLETED BY THE INSTITUTION | PERFORMANCE ASSESSMENT | TO BE COMPLETED BY VISITING TEAM | |
| (b) manage/supervise the technical requirements and use current and emerging technologies of a theatrical production by effectively planning and executing scenery, lights, make-up, sound, properties, costumes, special effects, promotion and publicity; and | THTR 106A: Theatre Prod. I: Run Crew THTR 370: Stage Management I | <ul style="list-style-type: none"> • Audition techniques <p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • book reviews • daily assignments <p>Additional typical assessments specific to teaching minor:</p> <p>THTR 106A:</p> <ul style="list-style-type: none"> • Production team reviews • Cooperative student teamwork • Faculty/mentor training review • Technical skill review <p>THTR 370:</p> <ul style="list-style-type: none"> • Practical tool use review • Critical thinking analysis • Evaluation of scripts • Costume, lighting, scene, props, audio interpretation • Team and independent projects • Realized staging assessment | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) use production as a measurement/evaluation of current and future goals and objectives. | THTR 220A: Acting I THTR 375: Directing I | <p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • book reviews • daily assignments <p>Additional typical assessments specific to teaching minor:</p> <p>THTR 220A/375:</p> <ul style="list-style-type: none"> • Rehearsal/studio projects | <input type="checkbox"/> | <input type="checkbox"/> |

| Minor in Theatre, Education Specialization | STANDARDS | | | |
|--|--|---|---|--------------------------|
| 10.58.507 THEATRE | TO BE COMPLETED BY THE INSTITUTION | PERFORMANCE ASSESSMENT | TO BE COMPLETED BY VISITING TEAM | |
| | | <ul style="list-style-type: none"> • Monologue and scene presentations • Performances/critiques | | |
| (4) The program requires candidates interact with the community as a resource and successful candidates: | | | <input type="checkbox"/> | <input type="checkbox"/> |
| (a) contribute in the development of facilities; | THTR 439: Methods of Teaching Theatre | Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • book reviews • daily assignments | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) supervise classroom projects, assembly programs, or any activity that involves elements of theatre; | THTR 220A: Acting I THTR 375: Directing I THTR 439: Methods of Teaching Theatre | Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • book reviews • daily assignments Additional typical assessments specific to teaching major: THTR 220/375/439: <ul style="list-style-type: none"> • Direction and presentation of scenes/plays • Monologue performances • Dramatic literature research and selection • Scene analysis and performance • Audition techniques | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) assist planning comprehensive theatre and/or other fine arts curriculum including video/film; and | THTR 235L: Dramatic Literature THTR 330H: Theatre History I THTR 375: Directing I THTR 439: Methods of Teaching Theatre | Candidates are assessed based on assignments such as: <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • book reviews | <input type="checkbox"/> | <input type="checkbox"/> |

| Minor in Theatre, Education Specialization | STANDARDS | | | |
|--|--|---|-------------------------------------|--------------------------|
| <u>10.58.507 THEATRE</u> | TO BE COMPLETED BY THE INSTITUTION | PERFORMANCE ASSESSMENT | TO BE COMPLETED BY VISITING TEAM | |
| | | <ul style="list-style-type: none"> • daily assignments <p>Additional typical assessments specific to teaching minor:</p> <p>THTR 439:</p> <ul style="list-style-type: none"> • Practical production demonstrations and presentations • Play selection • Instruction in acting coaching | | |
| (d) advocate in their school and the larger community for theatre instruction and performances. | THTR 375: Directing I THTR 439: Methods of Teaching Theatre | <p>Candidates are assessed based on assignments such as:</p> <ul style="list-style-type: none"> • quizzes • exams • essays or term paper • book reviews • daily assignments <p>Additional typical assessments specific to teaching minor:</p> <p>THTR 439:</p> <ul style="list-style-type: none"> • Direction and presentation of scenes/plays • Production concept presentations • Performances/critiques • Travel to K-12 classrooms to present plays • Travel to K-12 classroom to present drama lessons | <input type="checkbox"/> | <input type="checkbox"/> |
| (5) The program requires candidates demonstrate knowledge and use of educational theatre resources and professional organizations. | THTR 439: Methods of Teaching Theatre | <p>Candidates are assessed based on study of and work with:</p> <ul style="list-style-type: none"> • Educational Theatre Association • Pedagogy and Theatre of the Oppressed International organization • National Standards for Theatre Education • Montana Standards for Arts | <input type="checkbox"/> | <input type="checkbox"/> |

| Minor in Theatre, Education Specialization | STANDARDS | | | |
|--|---------------------------------------|--|-------------------------------------|--|
| <u>10.58.507 THEATRE</u> | TO BE COMPLETED BY THE INSTITUTION | PERFORMANCE ASSESSMENT | TO BE COMPLETED BY VISITING TEAM | |
| | | Education <ul style="list-style-type: none"> • Use of pedagogical and methodological texts focusing on theatre teaching | | |
| (History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07; <u>AMD</u> , 2014 MAR p. 2936, Eff. 7/1/15.) | | | | |

Theatre Teaching Requirements (Grades 5-12) *PROPOSAL PENDING*
University of Montana

| |
|-------------|
| Name: |
| Student ID: |

For an endorsement in the minor teaching field of theatre, a student must complete the requirements for the minor in Theatre Education (see the School of Theatre & Dance and below) below or demonstrate course equivalency. NOTE: Teaching minors require completion of a teaching major in another field.

Theatre Teaching *MINOR* Requirements

| Course Titles | Cr. | Term. | Grade | Approved Substitute | Institution | Credits | Grade |
|---|-----|-------|-------|---------------------|-------------|---------|-------|
| THTR 106A (DRAM 106A) Theatre Prod I: Run Crew | 1 | | | | | | |
| THTR 202 (DRAM 202) Stagecraft I | 3 | | | | | | |
| THTR 220 (DRAM 214) Acting I | 3 | | | | | | |
| THTR 235L (DRAM 220L) Dramatic Literature I | 3 | | | | | | |
| THTR 330H (DRAM 320H) Theatre History I | 3 | | | | | | |
| THTR 370 (DRAM 371) Stage Management I | 2 | | | | | | |
| THTR 375 (DRAM 379) Directing I | 3 | | | | | | |
| THTR 439 (DRAM 402) Methods of Teaching Theatre | 3 | | | | | | |
| Total Credits | 21 | | | | | | |

 Department Advisor Signature

 Date

 Minor GPA

ITEM 14

**RECOMMEND APPROVAL OF NEW
CURRICULAR PROGRAMS IN EARLY
CHILDHOOD EDUCATION, PRESCHOOL
THROUGH GRADE 3 (ECE P-3) PROGRAM
PRESENTATIONS**

**Dr. Linda Peterson
University of Montana-Missoula
University of Montana-Western
Salish Kootenai College**

EXECUTIVE SUMMARY

DATE: JULY 2015

- PRESENTATION:** Recommend Approval of New Curricular Programs in Early Childhood Education (ECE) Preschool through Grade 3 (ECE P-3)
- PRESENTES:**
- Linda Vrooman Peterson, Ph.D.
Administrator of Accreditation and Educator Preparation
Office of Public Instruction (OPI)
 - Susan Harper-Whalen, M.Ed.
Associate Dean of the Phyllis J. Washington (PJW) College of Education and Human Sciences
The University of Montana
 - Kristi Murphy
Assessment and Licensure Manager, PJW College of Education and Human Sciences
The University of Montana
 - Julie Bullard, Ph.D.
Director of the Early Childhood Program
University of Montana-Western
 - Cindy O'Dell, Ed.D.
Dean of the Education Department
Salish Kootenai College (SKC)

OVERVIEW: In May 2015, three Educator Preparation Providers (EPPs), the Phyllis J. Washington College of Education and Human Sciences, the University of Montana-Western, and Salish Kootenai College, presented to the Board of Public Education (BPE) proposals seeking provisional approval of new curricular programs in Early Childhood Education: Preschool through Grade 3 (ECE P-3). The three EPPs described how each ECE P-3 program would meet the new endorsement requirements for early childhood education in Montana.

Since the May BPE meeting, the OPI conducted an off-site review of each ECE P-3 endorsement program based on the program material provided by the EPPs. The purpose of the off-site review is to verify that the ECE P-3 is aligned with the 2015 Professional Educator Preparation Program Standards 10.58.531 ECE P-3 and 10.58.802 Approval of New Curricular Programs. The materials reviewed included the completed Institutional Report templates for the standards listed above, as well as the course of study and course syllabi.

Superintendent Juneau recommends provisional approval of the ECE P-3 programs for each of the following EPPs:

- University of Montana. Master of Curriculum and Instruction in ECE P-3 Endorsement.
- University of Montana. ECE P-3 Minor Endorsement.

- University of Montana – Western. Bachelor’s Degree. ECE P-3.
- Salish Kootenai College. Bachelor of Science Degree. ECE P-3 and ECE P-3 Minor Endorsement.

REQUESTED DECISION(S): Action

OUTLYING ISSUE(S): Provisional Approval allows the EPP to enroll and graduate teacher candidates in the ECE P-3 endorsement as proposed. The OPI will conduct a follow-up on-site visit within the next two years to review the data of the new program.

Following the reported results of the on-site review of ECE P-3 program data, the BPE will determine final accreditation status of new curricular program based on the recommendation of Superintendent Juneau.

RECOMMENDATION(S): Approve Superintendent Juneau’s recommendation of provisional accreditation of the:

- University of Montana. Master of Curriculum and Instruction in ECE P-3 Endorsement.
- University of Montana. ECE P-3 Minor Endorsement.
- University of Montana – Western. Bachelor’s Degree in ECE P-3.
- Salish Kootenai College. Bachelor of Science Degree in ECE P-3 and ECE P-3 Endorsement.

Montana Licensure and Endorsement Pathways for Early Childhood Education (ECE)

| Current Experience/Education | Needed Experience/Education | Licensure/Endorsement Requirements |
|--|--|---|
| Pre-school Teacher (Head Start, private preschool, church-based preschool) | Review education and experience; Choose an ECE program from an accredited Educator Preparation Provider (EPP); Complete ECE degree program; Apply to OPI for licensure/endorsement in ECE | Bachelor's Degree in Early Childhood; An accredited Educator Preparation Provider (EPP) recommends successful completers for licensure and endorsement in ECE |
| Associate Degree | Review transcript to determine coursework needed to complete degree in early childhood education; Choose an ECE program from an accredited EPP; Complete ECE degree program; Apply to OPI for licensure/endorsement in ECE | Bachelor's Degree in Early Childhood; An accredited EPP recommends successful completers for licensure and endorsement in ECE |
| Area of Permissive Special Competency in Early Childhood Education – 20 credits K-8 Licensed & Elementary Endorsed Teacher Class 1 or 2 | Review transcript to determine coursework needed to fulfill ECE endorsement requirements; Choose an ECE program from an accredited EPP; Apply for BPE Internship Program or Class 5 Provisional License; Complete Class 5/Internship within 3 years; Apply to OPI for endorsement in ECE | By June 30, 2018, endorsement requirements in Early Childhood must be completed; An accredited EPP recommends successful completers for endorsement in ECE |
| K-8 Elementary Licensed/Endorsed Teacher Class 1 or 2 | Review transcript to determine coursework needed to fulfill ECE endorsement requirements; Choose an accredited ECE program; Apply for Class 5 or BPE Internship Program; | Complete requirements for endorsement in Early Childhood, Preschool, not Kindergarten; An accredited EPP recommends successful completers for endorsement in ECE |

| Current Experience/Education | Needed Experience/Education | Licensure/Endorsement Requirements |
|--|--|--|
| | Complete Class 5 or Internship requirements within 3 years; Apply to OPI for endorsement in ECE | |
| Montessori Teacher Preparation Certificate | Work with specific accredited EPP to determine alignment of the Montessori Teacher Preparation standards and program requirements to the Montana PEPPS and Montana Educator Licensure standards; Complete necessary coursework and program requirements; Apply to OPI for licensure/endorsement in ECE | Complete requirements for licensure/endorsement in ECE; An accredited EPP recommends for licensure and endorsement in ECE |
| Early Childhood Education/Preschool out-of-state appropriately licensed and endorsed teacher | Out-of-state licensed individual completes application to OPI Educator Licensure | OPI determines licensure and endorsement |
| Other Status on previous validated experience process? | | |



MEMORANDUM

TO: LINDA VROOMAN PETERSON, ADMINISTRATOR, ACCREDITATION AND EDUCATOR PREPARATION DIVISION

FROM: KRISTI MURPHY, ASSESSMENT AND LICENSURE MANAGER, PJW COLLEGE OF EDUCATION AND HUMAN SCIENCES *KKM*

CC: ROBERTA EVANS, DEAN OF THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES
SUSAN HARPER-WHALEN, ASSOCIATE DEAN OF THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES

SUBJECT: EARLY CHILDHOOD EDUCATION ENDORSEMENT VIA A MASTERS OF EDUCATION (M.ED.) WITH AN EARLY CHILDHOOD EDUCATION OPTION

DATE: APRIL 13, 2015

We are seeking Board of Public Education approval to offer a new P-3 early childhood education endorsement for currently licensed elementary education teachers. The Department of Curriculum and Instruction at the University of Montana-Missoula requested and received approval through UM Faculty Senate and the Montana Board of Regents (January 2015) to add a master's degree in Curriculum and Instruction with an option in Early Childhood Education. The degree will be offered fully online and includes a total of 36 credits. Candidates for this endorsement are currently licensed K-8 elementary teachers who have met some of the K-3-specific PEPP standards through completion of their previous degree and educator preparation program.

The Department of Curriculum and Instruction was motivated to add this M.Ed. option in Early Childhood Education for two primary reasons: 1) to meet the needs of currently licensed teachers who wish to seek Montana's new P-3 teaching license; and 2) to meet workforce preparation needs in the field of early childhood education.

This option builds upon coursework already available in the Department of Curriculum and Instruction and adds new early childhood courses designed to align with the strategic goals of UM and to meet state and national early childhood education standards. UM recently hired a full professor in early childhood education to join current faculty with early childhood expertise for a Fall 2015 program launch.

Individuals pursuing this program will seek admission to the Department of Curriculum and Instruction according to established selection criteria. The Department gathers data related to educator preparation programs at UM and will work with the faculty to review and evaluate specific data on an annual basis as both a licensure and an advanced program.

| STANDARDS | | | | | |
|--|--|---|--------------------------|---|----------------|
| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| | | | | MET | NOT MET |
| (1) The program requires that successful candidates: | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDEC 540 Neuroscience and its Impact on Child Development | Typical assessments for the master's degree: Response Papers Comprehensive Exam | <input type="checkbox"/> | <input type="checkbox"/> | |
| (b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play; | EDEC 540 Neuroscience and its Impact on Child Development EDEC 508 Early Childhood Principles and Practices | Typical assessments for the master's degree: Video Learning Plan and Reflection Reading Reflections Response Papers Comprehensive Exam | <input type="checkbox"/> | <input type="checkbox"/> | |
| (c) apply their understanding of multiple influences on young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations; | EDEC 540 Neuroscience and its Impact on Child Development EDEC 510 Family, Community, and Cultures | Typical assessments for the master's degree: Reflection Papers Individual Service Learning Plan Research Paper Response Papers Early Intervention Critique Comprehensive Exam | <input type="checkbox"/> | <input type="checkbox"/> | |
| (d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children; | EDEC 540 Neuroscience and its Impact on Child Development EDEC 508 Early Childhood Principles and Practices | Typical assessments for the master's degree: Praxis exam Reading Reflections Response Papers Early Intervention Critique Comprehensive Exam | <input type="checkbox"/> | <input type="checkbox"/> | |
| (e) demonstrate the ability to use developmental | EDEC 520 Meeting Standards | Typical assessments for the | <input type="checkbox"/> | <input type="checkbox"/> | |

| STANDARDS | | | | | |
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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| 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; | Through Play-Based Environments | master's degree: Environmental Design Project Learning Center Project Observations and Reflections | | | |
| (f) know about, understand, and value the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources; | EDEC 510 Family, Community, and Cultures | Typical assessments for the master's degree: Individual Service Learning Plan Reflection Papers Research Paper | <input type="checkbox"/> | <input type="checkbox"/> | |
| (i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and | EDEC 530 Social & Emotional Development in Young Children – | Typical assessments for the minor: Positive Behavioral Support Plan with Supporting Research | <input type="checkbox"/> | <input type="checkbox"/> | |
| (ii) demonstrate a knowledge of the implications of secondary trauma; | EDEC 530 Social & Emotional Development in Young Children – | Typical assessments for the minor: Positive Behavioral Support Plan with Supporting Research | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDEC 510 Family, Community, and Cultures | Typical assessments for the master's degree: Individual Service Learning Plan Reflection Papers Research Paper | <input type="checkbox"/> | <input type="checkbox"/> | |
| (h) promote and encourage family involvement in all aspects of children's development and learning including assisting families to find and refer resources concerning parenting, mental health, health care, and financial assistance; | EDEC 510 Family, Community, and Cultures | Typical assessments for the master's degree: Individual Service Learning Plan Reflection Papers Research Paper | <input type="checkbox"/> | <input type="checkbox"/> | |
| (i) demonstrate essential knowledge and core | EDEC 510 Family, Community, | Typical assessments for the | <input type="checkbox"/> | <input type="checkbox"/> | |

| STANDARDS | | | | | |
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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs; | and Cultures EDEC 595 Early Childhood Fieldwork/Practicum | master's degree: Individual Service Learning Plan Reflection Papers Research Paper Portfolio | | | |
| (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: | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 508 Early Childhood Principles and Practices EDEC 595 Early Childhood Fieldwork/Practicum EDEC 520 Meeting Standards through Play-Based Environments EDEC 530 Social Emotional Development | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Curriculum Project Curriculum Critique Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (i) learn about children's unique qualities; | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 508 Early Childhood Principles and Practices EDEC 595 Early Childhood Fieldwork/Practicum EDEC 520 Meeting Standards through Play-Based Environments EDEC 530 Social Emotional Development | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Curriculum Project Curriculum Critique Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (ii) guide instruction; and | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 508 Early Childhood Principles and Practices EDEC 595 Early Childhood Fieldwork/Practicum EDEC 520 Meeting Standards through Play-Based Environments EDEC 530 Social Emotional Development | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Curriculum Project Curriculum Critique Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (iii) evaluate effective curriculum to maximize children's development and learning; | EDEC 550 EC Curriculum Analysis, Design and Assessment | Typical assessments for the master's degree: | <input type="checkbox"/> | <input type="checkbox"/> | |

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| | EDEC 508 Early Childhood Principles and Practices EDEC 595 Early Childhood Fieldwork/Practicum EDEC 520 Meeting Standards through Play-Based Environments EDEC 530 Social Emotional Development | Video Learning Plans and Reflections Reading Reflections Observation Reflections Curriculum Project Curriculum Critique Portfolios | | | |
| (k) make ethical considerations when administering and interpreting assessments including: | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 508 Early Childhood Principles and Practices EDEC 595 Early Childhood Fieldwork/Practicum EDEC 520 Meeting Standards through Play-Based Environments EDEC 510 Family, Community and Cultures EDEC 530 Social Emotional Development | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Curriculum Development Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (i) an understanding of family context and involving families in the assessment process; | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 508 Early Childhood Principles and Practices EDEC 595 Early Childhood Fieldwork/Practicum EDEC 520 Meeting Standards through Play-Based Environments EDEC 530 Social Emotional Development | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Curriculum Project Curriculum Critique Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 508 Early Childhood Principles and Practices EDEC 595 Early Childhood Fieldwork/Practicum EDEC 520 Meeting Standards through Play-Based Environments EDEC 530 Social Emotional Development | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Curriculum Project Curriculum Critique Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |

| STANDARDS | | | | | |
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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| | EDEC 510 Family, Community and Cultures | | | | |
| (iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity; | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 508 Early Childhood Principles and Practices EDEC 595 Early Childhood Fieldwork/Practicum EDEC 520 Meeting Standards through Play-Based Environments EDEC 530 Social Emotional Development EDEC 510 Family, Community and Cultures | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Curriculum Project Curriculum Critique Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDEC 530 Social Emotional Development EDEC 595 Early Childhood Fieldwork/Practicum | Typical assessments for the master's degree: Video Learning Plans and Reflections Reflection Papers Positive Behavior Supports Plan | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDEC 508 Early Childhood Principles and Practices EDEC 520 Meeting Standards through Play-Based Environments EDEC 530 Social Emotional Development EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 595 Early Childhood Fieldwork/Practicum | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Curriculum Project Curriculum Critique Portfolios Positive Behavior Supports Plan Research Statements | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDEC 510 Family, Community and Cultures EDEC 508 Early Childhood Principles and Practices EDEC 550 EC Curriculum Analysis, Design and Assessment | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Research Papers Curriculum Project | <input type="checkbox"/> | <input type="checkbox"/> | |

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| | Additional Coursework in Master's Degree Program: C&I 514 Education Across Cultures | Curriculum Critique | | | |
| (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; | EDEC 508 Early Childhood Principles and Practices EDEC 520 Meeting Standards through Play-Based Environments | Typical assessments for the master's degree: Environmental Design Project Learning Center Project Observations and Reflections Research Papers | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 508 Early Childhood Principles and Practices EDEC 520 Meeting Standards through Play-Based Environments EDEC 530 Social Emotional Development EDEC 595 Early Childhood Fieldwork/Practicum | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Curriculum Project Curriculum Critique Portfolios Research Papers Research Statement | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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: | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 508 Early Childhood Principles and Practices EDEC 520 Meeting Standards through Play-Based Environments EDEC 530 Social Emotional Development | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Curriculum Project Curriculum Critique Research Papers Research Statement | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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 | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 508 Early Childhood Practices and Principles Additional Coursework Previously | Typical assessments for the master's degree: Curriculum Project Curriculum Critique Literacy Teaching Demonstration Literacy Research Paper | <input type="checkbox"/> | <input type="checkbox"/> | |

| STANDARDS | | | | | |
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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| 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; | Completed in Initial K-8 Elementary Licensure Program | | | | |
| (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; | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 520 Meeting Standards through Play-Based Environments Additional Coursework Previously Completed in Initial K-8 Elementary Licensure Program | Typical assessments for the master's degree: Curriculum Project Curriculum Critique Learning Center Project Collaborative White Paper | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 508 Early Childhood Practices and Principles Additional Coursework Previously Completed in Initial K-8 Elementary Licensure Program | Typical assessments for the master's degree: Curriculum Project Curriculum Critique Numeracy Teaching Demonstration Numeracy Research Paper | <input type="checkbox"/> | <input type="checkbox"/> | |
| (iv) demonstrating knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 530 Social Emotional Development | Typical assessments for the master's degree: Lesson Plans Reflection Papers | <input type="checkbox"/> | <input type="checkbox"/> | |

| STANDARDS | | | | |
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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | TO BE COMPLETED BY VISITING TEAM | |
| 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; | Additional Coursework Previously Completed in Initial K-8 Elementary Licensure Program | Observations and Reflections Curriculum Project Curriculum Critique | | |
| (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 visual arts inclusive of the works of American Indian artists and art in Montana; | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 508 Early Childhood Principles and Practices Additional Coursework Previously Completed in Initial K-8 Elementary Licensure Program | Typical assessments for the master's degree: Curriculum Project Curriculum Critique Video Learning Plans and Reflections Reflection Papers | <input type="checkbox"/> | <input type="checkbox"/> |
| (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 | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 520 Meeting Standards Through Play-Based Environments Additional Coursework Previously Completed in Initial K-8 Elementary Licensure Program | Typical assessments for the master's degree: Curriculum Project Curriculum Critique Collaborative White Paper Learning Center Project | <input type="checkbox"/> | <input type="checkbox"/> |
| (vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for all students; | EDEC 550 EC Curriculum Analysis, Design and Assessment EDEC 520 Meeting Standards Through Play-Based Environments Additional Coursework Previously Completed in Initial K-8 Elementary Licensure Program | Typical assessments for the master's degree: Curriculum Project Curriculum Critique Collaborative White Paper Learning Center Project | <input type="checkbox"/> | <input type="checkbox"/> |

| STANDARDS | | | | | |
|---|--|--|--------------------------|---|--|
| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| (r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements; | EDEC 530 Social Emotional Development | Typical assessments for the master's degree: Reflection Papers Positive Behavior Supports Plan | <input type="checkbox"/> | <input type="checkbox"/> | |
| (s) uphold and use state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community; | EDEC 530 Social Emotional Development Additional Coursework Previously Completed in Initial K-8 Elementary Licensure Program | Typical assessments for the master's degree: Praxis Exam Code of Ethics Case Studies and Scenarios Reflection Papers Comprehensive Exam | <input type="checkbox"/> | <input type="checkbox"/> | |
| (t) collaborate with multiple stakeholders, including: | EDEC 595 Early Childhood Fieldwork/Practicum EDEC 550 EC Curriculum Analysis, Design and Assessment Additional Coursework in Master's Degree Program: C&I 518 Inclusion and Collaboration | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio Curriculum Project Curriculum Critique | <input type="checkbox"/> | <input type="checkbox"/> | |
| (i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades; | EDEC 595 Early Childhood Fieldwork/Practicum EDEC 550 EC Curriculum Analysis, Design and Assessment Additional Coursework in Master's Degree Program: C&I 518 Inclusion and Collaboration | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio Curriculum Project Curriculum Critique | <input type="checkbox"/> | <input type="checkbox"/> | |
| (ii) families and interdisciplinary professionals to meet the developmental needs of each child; and | EDEC 595 Early Childhood Fieldwork/Practicum EDEC 550 EC Curriculum Analysis, Design and Assessment Additional Coursework in Master's Degree Program: C&I 518 Inclusion and | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio Curriculum Project | <input type="checkbox"/> | <input type="checkbox"/> | |

| STANDARDS | | | | | |
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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| | Collaboration | Curriculum Critique | | | |
| (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; | EDEC 595 Early Childhood Fieldwork/Practicum EDEC 550 EC Curriculum Analysis, Design and Assessment Additional Coursework in Master's Degree Program: C&I 518 Inclusion and Collaboration | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio Curriculum Project Curriculum Critique | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDEC 508 Early Childhood Principles and Practices EDEC 520 Meeting Standards through Play-Based EDEC 530 Social Emotional Development EDEC 595 Early Childhood Fieldwork/Practicum EDEC 550 EC Curriculum Analysis, Design and Assessment | Typical assessments for the master's degree: Reading Reflections Video Learning Plans and Reflections Curriculum Project Curriculum Critique | <input type="checkbox"/> | <input type="checkbox"/> | |
| (v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field; | EDEC 508 Early Childhood Principles and Practices | Typical assessments for the master's degree: Praxis Exam Reading Reflections Comprehensive Exam | <input type="checkbox"/> | <input type="checkbox"/> | |
| (w) engage in informed advocacy for young children and the early childhood profession; and | EDEC 510 Family, Community and Cultures | Typical assessments for the master's degree: Service Learning Project Reading Reflections Research Paper | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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: | EDEC 508 Early Childhood Principles and Practices EDEC 520 Meeting Standards through Play-Based EDEC 530 Social Emotional Development EDEC 595 Early Childhood Fieldwork/Practicum | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio Learning Plans Curriculum Development | <input type="checkbox"/> | <input type="checkbox"/> | |

| STANDARDS | | | | | |
|---|---|---|---|---|--------------------------|
| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| (i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and | EDEC 595 Early Childhood Fieldwork/Practicum or EDEC 596 Independent Study (dependent upon one's elementary licensure experience) | Student Teaching Previously Completed in Initial K-8 Elementary Licensure Program | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio Learning Plans Curriculum Development | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs. | EDEC 595 Early Childhood Fieldwork/Practicum | | Typical assessments for the master's degree: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio Learning Plans Curriculum Development | <input type="checkbox"/> | <input type="checkbox"/> |
| (History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 2014 MAR p. 2936, Eff. 7/1/15.) | | | | | |



MEMORANDUM

TO: LINDA VROOMAN PETERSON, ADMINISTRATOR, ACCREDITATION AND EDUCATOR PREPARATION DIVISION

FROM: KRISTI MURPHY, ASSESSMENT AND LICENSURE MANAGER, PJW COLLEGE OF EDUCATION AND HUMAN SCIENCES ^{KKM}

CC: ROBERTA EVANS, DEAN OF THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES
SUSAN HARPER-WHALEN, ASSOCIATE DEAN OF THE PHYLLIS J. WASHINGTON COLLEGE OF EDUCATION AND HUMAN SCIENCES

SUBJECT: EARLY CHILDHOOD EDUCATION ENDORSEMENT VIA A MINOR IN EARLY CHILDHOOD EDUCATION

DATE: APRIL 13, 2015

We are seeking Board of Public Education approval to offer a new P-3 early childhood education endorsement for candidates simultaneously completing a bachelor's degree and K-8 elementary education licensure. The Department of Curriculum and Instruction at the University of Montana-Missoula requested and received approval through UM Faculty Senate and is pending approval from the Montana Board of Regents (May 21, 2015) to add a minor in Early Childhood Education. The minor includes a total of 24 credits specific to early childhood education. In addition to the minor requirements, candidates for this endorsement will meet some of the K-3 PEPP Standards through their K-8 elementary education coursework.

The Department of Curriculum and Instruction was motivated to add the minor in Early Childhood Education for three primary reasons: 1) to meet the needs of elementary education program teacher candidates who wish to seek Montana's new P-3 teaching license; 2) to enhance the preparation of teacher candidates wishing to teach in the early grades; and 3) to meet workforce preparation needs for highly qualified preschool teachers.

The minor builds upon coursework already available in the Department of Curriculum and Instruction and adds new early childhood courses designed to align with the strategic goals of UM and to meet state and national early childhood education standards. UM recently hired a full professor in early childhood education to join current faculty with early childhood expertise for a Fall 2015 program launch.

Individuals pursuing this minor will seek admission to and complete the Teacher Education Program in the Department of Curriculum and Instruction according to established selection criteria. The Department gathers data related to educator preparation programs at UM and will work with the faculty to review and evaluate specific data on an annual basis.

| STANDARDS | | | | | |
|--|---|--|--------------------------|---|----------------|
| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| | | | | MET | NOT MET |
| (1) The program requires that successful candidates: | | | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDU 222 Educational Psychology & Child Development | Typical assessments for the minor: Praxis exam Case Studies Journal Reviews | <input type="checkbox"/> | <input type="checkbox"/> | |
| (b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play; | EDU 222 Educational Psychology & Child Development EDEC 408 Early Childhood Principles and Practices | Typical assessments for the minor: Video Learning Plan and Reflection Case Studies Journal Reviews Reading Reflections | <input type="checkbox"/> | <input type="checkbox"/> | |
| (c) apply their understanding of multiple influences on young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations; | EDU 222 Educational Psychology & Child Development EDEC 410 Family, Community, and Cultures | Typical assessments for the minor: Case Studies Journal Reviews Reflection Papers Individual Service Learning Plan | <input type="checkbox"/> | <input type="checkbox"/> | |
| (d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children; | EDEC 408 Early Childhood Principles and Practices | Typical assessments for the minor: Praxis exam Reading Reflections | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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, | EDEC 420 Meeting Standards Through Play-Based Environments | Typical assessments for the minor: Environmental Design Project Learning Center Project Observations and Reflections | <input type="checkbox"/> | <input type="checkbox"/> | |

| STANDARDS | | | | | |
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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| 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, childhood trauma and adverse childhood experiences, supports, and community resources; | EDEC 410 Family, Community, and Cultures | Typical assessments for the minor: Individual Service Learning Plan Reflection Papers | <input type="checkbox"/> | <input type="checkbox"/> | |
| (i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and | EDEC 430 Social & Emotional Development in Young Children – | Typical assessments for the minor: Positive Behavioral Support Plan | <input type="checkbox"/> | <input type="checkbox"/> | |
| (ii) demonstrate a knowledge of the implications of secondary trauma; | EDEC 430 Social & Emotional Development in Young Children – | Typical assessments for the minor: Positive Behavioral Support Plan | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDEC 410 Family, Community, and Cultures | Typical assessments for the minor: Individual Service Learning Plan Reflection Papers | <input type="checkbox"/> | <input type="checkbox"/> | |
| (h) promote and encourage family involvement in all aspects of children's development and learning including assisting families to find and refer resources concerning parenting, mental health, health care, and financial assistance; | EDEC 410 Family, Community, and Cultures | Typical assessments for the minor: Individual Service Learning Plan Reflection Papers | <input type="checkbox"/> | <input type="checkbox"/> | |
| (i) demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of | EDEC 410 Family, Community, and Cultures EDEC 495 Early Childhood Fieldwork/Practicum | Typical assessments for the minor: Individual Service Learning Plan Reflection Papers Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| 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: | EDEC 408 Early Childhood Principles and Practices EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 495 Early Childhood Fieldwork/Practicum EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Case Studies Critical Area Project Curriculum Development Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (i) learn about children's unique qualities; | EDEC 408 Early Childhood Principles and Practices EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 495 Early Childhood Fieldwork/Practicum EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Case Studies Critical Area Project Curriculum Development Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (ii) guide instruction; and | EDEC 408 Early Childhood Principles and Practices EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 495 Early Childhood Fieldwork/Practicum EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Case Studies Critical Area Project Curriculum Development Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (iii) evaluate effective curriculum to maximize children's development and learning; | EDEC 408 Early Childhood Principles and Practices EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 495 Early Childhood Fieldwork/Practicum EDEC 420 Meeting Standards | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Case Studies Critical Area Project | <input type="checkbox"/> | <input type="checkbox"/> | |

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| | through Play-Based Environments EDEC 430 Social Emotional Development | Curriculum Development Portfolios | | | |
| (k) make ethical considerations when administering and interpreting assessments including: | EDEC 408 Early Childhood Principles and Practices EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 495 Early Childhood Fieldwork/Practicum EDEC 420 Meeting Standards through Play-Based Environments EDEC 410 Family, Community and Cultures EDEC 430 Social Emotional Development | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Case Studies Critical Area Project Curriculum Development Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (i) an understanding of family context and involving families in the assessment process; | EDEC 408 Early Childhood Principles and Practices EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 495 Early Childhood Fieldwork/Practicum EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Case Studies Critical Area Project Curriculum Development Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and | EDEC 408 Early Childhood Principles and Practices EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 495 Early Childhood Fieldwork/Practicum EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development EDEC 410 Family, Community and Cultures | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Case Studies Critical Area Project Curriculum Development Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (iii) avoiding bias and using culturally sensitive assessments that have established reliability and | EDEC 408 Early Childhood Principles and Practices | Typical assessments for the minor: Video Learning Plans and | <input type="checkbox"/> | <input type="checkbox"/> | |

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| validity; | EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 495 Early Childhood Fieldwork/Practicum EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development EDEC 410 Family, Community and Cultures | Reflections Reading Reflections Observation Reflections Case Studies Critical Area Project Curriculum Development Portfolios | | | |
| (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; | EDEC 430 Social Emotional Development EDEC 495 Early Childhood Fieldwork/Practicum | Typical assessments for the minor: Video Learning Plans and Reflections Reflection Papers Positive Behavior Supports Plan | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 408 Early Childhood Principles and Practices EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development EDEC 495 Early Childhood Fieldwork/Practicum | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Case Studies Critical Area Project Curriculum Development Portfolios Positive Behavior Supports Plan | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDEC 410 Family, Community and Cultures EDEC 408 Early Childhood Principles and Practices | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections | <input type="checkbox"/> | <input type="checkbox"/> | |
| (o) use a variety of learning formats and contexts to support young learners, including creating support for extended play, creating effective | EDEC 408 Early Childhood Principles and Practices EDEC 420 Meeting Standards through Play-Based Environments | Typical assessments for the minor: Environmental Design Project Learning Center Project Observations and Reflections | <input type="checkbox"/> | <input type="checkbox"/> | |

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| 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; | EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 408 Early Childhood Principles and Practices EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development EDEC 495 Early Childhood Fieldwork/Practicum | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Case Studies Critical Area Project Curriculum Development Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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: | EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 408 Early Childhood Principles and Practices EDEC 420 Meeting Standards through Play-Based Environments EDEC 430 Social Emotional Development | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Case Studies Critical Area Project Curriculum Development Portfolios | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDU 397 PK-3 Early Literacy Additional Coursework in K-8 Elementary Licensure Program: EDU 397 Methods: PK-8 Language Arts EDU 331 Literature and Literacy for Children | Typical assessments for the minor: Lesson Plans Field Journals Case Analysis | <input type="checkbox"/> | <input type="checkbox"/> | |
| (ii) demonstrating knowledge, understanding, and | EDEC 420 Meeting Standards | Typical assessments for the minor: | <input type="checkbox"/> | <input type="checkbox"/> | |

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| 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; | through Play-Based Environments Additional Coursework in K-8 Elementary Licensure Program: EDU 497 Methods: K-8 Science PHSX 225N Gen Science: Physical and Chemical BIOB 226N Gen Science: Earth and Life Science ENST 472 Gen Science: Conservation Education | Learning Center Project Environmental Design Project Reflections and Online Discussions | | | |
| (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; | EDU 397 PK-4 Early Numeracy Additional Coursework in K-8 Elementary Licensure Program: M 135 Math for K-8 Teachers I M 136 Math for K-8 Teachers II | Typical assessments for the minor: Lesson Plans Critical Area Project Case Studies Reading Reflections | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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 | EDEC 430 Social Emotional Development Additional Coursework in K-8 Elementary Licensure Program: EDU 497 Methods: K-8 Social Studies HSTA 101H or 102H American History I or II PSCI 210S Intro to American Government | Typical assessments for the minor: Lesson Plans | <input type="checkbox"/> | <input type="checkbox"/> | |

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| Montana, and interdependent world; | GPHY 121S or 141S Intro to Human or Regional Geography NASX 105H Intro to Native American Studies | | | | |
| (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; | EDEC 408 Early Childhood Principles and Practices Additional Coursework in K-8 Elementary Licensure Program: ARTZ 302A Elem School Art THTR 239A Creative Drama/Dance K-8 MUSE 397 Methods: K-8 Music | Typical assessments for the minor: Lesson Plans Reflection Papers On-line discussions Observations and Reflections | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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 | EDEC 420 Meeting Standards Through Play-Based Environments Additional Coursework in K-8 Elementary Licensure Program: HEE 233 Health Issues of Children and Adolescents | Typical assessments for the minor: Lesson Plans Reflection Papers On-line discussions Observations and Reflections | <input type="checkbox"/> | <input type="checkbox"/> | |
| (vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for all students; | EDEC 420 Meeting Standards Through Play-Based Environments Additional Coursework in K-8 Elementary Licensure Program: HEE 302 Methods of Instructional Strategies in Elem Physical Educ. | Typical assessments for the minor: Lesson Plans Reflection Papers On-line discussions Observations and Reflections | <input type="checkbox"/> | <input type="checkbox"/> | |
| (r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements; | EDEC 430 Social Emotional Development | Typical assessments for the minor: Reflection Papers Positive Behavior Supports Plan | <input type="checkbox"/> | <input type="checkbox"/> | |
| (s) uphold and use state and national codes of ethical conduct for the education of young children | EDEC 430 Social Emotional Development | Typical assessments for the minor: Praxis Exam Code of Ethics Case Studies and | <input type="checkbox"/> | <input type="checkbox"/> | |

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| 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; | Additional Coursework in K-8 Elementary Licensure Program: EDU 407E Ethics and Policy Issues | Scenarios Reflection Papers | | | |
| (t) collaborate with multiple stakeholders, including: | EDEC 495 Early Childhood Fieldwork/Practicum | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio | <input type="checkbox"/> | <input type="checkbox"/> | |
| (i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades; | EDEC 495 Early Childhood Fieldwork/Practicum | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio | <input type="checkbox"/> | <input type="checkbox"/> | |
| (ii) families and interdisciplinary professionals to meet the developmental needs of each child; and | EDEC 495 Early Childhood Fieldwork/Practicum | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDEC 495 Early Childhood Fieldwork/Practicum | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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; | EDEC 408 Early Childhood Principles and Practices EDEC 420 Meeting Standards through Play-Based EDEC 430 Social Emotional Development EDEC 495 Early Childhood Fieldwork/Practicum | Typical assessments for the minor: Reading Reflections Video Learning Plans and Reflections | <input type="checkbox"/> | <input type="checkbox"/> | |
| (v) identify and involve oneself with the distinctive | EDEC 408 Early Childhood | Typical assessments for the minor: | <input type="checkbox"/> | <input type="checkbox"/> | |

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | | TO BE COMPLETED BY VISITING TEAM | |
| history, values, knowledge base, and mission of the early childhood field; | Principles and Practices | Praxis Exam Reading Reflections | | | |
| (w) engage in informed advocacy for young children and the early childhood profession; and | EDEC 410 Family, Community and Cultures | Typical assessments for the minor: Service Learning Project Reading Reflections | <input type="checkbox"/> | <input type="checkbox"/> | |
| (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: | EDU 397 PK-4 Early Numeracy EDU 397 PK-3 Early Literacy EDEC 408 Early Childhood Principles and Practices EDEC 420 Meeting Standards through Play-Based EDEC 430 Social Emotional Development EDEC 495 Early Childhood Fieldwork/Practicum | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio Learning Plans Curriculum Development | <input type="checkbox"/> | <input type="checkbox"/> | |
| (i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and | Coursework in K-8 Elementary Licensure Program: EDU 495 Student Teaching: Elementary | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio Learning Plans Curriculum Development | <input type="checkbox"/> | <input type="checkbox"/> | |
| (ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs. | EDEC 495 Early Childhood Fieldwork/Practicum | Typical assessments for the minor: Video Learning Plans and Reflections Reading Reflections Observation Reflections Portfolio Learning Plans Curriculum Development | <input type="checkbox"/> | <input type="checkbox"/> | |
| (History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 2014 MAR p. 2936, Eff. 7/1/15.) | | | | | |

MEMORANDUM

TO: Linda Vrooman Peterson, Administrator, Accreditation and Educator Preparation Division

FROM: Laura Straus, Department Chair, Education Department; Julie Bullard, Early Childhood Director, Education Department

SUBJECT: Early Childhood Education: Prekindergarten-Grade 3 Bachelor's Degree

DATE: April 3, 2015

The University of Montana Western Education Department is seeking Board of Public Education approval to offer a new ECE: P-3 degree leading to early childhood education licensure. The Department of Education at the University of Montana Western requested and received approval through Faculty Senate and is pending approval from the Montana Board of Regents to add a new major in Early Childhood Education. The major consists of 126 credits that are designed to meet the Early Childhood Education: P-3 PEPP Standards.

The ECE: P-3 major will meet the needs of teacher candidates who wish to obtain the ECE: P-3 teaching license. It will also meet the needs of current practitioners working in prek programs, including teachers who are participating in the Montana prek grant, current public school prek teachers, and Head Start teachers.

Montana Western has a long history of offering both early childhood and elementary education degrees. The new ECE: P-3 degree combines coursework from both these fields along with several new specially designed courses. The planned start date for the degree is fall 2015.

Individuals pursuing this degree will meet established requirements for admission to the Teacher Education Program at Montana Western. They will participate in a rigorous assessment system, ensuring that they meet program standards. Candidate data will be aggregated and analyzed at least twice yearly and program changes will be made based upon the results.

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | TO BE COMPLETED BY VISITING TEAM | |
| | | | MET | NOT MET |
| (1) The program requires that successful candidates: | Coursework | Assessment | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | EDEC 247-248 Child and Adolescent Development and Lab EDU 222 Ed Psych and Child Development | Exams Independent Project Child Observation Activities Oral Exit Interview | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play; | EDEC 247-248 Child and Adolescent Development and Lab EDEC 220/221 Creating an Environment for Learning and lab EDEC 385-386 Integrated Curriculum in EC and Lab | Child Observation Activities Oral Exit Interview ECE Portfolio Faculty Observations | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) apply their understanding of multiple influences on young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations; | EDEC 247-248 Child and Adolescent Development and Lab EDU 222 Ed Psych and Child Development EDU 311 or EDEC 291 Diversity Course | Exams Project | <input type="checkbox"/> | <input type="checkbox"/> |

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | TO BE COMPLETED BY VISITING TEAM | |
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| (d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children; | EDEC 265-266 Leadership and Professionalism in EC and lab EDEC 340 Practicing Inclusion | Collaborative Advocacy Project Evaluation Worksheet Mastery Assignment | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | EDEC 220/221 Creating an Environment for Learning and lab | Development of Learning Center Ideal indoor and outdoor environment model | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) know about, understand, and value the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources; | EDU 233 Lit, Language, and Texts EDEC 210-211 Meeting the Needs of the Family and Lab EDEC 430 Social Emotional Development in Young Children EDU 311 or EDEC 291 Diversity Course | Literacy Autobiography Anti-bias Paper Social Competence Inventory Project | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and | EDEC 430 Social Emotional Development in Young Children | Social Competence Inventory | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) demonstrate a knowledge of the implications of secondary trauma; | EDEC 430 Social Emotional Development in Young Children | Social Competence Inventory | <input type="checkbox"/> | <input type="checkbox"/> |

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | TO BE COMPLETED BY VISITING TEAM | |
| | | | MET | NOT MET |
| (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; | EDEC 210-211 Meeting the Needs of the Family and Lab | Home Visits Parent Teacher Conferences Faculty Observation | <input type="checkbox"/> | <input type="checkbox"/> |
| (h) promote and encourage family involvement in all aspects of children's development and learning including assisting families to find and refer resources concerning parenting, mental health, health care, and financial assistance; | EDEC 210-211 Meeting the Needs of the Family and Lab | Family Event Home Visits | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs; | EDEC 210-211 Meeting the Needs of the Family and Lab EDEC 340 Practicing Inclusion EDU 382 Assessment, curriculum, and instruction | Home Visits and Parent Teacher Conferences Team Planning Worksheet Teacher Work Sample | <input type="checkbox"/> | <input type="checkbox"/> |
| (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: | EDEC 248 Child Development Lab EDEC 265-266 Leadership and Professionalism in EC and Lab EDEC 405 Assessment in EC EDU 382 Assessment, Curriculum, & Instruction | Child Assessments Program Assessments Program Assessment Family Need Assessment Microteaching Teacher Work Sample | <input type="checkbox"/> | <input type="checkbox"/> |

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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | TO BE COMPLETED BY VISITING TEAM | |
| | | | MET | NOT MET |
| (i) learn about children's unique qualities; | EDEC 248 Child Development Lab | Child Assessments | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) guide instruction; and | EDU 382 Assessment, Curriculum, & Instruction | Microteaching Teacher Work Sample Unit Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (iii) evaluate effective curriculum to maximize children's development and learning; | EDU 382 Assessment, Curriculum, & Instruction | Microteaching Teacher Work Sample Unit Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (k) make ethical considerations when administering and interpreting assessments including: | EDEC 405 Assessment in EC EDU 382 Assessment, Curriculum, & Instruction EDU 311 or EDEC 291 Diversity Course | Microteaching Teacher Work Sample Unit Plan Family Needs Assessment | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) an understanding of family context and involving families in the assessment process; | EDEC 405 Assessment in EC | Family Needs Assessment | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and | EDEC 430 Social/Emotional Development in Young Children EDU 382 Assessment, Curriculum, & Instruction | Social Competence Inventory Teacher Work Sample Unit Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity; | EDEC 405 Assessment in EC EDU 382 Assessment, Curriculum, & Instruction | Family and Child Assessment Microteaching Teacher Work Sample Unit Plan | <input type="checkbox"/> | <input type="checkbox"/> |

| STANDARDS | | | | |
|--|--|--|---|--------------------------|
| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | TO BE COMPLETED BY VISITING TEAM | |
| | | | MET | NOT MET |
| | EDU 311 or EDEC 291 Diversity Course | Projects Exams | | |
| (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; | EDEC 230 Positive Guidance and Management | Faculty Observation Behavior Support Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | EDEC 385-386 Integrated Curriculum in EC and Lab EDEC 3XX Integrating Tech in ECE Classrooms | Curriculum Project Faculty Observation Technology Infused Curriculum Unit | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | EDEC 385-386 Integrated Curriculum in EC and Lab EDU 311 or EDEC 291 Diversity Course | Curriculum Project Faculty Observation Project Exam | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | EDEC 220-221 Creating an Environment for Learning and Lab EDU 382 Assessment, Curriculum, & Instruction | Learning Center Design and Implementation Faculty Observations Microteaching | <input type="checkbox"/> | <input type="checkbox"/> |

| STANDARDS | | | | |
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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | TO BE COMPLETED BY VISITING TEAM | |
| | | | MET | NOT MET |
| (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; | EDEC 381-382 Early Childhood Curriculum and Methods and Lab | Learning Plans Faculty Observations | <input type="checkbox"/> | <input type="checkbox"/> |
| | EDEC 385-386 Integrated Curriculum in EC and Lab | Project Plans Faculty Observations | | |
| | EDU 382 Assessment, Curriculum, & Instruction | Microteaching Teacher Work Sample Unit Plan | | |
| (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: | EDEC 381-382 Early Childhood Curriculum and Methods and Lab | Learning Plans Faculty Observations | <input type="checkbox"/> | <input type="checkbox"/> |
| | EDEC 385-386 Integrated Curriculum in EC and Lab | Project Plans Faculty observations | | |
| | EDU 382 Assessment, Curriculum, & Instruction | Microteaching Teacher Work Sample Unit Plan | | |
| (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; | EDEC 381-382 Early Childhood Curriculum and Methods and Lab | Learning Plans Faculty Observations | <input type="checkbox"/> | <input type="checkbox"/> |
| | EDU 233 Lit Language and Texts | Authenticity Paper | | |
| | EDU 334 Children and Young Adult Lit | Reflective Reading Journal Ethnography case study | | |

| STANDARDS | | | | |
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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | TO BE COMPLETED BY VISITING TEAM | |
| | | | MET | NOT MET |
| | EDU 438 Literacy, Assess, Diag & Instruction | Lesson plans | | |
| (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; | EDEC 381-382 Early Childhood Curriculum and Methods and Lab | Learning Plans Faculty Observations | <input type="checkbox"/> | <input type="checkbox"/> |
| | EDEC 3XX Science and Social Studies for Early Childhood (K-3) | Integrated Science and Social Studies Unit Faculty Observation | | |
| (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; | EDEC 381-382 Early Childhood Curriculum and Methods and Lab | Learning Plans Faculty Observations | <input type="checkbox"/> | <input type="checkbox"/> |
| | EDEC 3XX Mathematics for Early Childhood (K-3) | Math Learning Center Math Learning Plans | | |
| (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 | EDEC 381-382 Early Childhood Curriculum and Methods and Lab | Learning Plans Faculty Observations | <input type="checkbox"/> | <input type="checkbox"/> |

| STANDARDS | | | | |
|---|--|---|---|--------------------------|
| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | TO BE COMPLETED BY VISITING TEAM | |
| | | | MET | NOT MET |
| 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; | EDEC 3XX Science and Social Studies for Early Childhood (K-3) | Integrated Science and Social Studies Unit Faculty Observation | | |
| (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 visual arts inclusive of the works of American Indian artists and art in Montana; | EDEC 381-382 Early Childhood Curriculum and Methods and Lab EDU 397A or EDED 345 Arts Methods | Learning Plans Faculty Observations Arts Unit Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (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 | HEE 340 or EDEC 291 Health Methods | Health Project | <input type="checkbox"/> | <input type="checkbox"/> |
| (vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for all students; | EDEC 3353 Fostering Movement in Young Children | Movement Activities | <input type="checkbox"/> | <input type="checkbox"/> |
| (r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements; | EDEC 430 Social/Emotional Development in Young Children | Case Study and Behavior Support Plan Social Competence Inventory | <input type="checkbox"/> | <input type="checkbox"/> |

| STANDARDS | | | | |
|---|---|---|---|--------------------------|
| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | TO BE COMPLETED BY VISITING TEAM | |
| | | | MET | NOT MET |
| | EDEC 230 Positive Guidance and Management | Social Emotional Learning Plans | | |
| (s) uphold and use state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community; | EDEC 265-266 Leadership and Professionalism in EC and Lab | Oral exit interview | <input type="checkbox"/> | <input type="checkbox"/> |
| (t) collaborate with multiple stakeholders, including: | EDEC 265-266 Leadership and Professionalism in EC and Lab | Collaborative Advocacy Project | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades; | EDU 382 Assessment, Curriculum, and Instruction | Microteaching Teacher Work Sample Unit Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) families and interdisciplinary professionals to meet the developmental needs of each child; and | EDEC 210-211 Meeting the Needs of Families and Lab | Home Visits and Parent Teacher Conferences | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | EDEC 265-266 Leadership and Professionalism in EC and Lab | Collaborative Advocacy Project | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | EDEC 265-266 Leadership and Professionalism in EC and Lab | ECE Portfolio | <input type="checkbox"/> | <input type="checkbox"/> |
| (v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field; | EDEC 265-266 Leadership and Professionalism in EC and Lab | Oral Exit Interview | <input type="checkbox"/> | <input type="checkbox"/> |

| STANDARDS | | | | |
|--|---|--------------------------------|---|--------------------------|
| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | | TO BE COMPLETED BY VISITING TEAM | |
| | | | MET | NOT MET |
| (w) engage in informed advocacy for young children and the early childhood profession; and | EDEC 265-266 Leadership and Professionalism in EC and Lab | Collaborative Advocacy Project | <input type="checkbox"/> | <input type="checkbox"/> |
| (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: | EDEC Labs | EDEC Lab Observations | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and | EDU 495 Student Teaching | Student Teaching Evaluation | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) the second clinical site may include state-licensed child care centers or homes, Head Start, and community or school-based preschool programs. | EDEC Labs | EDEC Lab Observations | <input type="checkbox"/> | <input type="checkbox"/> |
| (History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 2014 MAR p. 2936, Eff. 7/1/15.) | | | | |

Institutional Report

| STANDARDS | | | |
|---|---|---|--------------------------|
| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| <p>(1) The provider may request the approval of a new curricular program by describing the purpose, need, and objectives of the program and the impact on P-12 education.</p> | <p>University of Montana - Western</p> <p>Purpose</p> <p>The early years are critical for children’s current and future success. For example, during these years the brain develops more rapidly than at any other time, with 700 synapses being developed every second. Attention at both the national and state level has highlighted the growing awareness of the need for well-prepared teachers and quality programs for young children. The proposed ECE: P-3 degree will prepare educators with very specific coursework and experiences to meet the needs of this age group. The degree is designed to meet the early childhood teacher preparation standards established by the National Association for the Education of Young Children (NAEYC) in alignment with the Montana early childhood education Professional Educator Preparation Program (PEPP) standards and the national accreditation standards through the Council for Accreditation of Educator Preparation (CAEP).</p> <p>Need</p> <p>New state licensure: The Montana Board of Public Education has recently approved a pre-K -- 3rd grade license. As the largest early childhood program in the state</p> | <input type="checkbox"/> | <input type="checkbox"/> |



Institutional Report

| STANDARDS | | | |
|---|---|----------------------------------|--------------------------|
| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| | <p>and as a leader in early childhood education, it is logical that Montana Western offer the degree.</p> <p>State funding: The Montana Office of Public Instruction just received a \$10,000,000 grant (renewable for four years) for pre-K. This grant provides nearly half a million dollars a year for scholarships and for course development. Additionally, students who are working within early childhood can apply for a \$1,000 noncompetitive scholarship each semester to apply toward their degree from the Early Childhood Project.</p> <p>Impact</p> <p>Within three years, all public schools who offer pre-K programs will be required to have a teacher with the new ECE: P-3 license. The new \$10,000,000 pre-K grant also requires that early childhood teachers receive a pre-K degree. Sixty-four teachers who will receive this funding have already been identified as needing this degree. This degree will also prepare highly-qualified teachers for early elementary grades, preschool programs such as Head Start and child care.</p> | | |
| (2) The provider: | | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | The program of study was designed based upon the new early childhood education PEPP standards. Additionally, | <input type="checkbox"/> | <input type="checkbox"/> |



Institutional Report

| STANDARDS | | | |
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| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| | current research, proven practice, and emerging trends are included within all courses. Please see the syllabi. | | |
| (b) works cooperatively with accredited school districts, education organizations, agencies, and P-20 stakeholders to design the program; | A state-wide meeting was held to gain input on the degree. Representatives from early childhood programs, early childhood agencies, professional organizations, organizations for exceptionalities, early childhood accreditation, and faculty teaching elementary and early childhood were in attendance. | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) implements, assesses, and evaluates the program's impact on the identified P-12 needs; | Students completing this degree will meet all TEP requirements including a Teacher Work Sample that demonstrates their impact on P-12 learning. Additionally, the program will examine aggregated data twice yearly to determine whether students are meeting learning outcomes. Programatic changes will be made based upon this data. | <input type="checkbox"/> | <input type="checkbox"/> |
| (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 | The University of Montana Western is an NCATE accredited institution. A joint CAEP and state review will be held next fall. Reports and data will be shared both before and during this review. | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) updates and maintains program information on its Web page. | In addition to the University of Montana Education webpage, there is a Web site specifically for early childhood. This is updated by the early childhood administrative assistant. | <input type="checkbox"/> | <input type="checkbox"/> |
| (3) The provider: | | <input type="checkbox"/> | <input type="checkbox"/> |
| (a) articulates initial or advanced candidates' learning expectations pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7; | The ECE: P-3 degree aligns to chapter 58 standards. Please see the attached standards alignment form. | <input type="checkbox"/> | <input type="checkbox"/> |



Institutional Report

| STANDARDS | | | |
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| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| (b) aligns learning expectations and outcome assessments to the program objectives; | Learning expectations and outcome assessments are aligned to program objectives. Please see the alignment form and syllabi. | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) describes the professional learning process, plan, and timeline to prepare personnel; | The learning process, plan, and timeline for preparing personnel are outlined for each student in the Montana Western catalog. | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) establishes assessment and evaluation systems to collect, analyze, use, and report initial or advanced candidate's progress in the program; | Montana Western Education Department uses Chalk and Wire to collect data. This data is analyzed at least twice a year at fall and spring faculty retreats. The data is used for program improvement. | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) ensures that the program is supported by identifiable human and physical resources available to the program and resources not under the control of the institution shall be outlined and confirmed by the Board of Public Education; | The program is supported by tenured and tenure-track faculty with terminal degrees in early childhood, as well as elementary education. Faculty teach coursework based upon their unique specialties. Since Montana Western has had an early childhood degree for over 30 years and an elementary degree for over 100 years, physical resources and supportive resources such as library collections are well established. | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) creates a timetable that includes: | | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) the program's proposed implementation date; | The proposed implementation date for the ECE: P-3 is fall 2015. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| (ii) the sequence of activities that will occur; | Seek BPE and BOR approval spring-summer 2015. Design new coursework for ECE: P -3 2015-1016- summer 2015 (a stipend is available for summer work for faculty) Begin offering degree-fall 2015 | <input type="checkbox"/> | <input type="checkbox"/> |



Institutional Report

| STANDARDS | | | |
|--|---|---|--------------------------|
| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| (iii) selection and schedules of regular and systematic intervals of candidate and program evaluations; and | Candidates will be evaluated on key assessments embedded within coursework. They will also be assessed as part of three TEP gateways. | <input type="checkbox"/> | <input type="checkbox"/> |
| (iv) the approximate date for submitting the program plan, timeline, and reports for program approval to the appropriate institutional officials and to the Superintendent of Public Instruction; and | The program plan, timeline, and reports will be submitted to the Superintendent of Public instruction in April 2015. | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) ensures that program evaluations have definite provisions for performance criteria and follow-up at specified intervals and the evaluations: | Program evaluations will be reviewed at least yearly. Action places based upon the review will be developed and implemented. | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) align to initial or advanced standards pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7; and | The ECE: P-3 degree aligns to Chapter 58 standards. See the attached standards alignment form. | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) ensure continuous program improvement by using data to inform decisions that provide positive impact on candidates' professional growth and on program development. | Continuous program improvement is based upon data on candidate performance as well as emerging research and trends within the field. The ability to collect and use data effectively has been evaluated by previous NCATE and state teams. Montana Western elementary education and early childhood education have a proven history of collecting data and using this data for program improvement. | <input type="checkbox"/> | <input type="checkbox"/> |
| (4) The provider shall establish and administer the program and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies. | The ECE: P-3 will be administered by the Education Department at the University of Montana Western. | <input type="checkbox"/> | <input type="checkbox"/> |



Institutional Report

| STANDARDS | | | |
|---|---|---|----------------|
| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| (History: 20-2-114, MCA; <u>IMP</u> , 20-2-121 MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07; <u>AMD</u> , 2014 MAR p. 2936, Eff. 7/1/15.) | | | |



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Salish Kootenai College



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Linda Vrooman Peterson
Division Administrator
Accreditation and Educator Preparation
Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620-2501

Dear Dr. Peterson,

Salish Kootenai College's Division of Education is requesting the Office of Public Instruction's review of its newly developed Bachelor of Science in Early Childhood Education: P-3 program. The SKC Curriculum Committee and the SKC Board of Director approved this program internally in March 2015.

We are seeking a two-year probationary accreditation from OPI as outlined in your *New Program Application Guidelines: Administrative Rules of Montana 10.58.802*. The Institutional Reports for 10-58-531 and 10-58-802 are attached with the degree plan. Course syllabi and other supportive documents will be mailed shortly.

SKC Division of Education is extremely excited about this new early childhood program. We believe it to be a program rich in cultural relevancy, based in child development theory, and focused on researched-based and standards-guided educational pedagogy.

Our intent is to officially offer this program beginning in the upcoming fall quarter, 2015. We look forward to receiving your reviewers' comments and are hopeful for favorable findings. Should you have any questions, please contact Dr. Cindy O'Dell at 406-275-4752 or cindy_odell@skc.edu.

Sincerely,

Dr. Cindy O'Dell
Dean of the Division of Education
Salish Kootenai College

EARLY CHILDHOOD EDUCATION: P-3 MINOR FOR EARLY CHILDHOOD MAJORS

(43 credits)

Program Description

The function of the Early Childhood Education: P-3 Minor for Early Childhood Majors Program is to prepare, graduate, and refer for a P-3 endorsement, those teacher candidates who demonstrate professional competencies in teaching Preschool to Grade 3 students. This program was developed to meet the critical need for Highly Qualified Teachers who are licensed to teach in the early grades (age 3 to grade 3). This minor is intended for those who are currently enrolled in the early childhood education program at SKC or have graduated from SKC with a bachelors degree in early childhood education and wish to become certified teachers for children ages 3 to grade 3.

The program's design and framework are built upon the standards from the National Association for the Education of Young Children, the InTASC Model Core Teaching Standards for teacher preparation, and the Montana Professional Preparation Program Standards (PEPPS, 2015).

Key features of the program include an emphasis on culturally responsive education and multiple opportunities for practicum experiences in which teacher candidates participate in observing, teaching, and reflecting upon these experiences with young students. Graduates will be able to demonstrate knowledge of the content required for teaching early grades, as well as a strong foundation in child development and family/community engagement.

Career Opportunities

Candidates who complete all of the requirements for the Early Childhood Education: P-3 minor and successful completion of the licensure process for teaching P-3, qualifies one to teach in Pre-K to Grade 3 classrooms. Therefore, this minor, combined with the Early Childhood bachelors degree, adds the ability for one to be considered highly qualified to teach preschool aged children in addition to K-3 grades. See the Education Division Student Handbook for a detailed description of program and licensure requirements. Graduation with a minor in ECE: P-3 is not a guarantee of licensure. *This program is accredited by the Montana Board of Public Education.*

Program Outcomes:

Upon completion of the Bachelor of Science degree, candidates will demonstrate the skills, dispositions and knowledge in relationship to the following principles:

Standard #1: Learner Development. The teacher understands 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 designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The 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.

Standard #4: Content Knowledge. The 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.

Standard #5: Application of Content. The 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.

Standard #6: Assessment. The 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 decision making.

Standard #7: Planning for Instruction. The 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.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The 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), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The 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.

Additionally, candidates demonstrate competency in each of the Montana Professional Educator Preparation Program Standards (PEPPS) for Early Childhood Education under 10.58.531. Refer to the Education Division website for the list of these competencies and the requirements for meeting them.

Requirements

Students must submit to a federal background check for this program.

Students must receive a "C" or better in all required courses while maintaining an overall grade point average of 3.0 to graduate with the minor.

Fall Quarter Courses

| | |
|--|-----------|
| EDUC 307 Curriculum, Planning, and Assessment | 4 |
| MATH 132 Mathematics for K-8 Teachers 1 | 5 |
| ECED 321 Teaching Reading & Comm. Arts in the Early Grades | 4 |
| ECED 421 Curriculum Integration & Application in ECE I | 3 |
| Total | 16 |

Winter Quarter Courses

| | |
|---|-----------|
| EDUC 390 Teaching Science in the Elementary Classroom | 4 |
| EDUC 372 Teaching Math in the Early Grades | 3 |
| ECED 451 Curriculum Integration and Application in ECE II | 3 |
| Total | 10 |

Spring Quarter Courses

| | |
|--|-----------|
| EDUC 490 Student Teaching | 12 |
| EDUC 340 Intro to Lit Assessment and Instruction | 4 |
| EDUC 341 Intro to Lit Assessment Practicum | 1 |
| Total | 17 |

Total Credits for ECE P-3 Minor for Early Childhood Majors 43

EARLY CHILDHOOD EDUCATION: P-3 MINOR FOR ELEMENTARY MAJORS/K-8 TEACHERS

(43 credits)

Program Description

The function of the Early Childhood Education: P-3 Minor for Elementary Majors/K-8 Teachers Program is to prepare, graduate, and refer for a P-3 endorsement, those teacher candidates who demonstrate professional competencies in teaching Preschool to Grade 3 students. This program was developed to meet the critical need for Highly Qualified Teachers who are licensed to teach in the early grades (age 3 to grade 3). This minor is intended for those who are currently enrolled in the elementary education program at SKC or have graduated from SKC with a major in elementary education. This minor and endorsement add the early childhood or preschool component to the K-8 licensure.

The program's design and framework are built upon the standards from the National Association for the Education of Young Children, the InTASC Model Core Teaching Standards for teacher preparation, and the Montana Professional Preparation Program Standards (PEPPS, 2015).

Key features of the program include an emphasis on culturally responsive education and multiple opportunities for practicum experiences in which teacher candidates participate in observing, teaching, and reflecting upon these experiences with young students. Graduates will be able to demonstrate knowledge of the content required for teaching early grades, as well as a strong foundation in child development and family/community engagement.

Career Opportunities

Candidates who complete all of the requirements for the Early Childhood Education: P-3 minor and successful completion of the licensure process for teaching P-3, qualifies one to teach in Pre-K to Grade 3 classrooms. Therefore, this minor, combined with Elementary certification adds the ability for one to be considered highly qualified to teach preschool aged children in addition to K-8 grades. See the Education Division Student Handbook for a detailed description of program and licensure requirements. Graduation with a minor in ECE: P-3 is not a guarantee of licensure. This program is accredited by the Montana Board of Public Education.

Program Outcomes:

Upon completion of the Bachelor of Science degree, candidates will demonstrate the skills, dispositions and knowledge in relationship to the following principles:

Standard #1: Learner Development. The teacher understands 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 designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The 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.

Standard #4: Content Knowledge. The 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.

Standard #5: Application of Content. The 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.

Standard #6: Assessment. The 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 decision making.

Standard #7: Planning for Instruction. The 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.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The 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), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The 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.

Additionally, candidates demonstrate competency in each of the Montana Professional Educator Preparation Program Standards (PEPPS) for Early Childhood Education under 10.58.531. Refer to the Education Division website for the list of these competencies and the requirements for meeting them.

Requirements

Students must submit to a federal background check for this program.

Students must receive a "C" or better in all required courses while maintaining an overall grade point average of 3.0 to graduate with the minor.

Fall Quarter Courses

| | |
|---|---|
| ECED 112 Early Childhood Curriculum I | 3 |
| ECED 315 Literacy and Language in the Early Child Classroom | 3 |
| ECED 330 Partnerships and Collaboration | 3 |
| ECED 420 Observation, Documentation and Assessment of Young Children | 5 |
| ECED 421 Curriculum Integration & Application in ECE I | 3 |

| | |
|---|-----------|
| ECED 375 Fostering Physical Development in Young Children | 2 |
| Total | 19 |

Winter Quarter Courses

| | |
|--|-----------|
| ECED 103 Positive Guidance and Discipline | 3 |
| ECED 104 Positive Guidance and Discipline Lab | 3 |
| ECED 117 Creating a Learning Environment | 2 |
| ECED 451 Curriculum Integration and Application in ECE II | 3 |
| ECED 340 Social-Emotional Growth and Socialization of Young Children | 5 |
| Total | 16 |

Spring Quarter Courses

| | |
|---|----------|
| ECED 299 Early Childhood Practicum | 4 |
| ECED 265 Leadership and Professionalism in ECED | 4 |
| Total | 8 |

| | |
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| Total Credits for ECE P-3 Minor for Elementary Majors | 43 |
|--|-----------|

Institutional Report

| STANDARDS | | | |
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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| (1) The program requires that successful candidates: | | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | <p>Refer to SKC course syllabi: EDUC 240 or ECED 130/131, EDUC 250, and multiple methods courses</p> <p>Candidates will demonstrate competency in this standard by designing appropriate learning experiences that are built on understandings about how children grow cognitively, socially/emotionally, and physically. These lesson and unit plans are associated with all methods courses, and placed in candidate portfolios.</p> <p>Data to assess this standard will also consist of a philosophy paper and Reflective Written Analysis (RWA) developed by teacher candidates that describe the principles, theories, beliefs, and practices used by the candidate to promote student learning (Stages 1, 2 and 3, Principle I: Learner Development in the TEP Portfolio). A rubric and plans for data analysis are provided for the philosophy paper and RWA.</p> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) base their practice on coherent early childhood theoretical perspectives, current research about brain growth and development, and the importance of play; | <p>Refer to SKC course syllabi: EDUC 240 or ECED 130/131</p> <p>Candidates will demonstrate competency in this standard by designing appropriate learning experiences that are built on understandings about how children grow cognitively, socially/emotionally, and physically. These lesson and unit</p> | <input type="checkbox"/> | <input type="checkbox"/> |



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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| | <p>plans are associated with all methods courses, and placed in candidate portfolios.</p> <p>Data to assess this standard will also consist of a philosophy paper developed by teacher candidates that describe the principles, theories, beliefs, and practices used by the candidate to promote student learning (Principle I: Learner Development in the TEP Portfolio). A rubric and plans for data analysis are provided for the philosophy paper.</p> | | |
| <p>(c) apply their understanding of multiple influences on young children's development and learning including family, community, cultural, and linguistic contexts, temperament, approaches, and dispositions to learning (including initiative, self-direction, persistence, and attentiveness), motivation, attachment, economic conditions, health status, opportunities for play and learning, technology and media, and developmental variations;</p> | <p>Refer to SKC course syllabi: ECED 130/131 or EDUC 240, ECED 421 and ECED 451</p> <p>Candidates will demonstrate competency in this standard by designing appropriate learning experiences that are built on understandings about how children grow cognitively, socially/emotionally, and physically. These lessons and unit plans are associated with all methods courses, and placed in candidate portfolios.</p> <p>Data to assess this standard will also consist of a philosophy paper developed by teacher candidates that describe the principles, theories, beliefs, and practices used by the candidate to promote student learning (Principle I: Learner Development in the TEP Portfolio). A rubric and plans for data analysis are provided for the philosophy paper.</p> | <input type="checkbox"/> | <input type="checkbox"/> |



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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
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| | Candidates will demonstrate competency in this standard through learning plans and instructor observations completed during ECED 421 and 451. | | |
| (d) understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children; | Refer to SKC course syllabi: EDUC 337 This course provides candidates with an overview of special education. Candidates demonstrate their competency in the standard through a differentiated lesson plan developed for a student with a disability. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| (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; | Refer to SKC course syllabi for ECED 117 and ECED 209. Candidates will demonstrate competency in this standard through an Indoor/Outdoor Environmental Plan and through a Family Resource Center Demonstration. | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) know about, understand, and value the complex characteristics and importance of children's families and communities including home language, cultural values, ethnicity, socioeconomic conditions, family structures, relationships, stresses, childhood trauma and adverse childhood experiences, supports, and community resources; | Refer to SKC course syllabi: ECED 209 and ECED 330 Candidates will demonstrate competency in this standard through a Parent Meeting/Family Night and Reflection. Candidates will demonstrate competency of this standard in through a Child and Family Support Plan. | <input type="checkbox"/> | <input type="checkbox"/> |



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| STANDARDS | | | |
|--|---|----------------------------------|--------------------------|
| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
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| (i) understand the effects of childhood trauma on social, emotional, physical, and behavioral development and be able to demonstrate trauma-informed classroom management strategies; and | Refer to SKC course syllabi: ECED 340 Candidates will demonstrate competency in this standard through a Case Study and Behavioral Support Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) demonstrate a knowledge of the implications of secondary trauma; | Refer to SKC course syllabi: ECED 330 Candidates will demonstrate competency through the Self-Assessment and Collaboration Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | Refer to SKC course syllabi: ECED 209 Candidates will demonstrate competency through a Parent-Teacher Conference Reflection and Analysis and the Parent Meeting/Family Night and Reflection. | <input type="checkbox"/> | <input type="checkbox"/> |
| (h) promote and encourage family involvement in all aspects of children's development and learning including assisting families to find and refer resources concerning parenting, mental health, health care, and financial assistance; | Refer to SKC course syllabi: ECED 330 Candidates will demonstrate competency of this standard through a Child and Family Support Plan. | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines to encourage families' participation in curriculum and program development as well as assessment of children's learning, including identification of children's strengths and needs; | Refer to SKC course syllabi ECED 420 Candidates will demonstrate competency of this standard through the Comprehensive Child Study Project. | <input type="checkbox"/> | <input type="checkbox"/> |



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| STANDARDS | | | |
|---|---|----------------------------------|--------------------------|
| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
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| (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: | Refer to SKC course syllabi ECED 420 Candidates will demonstrate competency of this standard through the Comprehensive Child Study Project . | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) learn about children's unique qualities; | Refer to SKC course syllabi ECED 420 Candidates will demonstrate competency of this standard through the Comprehensive Child Study Project. | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) guide instruction; and | Refer to SKC course syllabi ECED 420 Candidates will demonstrate competency of this standard through the Comprehensive Child Study Project. | <input type="checkbox"/> | <input type="checkbox"/> |
| (iii) evaluate effective curriculum to maximize children's development and learning; | Refer to SKC course syllabi ECED 420 Candidates will demonstrate competency of this standard through the Comprehensive Child Study Project. | <input type="checkbox"/> | <input type="checkbox"/> |
| (k) make ethical considerations when administering and interpreting assessments including: | Refer to SKC course syllabi ECED 420 Candidates will demonstrate competency of this standard through the Comprehensive Child Study Project . | <input type="checkbox"/> | <input type="checkbox"/> |



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| STANDARDS | | | |
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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| (i) an understanding of family context and involving families in the assessment process; | Refer to SKC course syllabi ECED 420 Candidates will demonstrate competency of this standard through the Comprehensive Child Study Project (TEPII). | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) recognizing the importance of establishing positive conditions for assessment (in familiar settings with familiar people); and | Refer to SKC course syllabi ECED 420 Candidates will demonstrate competency of this standard through the Comprehensive Child Study Project. | <input type="checkbox"/> | <input type="checkbox"/> |
| (iii) avoiding bias and using culturally sensitive assessments that have established reliability and validity; | Refer to SKC course syllabi ECED 420 Candidates will demonstrate competency of this standard through the Comprehensive Child Study Project. | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | Refer to SKC course syllabi: ECED 340 Candidates will demonstrate competency in this standard through a learning plan developed and implemented which is designed to promote children's social/emotional growth. | <input type="checkbox"/> | <input type="checkbox"/> |
| (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 | Refer to SKC course syllabi: ECED 112, ECED 103/104, ECED 335 Candidates will demonstrate competency of this standard through written lesson plans, a guidance plan based upon a case study, and a written analysis of the developmentally | <input type="checkbox"/> | <input type="checkbox"/> |



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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
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| strategies; and making appropriate use of technology; | appropriate and ethical use of technology in an early childhood classroom and a lesson plan which has been modified to include 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; | Refer to SKC syllabi: EDUC 311 and EDUC 312 Candidates will demonstrate competency of this standard through written reflections of their work with diverse learners and through a research project and unit plan on a Montana Indian tribe, and through a reflective journal from field experiences with diverse learners. | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | Refer to SKC syllabi: ECED 117 and ECED 299 Candidates will demonstrate competency of this standard through sample indoor and outdoor plans for a developmentally appropriate early learning environment and Practicum Observations. | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | Refer to SKC course syllabi: ECED 112; EDUC 307 Candidates will demonstrate competency of this standard through written lesson plans connected to the Montana Early Learning Standards and the Montana Content Standards. | <input type="checkbox"/> | <input type="checkbox"/> |
| (q) integrate and support in-depth learning using both spontaneous and planned curricula and teaching practices in each of the academic | The standards that follow include an important component regarding the inclusion of American Indians particulay those tribes in Montana. The inclusion of Indian Education | <input type="checkbox"/> | <input type="checkbox"/> |



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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
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| 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: | is critically important in order to uphold SKC’s institutional mission statement that articulates the need to address the unique cultural heritage of the Salish, Kootenai, and Pend d’Oreille in all programs of study. All coursework at SKC is required to demonstrate a connection to Indian cultures, especially those of the tribes of the Flathead Nation. In addition to the cultural components embedded in every course in the Education Division, EDUC 235 Introduction to Indian Education explores the richness and diversity within and among Indian tribes, and the issues of cultural competency, educational equity, and public policy that are woven into the educational experience of native learners. | | |
| (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; | Refer to SKC course syllabi: ECED 315, EDUC 340/341; ECED 321 Candidates will demonstrate competency of this standard through an Instructor observation of candidate conducting literacy activity, and through assessments and individualized planning, including a Reading Miscue Analysis (RMA) Instructional Plan and Summary. | <input type="checkbox"/> | <input type="checkbox"/> |
| (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 | Refer to SKC course syllabi: EDUC 390; ECED 451 Candidates will demonstrate competency of this standard through an integrated math/science unit plan. | <input type="checkbox"/> | <input type="checkbox"/> |



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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| 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; | Refer to SKC course syllabi: MATH 132,133, and 134; EDUC 372 and ECED 421 Candidates will demonstrate competency of this standard through work samples, lesson plans, and instructor observations. | <input type="checkbox"/> | <input type="checkbox"/> |
| (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 | Refer to SKC course syllabi: ECED 305, ECED 261 Candidates will demonstrate competency of this standard through four learning plans with background knowledge focused on history, economics, geography, culture, and citizenship. | <input type="checkbox"/> | <input type="checkbox"/> |



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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
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| 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 visual arts inclusive of the works of American Indian artists and art in Montana; | Refer to SKC course syllabi: ECED 360 and ECED 451 Candidates will demonstrate competency of this standard through a creative arts lesson plan and observation. | <input type="checkbox"/> | <input type="checkbox"/> |
| (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 | Refer to SKC course syllabi: EDUC 207 Candidates will demonstrate competency of this standard through a community-based health awareness project. | <input type="checkbox"/> | <input type="checkbox"/> |
| (vii) demonstrating knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles, including health nutrition, and enhanced quality of life for all students; | Refer to SKC course syllabi: ECED 375 Candidates will demonstrate competency of this standard through four learning plans that support physical development. | <input type="checkbox"/> | <input type="checkbox"/> |
| (r) base curriculum planning on the understanding of the particular significance of social, emotional, and behavioral development as the foundation for young children's school readiness and future achievements; | Refer to SKC course syllabi: ECED 340 Candidates will demonstrate competency of this standard through learning plans and instructor observations. | <input type="checkbox"/> | <input type="checkbox"/> |



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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| (s) uphold and use state and national codes of ethical conduct for the education of young children and other applicable regulations and guidelines to analyze, resolve, and discuss implications of professional ethical dilemmas with respect to the child, family, colleagues, and community; | Refer to SKC course syllabi: ECED 265 Candidates will demonstrate competency of this standard through a case study analysis using the NAEYC code of ethics. | <input type="checkbox"/> | <input type="checkbox"/> |
| (t) collaborate with multiple stakeholders, including: | Refer to SKC course syllabi: ECED 330 Candidates will demonstrate competency of this standard through a self-assessment and action plan regarding collaboration skills. | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) teachers in preceding and subsequent grade levels to increase continuity and coherence across ages/grades; | Refer to SKC course syllabi: ECED 330 Candidates will demonstrate competency of this standard through a self-assessment and action plan regarding collaboration skills. | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) families and interdisciplinary professionals to meet the developmental needs of each child; and | Refer to SKC course syllabi: ECED 330 Case study that demonstrates conflict resolution with a parent | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | Refer to SKC course syllabi: ECED 330 Candidates will demonstrate competency of this standard through a self-assessment and action plan regarding collaboration skills. | <input type="checkbox"/> | <input type="checkbox"/> |



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| STANDARDS | | | |
|---|--|----------------------------------|--------------------------|
| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| (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; | Refer to SKC course syllabi: ECED 299 Candidates will demonstrate competency of this standard through a self-evaluation of teaching skills and goal plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (v) identify and involve oneself with the distinctive history, values, knowledge base, and mission of the early childhood field; | Refer to SKC course syllabi: ECED 265 Candidates will demonstrate competency of this standard through a leadership and professional assessment and action plan. | <input type="checkbox"/> | <input type="checkbox"/> |
| (w) engage in informed advocacy for young children and the early childhood profession; and | Refer to SKC course syllabi: ECED 265 Candidates will demonstrate competency of this standard through a leadership and professional assessment and action plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (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: | Refer to SKC course syllabi: ECED 299 and EDUC 490 Candidates demonstrate competency through a structured assessment process in both ECED 299 and EDUC 490. | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) one of which must include a Kindergarten-3rd grade experience in an accredited school setting for a formal student teaching experience; and | Refer to SKC course syllabi: EDUC 490 | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) the second clinical site may include state-licensed child care centers or homes, Head Start, | Refer to SKC course syllabi: ECED 299, ECED 104, ECED 421 and ECED 451 | <input type="checkbox"/> | <input type="checkbox"/> |



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| <u>10.58.531 EARLY CHILDHOOD EDUCATION</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| and community or school-based preschool programs. | Candidates participate in field experience throughout their program for an average of 140 hours. In addition, many courses include embedded field work, such as ECED 421 and ECED 451. | | |
| (History: 20-2-114, MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 2014 MAR p. 2936, Eff. 7/1/15.) | | | |



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| STANDARDS | | | |
|---|---|---|--------------------------|
| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| <p>(1) The provider may request the approval of a new curricular program by describing the purpose, need, and objectives of the program and the impact on P-12 education.</p> | <p>Salish Kootenai College requests the approval of a new Early Childhood P-3 program. Montana has recently revised the teacher licensure system to include an Early Childhood Education Preschool-Grade 3 Endorsement (ECE: P-3). The new endorsement will create additional career pathways for early childhood educators, particularly for those educators who wish to teach in Montana’s public schools. The ECE: P-3 endorsement will be required for candidates to be considered as highly qualified to teach in public school preschools. In addition to the new licensure status, the Montana Office of Public Instruction developed the Professional Educator Preparation Program Standards (PEPPS) for post-secondary institutions to guide the development and accreditation of such programs. These new standards were approved by the Montana Board of Public Education and will be effective July 2015.</p> <p>Therefore, the current Bachelor of Science program in Early Childhood Education at Salish Kootenai College has been revised in order to meet the Professional Educator Preparation Program Standards (PEPPS) as reflected in Montana’s administrative rule. The new program builds upon our existing Associate of Art degree program in Early Childhood Education and Bachelor of Science in Early Childhood Education, both of which are housed in the Education Division at SKC. SKC also currently offers Associate of Science and Bachelor of Science degrees in Elementary Education.</p> | <input type="checkbox"/> | <input type="checkbox"/> |



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| STANDARDS | | | |
|---|---|---|----------------|
| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| | <p>The proposed Associate of Arts and Bachelor of Science Degrees in Early Childhood Education P-3 were approved by the Salish Kootenai College Curriculum Committee on March 6, 2015, and by the Salish Kootenai College Board of Directors on March 11, 2015.</p> <p>Because SKC already offers both the Early Childhood Education and the Elementary Education degree, the addition of the Bachelor of Science in Early Childhood Education: P-3 degree will not require any significant changes in institutional organization, budgets, information/library resources, or facilities. The curriculum design for the new program is a hybrid of both pre-existing programs. Current faculty members have the credentials necessary to teach the new courses and monitor student practica.</p> <p>The addition of this program is directly aligned with the mission of SKC, which is to provide quality postsecondary educational opportunities for Native American students. The proposed degree is also directly linked to the second major initiative in the College’s Strategic Plan 2010-2015: Improve Delivery of Quality Education for Workforce and Transfer Preparation. Because the ECED P-3 degree would be the only such degree offered at a tribal college in Montana, the program will have a positive impact on the northwest Montana region, and would attract Native American students from across the country seeking an early education degree leading to licensure.</p> | | |



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| STANDARDS | | | |
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| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| | <p>The ECED P-3 program is aligned with current degree offerings in the Division of Education and is congruent with and support the mission, philosophy, and objectives of SKC. As such it will be housed in the Division of Education.</p> <p>In addition to addressing the need for highly qualified Native American early childhood teachers on the reservation and throughout the state of Montana, the ECED P-3 degree program helps to address the underrepresentation of Native Americans in the teaching fields in general and as teachers in early childhood education serving children from age 3 to grade 3. These future educators will have the opportunity then to impact the representation in educational careers for future generations Native American students.</p> <p>Recognizing this need, SKC has sought to create programs that facilitate solutions to these inequities. For many Native American students, a culturally oriented program and setting that encourages and honors Native American perspectives may prove to be very empowering as they prepare for a career as a professional. As a tribal college, SKC provides programs accessible to prospective students in Native American communities and recognizes the unique needs of Native American students as they prepare for teaching careers.</p> | | |



Institutional Report

| STANDARDS | | | |
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| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| | <p>Teacher education is already a popular academic major and an area of focus for the college. The current programs in the Division of Education are oriented towards creating teachers who are able to integrate cultural knowledge and effective teaching strategies for working with Native American youth.</p> <p>SKC's ECED P-3 program is a Division of Education degree program designed to provide teacher candidates who can serve as role models for Native American students. This is a comprehensive and focused program of study that blends content knowledge, holistic personal development, cultural responsiveness, and professional skills to meet the learning needs of early grade students. This program has set it program outcomes to align with the Montana Professional Education Preparation Program Standards (Montana PEPPS 10-58-531) for licensure, the Montana Early Learning Standards, and the Council of Chief State School Officers' (CCSSO) standards for teacher preparation, entitled the Interstate Teacher Assessment and Support Consortium: Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (InTASC).</p> <p>Those outcomes are: 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</p> | | |



Institutional Report

| STANDARDS | | | |
|--|--|----------------------------------|---------|
| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| | <p>cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> | | |



Institutional Report

| STANDARDS | | | |
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| | | MET | NOT MET |
| | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The ECED P-3 coursework will consist of the same core Education courses contained in the other three education degree programs (Elementary, Secondary and Early</p> | | |



Institutional Report

| STANDARDS | | | |
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| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| | <p>Childhood without licensure). So in addition, as with all SKC's education programs, the ECED P-3 coursework is developed with several principles and concepts embedded. The curriculum:</p> <ul style="list-style-type: none"> • is culturally significant; • establishes connections to community and family • develops citizenship; • is sensitive to different learning styles; • emphasizes authentic assessment; • lives to balance personal growth and professional preparation; • utilizes diverse methodologies and philosophies; and • stresses critical thinking and effective communication skills. <p>The ECED P-3 curricula include the College's General Education electives whose learning outcomes are the "4 Cs:" Critical Thinking, Communication, Cultural Understanding, and Citizenship." As such, SKC's general education credit requirements are higher than many other institutions as the college requires a substantive body of coursework in Native American studies in addition to coursework in communication, humanities, quantitative literacy, science, and social sciences.</p> | | |
| (2) The provider: | | <input type="checkbox"/> | <input type="checkbox"/> |
| (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; | The function of the Early Childhood Education: P-3 Program is to prepare and graduate teacher candidates who demonstrate professional competencies in teaching | <input type="checkbox"/> | <input type="checkbox"/> |



Institutional Report

| STANDARDS | | | |
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| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| | <p>preschool to grade 3 students. This program was developed to meet the critical need for Highly Qualified Teachers who are licensed to teach in the early grades (age 3 to grade 3). The program’s design and framework are built upon the standards from the National Association for the Education of Young Children, the InTASC Model Core Teaching Standards for teacher preparation, and the Montana Professional Preparation Program Standards (PEPPS, 2015). Key features of the program include an emphasis on culturally responsive education and multiple opportunities for practicum experiences in which teacher candidates participate in observing, teaching, and reflecting upon these experiences with young students. Graduates will be able to demonstrate knowledge of the content required for teaching early grades, as well as a strong foundation in child development and family/community engagement.</p> | | |
| <p>(b) works cooperatively with accredited school districts, education organizations, agencies, and P-20 stakeholders to design the program;</p> | <p>SKC has worked closely with the Monana Early Chlidhood Higher Education Consortium, Head Start programs, and public school stakeholders on the design of the curriculum. Additionally, other stakeholds, such as school leaders have advised the SKC Dvision of Education on the development and implementation of this program.</p> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>(c) implements, assesses, and evaluates the program’s impact on the identified P-12 needs;</p> | <p>Program impact will be assessed, particularly on the impact of P-12 student needs. A detailed assessment plan outlines our plans to collect and analyze data.</p> | <input type="checkbox"/> | <input type="checkbox"/> |



Institutional Report

| STANDARDS | | | |
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| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| (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 | Reports to all state and local educational entities will occur in a timely and systematic manner. | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) updates and maintains program information on its Web page. | information on this degree plan will be made available on the SKC website at www.skc.edu | <input type="checkbox"/> | <input type="checkbox"/> |
| (3) The provider: | | <input type="checkbox"/> | <input type="checkbox"/> |
| (a) articulates initial or advanced candidates' learning expectations pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7; | Candidate learning expectations are outlined in the document: ECED P-3 Candidate Assessment. These learning expectations are based upon the PEPP Standards 10-58-531. Additionally, candidates in this program will also be assessed on PEPP Standards 10-58-501, as delineated in the InTASC Standards/candidate objectives. | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) aligns learning expectations and outcome assessments to the program objectives; | Refer to the Assessment Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) describes the professional learning process, plan, and timeline to prepare personnel; | The proposed Associate of Arts and Bachelor of Science Degrees in Early Childhood Education P-3 were approved by the Salish Kootenai College Curriculum Committee on March 6, 2015, and by the Salish Kootenai College Board of Directors on March 11, 2015. The degree program will be available for enrollment in the fall 2015. | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) establishes assessment and evaluation systems to collect, analyze, use, and report initial or advanced candidate's progress in the program; | Refer to Assessment Plan. | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) ensures that the program is supported by identifiable human and physical resources available to the program and resources not under | Because SKC already offers both the Early Childhood Education and the Elementary Education degree, the addition of the Bachelor of Science in Early Childhood Education: P-3 degree will not require any significant | <input type="checkbox"/> | <input type="checkbox"/> |



Institutional Report

| STANDARDS | | | |
|---|--|---|--------------------------|
| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| the control of the institution shall be outlined and confirmed by the Board of Public Education; | changes in institutional organization, budgets, information/library resources, or facilities. The curriculum design for the new program is a hybrid of both pre-existing programs. Current faculty members have the credentials necessary to teach the new courses and monitor student practica. | <input type="checkbox"/> | <input type="checkbox"/> |
| (f) creates a timetable that includes: | | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) the program's proposed implementation date; | September 2015 | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) the sequence of activities that will occur; | See above. Additionally, SKC will present the degree program to the Montana Board of Public Education July 16, 2015. | <input type="checkbox"/> | <input type="checkbox"/> |
| (iii) selection and schedules of regular and systematic intervals of candidate and program evaluations; and | Refer to Assessment Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (iv) the approximate date for submitting the program plan, timeline, and reports for program approval to the appropriate institutional officials and to the Superintendent of Public Instruction; and | June 1, 2015 - the Institutional Reports will be available to the OPI and by June 12, 2015, all syllabi and supportive documents will be provided to the OPI. | <input type="checkbox"/> | <input type="checkbox"/> |
| (g) ensures that program evaluations have definite provisions for performance criteria and follow-up at specified intervals and the evaluations: | Refer to Assessment Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (i) align to initial or advanced standards pursuant to ARM Title 10, chapter 58, subchapters 3, 5, 6, and 7; and | Refer to Assessment Plan | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) ensure continuous program improvement by using data to inform decisions that provide | Refer to Assessment Plan. | <input type="checkbox"/> | <input type="checkbox"/> |



Institutional Report

| STANDARDS | | | |
|--|---|----------------------------------|--------------------------|
| <u>10.58.802 APPROVAL OF NEW CURRICULAR PROGRAMS</u> | TO BE COMPLETED BY THE INSTITUTION | TO BE COMPLETED BY VISITING TEAM | |
| | | MET | NOT MET |
| positive impact on candidates' professional growth and on program development. | | | |
| (4) The provider shall establish and administer the program and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies. | The Salish Kootenai College Division of Education will establish and adminster the ECED P-3 Degree Program. No major changes in current organizational arrangements are anticipated. Currently, the Education Division is a freestanding academic unit of the institution. The Division Dean will continue to supervise the Education faculty and report to the Academic Vice President. The policies and procedures governing the Education faculty are the same policies and procedures that govern other departments at SKC and are detailed in the Salish Kootenai College Policies and Procedures Manual. The Education Division conducts periodic faculty meetings and will include the early childhood education faculty in department meetings as needed. Course evaluations for early childhood courses included in the ECED P-3 program will be reviewed by both the respective Early Childhood/Elementary Department Chair as well as the Dean of the Education Division to ensure a mechanism for discussion and implementation of program improvements. The Education Division will provide the overall structure for the degree program. Students will be considered education students upon acceptance into the program. | <input type="checkbox"/> | <input type="checkbox"/> |
| (History: 20-2-114, MCA; <u>IMP</u> , 20-2-121 MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07; <u>AMD</u> , 2014 MAR p. 2936, Eff. 7/1/15.) | | | |



ITEM 15

**RECOMMEND APPROVAL OF THE NOTICE
OF ADOPTION OF REVISIONS TO ARM
TITLE 10, CHAPTER 57 EDUCATOR
LICENSURE**

Shannon Koenig

EXECUTIVE SUMMARY

DATE: JULY 2015

- PRESENTATION:** Adoption of proposed amendments to ARM Title 10, Chapter 57
- PRESENTER:** Shannon Koenig
Manager, Educator Licensure Program
Office of Public Instruction
- OVERVIEW:** The Board of Public Education published a Notice of Public Hearing on the proposed Amendment of the above noted rules relating to Educator Licensure on June 11, 2015. A public hearing will be held on July 8, 2015. The comments received at the hearing in response to the publication for notice will be summarized in the Notice of Adoption to be submitted to the BPE for review on July 10, 2015, along with suggested responses.
- REQUESTED DECISION(S):** That the Board of Public Education adopt the amendments of ARM 10.57.102, 10.57.216, 10.57.410 through 10.57.417, 10.57.424, 10.57.428 through 10.57.430, 10.57.433, and 10.57.437 pertaining to educator licensure and authorize publication of the Notice to Adopt.
- OUTLYING ISSUE(S):**
- RECOMMENDATION(S):** Adopt the amendment of ARM 10.57.102, 10.57.216, 10.57.410 through 10.57.417, 10.57.424, 10.57.428 through 10.57.430, 10.57.433, and 10.57.437 pertaining to educator licensure

❖ ACCREDITATION COMMITTEE (Items 16-18)

Erin Williams

ITEM 16

RECOMMEND APPROVAL OF THE
ADDENDUM OF THE 2014-2015 FINAL
ACCREDITATION STATUS OF ALL
SCHOOLS

Patty Muir

EXECUTIVE SUMMARY
DATE: JULY 2015

- PRESENTATION:** Recommend Approval of the Addendum to the 2014-2015 Final Accreditation Status of All Schools
- PRESENTER:** Patty Muir, Director
Accreditation Program
Accreditation and Educator Preparation Division
Office of Public Instruction (OPI)
- OVERVIEW:** This presentation provides to the Board of Public Education (BPE) for consideration the final addendum to the 2014-2015 accreditation determinations for all schools as approved by the BPE in March. These changes are due to errors identified by the OPI and school district personnel after the accreditation determinations were approved. The state superintendent recommends approval of the addendum as presented. The report is attached.
- REQUESTED DECISION(s):** Action
- OUTLYING ISSUE(s):** None
- RECOMMENDATION(s):** Approve the addendum to the 2014-2015 final accreditation status of all schools

ITEM 17

**RECOMMEND APPROVAL OF THE 2014-
2015 CORRECTIVE PLAN REPORT**

Patty Muir

EXECUTIVE SUMMARY
DATE: JULY 2015

PRESENTATION: Recommend Approval of the 2014-2015 Corrective Plan Report

PRESENTER: Patty Muir, Director
Accreditation Program
Accreditation and Educator Preparation Division
Office of Public Instruction (OPI)

OVERVIEW: This presentation provides to the Board of Public Education (BPE) the corrective plans for accreditation deviations during the 2014-2015 school year. The report is presented in two parts: 1. recommend approval for schools with Advice or Deficiency Status; and 2. recommend disapproval for schools with Advice and Deficiency Status. The reports are attached.

Superintendent Junneau recommends approval of the 2014-2015 Corrective Plan Report as presented.

REQUESTED DECISION(s): Action

OUTLYING ISSUE(s): None

RECOMMENDATION(s): Action One: Approve the 2014-2015 Corrective Plans Recommended for APPROVAL for Schools with ADVICE or DEFICIENCY Status

Action Two: Approve the 2014-2015 Corrective Plans Recommended for DISAPPROVAL for Schools with ADVICE or DEFICIENCY Status

**2014-2015 Corrective Plans Recommended for APPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation | | Corrective Plan |
|----------|----------------------------|--------------------|---------------|---|---|
| | | | Status | Deviation | |
| Big Horn | Hardin Public Schools | Hardin High School | Advice | 10.55.708 - Teaching Assignments: Endorsement: 01S ENG; Teaching: Mathematics | The teacher resigned. |
| | | | | Student Performance: Graduation Rate (72.3%) | Currently our drop out rate is 5% and students are given the opportunity to recover credit through summer school, appropriate interventions and Graduation Matters initiatives. |
| | | | | Student Performance: Math (239) | Students are placed into classes based on previous years grades and build on math progression through the sequence of math classes. Students who are having difficulty and lacking in mathematical skills are placed in intervention classes or are supplemented with the EdReady Math Readiness curriculum through Montana Digital Academy. We currently have two math tutors and have a math lab to make those accommodations. |
| | | | | Student Performance: Science (231) | Students scores on assessments are used to appropriately place students into Science classes. We offer two intervention classes: Foundations of Science I and Science II. Students that are placed into these classes receive more direct instruction, slower pacing and text that is at the appropriate reading level. Students also have the opportunity to attend tutoring after school with a certified Science teacher two nights a week. We also have a summer school program that offers students the opportunity to receive science credit upon completion. |
| Big Horn | Lodge Grass Public Schools | Lodge Grass 7-8 | Advice | Student Performance: Science (223) | We will reduce class size and group students by ability to offer increased instruction for struggling students. |
| | | | | 10.55.708 - Teaching Assignments: Endorsement: 06Z CRO; Teaching: Music | The teacher has received the 00E ELE endorsement on 2/10/15 and will no longer be misassigned to teach music in the 7-8 school. |
| | | | | Student Performance: Reading (237) | Acellus program, Reading Mastery and Corrective Reading classes are being integrated into the reading program as well as additional classes. RTI is being used to group students by ability to target struggling students. Promethean Boards are being used to encourage learning by the use of technology in the classrooms. Professional development is being offered to staff to increase instruction knowledge. |
| | | | | Student Performance: Math (222) | Integrating EdReady and Kunos program into the Math program to help struggling students. |

**2014-2015 Corrective Plans Recommended for APPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|----------|----------------------------|----------------|------------------------------------|--|--|
| Big Horn | Lodge Grass Public Schools | Lodge Grass HS | Advice | Student Performance: Graduation Rate (68.8%) | After school tutoring and in-class tutors in Math and English through the Gear-Up program. Counselor is monitoring struggling students and encourages students to complete work during a "Focus Period" offered each day. Indian Ed for All activities and notification to parents of students that are absent are integrated to encourage attendance. Camp Crier program that makes community announcements and encourages attendance. Weekly grades and attendance report to parents and emphasized at community meetings. |
| | | | | Student Performance: Math (224) | Integrating EdReady and Kunos program into the Math program to help struggling students. |
| | | | | Student Performance: Reading (239) | Acellus program, Reading Mastery and Corrective Reading classes are being integrated into the reading program as well as additional classes. RTI is being used to group students by ability to target struggling students. Promethean Boards are being used to encourage learning by the use of technology in the classrooms. Professional development is being offered to staff to increase instruction knowledge. |
| | | | | Student Performance: Science (218) | We will reduce class size and group students by ability to offer increased instruction for struggling students. |
| | Lodge Grass School | Advice | Student Performance: Math (219) | All K-6 Teachers will be teaching Connected Math Concept (Intervention Program and Everyday Math (Core Math Program) | |
| | | | Student Performance: Reading (235) | Reading Mastery and Reading Streets are being integrated into the reading program. RTI is being used to group students by ability to target struggling students. Chrome Books and Promethean Boards are being used increase typing skills and encourage learning by the use of technology in the classrooms. Professional development is being offered to staff to increase instruction knowledge. | |
| | | | Student Performance: Science (224) | Reading Mastery and Reading Streets will be used to align with common core and integrated into Math, Science and History. The leadership team has moved to offer more hands on experience for students by utilizing the Science Lab. | |
| | Pryor Public Schools | Pryor 7-8 | Advice | 10.55.902 - Basic Education Program: No Music Program | We are going to offer a semester of music and a semester of World Language for the 2015-2016 school year. |
| | | | | Student Performance: Math (233) | We have hired a math intervention specialist and have extended the mathematics class period to 68 minutes. |
| | | | | Student Performance: Science (237) | We have increased our science outreach programs and offered after school tutoring. |

**2014-2015 Corrective Plans Recommended for APPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation | | Corrective Plan | |
|----------|------------------|-----------|---------------|--|--|---|
| | | | Status | Deviation | | |
| Big Horn | Wyola Elementary | Wyola 7-8 | Advice | 10.55.709 - Library Media Specialist - FTE: Insufficient FTE | An advertisement for a Library Media Specialist is on the OPI Jobs for Teachers website. If this is not successful, we will consider a consortium option. We are also encouraging any teacher to opt to study Library Media and obtain provisional licensing with partial tuition support from Wyola School. | |
| | | | | Student Performance: Math (230) | The teachers are trained in the intervention systems consistent in the theory "Framework in Number" with Everyday Math- chosen curriculum. These systems are Strength In Number and Math Recovery. We are considering a math intervention specialist in our budget of 2015-2016 that would be trained as well. | |
| | | | | 10.55.701 - Board Policies: Distance Learning | The Wyola School Board of Trustees is in contact with the School Board Association for assistance with development of a policy on Distance Learning. This will be on the July 2015 School Board of Trustees meeting agenda. | |
| | | | Wyola School | Advice | 10.55.701 - Board Policies: Distance Learning | The Wyola School Board of Trustees is in contact with the School Board Association for assistance with development of a policy on Distance Learning. This will be on the July 2015 School Board of Trustees meeting agenda. |
| | | | | | 10.55.709 - Library Media Specialist - FTE: Insufficient FTE | An advertisement for a Library Media Specialist is on the OPI Jobs for Teachers website. If this is not successful, we will consider a consortium option. We are also encouraging any teacher to opt to study Library Media and obtain provisional licensing with partial tuition support from Wyola School. |
| | | | | | Student Performance: Math (235) | The teachers are trained in the intervention systems consistent in the theory "Framework in Number" with Everyday Math- chosen curriculum. These systems are Strength In Number and Math Recovery. We are considering a math intervention specialist in our budget of 2015-2016 that would be trained as well. |
| | | | | | Student Performance: Reading (244) | The Title III Program at OPI is committing to work collaboratively with Wyola School teachers in confronting our greatest learning in reading, Vocabulary. Programs were initiated in 2014-2015 and will continue in 2015-2016. Beginning 2014-2015, Wyola School has a Supplemental Education Service contract, and provides intense reading training for children after school with Title 1 funds. In 2014-2015, we transitioned from a "Reading Coach position to a Reading Interventionist, pulling the 4-5 most need readers in every class. There has been no test scores, no reliable State testing system to base judgement of our scores on since 2012-2013. |
| | | | | | Student Performance: Science (229) | We have increased our science outreach programs and offered after school tutoring. |

**2014-2015 Corrective Plans Recommended for APPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation | | Corrective Plan |
|------------|-----------------------|-------------------------|---------------|---|---|
| | | | Status | Deviation | |
| Blaine | Harlem Public Schools | Harlem High School | Advice | 10.55.708 - Teaching Assignments: Endorsement: 32A SPE; Teaching: Mathematics | Teacher listed has been accepted into a Math Internship program thru MSU, Bozeman. It took intervention from OPI with the Colleges/University systems to find a workable internship program, but this was not accomplished before the TEAMS reporting date. Teachers OPI Math Internship program acceptance was on March 24, 2015. |
| | | | | Student Performance: Math (244) | The Junior High and High School teaching staff have been involved in Early Out Teacher Training professional development opportunities to increase overall student performance. This p.d. included ways to incorporate higher level thinking skills and motivational strategies for all students. Staff have also implemented the use of Unit Organizers, a strategy suggested by the OPI School Improvement Coach. It is our belief that these scores would have shown marked improvement had CRT testing taken place for students in Math for the 2013-2014 school year. However, CRT's were not available, and no data was provided from the SBAC testing... thus we have no formal data to support our belief. We do STAR Math assessments, and did see some change last year and this year as well. |
| | | | | Student Performance: Science (233) | The Junior High and High School teaching staff have been involved in Early Out Teacher Training professional development opportunities to increase overall student performance. This p.d. included ways to incorporate higher level thinking skills and motivational strategies for all students. Staff have also implemented the use of Unit Organizers, a strategy suggested by the OPI School Improvement Coach. In addition, our after school program has included STEM activities to increase awareness and self confidence in higher level thinking skills associated with Science and Math content areas. We believe that our students will show marked improvement in the latest CRT results. If not, it is not for lack of 'trying' on that part of students or staff alike...as we will continue to strive to make AYP. |
| Broadwater | Townsend K-12 Schools | Broadwater High School | Deficiency | 10.55.601 - CSIP | The district will complete the continuous school improvement plan with new data for the 2015-16 school year. |
| | | Cecelia Hazelton School | Deficiency | 10.55.601 - CSIP | The district will complete the continuous school improvement plan with new data for the 2015-16 school year. |
| | | Townsend 7-8 | Deficiency | 10.55.601 - CSIP | The district will complete the continuous school improvement plan with new data for the 2015-16 school year. |

**2014-2015 Corrective Plans Recommended for APPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|---------|----------------------------|----------------------|----------------------|---|--|
| Carbon | Bridger K-12 Schools | Bridger High School | Deficiency | 10.55.707 - Teacher Licensure: Nonlicensed Teacher | Teacher is applying for a class 5 license effective for the 2015-16 school year. |
| | | | | Student Performance: Science: (242) | Improvements will be made to the lab this summer to ensure that there are more opportunities for hands-on inquiry based science lessons. As a district we plan on providing more professional development for our science teachers as well as more digital media content to the classroom curriculum. Increasing grad requirements from 2 to 3 credits. RTI introduced to high school. Extra tutoring. |
| | Joliet Public Schools | Joliet 7-8 | Deficiency | 10.55.707(4) - Professional Licensure - School Counselor: Nonlicensed | The district was unable to hire a qualified licensed school counselor last school year. The district hired a licensed rehab counselor. She is currently signed up for classes at the University of Montana where she will be completing the course work to become a licensed school counselor. Teacher will be in an approved internship program with the University of Montana and OPI for the upcoming school to meet the accreditation standards. |
| | | | | Joliet School | Deficiency |
| | Red Lodge Public Schools | Mountain View School | Deficiency | 10.55.707(4) - Professional Licensure - School Counselor: Nonlicensed | The district was unable to hire a qualified licensed school counselor last school year. The district hired a licensed rehab counselor. She is currently signed up for classes at the University of Montana where she will be completing the course work to become a licensed school counselor. Teacher will be in an approved internship program with the University of Montana and OPI for the upcoming school to meet the accreditation standards. |
| | | | | 2nd Occurrence: 10.55.708 - Teaching Assignments: Endorsements: 32A SPE, 05S ART; Teaching: Elem Art | We have hired an art teacher who has a K-12 endorsement; therefore, resolving our deviation from this past year. The past art teacher has retired. |
| Carter | Hawks Home Elementary | Hammond School | Deficiency | 2nd Occurrence: 20-1-301, MCA - Aggregate Hours: 240 Hours Short | This was an error on my part as County Superintendent as well as our certified personnel. Our interpretation of 20-1-301(b), MCA was incorrectly applied as we interpreted that to mean 720 hours if your enrollment consisted of only grades 1-3. We approved their calendar as such. We now understand that if K-8 is offered the calendar must consist of 1080 hours. This mistake will not be repeated. |
| Cascade | Centerville Public Schools | Big Stone School | Deficiency | 10.55.601 - CSIP | We intend to complete the CSIP report. |
| | | Centerville 7-8 | Deficiency | 10.55.601 - CSIP | We intend to complete the CSIP report. |

**2014-2015 Corrective Plans Recommended for APPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|------------------------------------|---------------------------------|-------------------------|----------------------|---|--|
| Cascade | Centerville Public Schools | Centerville High School | Deficiency | 10.55.601 - CSIP Student Performance: Math (248) | We intend to complete the CSIP report. We will rework the math schedule and course offerings so that lower achieving students will have smaller class sizes. This will allow the teacher to give more one on one attention to these students. We are also going to purchase new teaching materials and provide professional development for our high school math teacher. |
| | | Centerville School | Deficiency | 10.55.601 - CSIP | We intend to complete the CSIP report. |
| | Great Falls Public Schools | North Middle School | Deficiency | 2nd Occurrence: 10.55.708 - Teaching Assignments: Endorsement: 01S ENG; Teaching: Math | For the upcoming year school year, 2015/2016 proper attention has been given to the hiring and staffing to insure that this does occur again. |
| | | West Elementary | Deficiency | 10.55.707 - Teacher Licensure: License is Pending Review | Teacher has completed all licensure requirements and is now certified with a class 5 license to teach special education classes. This deviation has been corrected. |
| | Sun River Valley Public Schools | Sun River Middle School | Deficiency | 10.55.707 - Teacher Licensure: Expired License | The teacher has received her license. It was issued January 3, 2015. |
| | Vaughn Elementary | Vaughn 7-8 | Advice | 10.55.704 - Superintendent FTE: No FTE | Hired Superintendent on 07/01/2015. |
| | | | | 10.55.902(4) - Basic Education Program: No World Language | Spanish already added to the 2015-2016 schedule and we have secured a teacher with the proper endorsement to instruct this course. |
| Student Performance: Science (249) | | | | Currently in process of updating curriculum, aligning with common core and offering professional development. | |
| Daniels | Scobey K-12 Schools | * Scobey 7-8 | Deficiency | 3rd Occurrence: 10.55.707(4) - Professional Licensure - School Counselor; Endorsements: 00E ELE, 12S BUS | Employee has enrolled in an internship program for 2015-16. |

**2014-2015 Corrective Plans Recommended for APPROVAL
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| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|------------|-------------------------|----------------------|----------------------|---|---|
| Daniels | Scobey K-12 Schools | * Scobey High School | Deficiency | 3rd Occurrence: 10.55.707(4) - Professional Licensure - School Counselor; Endorsements: OOE ELE, 12S BUS | Employee has enrolled in an internship program for 2015-16. |
| | | | | Student Performance: Math (249) | Change in staff will have a positive impact on the students. Extra math assistance through study hall and extra assistance in the morning and afterschool. In the process of updating curriculum to align with common core. Subject specific vocabulary training. |
| | | | | Student Performance: Science (239) | Change in staff will have a positive impact on the students. Extra Science assistance through study hall and extra assistance in the morning and afterschool. In the process of updating curriculum to align with common core. Subject specific vocabulary training. |
| | | * Scobey School | Deficiency | 3rd Occurrence: 10.55.707(4) - Professional Licensure - School Counselor; Endorsements: OOE ELE, 12S BUS | Employee has enrolled in an internship program for 2015-16. |
| Deer Lodge | Anaconda Public Schools | Fred Moodry 7-8 | Deficiency | 10.55.707 - Teacher Licensure: Expired License | The teacher has since renewed her license. |
| | | | | 10.55.709 - Library Media Specialist - FTE: Insufficient FTE | Student population has decreased over the year. We will apply for a variance to address our fluctuating student population. |
| Fallon | Plevna K-12 Schools | Plevna 7-8 | Deficiency | 10.55.707 - Teacher Licensure: Expired License | Teacher has completed and mailed the required courses/credits/professional development hours to renew her professional licensure. |
| | | Plevna High School | Deficiency | 10.55.707 - Teacher Licensure: Expired License | Teacher has completed and mailed the required courses/credits/professional development hours to renew her professional licensure. |
| Fergus | Denton Public Schools | Denton 7-8 | Advice | 10.55.902 - Basic Education Program: No World Language Program | Offer a foreign language class for 7-8 grade students. |
| | | Denton High School | Deficiency | 3rd occurrence: 10.55.708 - Teaching Assignments: Endorsements: 12S CIS; Teaching: Spanish | Work with teachers from neighboring school who are endorsed in field of study. We cannot find a Spanish teacher to come to Denton and no one is endorsed in a foreign language that is already employed here. |
| | | | | Student Performance: Science (249) | We have bought probes for this school year to enhance learning in Science classes. We have 13 probes for the Ipad that enhance the learning of science students and/or labs involved with science class. We also bought new 7-12 grade science books to align with common core for this year. |

**2014-2015 Corrective Plans Recommended for APPROVAL
for Schools with ADVICE or DEFICIENCY Status**

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|----------|---|---|----------------------|---|---|
| Fergus | Roy K-12 Schools | Roy High School | Deficiency | 10.55.701 - Board Policies: Significant Writing | All policies have been redone and now include the significant writing program. |
| | | | | 10.55.716 - Long-Term Substitute Licensure: Nonlicensed | This has already been remediated. We hired a licensed teacher in January to fill our AgEd position. |
| | Winifred K-12 Schools | Winifred 7-8 | Advice | 10.55.708 - Teaching Assignments: Endorsement: 04S BF; Teaching: Physical Education | Our district is in the process of hiring a licensed P.E. teacher for the 2015-2016 school year. |
| | | Winifred High School | Advice | 10.55.708 - Teaching Assignments: Endorsement: 04S BF; Teaching: Physical Education | Our district is in the process of hiring a licensed P.E. teacher for the 2015-2016 school year. |
| Flathead | Bigfork Public Schools | Bigfork Elementary | Advice | 10.55.709 - Library Media Specialist - FTE: Insufficient FTE | The Board of Public Education met on May 7, 2015, and approved our application for a variance to standard ARM 10.55.709-library media specialist. This initial variance is for two years. |
| | | | | Helena Flats Elementary | Helena Flats 7-8 |
| | 10.55.714 - Professional Development Advisory Committee | A professional development committee will be set up for the 2015-2016 school year. | | | |
| | 10.55.904 - Basic Education Program: World Language Program Short Minutes | Spanish will be offered for the full year and meet the 8100 minutes needed for the 2015-2016 school year. | | | |
| | Helena Flats School | Helena Flats School | Advice | 10.55.702 - Superintendent Endorsement: Endorsements: 02S MAT, 30A PRI, 04S BF | Superintendent has completed 6 credits out of 12 credits needed for endorsement. All classes will be complete by spring of 2016. |
| | | | | 10.55.714 - Professional Development Advisory Committee | A professional development committee will be created before the 2015-2016 school year. |
| | Somers Elementary | Somers Middle School | Advice | 10.55.902 - Basic Education Program: No World Language Program | Somers School District 29 has already hired a World Languages teacher for the 2015-2016 school year. |

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| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|----------|-------------------------------|------------------------------|----------------------|--|--|
| Flathead | Swan River Elementary | Swan River 7-8 | Deficiency | 10.55.601 - CSIP | The school will complete a CSIP Report for next school year. |
| | | | | 10.55.704 - Superintendent FTE: No FTE | The school will reduce certified FTE by 0.5. As a result, the school will be below the threshold that requires a superintendent and no superintendent will be needed. |
| | | Swan River School | Deficiency | 10.55.601 - CSIP | The school will complete a CSIP Report for next school year. |
| | | | | 10.55.704 - Superintendent FTE: No FTE | The school will reduce certified FTE by 0.5. As a result, the school will be below the threshold that requires a superintendent and no superintendent will be needed. |
| | West Valley Elementary * | West Valley Middle School | Deficiency | 3rd Occurrence: 10.55.708 - Teaching Assignments: Endorsements: 04S PSY, 02S MAT; Teaching: Art & Language Arts | The teacher we have misassigned for the 2014-15 school year will no longer be teaching art next year. She will be teaching math only, which she is certified and endorsed to teach. |
| Gallatin | Manhattan Public Schools | Manhattan 7-8 | Deficiency | 10.55.601 - CSIP | The Manhattan Schools administration team will complete the section that was inadvertently left out of our school improvement plan. We then will make sure that all of the required paperwork be finished and completed on time. |
| | | Manhattan Elem | Deficiency | 10.55.601 - CSIP | The Manhattan Schools administration team will complete the section that was inadvertently left out of our school improvement plan. We then will make sure that all of the required paperwork be finished and completed on time. |
| | Monforton Elementary | Monforton Primary | Advice | 2nd Occurrence: 10.55.712 - Class Size: 4 Classes | The class size deviations take place in Health Enhancement and Art classes for students in 1st Grade. While the district provides substantial in class support and small group instruction for students in grades K-5 with paraprofessionals for reading and mathematics, we will remove those paraprofessionals from those job responsibilities in order to provide overflow support in elective classes. |
| | West Yellowstone K-12 Schools | West Yellowstone 7-8 | Deficiency | 10.55.707 - Teacher Licensure: License is Pending Review | Already remedied; teacher obtained license after deadline |
| | | West Yellowstone High School | Deficiency | 2nd Occurrence: 10.55.707 - Teacher Licensure: License is Pending Review | Already remedied; teacher obtained license after deadline |
| | | West Yellowstone School | Deficiency | 10.55.707 - Teacher Licensure: License is Pending Review | Already remedied; teacher obtained license after deadline |

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|---------|-------------------------|----------------------|----------------------|---|--|
| Glacier | Browning Public Schools | Browning High School | Advice | 2nd Occurrence: 10.55.709 - Library Media Specialist - FTE: Insufficient FTE | Browning Public Schools has filled the 1.5 FTE library media specialist positions for the 2015-16 school year |
| | | | | Student Performance: Graduation Rate (61%) | BPS has and will continue to provide resources for two alternative Hs settings to supplement the traditional High School. Both of these settings are designed for at-risk students who are credit deficient to provide individualized instruction leading to graduation. in addition, through the MSRP grant, Reading 180 and Math 180 interventions have been made available for all students struggling in Math and Reading to help support their core instruction. |
| | | | | Student Performance: Math (231) | Through the Montana Striving Readers Grant, this school is receiving onsite monthly professional development as well as instructional coaching/consulting to improve overall instruction and data based decision making. In addition, an Associates Principal has been hired to function as the instructional leader for the 2015-16 school year. This role is primarily coaching and improving teacher effectiveness with instruction. The Associate principal will also lead the weekly department team collaboration meeting when discuss data decision making based around instructional practices |
| | | | | Student Performance: Reading (248) | Through the Montana Striving Readers Grant, this school is receiving onsite monthly professional development as well as instructional coaching/consulting to improve literacy instruction and data based decision making. This will continue in the 2015-16 school year. In fall of 2014, the reading intervention curriculum, was updated. In addition, the an Associates Principal has been hired to function as the instructional leader for the 2015-16 school year. This role is primarily coaching and improving teacher effectiveness with instruction. The Associate principal will also lead the weekly department team collaboration meeting when discuss data decision making based around instructional practices. |
| | | | | Student Performance: Science (221) | Through the Montana Striving Readers Grant, this school is receiving onsite monthly professional development as well as instructional coaching/consulting to improve literacy instruction and data based decision making. This will continue in the 2015-16 school year. In fall of 2014, the science curriculum, was updated. In addition, the an Associates Principal has been hired to function as the instructional leader for the 2015-16 school year. This role is primarily coaching and improving teacher effectiveness with instruction. The Associate principal will also lead the weekly department team collaboration meeting when discuss data decision making based around instructional practices. |

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|---------|-------------------------|------------------------------------|---|---|---|
| | | | Status | Deviation | |
| Glacier | Browning Public Schools | Browning Middle School | Advice | 10.55.708 - Teaching Assignments: Endorsements: 03S CHE, 03S EAR; Teaching: Reading | The district has already remedied this deviation. A certified K-8 teacher has been in place and will continue to be so in the 2015-16 school year. |
| | | | | Student Performance: Math (230) | Through the Montana Striving Readers Grant, this school is receiving onsite monthly professional development as well as instructional coaching/consulting to improve literacy instruction and data based decision making. This will continue in the 2015-16 school year. In 2013, the math curricula was updated. In addition, the district provided resources for a math instructional coach who is working daily with the principal and teachers to improve instruction and effectiveness. |
| | | | | Student Performance: Reading (245) | Through the Montana Striving Readers Grant, this school is receiving onsite monthly professional development as well as instructional coaching/consulting to improve literacy instruction and data based decision making. This will continue in the 2015-16 school year. In 2012, the reading curricula was updated. In addition, the district provided resources for a literacy instructional coach who is working daily with the principal and teachers to improve instruction and effectiveness. |
| | | Student Performance: Science (228) | Through the Montana Striving Readers Grant, this school is receiving onsite monthly professional development as well as instructional coaching/consulting to improve literacy instruction and data based decision making. This will continue in the 2015-16 school year. In the fall of 2014, the science curricula was updated. In addition, the district provided resources for two instructional coaches working daily with the principal and teachers to improve overall instruction and effectiveness. | | |
| | | K W Bergan School | Advice | 10.55.708 - Teaching Assignments: Endorsement: 05A ART; Teaching: Music | Browning Public Schools has hired a certified K-8 Elementary Teacher in this position for the 2015-16 school year |

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|--|-------------------------|------------------------|----------------------|--|---|
| Glacier | Browning Public Schools | Napi School | Deficiency | 10.55.707 - Teacher Licensure: Expired License | This deviation has already been remedied and will be again for the 2015-16 school year. |
| | | | | 10.55.708 - Teaching Assignments: Endorsements: 08A HE; Teaching: Grade 5, Math, Reading, Science, Social Studies, Writing | This deviation has already been remedied and will continue to be so in the 2015-16 school year. |
| | | | | 10.55.710 - School Counselor - FTE: Insufficient FTE | A certified counselor has been hired for the 2015-16 school year. |
| | | | | Student Performance: Math (228) | Through the Montana Striving Readers Grant, this school is receiving onsite monthly professional development as well as instructional coaching/consulting to improve overall instruction and data based decision making. This will continue in the 2015-16 school year. In the fall of 2013, the math curricula was updated. In addition, the district provided resources for two instructional coaches working daily with the principal and teachers to improve instruction and effectiveness. |
| | | | | Student Performance: Reading (249) | Through the Montana Striving Readers Grant, this school is receiving onsite monthly professional development as well as instructional coaching/consulting to improve literacy instruction and data based decision making. This will continue in the 2015-16 school year. In 2012, the reading curricula was updated. In addition, the district provided resources for two instructional coaches working daily with the principal and teachers to improve instruction and effectiveness. |
| | | | | Student Performance: Science (232) | Through the Montana Striving Readers Grant, this school is receiving onsite monthly professional development as well as instructional coaching/consulting to improve overall instruction and data based decision making. This will continue in the 2015-16 school year. In the fall of 2014, a science curriculum was purchased for grades K-6 and the 7-12 curricula was updated. In addition, the district provided resources for two instructional coaches working daily with the principal and teachers to improve instruction and effectiveness. |
| | | Vina Chattin School | Advice | 10.55.708 - Teaching Assignments: Endorsement: 05A ART; Teaching: Music | The district has hired a certified K-8 teacher for the 2015-16 school year. |
| | Cut Bank Public Schools | Cut Bank Middle School | Advice | 10.55.713 - Class Size: 2 Classes | Class size will be appropriate for all classes. |
| 10.55.902 - Basic Education Program: No World Language Program | | | | Cut Bank will offer world languages through digital academy for 2015-2016, | |

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|--------------------|--------------------------|----------------------|--|--|--|
| Golden Valley | Lavina K-12 Schools | * Lavina High School | Deficiency | 4th Occurrence: 10.55.708 - Teaching Assignments: Endorsement: 04S BF; Teaching: Physical Education | We have one class of physical education and very few applications that have multiple endorsements. Individual we have listed will be taking classes through Eastern Oregon University in physical education in order to get the proper endorsement for licensure with an anticipated graduation date for the 2017-2018 year. Teacher will be asked by the school district to obtain a Class 5 provisional license in the meantime. Should the teacher not apply for a Class 5 license, the school district will continue to advertise for a properly endorsed PE/Health teacher. |
| | | | | Student Performance: Graduation Rate (72.7%) | For the 2014-2015 graduation rate was 100%. This was a case where we had 12 children where 1 graduated a year late and one dropped out. |
| Granite | Drummond Public Schools | Drummond 7-8 | Advice | 10.55.902 - Basic Education Program: No Music Program | We are posting for a 1/2 time music position to offer music in the 7-8 grade. |
| | Hall Elementary | * Hall School | Deficiency | 2nd Occurrence: 10.55.601 - CSIP | Will complete the CSIP for the 2015-2016 school year. |
| | Philipsburg K-12 Schools | Granite High School | Advice | 10.55.708 - Teaching Assignments - Library Media Specialist: Endorsement: 08A HE | We are in the process of hiring a number of teachers and are looking for a library media specialist. |
| | | Philipsburg 7-8 | Advice | 10.55.708 - Teaching Assignments - Library Media Specialist: Endorsement: 08A HE | We are in the process of hiring a number of teachers and are looking for a library media specialist. |
| Philipsburg School | | Advice | 10.55.708 - Teaching Assignments - Library Media Specialist: Endorsement: 08A HE | We are in the process of hiring a number of teachers and are looking for a library media specialist. | |

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|--------|--------------------------|--------------------------|-----------------------|--|--|--|
| Hill | Box Elder Public Schools | * Box Elder High School | Deficiency | 2nd Occurrence: 10.55.707 - Teacher Licensure: Expired License | Teacher is no longer with the district. | |
| | | | | 2nd Occurrence: 10.55.707 - Teacher Licensure: License is Pending Review | Teacher's 00E ELE License was issued on 2/19/15 and expires on 6/30/2019 and was nonrenewed for the 2015-16 year. | |
| | | | | Student Performance: Graduation Rate (54.2%) | "Invisible mentoring" – staff evaluates the students in the first part of the year and assigns students to specific staff members and then staff does daily check-ins with those students. Apple Connect Ed grant, this will provide an iPad for each student in October 2015. Participant of Graduation Matters. Have community members that have graduated come back to be guest speakers at 8th grade send-off. Redskins Foundation has offered scholarships and technology advancement. Building relationships with parents and families to encourage student attendance. Incentive programs for High School Honor Roll students. Summer School program offered. | |
| | | | | Student Performance: Math (231) | Afterschool and summer school student tutoring is available for all students. i-Ready instantly evaluates the students and then provides online work for students and provides teacher work to help the students, performing assessments every quarter. Flex hours to allow students the most time to catch up. High absenteeism causes gaps in learning and makes it difficult for the students to catch up. | |
| | | | | Student Performance: Science (226) | Afterschool and summer school student tutoring is available for all students. Flex hours to allow students the most time to catch up. High absenteeism causes gaps in learning and makes it difficult for the students to catch up. Science research programs provide hands-on science programs that encourages learning. Gear Up and DEMO Grant offers additional resources. | |
| | | Rocky Boy Public Schools | Rocky Boy High School | Deficiency | Student Performance: Graduation Rate (47.5%) | As a Graduation Matters Montana school and grant recipient, we are focusing varying activities to promote, encourage, and foster commitment from students and parents to ensure their student graduates from high school. Our GMM program, in conjunction with Gear Up and our counseling department, continues to expand and refine outreach and frequent communication to students and parents regarding graduation. |
| | | | | | Student Performance: Math (237) | We are doing RTI, Star Testing at the beginning, middle and end of year and grouping students in ability level and creating smaller classes and offering more upper level math classes to encourage higher performance. |
| | | | | Student Performance: Science (224) | Offer more upper level classes to encourage higher performance. | |

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|---------------|--------------------------|---------------------|----------------------|--|--|
| Hill | Rocky Boy Public Schools | Rocky Boy School | Deficiency | 10.55.707 - Teacher Licensure: Expired License | Noted teacher completed certification process and was issued a Class 5 license on 2/18/2015, with an expiration date of 6/30/2017. District will require full, regular licensure for continued employment by 6/30/2017. |
| | | | | Student Performance: Math (243) | Implementing staff training to ensure all teachers are updated in appropriate math strategies Implementing common core standard assessment. Principal will be more specific with teacher monitoring with lesson plans and instructional practices. |
| | | | | Student Performance: Science (241) | Implementing staff training to ensure all teachers are updated in appropriate science strategies. Implementing common core standard assessment. Principal will be more specific with teacher monitoring with lesson plans and instructional practices. Departmentalized science classes. Updated curriculum to meet common core standards. |
| Jefferson | Whitehall Public Schools | Whitehall 7-8 | Advice | 10.55.709 - Library Media Specialist - FTE: No FTE | We will have a certified librarian cover our elementary and 7-8 school; our enrollment will be below 126 in the high school so our standard for a .5 librarian has changed. We will be able to cover all schools with our current librarian. |
| Judith Basin | Geyser Public Schools | Geyser 7-8 | Advice | 10.55.708 - Teaching Assignments: Endorsement: 05A MUS; Teaching: Social Studies & Art | 7&8 grade social studies will be re-assigned to the high school social studies teacher, and art will be re-assigned to a K-8 certified teacher. |
| | | | | Geyser High School | Advice |
| | | | | 10.55.708 - Teaching Assignments: Endorsement: 32A SPE; Teaching: Reading & English | |
| Lake | Charlo Public Schools | Charlo High School | Advice | 10.55.708 - Teaching Assignments: Endorsement: 02S MAT; Teaching: Physics | The teacher is our math teacher and he also teaches our physics class. However, he is not endorsed in Physics. This summer Mr. Michalak will enroll in an internship at the University of Montana to begin the process of picking up his endorsement in Physics. |
| Lewis & Clark | Augusta Public Schools | Augusta 7-8 School | Deficiency | 10.55.707 - Teacher Licensure: License is Pending Review | Teacher obtained a provisional license in the Fall of 2014 and is scheduled to obtain her regular license by the summer of 2016 |
| | | Augusta High School | Deficiency | 10.55.707 - Teacher Licensure: License is Pending Review | Teacher obtained a provisional license in the Fall of 2014 and is scheduled to obtain her regular license by the summer of 2016 |
| | Helena Public Schools | * Bryant School | Deficiency | 10.55.707 - Teacher Licensure: Expired License | Teacher corrected the deviation by renewing the certificate on December 8, 2014. |

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|---------------|-------------------------|------------------------|----------------------|---|--|
| Lewis & Clark | Helena Public Schools | * Helena High School | Deficiency | 10.55.701 - Board Policies: Significant Writing | Our high school district has had a significant writing policy in place for years. Our guidelines state that in an ELA significant writing class, no individual class can exceed 23 students and cannot total more than 100 students in a day. ELA teachers are required to complete 8 process pieces per year. |
| | | | | 2nd Occurance: 10.55.707 - Teacher Licensure: Expired License | Teacher has taken necessary steps to acquire certification/endorsement. |
| | | | | 7th Occurance: 10.55.713 - Class Size: 14 Classes | Will balance classes at or below 30 for the count date. |
| Lincoln | Eureka Public Schools | Lincoln Co High School | Advice | 10.55.708 - Teaching Assignments: Endorsement: 00E ELE; Teaching Spanish | Our Spanish Teacher will complete her Spanish endorsement by the end of this year. |
| | Troy Public Schools | Troy 7-8 | Advice | 10.55.709 - Library Media Specialist - FTE: No FTE | The variance to this standard has been approved and is no longer a deviation. |
| | | | | Student Performance: Science (249) | New curriculum will be discussed summer 2015. After school study sessions and enrichment opportunities will continue. A math/science elective has been added to JH schedule. |
| McCone | Circle Public Schools | Circle High School | Advice | 10.55.708 - Teaching Assignments: Endorsements: 32A SPE, 08A HE, 08A HEA; Teaching: Industrial Arts | Circle Schools have been actively advertising for an Industrial Arts teacher. We have a candidate that is applying for his Class 4 license with OPI. |
| | | | | Student Performance: Science (249.5) | Circle High School is in the process of updating our science curriculum. We have hired a new science teacher that is working to improve our schools science scores. |
| | | Redwater 7-8 | Advice | 10.55.708 - Teaching Assignments: Endorsements: 32A SPE, 08A HE, 08A HEA; Teaching: Industrial Arts | Circle Schools has been actively advertising for an Industrial Arts teacher. We have a candidate that is applying for his Class 4 license with OPI. |
| | | Redwater School | Deficiency | 10.55.707 - Teacher Licensure: Expired License | Teacher has applied for and received her Class 5 alternative license. The License will expire in 2017. |
| Musselshell | Roundup Public Schools | Central School | Deficiency | 10.55.707 - Teacher Licensure: Nonlicensed | The non licensed teacher is enrolled in the necessary classes at MSU Billings and should be endorsed or have a provisional license by the start of the 2015-2016 school year. |
| Park | Gardiner Public Schools | Gardiner 7-8 | Deficiency | 2nd Occurrence: 10.55.707 - Teacher Licensure: License is Pending Review | Teacher is scheduled to start classes to receive Montana Certification and will submit the required Plan of Study in the Fall of 2015 in order to obtain a 3 year Provisional License. Currently holds a certification from another State. |

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|---|-------------------------------|----------------------|----------------------|---|--|---|
| Park | Gardiner Public Schools | Gardiner High School | Deficiency | 2nd Occurrence: 10.55.707 - Teacher Licensure: License is Pending Review | Teacher is scheduled to start classes to receive Montana Certification and will submit the required Plan of Study in the Fall of 2015 in order to obtain a 3 year Provisional License. Currently holds a certification from another State. | |
| | | Gardiner School | Deficiency | 10.55.707 - Teacher Licensure: License is Pending Review | Teacher is scheduled to start classes to receive Montana Certification and will submit the required Plan of Study in the Fall of 2015 in order to obtain a 3 year Provisional License. Currently holds a certification from another State. | |
| | Livingston Public Schools | Park High School | Advice | 10.55.708 - Teaching Assignments: Endorsements: 05A ART; Teaching: English, Science, History | Teacher will become a co-teacher in our alternative education program in 2015-2016, instead of teacher of record. | |
| | | | | 10.55.708 - Teaching Assignments: Endorsements: 10S CIS, 23S FCS; Teaching: Business | Teacher is retiring and a teacher who is getting a Business endorsement (Class 5- Internship) has been transferred into the position. | |
| | Shields Valley Public Schools | Shields Valley 7-8 | Advice | 10.55.708 - Teaching Assignments: Endorsements: 13S IA, 08A HE; Teaching: Agriculture | Teacher covered the Agriculture class until we could get an Agriculture Certified Teacher in that position. We were able to hire an Ag. Teacher starting second semester. | |
| | | | | Shields Valley High School | Advice | 10.55.708 - Teaching Assignments: Endorsements: 08A HE; Teaching: Industrial Arts |
| 10.55.708 - Teaching Assignments: Endorsements: 13S IA, 08A HE; Teaching: Agriculture | | | | | | Teacher covered the Agriculture class until we could get an Agriculture Certified Teacher in that position. We were able to hire an Ag. Teacher starting second semester. |
| Petroleum | Winnett K-12 Schools | Winnett High School | Advice | 10.55.713 - Class Size: 1 Class | We've split the PE class in two with our reassigned teachers. | |
| | | | | 10.55.906 - Basic Education Program: World Language Program Short Minutes | Winnett High School will add 2 more language classes through Montana Digital Academy for school year 2015-16. by adding these courses the school will surpass the 8100 minutes needed to comply with the standard. | |
| Pondera | Conrad Public Schools | * Conrad High School | Deficiency | 3rd Occurrence: 10.55.708 - Teaching Assignments: Endorsement: 04S BF; Teaching Physical Education | We have re-assigned all teachers teaching out of certification. We have hired new teachers with the correct certifications. | |
| | | | | Student Performance: Science (243) | Meetings with Science department teachers to evaluate and have strategies to improve student performance. | |

**2014-2015 Corrective Plans Recommended for APPROVAL
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| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|---------------|-----------------------|---------------------|-----------------------------|---|--|
| Pondera | Conrad Public Schools | Prairie View School | Deficiency | 10.55.716 - Long-Term Substitute Licensure: Nonlicensed | Due to the lack of certified substitute teachers available to provide long-term substitute services, we were forced to hire a long-term substitute whose certification had lapsed. We always endeavor to hire a long-term substitute with certification, but that is not always possible, as in this case. |

**2014-2015 Corrective Plans Recommended for APPROVAL
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| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|------------------------------------|--|-----------------|----------------------|---|---|
| Pondera | Heart Butte K-12 Schools | Heart Butte 7-8 | Deficiency | 10.55.707 - Teacher Licensure: Nonlicensed | The teacher who was identified as nonlicensed did receive her license from the Office of Public Instruction and is current. The district will ensure that any teacher who is coming from out of state and applying for Montana Certification, meets the deadline for certification in accordance with accreditation. |
| | | | | 10.55.707(4) - Professional Licensure - School Counselor Endorsement: Not Properly Endorsed | The School Counselor for this year was not renewed for the 2015 - 2016 school year. The district is advertising for the position and will ensure that the counselor is currently holding a Montana License for the position. The Board of Trustees were made aware and will not allow this situation to occur again. |
| | | | | 10.55.902 - Basic Education Program: No Music program | The district is seeking a candidate for next year who has an endorsement in the area of music and/or will be offering a class which does meet accreditation needs in this area. |
| | | | | Student Performance: Math (218) | The school district will be working towards adopting a curriculum or building a curriculum that will utilize resources to bring the students math proficiency level up. Tutoring will be implemented for both after school and during regular school hours. A paraprofessional will work with the regular classroom math teacher to assist with more one on one interventions. Professional development will be provided to instructional staff and paraprofessionals throughout the course of the school year . |
| | | | | Student Performance: Reading (240) | The Heart Butte School District will continue to utilize the Success For All Reading Program. There will be changes made in the number of instructional staff who will implement the program, there will be more reading groups so the number of students in each group will be lessened to provide more one on one instruction. A reading specialist is going to be employed by the district to assist the elementary staff who often have limited training in teaching reading. There will be training for the Success For All Program in the beginning of the school year and through out the year. Teachers will be provided professional development opportunities to increase their knowledge and skills in reading, reading comprehension, and vocabulary. After school tutoring and summer school is a key component of the district Parent Committee for various grants to assist the students of the district achieve grade level reading skills. |
| Student Performance: Science (225) | It was found that the students were having difficulty reading the textbooks in science. The district is going to purchase books that not only meet the Common Core Standards, but the reading level of the students within the school district. Assessments will occur on a continual basis and the data generated, shared, and reviewed for decision making of resources, instructional strategies, and student placement for classes. A paraprofessional will be assigned to assist the science teacher. | | | | |

**2014-2015 Corrective Plans Recommended for APPROVAL
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| County | School System | School | Accreditation | | Corrective Plan |
|---------|--------------------------|------------------------|---------------|---|--|
| | | | Status | Deviation | |
| Pondera | Heart Butte K-12 Schools | Heart Butte Elementary | Advice | 10.55.707(4) - Professional Licensure - School Counselor Endorsement: Not properly endorsed | The School Counselor for this year was not renewed for the 2015 - 2016 school year. The district is advertising for the position and will ensure that the counselor is currently holding a Montana License for the position. The Board of Trustees were made aware and will not allow this situation to occur again. |
| | | | | Student Performance: Math (217) | The school district will be working towards adopting a curriculum or building a curriculum that will utilize resources to bring the students math proficiency up. After school tutoring will be implemented into next years elementary school both after school and during school hours. Paraprofessionals will be added to the classrooms where there is a significant need for improving student performance in math. Professional development will be provided to instructional staff and paraprofessionals through out the course of the school year so they can grow in their educational skills and knowledge. Especially since many have not had any additional mathematics learning since their initial course study when obtaining their teaching degree. |
| | | | | Student Performance: Reading (238) | The Heart Butte School District will be employing a Reading Specialist who will work with the instructional staff with the Common Core Standards for reading in content areas. There will be professional development for staff in the areas of reading so they can strengthen the curriculum that is being taught. After school tutoring is currently being written into several grants that the district is applying for, such as the 21st Century Grant. The Heart Butte Parent Committee is discussing ways that the district can assist the community with understanding the necessity of students improving their attendance so they are not falling further behind in their reading progress. |
| | | | | Student Performance: Science (221) | Through researched based programs, the K - 6 staff will collaborate to create curriculum that meets the needs of the students. The curriculum will have more hands on activities and will meet the Common Core Standards. The data from assessments will drive decision making and resources obtained to bring students closer to a proficient level of learning. A mentoring program will be developed where high school students assist classrooms that are identified as in need of additional assistance for students to reach their targeted performance standards. A mentoring program will also be developed for classroom teachers. Teachers who are stronger in science instruction will assist those who are lacking or struggling. Professional development opportunities will be made for instructional staff. |

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| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|---------|--------------------------|-------------------------|----------------------|---|--|
| Pondera | Heart Butte K-12 Schools | Heart Butte High School | Deficiency | 10.55.707 - Teacher Licensure: Nonlicensed | The teacher who was identified as nonlicensed did receive her license from the Office of Public Instruction and is current. The district will ensure that any teacher who is coming from out of state and applying for Montana Certification, meets the deadline for certification in accordance with accreditation. |
| | | | | 10.55.707(4) - Professional Licensure - School Counselor Endorsement: Not properly endorsed | The School Counselor for this year was not renewed for the 2015 - 2016 school year. The district is advertising for the position and will ensure that the counselor is currently holding a Montana License for the position. The Board of Trustees were made aware and will not allow this situation to occur again. |
| | | | | Student Performance: Math (225) | Math is an area that has been a struggle within the Heart Butte High School. There needs to be teaching strategies that changes the student's attitude about math and should be relevant to the students long term goals as learners. These strategies should be school wide though so there is a positive attitude about learning of math. There will be a strong implementation of RTI into the math program. Tutoring will go hand and hand with the RTI process. Math instruction for students with disabilities or difficulty learning math will be addressed. Assessments will be done on a regular basis to track and assist students with their progress in Math. |
| | | | | Student Performance: Reading (246) | The district is looking to hire a reading specialist who will work with the students and staff at the high school level. This individual will work on strengthening the assessment components of the reading program and will share the data on a continual basis with the staff. Professional development must be put into place to address the Common Core Standards across all curriculum. Staff who have strong reading backgrounds will be utilized through out the district to assist with the reading deficiencies and struggles of the students. Books used for instruction will be assessed and reviewed. After school tutoring will be put into place so students who are struggling in the classrooms due to reading deficiencies can be worked with. |
| | | | | Student Performance: Science (221) | The district is currently advertising for a science teacher who has broad field certification and teaching experience. It was found that the text books in the science room are a higher reading level than where our students are at. Text book review and assessment will be occurring prior to new texts purchased that will be at the reading level of the students and meet the Common Core Standards. After school and in school tutoring will occur. The school will work towards developing a school curriculum that meets the needs and abilities of the district's students. The culture of the students will be implemented as well into this curriculum. |

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|--------------|-------------------------------|---------------------------|---------------|---|---|
| | | | Status | Deviation | |
| Pondera | Valier Public Schools | Valier School | Advice | 10.55.708 - Teaching Assignments: Endorsements: 08S HEA, 23S FCS; Teaching: Physical Education (Elem) | The teacher in question is applying for an internship with MSU Great Falls, which will allow her to earn an endorsement in elementary physical education/health in three years. |
| Powder River | Broadus Public Schools | Broadus 7-8 | Advice | 10.55.708 - Teaching Assignments: Endorsement: 08S HE; Teaching: Math | We were not able to hire a Mathematics teacher last year and have been advertising on OPI's website since December. The district has also attended three career fairs this spring in an attempt to hire a fully endorsed Mathematics teacher. |
| | | | | 10.55.708 - Teaching Assignments: Endorsement: 13S IA; Teaching: Science | Broadus Schools is going through a steady enrollment decline. After losing our other Science teacher we now only have one fully endorsed 7-12 Science instructor. It was decided to utilize a certified teacher with over 40 science credits for one class as we transition to only one 7-12 Science teacher in an attempt to continue offering upper level elective Science courses to our high school students. We are currently advertising for a dually endorsed Industrial Arts/Science teacher on the Office of Public Instruction web site. |
| | | Powder River Co Dist High | Advice | 10.55.708 - Teaching Assignments: Endorsement: 08S HE; Teaching: Math | We were not able to hire a Mathematics teacher last year and have been advertising on OPI's website since December. The district has also attended three career fairs this spring in an attempt to hire a fully endorsed Mathematics teacher. |
| | | | | Student Performance: Science (246) | Due to the size of our district the scores of just a couple students can dramatically affect our overall performance each year. The district has identified students who did not score proficient and is attempting to identify if it is content related. The deviation was based on the 10th grade Science scores in 2013-14 and without any standard reading data for this group it is difficult to determine if the issue is not related to reading comprehension as well. The district is also looking at the Next Generation Science Standards to evaluate our curriculum alignment. |
| Powell | Deer Lodge Elementary | E F Duvall 7-8 | Advice | 10.55.709 - Library Media Specialist - FTE: No FTE | We have hired a Library Media Specialist for the school year 2015-2016. |
| | | | | 10.55.713 - Class Size: 2 Classes | We will have 30 or less students in a class in 7th and 8th grade. |
| | | | | 10.55.902 - Basic Education Program: No Visual Arts Program | We will be offering art for the 7th and 8th grades. |
| Ravalli | Florence-Carlton K-12 Schools | Florence Carlton 7-8 | Advice | 10.55.709 - Library Media Specialist - FTE: No FTE | District will apply for a variance of the standard. The district has one library that serves K-12 students and it is staffed by 2 full-time media specialist. The district has been in declining enrollment for the last 10 years. |

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|----------|-------------------------------|-----------------------------|------------------|--|---|---|
| | | | Status | Deviation | | |
| Ravalli | Florence-Carlton K-12 Schools | Hamilton High School | Advice | 10.55.708 - Teaching Assignments: Endorsement: 03S EAR; Teaching: Health & Science | Teacher is secondary certified in earth science and has been assigned to teach one section of Basic Health I, one section of Basic Health II, and two sections of Health I during 2014-2015. The teacher works very closely with our primary health teacher, who is certified in science, biology, and health. The teacher is pursuing certification in health, which will take at least two more years. If the teacher unable to attain the health certification within a three year time frame, he will either be reassigned to a science position, or will will devise a structure for him to team teach with the health in order to assure a health certified teacher is the teacher of record. | |
| | | Stevensville Public Schools | Stevensville 7-8 | Advice | 2nd Occurrence: 10.55.710 - School Counselor - FTE: Insufficient FTE | The school board has taken action to allow the district to hire a full-time counselor. 2015-16 school year will now have 2.0 fte's in counseling for K-8. |
| | | | Stevensville K-6 | Advice | 2nd Occurrence: 10.55.710 - School Counselor - FTE: Insufficient FTE | The school board has taken action to allow the district to hire a full-time counselor. 2015-16 school year will now have 2.0 FTE's in counseling for K-8. |
| Richland | Fairview Public Schools | Fairview 7-8 | Deficiency | 10.55.707 - Teacher Licensure: License is Pending Review | Teacher has been non-renewed for the 2015-16 school year. A certified teacher has been hired as a replacement. | |
| | | | | 10.55.710 - School Counselor - FTE: Insufficient FTE | This has been corrected by hiring a full-time counselor for the 2015-16 school year who is working under a OPI approved provisional. | |
| | | | | Student Performance: Science (243) | Through a school improvement plan, Fairview Instructors and students have used data from previous testing to implement curriculum that will better meet state standards and drive instruction, increased science class time, focused more on vocabulary, and used test monitoring throughout the school year to identify needs. | |
| | | * Fairview High School | Deficiency | 10.55.707 - Teacher Licensure: License is Pending Review | English teacher non-renewed for 2015-16 school year and a certified replacement has been hired for next year. | |
| | | | | 10.55.707 - Teacher Licensure: Nonlicensed | 04S GEO, 04S HIS license issued on 12/22/14, expires on 6/30/19. | |
| | | | | Student Performance: Science (248) | Through a school improvement plan, Fairview Instructors and students have used data from previous testing to implement curriculum that will better meet state standards and drive instruction, increased science class time, focused more on vocabulary, and used test monitoring throughout the school year to identify needs. | |

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|------------------------------------|---|---------------------------------|---|--|--|
| Richland | Sidney Public Schools | Sidney High School | Deficiency | 10.55.707 - Teacher Licensure: License is Pending Review | All attempts to obtain a Class 4B Career and Technical License met with road blocks. This is an issue whereby a person with a bachelors and MBA cannot get endorsed through reasonable expectations in the amount of course work required. All attempts with the university system failed and the individual elected to return to the corporate world. Currently advertising for a Business Education Teacher and if our luck is anything like last year, Sidney Schools will not find an endorsed educator. |
| | | | | 10.55.707 - Teacher Licensure: Nonlicensed | Teacher has updated her license as she had let it lapse. Renewal application and credits were completed. |
| | | | | Student Performance: Science (240) | Using the PLC and assessment data to redirect the instruction to target struggling students in improve performance. |
| Roosevelt | Brockton Public Schools | Barbara Gilligan 7-8 | Deficiency | Student Performance: Science (231) | 7 and 8 grades will be taught by a highly qualified science specifically trained teacher whom will be teaching grades 7-12. |
| | | | | 2nd Occurance: 10.55.709 - Library Media Specialist - FTE: No FTE | School has contracted with Montana Small Schools Alliance to meet Library Media Specialist requirements. |
| | | | | 10.55.902 - Basic Education Program: No Music Program | The middle school grades will be taught by the highly qualified high school faculty for the 2015/2016 academic school year. |
| | | | | Student Performance: Reading (249) | 7 and 8 grades will be taught by a highly qualified English Language Arts (ELA) specifically trained teacher whom will be teaching grades 7-12. |
| | | Student Performance: Math (229) | 7 and 8 grades will be taught by a highly qualified mathematics specifically trained teacher whom will be teaching grades 7-12. | | |
| | | Barbara Gilligan School | Deficiency | 2nd Occurance: 10.55.709 - Library Media Specialist - FTE: No FTE | School has contracted with Montana Small Schools Alliance to meet Library Media Specialist requirements. |
| | | Student Performance: Math (229) | Mathematics will be taught by highly qualified educators grades K-6 in a two period 1hr 40min morning block and also in a 20 minute review session at the end of the day. | | |
| Student Performance: Reading (247) | Reading will be taught by highly qualified educators grades K-6 in a two period 1hr 40min morning block and also in a 20 minute review session at the end of the day. | | | | |
| | Brockton High School | Deficiency | 2nd Occurance: 10.55.709 - Library Media Specialist - FTE: No FTE | School has contracted with Montana Small Schools Alliance to meet Library Media Specialist requirements. | |

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| | | | Status | Deviation | | |
| Roosevelt | Froid Public Schools | Froid 7-8 | Advice | 10.55.708 - Teaching Assignments: Endorsement: 18S AG; Teaching: Music | The woman hired to teach music is certified k-12 in agriculture. She is taking courses to meet the requirements to add a music endorsement. | |
| | | Froid Elementary School | Advice | 10.55.708 - Teaching Assignments: Endorsement: 18S AG; Teaching: Music | The woman hired to teach music is certified k-12 in agriculture. She is taking courses to meet the requirements to add a music endorsement. | |
| | | Froid High School | Advice | 10.55.708 - Teaching Assignments: Endorsement: 18S AG; Teaching: Music | The woman hired to teach music is certified k-12 in agriculture. She is taking courses to meet the requirements to add a music endorsement. | |
| | Poplar Public Schools | Poplar 5-6 School | Advice | Student Performance: Math (219) | The Poplar 5-6 school just purchased Math Expressions for 5-6 and SpringBoard math for 6th. both of these two programs are Common Core aligned. We also will have SFA support with math instruction for the 2015-2016 school year. We add math study skills classes for any student who is not yet proficient. | |
| | | | | Student Performance: Reading (241) | Using MAP and Teacher Evaluation we are going to form ability grouping using SFA Reading program to make a 5% increase in student performance. The district is also in the process of hiring a Curriculum Coordinator to observe the process. | |
| | | Poplar 7-8 | Deficiency | 10.55.601 - CSIP | We will complete this plan on time. | |
| | | | | Student Performance: Math (227) | The Poplar 7-8 school has purchased SpringBoard math for 7-8. This program is Common Core aligned. We also will have SFA support with math instruction for the 2015-2016 school year. We add math study skills classes for any student who is not yet proficient. | |
| | | | | Student Performance: Reading (242) | Using MAP and Teacher Evaluation we are going to form ability grouping using SFA Reading program to make a 5% increase in student performance. The district is also in the process of hiring a Curriculum Coordinator to observe the process. Currently using Corrective Reading and have added additional class time for remediation. | |
| | | | | | Student Performance: Science (226) | Hiring a properly licensed and endorsed science teacher to facilitate the Science classes. Adjustment of curriculum to align with Common Core. |

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| Roosevelt | Poplar Public Schools | * Poplar High School | Deficiency | 3rd Occurrence: 10.55.707 - Teacher Licensure: Expired License | Teacher is currently in an internship program and will be applying for a provisional license. |
| | | | | 3rd Occurrence: 10.55.707 - Teacher Licensure: Expired License | Teacher is currently licensed. |
| | | | | Student Performance: Graduation Rate (56.9%) | Participant in Graduation Matters. Assistant Superintendent is responsible for Graduation Matters. VISTA coordinator to help with career choices. Work with the Fort Peck Tribal Education Department on a regular basis in an effort to increase student attendance. |
| | | | | Student Performance: Math (230) | Added 2 periods of Math and remedial Math classes for students that struggle and smaller classes. Afterschool assistance is offered. |
| | | | | Student Performance: Reading (242) | Using MAP and Teacher Evaluation we are going to form ability grouping using SFA Reading program to make a 5% increase in student performance. The district is also in the process of hiring a Curriculum Coordinator to observe the process. Hiring a Reading Interventionist to assist students. |
| | | Student Performance: Science (220) | Hiring a properly licensed and endorsed science teacher to facilitate the Science classes. Adjustment of curriculum to align with Common Core. | | |
| | | Poplar School | Deficiency | 10.55.716 - Long-Term Substitute Licensure: Nonlicensed | Teacher reported has acquired their educator's license on 1/12/2015 |
| | | 10.55.716 - Long-Term Substitute Licensure: Nonlicensed | | Teachers reported has acquired their educator's license on 12/8/2014 | |
| | | Student Performance: Math (226) | | We are purchasing a new Common Core Math Series (McGraw Hill - My Math). Our math committee members are beginning work on aligning it to our curriculum using the sample materials provided. Teacher professional development will be planned for the beginning of the 2015 school year. | |
| | | Student Performance: Science (243) | | We are being assigned a new School Improvement Consultant for the 2015-2016 school year. Along with our school leadership team we will begin discussions on how to address this area. | |

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|---------|------------------------|-------------------------|-----------------------------|---|--|--|
| Rosebud | Ashland Elementary | Ashland 7-8 | Deficiency | 2nd Occurrence: 10.55.708 - Teaching Assignments: Endorsements: 05S DRA, 01S ENG, 31A LIB; Teaching: Science | This teacher is out on extended sick leave,we may hire another teacher. | |
| | | | | 10.55.902 - Basic Education Program: No CTE Program | We will offer a CTE computer course as an elective. | |
| | | | | Student Performance: Reading (244) | We will use the common core reading program-Expert 21. We will offer intervention sessions to students-System 44 & Read 180. We will assess students using the Scholastic Reading Inventory , SBAC, I station testing. We utilize an OPI Title I consultant. | |
| | | | | | Student Performance: Math (215) | We will utilize an OPI Title I support consultant and continue developing our action plan. We will offer intervention sessions for struggling students. We will begin our second year of GO Math(common core curriculum). We will use MAPS testing , Scholastic Math Inventory, I station, SBAC to assess students. |
| | | | Ashland School | Advice | 10.55.708 - Teaching Assignments: Endorsements: 05S DRA, 01S ENG, 31A LIB; Teaching: Science | This teacher is out on extended sick leave,we may hire another teacher. |
| | | | | | Student Performance: Math (219) | We will continue using common core curriculum GO Math for a second year. We will increase interventions to help struggling students. We will continue working with the OPI Title I support consultant and develop our action plan. We will assess student achievement using MAP ,SMI, I station and SBAC tests. |
| | | | | | Student Performance: Reading (247) | We will adopt a new common core reading series for grades k-5-Journeys. We will continue developing our literacy action plan with our Title I support consultant. We will assess students using SRI, Istation,SBAC tests. We will offer more intervention instruction in the lower elementary grades. We will employ a Reading Counts program. |
| | | Colstrip Public Schools | Frank Brattin Middle School | Advice | 10.55.601 - CSIP | We have already undertaken two years of review using the standards and indicators found in the AdvancED process. As the district continues to progress using this rigorous process, the district will file the appropriate variance to this standard. |
| | | | | | 10.55.902 - Basic Education Program: No World Language Program | The Frank Brattin Middle School will utilize Montana Digital Academy to fulfill this requirement. |
| | Forsyth Public Schools | Forsyth 7-8 | Advice | 10.55.902 - Basic Education Program: No Visual Arts Program | The master schedule has been reviewed and changed so there will be Visual Arts offered at least two periods per day for seventh and eighth grade students. | |

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|---------|----------------------------|---------------|----------------------|---|--|
| Rosebud | Lame Deer Public Schools * | Lame Deer 7-8 | Deficiency | Student Performance: Science (226) | Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. PLC's in place. RTI implemented. |
| | | | | 3rd Occurrence: 10.55.708 - Teaching Assignments: Endorsement: 04S HIS; Teaching: Math & Science | We are actively recruiting for a certified and properly endorsed teacher for this position. |
| | | | | 3rd Occurrence: 10.55.708 - Teaching Assignments: Endorsement: 08A HE; Teaching: Math & History | Teacher is no longer employed and actively recruiting for a properly endorsed teacher. |
| | | | | 10.55.709 - Library Media Specialist - FTE: No FTE | We plan on applying for a Variance to Standards stating that the 1.0 FTE elementary librarian can cover the need for .001 FTE at the 7-8 school effective for the 2016-2017 school year. |
| | | | | Student Performance: Reading (241) | Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. A specialist interventionist is being hired to help with students are struggling and smaller class size. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Reading 180. PLC's in place. RTI implemented. |
| | | | | Student Performance: Math (228) | Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. A specialist interventionist is being hired to help with students are struggling and smaller class size. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Compass Math. PLC's in place. RTI implemented. |

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| Rosebud | Lame Deer Public Schools * | Lame Deer High School | Deficiency | 10.55.707 - Teacher Licensure: Expired License | License with 05A MUS endorsement issued on 12/31/14 and no longer with the district for the 2015-2016 year. Position is now being advertised. |
| | | | | 10.55.709 - Library Media Specialist - FTE: No FTE | We plan on applying for a Variance to Standards stating that the 1.0 FTE elementary librarian can cover the need for .001 FTE at the 7-8 school effective for the 2016-2017 school year. |
| | | | | Student Performance: Graduation Rate (38.9%) | Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Improvement of student discipline and a Dean of Students to work with students in an attempt to improve attendance. Increase school pride. |
| | | | | Student Performance: Math (223) | Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Compass Math. |
| | | | | Student Performance: Reading (228) | Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Reading 180. |
| | | | | Student Performance: Science (210) | Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. |

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| Rosebud | Lame Deer Public Schools * | Lame Deer School | Deficiency | 10.55.707 - Teacher Licensure: Expired License | License with 05A MUS endorsement issued on 12/31/14 and no longer with the district for the 2015-2016 year. Position is now being advertised. |
| | | | | 2nd Occurrence: 10.55.709 - Library Media Specialist - FTE: No FTE | We are currently advertising for an endorsed librarian to fill this position. |
| | | | | Student Performance: Math (221) | Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. A specialist interventionist is being hired to help with students are struggling and smaller class size. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Compass Math. RTI implemented. PLC's in place. |
| | | | | Student Performance: Reading (245) | Hired a fulltime truant officer in an effort to increase student attendance, which will increase learning by the students when they are in school. A specialist interventionist is being hired to help with students are struggling and smaller class size. Working to hire fully licensed and endorsed teachers. Improve staff attendance. Improvement of student discipline and a Dean of Students to work with students allowing principals to spend more time with teachers than student discipline issues. Using Reading 180. RTI implemented. PLC's in place. |
| | Rosebud Public Schools | Rosebud High School | Advice | Student Performance: Graduation Rate (58.3%) | We have implemented a credit recovery program that targets our transfer students who are short credits when they enroll in school at Rosebud |
| Sanders | Hot Springs K-12 | Hot Springs High School | Deficiency | 10.55.707 - Teacher Licensure: License is Pending Review | Teacher is now licensed. |
| | Westby K-12 Schools | Westby 7-8 | Advice | 10.55.902 - Basic Education Program: No Visual Arts Program | Will have the Fine Art teacher teach Visual Art for the 2015-2016 year. |

**2014-2015 Corrective Plans Recommended for APPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation | | Corrective Plan |
|------------|---------------------------|----------------------------|---------------|---|--|
| | | | Status | Deviation | |
| Silver Bow | Butte Public Schools | West Elementary School | Advice | 2nd Occurrence: 10.55.709 - Library Media Specialist - FTE: Insufficient FTE | School boundary changes were approved this past February by the Board of Trustees. Based on these boundary adjustments the enrollment for this school for the 2015-2016 school year will be reduced below 500. Currently this school is staffed with 1 FTE Library Media Specialist, which will be sufficient to meet the requirements as stated in 10.55.709(1)(c) when enrollment goes below the 500 students. |
| Stillwater | Park City Public Schools | Park City 7-8 | Advice | 10.55.902 - Basic Education Program: No World Language Program | We have advertised for a foreign language teacher with other endorsements. In lieu of that, we will place the Montana Digital Learning Academy language survey class on our schedule. |
| Teton | Dutton/Brady K-12 Schools | Dutton/Brady Middle School | Deficiency | 10.55.902 - Basic Education Program: No World Language Program | This District is now negotiating a contract for a certified Spanish Teacher to be employed part time for school year 2015-16. This District's Middle School had offered French in the past although this fact may not have been reflected in the TEAMS Report. The English/French teacher has retired effective at the end of the 2014-15 school year. This deficiency will be addressed in that Spanish will be offered to the District's Middle School Students as well as the District's High School Students for School Year 2015-16. This will be reflected in the next TEAMS Report. |
| | | | | | |
| | Power Public Schools | Power 7-8 | Deficiency | 2nd Occurrence: 10.55.708 - Teaching Assignments - Library: Endorsements: 23FCS, 08S HEA | Teacher has been taking classes to secure her library endorsement. She will be finished with these classes in June of 2015. |
| | | Power High School | Deficiency | 2nd occurrence: 10.55.708 - Teaching Assignments - Library: Endorsements: 23FCS, 08S HEA | Teacher has been taking classes to secure her library endorsement. She will be finished with these classes in June of 2015. |
| | | Power School | Deficiency | 2nd occurrence: 10.55.708 - Teaching Assignments - Library: Endorsements: 23FCS, 08S HEA | Teacher has been taking classes to secure her library endorsement. She will be finished with these classes in June of 2015. |
| Toole | Galata Elementary | * Galata School | Deficiency | 3rd occurrence: 10.55.601 - CSIP | The school will complete the Continuous School Improvement Plan for the 2015-16 school year. |

**2014-2015 Corrective Plans Recommended for APPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation Status | Deviation | Corrective Plan | |
|--------|-----------------------|------------------------------------|----------------------|---|--|--|
| Toole | Shelby Public Schools | Shelby 7-8 | Deficiency | 10.55.707 - Teacher Licensure: License is Pending Review | The nonlicensed teacher's contract was not renewed. We hired a certified Music teacher. | |
| | | Shelby Elementary School | Deficiency | 10.55.707 - Teacher Licensure: License is Pending Review | The nonlicensed teacher's contract was not renewed. We hired a certified Music teacher. | |
| Valley | Frazer Public Schools | * Frazer 7-8 | Deficiency | 10.55.601 - CSIP | School will complete the CSIP report in the 2015-2016. year. | |
| | | | | 10.55.902 - Basic Education Program: No World Language Program | Working to hire a certified World Language teacher to teach the required classes. Will use Montana Digital Academy in addition to the certified teacher. | |
| | | | | Student Performance: Math (236) | Working to put a corrective and intervention math program in place. Supplementing with ALKX program for additional instruction. Instruction based on MAP scores and AIMSWeb. Through the School of Promise attended Common Core training. We will continue to utilize these programs in the school. PLCs and MTSS weekly meetings. | |
| | | | | Student Performance: Science (235) | High turn-over for Science teachers over the last few years. Advertising for a certified Science teacher that will make a positive impact in the school. | |
| | | * Frazer Elem | Deficiency | 10.55.601 - CSIP | 10.55.601 - CSIP | School will complete the CSIP report in the 2015-2016. year. |
| | | | | | 2nd Occurrence: 10.55.708 - Teaching Assignments - Library Media Specialist: Endorsements: 08S HE, 31S LIB; Teaching: Elem Library | Teacher is leaving the district after the 2014-2015 year. |
| | | Student Performance: Math (223) | | Working to put a corrective and intervention math program in place. Instruction based on MAP scores and AIMSWeb. Through the School of Promise attended Common Core training. We will continue to utilize these programs in the school. PLCs and MTSS weekly meetings. | | |
| | | Student Performance: Reading (246) | | Corrective Reading program in place. Interventions and Enrichment classes in place utilizing iStations for K-2, small group and ability grouping. Training with Schools of Promise and in the Journey's Program. Instruction based on MAP scores and AIMSWeb. Through the School of Promise attended Common Core training. We will continue to utilize these programs in the school. PLCs and MTSS weekly meetings. | | |

**2014-2015 Corrective Plans Recommended for APPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation | | Corrective Plan |
|--------|-------------------------|----------------------|---|---|---|
| | | | Status | Deviation | |
| Valley | Frazer Public Schools | * Frazer High School | Advice | 10.55.601 - CSIP | School will complete the CSIP report in the 2015-2016. year. |
| | | | | 10.55.904 - Basic Education Program: No World Language Program | Working to hire a certified World Language teacher to teach the required classes. Will use Montana Digital Academy in addition to the certified teacher. |
| | | | | Student Performance: Math (234) | Corrective and intervention math program in place. Supplementing with the Carnegie and ALEX program for additional instruction during an afterschool tutoring program as needed. Individually assessing student needs. Use the MAP scores and ALEX scores. Through the School of Promise attended Common Core training. We will continue to utilize these programs in the school. PLCs and MTSS weekly meetings. We have math coaches in place. |
| | | | | Student Performance: Reading (246) | Corrective and intervention reading program in place. Supplementing with the Bridges program for additional instruction during an afterschool tutoring program as needed. Individually assessing student needs. Use the MAP scores. Through the School of Promise attended Common Core training. We will continue to utilize these programs in the school. PLCs and MTSS weekly meetings. |
| | | | Student Performance: Science (214) | High turn-over for Science teachers over the last few years. Advertising for a certified Science teacher that will make a positive impact in the school. | |
| | Hinsdale Public Schools | Hinsdale 7-8 | Advice | 10.55.708 - Teaching Assignments - Library Media Specialist: Endorsement: OOE ELE | We have hired a new teacher who may be interested in pursuing a Library/Media Specialist Endorsement. If not, the school will involve stakeholders to develop an alternative Library/Media delivery plan and we will request a variance to the standards once that plan is established. |
| | | | | 10.55.701 - Board Policies: Academic Freedom & Family Engagement | We have contracted with MTSBA to review all of our current procedures, identify missing required procedures, and help maintain accurate and updated policies each year. This action was approved by the Hinsdale School Board of Trustees at its regular meeting on May 14, 2015. |
| | Hinsdale High School | Advice | 10.55.701 - Board Policies: Academic Freedom & Family Engagement | We have contracted with MTSBA to review all of our current procedures, identify missing required procedures, and help maintain accurate and updated policies each year. This action was approved by the Hinsdale School Board of Trustees at its regular meeting on May 14, 2015. | |
| | | | 10.55.708 - Teaching Assignments - Library Media Specialist: Endorsement: OOE ELE | We have hired a new teacher who may be interested in pursuing a Library/Media Specialist Endorsement. If not, the school will involve stakeholders to develop an alternative Library/Media delivery plan and we will request a variance to the standards once that plan is established. | |

**2014-2015 Corrective Plans Recommended for APPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation | | Corrective Plan |
|--------|-------------------------|-----------------|---------------|---|---|
| | | | Status | Deviation | |
| Valley | Hinsdale Public Schools | Hinsdale School | Advice | 10.55.701 - Board Policies: Academic Freedom & Family Engagement | We have contracted with MTSBA to review all of our current procedures, identify missing required procedures, and help maintain accurate and updated policies each year. This action was approved by the Hinsdale School Board of Trustees at its regular meeting on May 14, 2015. |
| | | | | 10.55.708 - Teaching Assignments - Library Media Specialist: Endorsement: OOE ELE | We have hired a new teacher who may be interested in pursuing a Library/Media Specialist Endorsement. If not, the school will involve stakeholders to develop an alternative Library/Media delivery plan and we will request a variance to the standards once that plan is established. |
| | Lustre Elementary | * Lustre School | Deficiency | 5th Occurrence : 10.55.708 - Teaching Assignments: Endorsement: 01S ENG; Teaching: Grade 7 & 8 | Teacher taking the Praxis this summer for Elementary Degree. Will have endorsement in place for the 2015-2016 year. |
| | Opheim K-12 Schools | Opheim 7-8 | Advice | 10.55.701 - Board Policies: Family Engagement, Gifted & Talented, Student Health Issues, Copyright, Equity | Upon further investigation, Opheim does indeed have a copyright policy, equity policy and a student health issues policy. Opheim has worked back with MTSBA to obtain templates for family engagement policy, gifted and talented policy and a significant writing policy. I anticipate the new policies will be in place by August 2015 after two readings by our Board. |
| | | | | 10.55.708 - Teaching Assignments: Endorsement: 01S ENG; 04S HIS; 31A LIB; Teaching: Music | Opheim has advertised for a music and choir educator. The Superintendent attended both the UM Missoula and MSU Bozeman teaching fairs in an attempt to secure a music and choir educator. |
| | | | | 10.55.714 - Professional Development Advisory Committee | The Opheim School will form a professional development advisory committee. |
| | | | | 10.55.902 - Basic Education Program: No World Language Program | Opheim has worked with Montana Digital Academy and will have both World Language and Visual Arts classes available for students to access during the 2015-16 school year. |
| | | | | 10.55.902 - Basic Education Program: No Visual Arts Program | Opheim has worked with Montana Digital Academy and will have both World Language and Visual Arts classes available for students to access during the 2015-16 school year. |
| | | | | | |

**2014-2015 Corrective Plans Recommended for APPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|---------------|----------------------|--------------------|-----------------------------|--|---|
| Valley | Opheim K-12 Schools | Opheim High School | Advice | 10.55.701 - Board Policies: Family Engagement, Gifted & Talented, Student Health Issues, Copyright, Equity | Upon further investigation, Opheim does indeed have a copyright policy, equity policy and a student health issues policy. Opheim has worked back with MTSBA to obtain templates for family engagement policy, gifted and talented policy and a significant writing policy. I anticipate the new policies will be in place by August 2015 after two readings by our Board. |
| | | | | 10.55.708 - Teaching Assignments: Endorsement: 01S ENG; 04S HIS; 31A LIB; Teaching: Music | Opheim has advertised for a music and choir educator. The Superintendent attended both the UM Missoula and MSU Bozeman teaching fairs in an attempt to secure a music and choir educator. |
| | | | | 10.55.714 - Professional Development Advisory Committee | The Opheim School will form a professional development advisory committee. |
| | | | | 10.55.904 - Basic Education Program: No World Language Program | I have worked back with Montana Digital Academy and World Language courses will be available for our students to access during the 2015-16 school year. |
| | | | | 10.55.906 - Basic Education Program: Arts Program Short Minutes | Opheim will work to offer two units of arts program courses for the 2015-16 school year. I anticipate we will utilize Montana Digital Academy. |

**2014-2015 Corrective Plans Recommended for APPROVAL
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| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|-------------|-------------------------|--------------------|----------------------|---|---|
| Yellowstone | Billings Public Schools | * McKinley School | Deficiency | 2nd Occurrence: 10.55.708 - Teaching Assignments - Library: Endorsement: OOE ELE | Library media specialist not endorsed deviation is being addressed by the District Leadership Team. |
| | | | | Student Performance: Math (240) | McKinley School Staff and Administration has been working with the OPI School Improvement Advisor (SIA). We will continue to work with the SIA to identify goal areas and develop action plans to meet the goals. Plan for 2015-2016: 1. Implement a common K-5 math screener delivered in the fall, winter and spring to identify student deficits. Based on this data, goals and action plans will be developed at each grade level to address student needs. Specific goals and action plans will be published after the fall benchmarking. 2. Specific math performance goals in math will be published in grades 3-5 based on Spring MWEA MAP Scores. Since the spring 2015 data has not been received and winter benchmark data indicates that the student should exceed the 2% goal for the Spring of 2014; goal percentages will be adjusted to 2% increase from current year's performance. 3. Implementing a school-wide math 30 minute intervention/acceleration block weekly to address student needs. Specific lesson will be developed with assistance of the Billings Public Schools math coach. |
| | | | | Student Performance: Science (247) | McKinley School will continue to work and improve reading and math skills of students which are integral skills to science content knowledge and understanding. Teachers will strive to integrate science instruction in the K-3 into their reading and math lessons. Intermediate staff will be more intentional about teaching science on a consistent basis. |
| | | * Rose Park School | Deficiency | 3rd Occurrence: 10.55.709 - Library Media Specialist - FTE: Insufficient FTE | Billings Public Schools is having a difficult time hiring enough librarians who are currently certified. Our goal is to staff all of our buildings with certified library media specialists as more become available. We advertise extensively and have a limited number of individuals who apply for the positions we have available. It seems as if we are unable to hire at the same rate as we have retirements and resignations in this area. |

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| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|-------------|--------------------------|---------------------|----------------------|---|---|
| Yellowstone | Billings Public Schools | * Washington School | Advice | 2nd Occurrence: 10.55.709 - Library Media Specialist - FTE: Insufficient FTE | Billings Public Schools is having a difficult time hiring enough librarians who are currently certified. Our goal is to staff all of our buildings with certified library media specialists as more become available. We advertise extensively and have a limited number of individuals who apply for the positions we have available. It seems as if we are unable to hire at the same rate as we have retirements and resignations in this area. |
| | | | | Student Performance: Math (240) | Washington School has addressed our deficits in math by adding 30 additional minutes of intensive math instruction daily for specific students who tested in the "nearing proficiency" range on our NWEA standardized assessments. We have used Do the Math small group instruction, Xtra Math for reinforcement of basic operations, all classrooms are using Number Talks and intentionalized small group math instruction daily, as well as individualized online instruction using Moby Max, Front Row, IXL, and Success maker. |
| | Broadview Public Schools | Broadview 7-8 | Advice | 10.55.902 - Basic Education Program: Visual Arts Program Short Minutes | We are having two separate classes for our 7th and 8th grade for the 2015-2016 school year. The 8th graders will have drafting and art the whole year. The 7th graders will have tech ed and art the whole year. Currently, we did not have enough minutes with having them change at semester. |
| | Elder Grove Elementary | Elder Grove 7-8 | Advice | 10.55.709 - Library Media Specialist - FTE: No FTE | We have budgeted in and hired a .5 administrator, Counselor and full time Library Media Specialist. |

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| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|-------------|-----------------------------|-----------------------------|----------------------|---|--|
| Yellowstone | Yellowstone Academy Elem | Yellowstone Academy Elem | Deficiency | 2nd Occurrence: 10.55.709 - Library Media Specialist - FTE: No FTE | Yellowstone Academy has a teacher who just completed her Library/Media Specialist endorsement. She will be assigned as the supervisor of our Library program and will spend two hours each week in the Library for supervision beginning in the fall of 2015. |
| | | | | Student Performance: Math (223) | Yellowstone Academy serves a population of severely emotionally disturbed (SED) youth. Our student population changes on a weekly basis with 90% of our student body changed from September to June each school year. Because of this, our students do poorly on any type of assessments and we rarely get accurate, academic data on our youth. Therefore, we always apply for the Small School Formula when applying for AYP. Last school year (2013-2014), we missed the deadline and were unable to file our data and report. This school year Yellowstone Academy has collected academic data using the GMADE and the GRADE assessments. We will be requesting to use the small school formula for AYP. |
| | | | | Student Performance: Reading (246) | Yellowstone Academy serves a population of severely emotionally disturbed (SED) youth. Our student population changes on a weekly basis with 90% of our student body changed from September to June each school year. Because of this, our students do poorly on any type of assessments and we rarely get accurate, academic data on our youth. Therefore, we always apply for the Small School Formula when applying for AYP. Last school year (2013-2014), we missed the deadline and were unable to file our data and report. This school year Yellowstone Academy has collected academic data using the GMADE and the GRADE assessments. We will be requesting to use the small school formula for AYP. |
| | | | | Student Performance: Science (237) | Yellowstone Academy serves a population of severely emotionally disturbed (SED) youth. Our student population changes on a weekly basis with 90% of our student body changed from September to June each school year. Because of this, our students do poorly on any type of assessments and we rarely get accurate, academic data on our youth. Therefore, we always apply for the Small School Formula when applying for AYP. Last school year (2013-2014), we missed the deadline and were unable to file our data and report. This school year Yellowstone Academy has collected academic data using the GMADE and the GRADE assessments. We will be requesting to use the small school formula for AYP. |

**2014-2015 Corrective Plans Recommended for APPROVAL
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| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|-------------------------------------|--|--------------------------------|----------------------|---|--|
| Nonpublic Accredited Schools | | | | | |
| Big Horn | Northern Cheyenne Tribal Schools | * Northern Cheyenne Elementary | Deficiency | 10.55.703 - Principal Endorsement: Endorsement: 00E ELE | Principal license was issued on 12/9/2015. |
| | | | | 10.55.707(4) - Professional Licensure - School Counselor: Expired License | Teacher will not be assigned as school counselor for the 2015-2016 school year. |
| | | | | 10.55.708 - Teaching Assignment - Dean of Students: Endorsement: 04S BF | Position will be eliminated. |
| | | | | 2nd Occurrence: 10.55.704(4) - Curriculum Coordinator FTE: No FTE | Curriculum Coordinator will be assigned for the 2014-2015 year. |
| | | | | 2nd Occurrence: 10.55.707 - Teacher Licensure: Nonlicensed | Teacher will be licensed for 2014-2015 year or contract will not be renewed. |
| | | | | 2nd ccurrence: 10.55.707 - Teacher Licensure: Nonlicensed | Teacher will be licensed for 2014-2015 year or contract will not be renewed. |
| | | | | Student Performance: Math (217) | Teachers have not had set curriculum. Saxon Math will be used for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered. |
| | | | | Student Performance: Reading (241) | Teachers have not had set curriculum. Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Read 180 for struggling students. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered. |
| Student Performance: Science (226) | Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered. | | | | |

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|---------------------------------|---|--------------------------------|----------------------|---|--|
| Big Horn | Northern Cheyenne Tribal Schools | * Northern Cheyenne Tribal 7-8 | Deficiency | Student Performance: Science (216) | Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered. |
| | | | | 2nd Occurrence: 10.55.704(4) - Curriculum Coordinator FTE: No FTE | Curriculum Coordinator will be assigned for the 2014-2015 year. |
| | | | | 10.55.708 - Teaching Assignment - Dean of Students: Endorsement: 04S BF | Position will be eliminated. |
| | | | | 10.55.707(4) - Professional Licensure - School Counselor: Expired License | Teacher will not be assigned as school counselor for the 2015-2016 school year. |
| | | | | Student Performance: Reading (234) | Teachers have not had set curriculum. Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Read 180 for struggling students. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered. |
| Student Performance: Math (220) | Teachers have not had set curriculum. Saxon Math will be used for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered. | | | | |

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| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|------------------------------------|--|--|----------------------|--|--|
| Big Horn | Northern Cheyenne Tribal Schools | * Northern Cheyenne Tribal High School | Deficiency | 10.55.703 - Principal Endorsement: Endorsement: 00E ELE | Principal license was issued on 12/9/2015. |
| | | | | 10.55.707(4) - Professional Licensure - School Counselor: Expired License | Teacher will not be assigned as school counselor for the 2015-2016 school year. |
| | | | | 10.55.708 - Teaching Assignment - Dean of Students: Endorsement: 04S BF | Position will be eliminated. |
| | | | | 2nd Occurrence: 10.55.704(4) - Curriculum Coordinator FTE: No FTE | Curriculum Coordinator will be assigned for the 2014-2015 year. |
| | | | | 2nd Occurrence: 10.55.707 - Teacher Licensure: Expired License | Teacher will have their license by the beginning of the 2015-2016 school year or his contract will not be renewed. |
| | | | | Student Performance: Math (223) | Teachers have not had set curriculum. Saxon Math will be used for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered. |
| | | | | Student Performance: Reading (237) | Teachers have not had set curriculum. Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Read 180 for struggling students. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered. |
| Student Performance: Science (208) | Pearson curriculum is going to be introduced into the school for the 2015-2016 years. Afterschool programs and computer programs to help struggling students. Better communication between teachers and grade levels. PLC's in place. Summer school offered. | | | | |
| Missoula | Valley Christian High School | Valley Christian High School | Advice | 10.55.707(4) - Professional Licensure - School Counselor Endorsement: Endorsements: 05A MUS, 31A TRE | We have hired a properly certified and endorsed Counselor whose effective contract date is August 15, 2015. He will be employed by our school for the upcoming 2015-2016 school year. |

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| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|-------------|---------------------------|------------------------------|----------------------|--|---|
| Rosebud | St Labre Schools | St Labre High School | Deficiency | 10.55.601- CSIP | St. Labre has a comprehensive school improvement plan. It was not submitted in the fall to OPI. The plan was reviewed throughout the 2014-15 school year and will be submitted with the next fall report. |
| | | | | Student Performance: Science (235) | The St. Labre Science score of 235 was based on this year's smarter balance test. We have established an after school tutoring to address the low achievement of Science scores. We are completing a curriculum review of our Science courses to align with the Common Core State Standards. |
| | | | | Student Performance: Math (249) | The mathematics score of 249 for our school is two years old. The things that we have done to address this is moving the at risk students to a two hour math block, which consist of 90 minutes. We have also established an after school study hall. |
| Silver Bow | Butte Central High School | Butte Central High School | Deficiency | 10.55.601- CSIP | This was simply an oversight in terms of completion of the CSIP report. The CSIP report will completed next fall. |
| | | | | 10.55.707 - Teacher Licensure: License is Pending Review | Teacher has a teaching degree from the state of Alabama. Our licensed English teacher who resigned the weekend prior to school starting this past fall. Teacher has been working with the University of Montana - Western to apply for a provisional license. The paperwork necessary for a provisional license will be complete prior to the beginning of the 15-16 school year. |
| | | | | Student Performance: Math (249) | Teachers are organized into learning teams to collaborate and discern instructional strategies to improve the math proficiency of BCCHS students. We believe student proficiency has increased since 2012-2103. |
| | | | | Student Performance: Science (244) | Teachers are organized into learning teams to collaborate and discern instructional strategies to improve the science proficiency of BCCHS students. We believe student proficiency has increased since 2013-2104. |
| Valley | Lustre Christian High | Lustre Christian High | Deficiency | 2nd Occurrence: 10.55.708 - Teaching Assignments: Endorsement: 94S PSY; Teaching: History | Teacher enrolling in an internship |
| Yellowstone | Billings Central HS | Billings Central Catholic HS | Deficiency | 10.55.707 - Teacher Licensure: No License | Teacher holds a current license as of 12/3/2014 and dated back to 7/1/2014. BCCHS had a teacher take a job with Billings School District 2 three days before school started. BCCHS worked diligently through the process with MSUB to certify the teacher but missed the deadline by three days. The process was simply slow. The deviation is corrected as this staff member will return for the 2015-16 school year with her license that was again effective 7/1/2014. |

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| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|-----------------------------|---------------------------------------|---|----------------------|------------------------------------|---|
| State-Funded Schools | | | | | |
| Cascade | Montana School for the Deaf and Blind | * MT School for the Deaf and Blind - Elem | Deficiency | Student Performance: Reading (231) | Corrective Action Plan: Student Performance - Reading Data used: 2012-13 CRT scores in reading 2013-14: CRT science given along with CRT alternate; Smarter trial In 2013-14, we began a year-long training on MCCS standards and best practices in English/Language Arts. This year, we began individual observation/coaching opportunities for select teachers. For the 2015-16 school year, coaching in ELA will continue. Challenges are inherent as the coach knows the content but hasn't had a lot of experience with teaching students who are deaf, hard of hearing, deaf-blind, blind or visually impaired. MSDB will also hire an ASL/Bilingual Specialist to help develop ASL/English skills of our deaf and hard of hearing students as the challenges they face with overall language skills impacts performance in all curricular areas. It is our goal that with the content coach and the bilingual specialist scores in reading within our district-wide testing will show improvement. Knowing how language heavy the Smarter assessment is, we can only hope that the interventions will be in place long enough to make any improvements in the spring 2016 state-wide assessment scores. |
| | | | | Student Performance: Math (223) | Corrective Action Plan: Student Performance - Math Data used: 2012-13 CRT scores in math 2013-14: CRT science given along with CRT alternate; Smarter trial In 2013-14, we began a year-long training on MCCS standards and best practices in math. This year, we reviewed math standards and began individual observation/coaching opportunities for select teachers. For the 2015-16 school year, coaching in math will continue. Challenges are inherent as the coach knows the content but hasn't had a lot of experience with teaching students who are deaf, hard of hearing, deaf-blind, blind or visually impaired. MSDB will also hire an ASL/Bilingual Specialist to help develop ASL/English skills of our deaf and hard of hearing students as the challenges they face with overall language skills impacts performance in all curricular areas. It is our goal that with the content coach and the bilingual specialist scores in math within our district-wide testing will show improvement. Knowing how language heavy the Smarter assessment is, we can only hope that the interventions will be in place long enough to make any improvements in the spring 2016 state-wide assessment scores. |
| | | | | 10.55.601 - CSIP | The Montana School for the Deaf and the Blind will complete a Continuous School Improvement Plan and submit it by October 31, 2015. |

**2014-2015 Corrective Plans Recommended for APPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|---|---|---|----------------------|--|---|
| Cascade | Montana School for the Deaf and Blind | * MT School for the Deaf and Blind - High | Deficiency | 10.55.601 - CSIP | The Montana School for the Deaf and the Blind will complete a Continuous School Improvement Plan and submit it by October 31, 2015. |
| Lewis & Clark | Dept of Corrections - Youth | Pine Hills Youth Corr Facility - High School | Advice | 10.55.701 - Board Policies: Gifted & Talented | All policies have been updated |
| | | | | 10.55.708 - Teaching Assignments: Endorsements: 04S PSY, 04S SOC; Teaching English | Teacher is no longer employed by Pine Hills School |
| | | Riverside Youth Corr Facilities - Elem | Advice | 10.55.701 - Board Policies: Gifted & Talented | All policies have been updated and appropriately distributed. |
| | | | | 10.55.703 - Principal Endorsement: Not properly Endorsed | Principal is now endorsed. |
| | | Riverside Youth Corr Facilities - High School | Advice | 10.55.701 - Board Policies: Gifted & Talented | All policies have been updated and appropriately distributed. |
| | | | | 10.55.703 - Principal Endorsement: Not Properly Endorsed | Principal is now endorsed. |
| 10.55.904 - Basic Education Program: No Arts Program; No World Language Program | Riverside is currently updating their resources and will be offering Montana Digital Academy classes online to fill in the current education gaps in the basic education program. | | | | |
| 10.55.906 - Basic Education Program: CTE Program Short Minutes | Riverside school is working on collaborating with other institutions to offer additional Career and Technical education courses at this location. | | | | |

**2014-2015 Corrective Plans Recommended for DISAPPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|-----------|-------------------------------|------------------------------|----------------------|--|--|
| Lincoln | Libby K-12 Schools | Libby Elementary | Advice | 10.55.707(4) - Professional Licensure - School Counselor Endorsement: Endorsement: 00E ELE | We had a counselor retire for health reasons 3 weeks before the start of school. We hired a Montana certified teacher to fill this spot for one year. We are currently advertising for a part time counselor to meet the qualifications required for this position. It is our intention to hire a qualified counselor for the elementary school. |
| | | | | 10.55.709 - Library Media Specialist - FTE: Insufficient FTE | We are planning to continue to be deficient in library media specialist FTE until 2016-2017 when the School Board will review elective classes to be eliminated in order to financially meet library media specialist accreditation standards. <i>Planning to continue to be deficient is not a corrective plan.</i> |
| | | | | 10.55.712 - Class Size: 12 Classes | Our second grade classes had 22 students/class, which was larger than the acceptable number. Next year our second grade class will be significantly smaller, and class size requirements will be met by the third grade classrooms. |
| | | Libby Middle School | Advice | 2nd Occurrence: 10.55.709 - Library Media Specialist - FTE: Insufficient FTE | We are planning to continue to be deficient in library media specialist FTE until 2016-2017 when the School Board will review elective classes to be eliminated in order to financially meet library media specialist accreditation standards. <i>Planning to continue to be deficient is not a corrective plan.</i> |
| Ravalli | Florence-Carlton K-12 Schools | Florence Carlton High School | Advice | 10.55.703 - Principal Endorsement: Endorsements: 00E ELE, 30E PRI | Principal will take the appropriate courses for secondary endorsement. |
| | | | | 10.55.705 - Principal FTE: Insufficient FTE | <i>Deviation not addressed.</i> |
| | | | | 10.55.713 - Class Size: 1 Class | Physical Education class size was above the limit. Students were removed from the class and rescheduled in another class. |
| Roosevelt | Wolf Point Public Schools | Northside | Deficiency | 10.55.601 - CSIP | Northside School will complete the Continuous School Improvement Plan for the 2015-16 school year. |
| | | | | Student Performance: Math (242) | <i>Deviation not addressed.</i> |
| | | | | Student Performance: Science (245) | <i>Deviation not addressed.</i> |

**2014-2015 Corrective Plans Recommended for DISAPPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|-----------|---------------------------|----------------|----------------------|--|--|
| Roosevelt | Wolf Point Public Schools | Wolf Point 7-8 | Deficiency | 10.55.601 - CSIP | Wolf Point 7-8 will complete the Continuous School Improvement Plan for the 2015-16 school year. |
| | | | | 10.55.709 - Library Media Specialist - FTE: Insufficient FTE | Wolf Point 7-8 is housed in the same building as Wolf Point High School. Current enrollment for Wolf Point 7-8 is 125 students and 200 students for Wolf Point High School. With only 325 students in grades 7-12, we meet the 1 FTE for school with 251-500 students with our current librarian on staff. <i>Cannot combine school student enrollments for Library Media Specialist FTE.</i> |
| | | | | 10.55.902 - Basic Education Program: No World Language Program; No Visual Arts Program | Wolf Point 7-8 will offer a World Language class and a Visual Arts class for the 2015-16 school year. |
| | | | | Student Performance: Math (241) | <i>Deviation not addressed.</i> |
| | | | | Student Performance: Science (236) | <i>Deviation not addressed.</i> |

**2014-2015 Corrective Plans Recommended for DISAPPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|-----------|---------------------------|------------------------|----------------------|--|--|
| Roosevelt | Wolf Point Public Schools | Wolf Point High School | Deficiency | 10.55.601 - CSIP | Wolf Point 7-8 will complete the Continuous School Improvement Plan for the 2015-16 school year. |
| | | | | 10.55.701 - Board Policies: Significant Writing | Wolf Point High School will develop a Significant Writing Policy and present it to the board for approval before the 2015-16 school year begins. |
| | | | | 10.55.906 - Basic Education Program: World Language program short minutes | Wolf Point High School will be offering Native American Studies/Language for the 2015-16 school year. |
| | | | | 3rd occurrence: 10.55.708 - Teaching Assignments: Endorsement: 00E ELE; Teaching: Science | Wolf Point High School will continue to advertise and try to recruit a certified science teacher. |
| | | | | 3rd occurrence: 10.55.708 - Teaching Assignments: Endorsement: 18S PS; Teaching: Agriculture | Wolf Point High School and our current teacher will continue to obtain the endorsement in these areas. |
| | | | | 3rd occurrence: 10.55.708 - Teaching Assignments: Endorsements: 00E ELE, 31A REA; Teaching: Industrial Arts | Wolf Point High School will continue to try to fill the position with a teacher certified in the Industrial Arts areas. Our current teacher will also continue to obtain the Class V endorsement in these areas. |
| | | | | Student Performance: Graduation Rate (73.7%) | Deviation not addressed. |
| | | | | Student Performance: Math (239) | Deviation not addressed. |
| | | | | Student Performance: Science (235) | Deviation not addressed. |

**2014-2015 Corrective Plans Recommended for DISAPPROVAL
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|-----------|--------------------------|-----------------------|----------------------|--|--|
| Wheatland | Harlowton Public Schools | Harlowton High School | Advice | 10.55.708 - Teaching Assignments: Endorsement: 00E ELE; Teaching: Business | Harlowton High School has advertised for a business teacher for three years. We have had a total of zero qualified applicants for the job. Our degree of hiring this position has been rated as impossible for the annual data collection report. We find it very hard to fill a position if nobody applies. We hired an elementary teacher to fill the technology requirements our students need for graduation. We have offered Teacher \$750 a year to go back and get this endorsement. He has attempted to get accepted into an internship program, but is having a hard time finding a college in which he can attend while still teaching class at Harlowton Schools. We will again open our position for the following school year to try get qualified applications. Until we do get an applicant that is qualified we will continue to train and develop the teacher that we put in the position. We also are going to use Montana Digital Academy to help us fulfill our needs of this requirement. |
| | | | | Student Performance: Math (241) | <i>Deviation not addressed.</i> |
| | | | | Student Performance: Science (238) | <i>Deviation not addressed.</i> |

**2014-2015 Corrective Plans Recommended for DISAPPROVAL due to Nonsubmission
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|--|------------------------------|---------------------|--|--|--|
| Blaine | Hays-Lodge Pole K-12 Schools | Hays-Lodge Pole 7-8 | Advice | 10.55.701 - Board Policies: Gifted & Talented | <i>No Corrective Plan Submitted for this School.</i> |
| | | | | 10.55.707(4) - Professional Licensure - School Counselor Endorsement: Endorsements: 04S HIS, 12S BUS | |
| | | | | 10.55.902 - Basic Education Program: No Music Program | |
| | Hays-Lodge Pole High School | Advice | Student Performance: Math (225) | | |
| | | | Student Performance: Science (230) | | |
| | | | 10.55.701 - Board Policies: Gifted & Talented; Significant Writing | | |
| | Lodge Pole School | Advice | 10.55.707(4) - Professional Licensure - School Counselor Endorsement: Endorsements: 04S HIS, 12S BUS | <i>No Corrective Plan Submitted for this School.</i> | |
| | | | Student Performance: Math (226) | | |
| | | | Student Performance: Reading (232) | | |
| Student Performance: Science (215) | | | | | |
| 10.55.701 - Board Policies: Gifted & Talented | | | | | |
| 10.55.707(4) - Professional Licensure - School Counselor Endorsement: Endorsements: 04S HIS, 12S BUS | | | | | |
| Student Performance: Math (225) | | | | | |
| | | | | Student Performance: Science (238) | |

**2014-2015 Corrective Plans Recommended for DISAPPROVAL due to Nonsubmission
for Schools with ADVICE or DEFICIENCY Status**

| County | School System | School | Accreditation Status | Deviation | Corrective Plan |
|-----------|---------------------------|---------------------|----------------------|--|--|
| Flathead | Kalispell Public Schools | Glacier High School | Advice | 10.55.708 - Teaching Assignments: Endorsements: 01S SPE, 04S HIS, 05S DRA; Teaching: English <hr/> Student Performance: Science (248) | <i>No Corrective Plan Submitted for this School.</i> |
| Roosevelt | Wolf Point Public Schools | Southside School | Deficiency | 10.55.601 - CSIP <hr/> Student Performance: Math (231) | |

ITEM 18

**RECOMMEND APPROVAL OF THE NOTICE
OF ADOPTION OF REVISIONS TO ARM
TITLE 10, CHAPTER 63 PRESCHOOL
STANDARDS**

Dennis Parman

EXECUTIVE SUMMARY

DATE: JULY 2015

- PRESENTATION:** Amendment of ARM 10.63.108 pertaining to preschool hours
- PRESENTER:** Dennis Parman
Deputy Superintendent
Office of Public Instruction
- OVERVIEW:** The Board of Public Education published a Notice of Public Hearing on the proposed amendment of the above noted rules relating to preschool hours on May 28, 2015. A public hearing was held on June 24, 2015. No comments were received at the hearing or in response to publication of the notice.
- REQUESTED DECISION(S):** That the Board of Public Education amend ARM 10.63.108 pertaining to preschool hours and authorize publication of the Notice to Amend attached.
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Amendment of ARM 10.63.108 pertaining to preschool hours.

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

Amendment of ARM 10.63.108) NOTICE OF AMENDMENT
pertaining to preschool hours)
)
)

TO: All Concerned Persons

1. On May 28, 2015, the Board of Public Education published MAR Notice No. 10-63-272 pertaining to the public hearing on the proposed amendment of the above-stated rule at page 616 of the 2015 Montana Administrative Register, Issue Number 10.

2. The board has amended ARM 10.63.108 as proposed.

3. No comments or testimony were received.

Peter Donovan
Rule Reviewer

Sharon Carroll, Chair
Board of Public Education

Certified to the Secretary of State July 20, 2015.

FUTURE AGENDA ITEMS

September 10-11th, 2015

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